



REDEEMER BAPTIST SCHOOL

a ministry of Redeemer Baptist Church



ANNUAL REPORT 2017



*A distinctive Christian School that strives for excellence
in all areas to the glory of God*

REDEEMER BAPTIST SCHOOL



ANNUAL REPORT 2017

CRICOS No. 00415K

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ANNUAL REPORT – 2017

1. Message from the School Board

What does it take for a country to experience a miracle of deliverance? Christopher Nolan's World War II *Dunkirk* movie tells the story about 338,226 allied soldiers, trapped by the Germans, being miraculously evacuated across the English Channel with the support of a civilian flotilla of more than 800 small boats. In an interview with *TIME*, Nolan spoke about why he made the film.

In our era, the virtue of individuality is very much overstated. Communal responsibility and communal heroism and what can be achieved through community is unfashionable. Dunkirk is a very emotional story for me because it represents what's being lost.

It seems that the answer to coping with immense pressure against pretty difficult odds is, in a word, community. Any winning team needs to be able to trust each other.

So what does it take to successfully deliver students into a healthy adulthood in the context of particular pressures on growing up today such as 'fake news', 'cultural amnesia' and 'the fourth industrial revolution'? We suggest that the school can be a covenant community where we join together to conserve and cultivate virtue.

Spotting fake news online

There is the pressure of 'fake news'. This is not just a political excuse for poor leadership by out-of-touch politicians. A Stanford University study concluded that young people's ability to reason about information on the internet is bleak. Similarly, Western Sydney University found that only 10% of young Australians try to work out whether a story on the internet is true. These researchers are concerned about the future of democracy when disinformation influences young people's capacity to participate as well-informed citizens.

If you're told about some local or global event, you might pull your news source out of your pocket and check on what's happened. That's a great advance in being an informed citizen. But nothing then beats the contest over ideas and facts as friends discuss and argue the evidence in face-to-face community. These encounters form our responses and sharpen our critical thinking, just like the Proverb says: 'As iron sharpens iron, so a friend sharpens a friend'. Access to facts and opinion on the internet is an important resource for all students but – for children to properly discern between fact and manipulating opinion – they need the face-to-face community of teachers and peers.

Cultural amnesia

Another pressure on children and families is the revolutionary break from yesterday's 'normal' which pushes society to cultural amnesia. Those who don't agree with the latest progressive cause are slammed with being on the wrong side of history. But progressive causes are constantly changing. Fifty years ago, progressives said marriage was unnecessary; but now they claim ownership of the moral debate about marriage and all are compelled to forget that, throughout history, marriage has only ever been between a man and a woman. Some may say that people are pretty sensible and, even though laws change, society won't

change much. But look across the border to Victoria where blurring the distinction between male and female is already educational dogma and compassionate care for those with terminal illnesses has been replaced by death doctors! As the new progressive morality overtakes Christian belief, we are left with a society in confusion over the meaning of virtue.

There are moral absolutes given by God which never change regardless of changes in law or culture. These absolutes are not given to stifle enjoyment, rather, families are enriched by faithfulness and there is beauty in human compassion with sacrificial care for those who are suffering terminal illness. But how will children remember these virtues so that they, too, can live a good life if they are not surrounded by a community that is telling the good news stories of our true humanity exemplified in full in the teachings and life of Jesus Christ?

The fourth industrial revolution

Another megatrend which will have major disruptive impacts is the emerging artificial intelligence 'gig' economy – the Fourth Industrial Revolution – which will fundamentally alter the way we live, work, and relate. As educators, we must adapt to prepare our students for their very different futures. However, in addition to great improvements to the quality of life, experts also foresee the potential for the loss of quintessential human capacities such as compassion and cooperation as humans increasingly integrate with technology.

For the sake of our children – as was emphasised in a Macquarie University cyber health and cyber security presentation at our 2017 Senior School Information evening – parents and teachers need to work together as we exercise God-given responsibility to make decisions about appropriate engagement with emerging technologies. Our children are not immune to the damaging impacts of immediate connection to dark possibilities trolling their internet world. Indeed, according to recent American research, social media is academic quicksand.

Knowledge plus Understanding plus Skills plus Relationship

Redeemer Baptist School was founded by an intentional Christian community so the relationship offered to students and families at Redeemer is somewhat unique. We are a school family. A first century letter from one of Jesus' first disciples spoke about character development in Christian community: 'giving all diligence, add to your faith virtue, to virtue knowledge, to knowledge self-control, to self-control perseverance, to perseverance godliness, to godliness brotherly kindness, and to brotherly kindness love'. Here is a life-long program for the education of our children from diligence through virtue to love!

Redeemer students achieved a stunning range of accomplishments in 2017. STEM excellence. State medals in sport. National recognition in the arts. But we are not content to stop at excellence in academics. The actor Will Smith said this in an 'I believe' YouTube.

To live in service, not to you but to live in service to humanity, to live in service to your family, to your church, to your city, to your country, to the world, that is the purest form of joy. If you're not making someone else's life better then you are wasting your time. You can't be scared to die for the truth. The truth is the only thing that is ever going to be constant. It's very simple. This is what I believe and I'm willing to die for it.

Our society encourages us to satisfy individual desires above everything else. But to build character, we need community. To stand for unchanging truth in a culture where truth is fluid, we need community. To remember who we are and what is our purpose as humans made in God's image, we need a community based in relationship with the God who is

eternal, who revealed his holy love for all the world in His Son Jesus Christ, who continues to speak to us in the words of the Bible and the inner witness of His Holy Spirit.

In 2017, our Year 10 students raised \$31,342 for needs in remote Indigenous communities. Then they sacrificed their own holidays, with many volunteer tradesmen, to complete work on the Oasis Ministries Centre in Boggabilla. This wonderful achievement was only possible because of the dedication of the Christian community who serve unstintingly in our School.

Commitment for life-long learning

Our School Handbook starts with a section headed *The School – A Covenant Community*. In a community poor world, we expose our hearts as we seek to welcome your children and your families into the wider school family. We encourage parents to engage in a long commitment with Redeemer as we build truth and trust to strengthen chords of connection which will add meaning, strength and comfort in the changing scenes of our shared life. We believe that enrolment in Redeemer is not just buying a service in academia but, much more, a promise on our part to do our best to care for the very souls of your children.

Redeemer is a K-12 school. Knowledge and wisdom are woven together in a process over many years. Students who continue to the HSC reap the highest rewards both academically and with regard to character because learning needs trust and commitment to develop into meaningful transformation for civil society. Dr Geoff Lee, Member for Parramatta, picked up on this theme in Parliament on 15th November. The Hansard record states:

I recognise the excellent work of Redeemer Baptist School. As in past years, Redeemer Baptist School staff and students continue to apply their learnings to benefit the broader community ... Redeemer believes that having a heart to respond to the needs of our neighbours and our environment with the love of God and with gifts cultivated through schooling is of primary importance in education. This is a foundation for a future generation of young Australians equipped to contribute excellence with compassion in their vocations and our communities. I commend the great work done at the school ... I offer my congratulations to all staff and students and wish them all the best for another successful year in 2018.

For every student at Redeemer there is a large community of staff, friends and parents who are all praying for you, all eager to support you, all interested in the outcome of your life's journey, and all ready to give from their hearts when there is real need.

Will you all be committed with us for every student, hoping – even when the outcome looks bleak – that we can by God's grace be given the inspiration and the means to discover a path to fulfil God's good plans for each and every one? I pray that Redeemer will always be a covenant community bringing blessing to all of our students and their families and, through them, to the wider community.

We recommend that you obtain a copy of the Principal's 2017 Annual Address for more detail on this topic of *Conserving & Cultivating Virtue: The School as a Covenant Community*. This Address can be found on Redeemer's website www.redeemer.nsw.edu.au .

Message from the School Board



2. Contextual Information about the School

Redeemer Baptist School is a Pre-Kindergarten to Year 12 Christian school situated in a magnificent heritage site at North Parramatta with easy access to public transport. The School is committed to a Christian worldview in education and renowned for its academic standards. A comprehensive range of subjects and extra-curricular activities is offered for all ages, including vocational education options in the Senior School.

Redeemer seeks to create a learning environment which is thoughtful, free, sharing and respectful rather than competitive, tense, self-serving and fearful. The School is a ministry of Redeemer Baptist Church. All staff are members of the Ministry Order of the Church. The sacrificial life of this religious community forms a base for a teaching and learning environment where people may discover friendship, pray for each other and help the weakest. Both individual learning and the responsibility of care for each other is encouraged.

Redeemer's culture of excellence in science and technology has been recognised by numerous awards including Science Teachers Association of NSW Young Scientist Competition, University of Wollongong Technology and STEM Awards, BHP Billiton Science & Engineering Awards, NESAs DesignTECH and Texstyle exhibitions (HSC), Intel ISEF (USA), and Australian and International Standards Organisations.

The NSW Legislative Council Hansard recorded highlights of Redeemer's 2017 academic year and commended 'Redeemer Baptist School and its teaching staff and students for their ongoing academic achievement and contribution to excellence in education'.

Redeemer is consulted as a model school in multisensory literacy instruction based on phonemic awareness. Recognition for excellence in literacy has been provided by Dorothea Mackellar Poetry Awards and the NESAs WriteOn Competition.

Public recognition for contribution to leadership and community service includes the Australian College of Educators Community Service and Social Justice Award (2016), the Parramatta City Young Citizen of the Year Awards (2017), the Australian Government Volunteering Video Competition for Young People, Western Sydney University Vice-Chancellor's Leadership Scholarships, and Mitchell Youth Leadership Forum (MYLF). The Member for Parramatta said in the NSW Parliament about the School (2017):

Redeemer believes that having a heart to respond to the needs of our neighbours and our environment with the love of God and with gifts cultivated through schooling is of primary importance in education. I commend the great work done at the school.

Redeemer has won SWISSA and ASISSA soccer, netball, basketball, tennis doubles, T-ball and Oztag team sports. Redeemer has also won: SWISSA swimming, athletics and cross country zone carnivals; and the AICES athletics carnival. Redeemer students have won gold, silver and bronze medals at CIS athletics and swimming carnivals.

All students who complete a Redeemer education achieve ASQA accredited competency in providing first aid (HLTAID003) plus Royal Life Saving swimming and resuscitation awards. Camps provide a range of adventures as well as opportunity to reflect and build community.

Our vision for Redeemer students is that their lives will be formed by the Christian virtues – faith, hope and love – which by God's grace they will have seen in operation among those who belong to Jesus at Redeemer.

Contextual information

The School is a member of the NSW Association of Independent Schools and the Australian Association of Christian Schools. Contextual information about the school including the characteristics of the student body can be viewed on the website: www.myschool.edu.au.

Excellence at Redeemer in 2017 is evidenced in the following achievements:

- City of Parramatta Australia Day Awards: Young Citizen of the Year High Achiever awarded to Shanella Kang (Year 12).



- Intel International Science & Engineering Fair: Grand Award 3rd in Plant Sciences, won by Mary-Anne Poyitt (Year 11) for her project on Redeemer's riparian corridor. Mary-Anne was also interviewed on the ABC Robyn Williams Science Show.



- STANSW Young Scientist Awards: 1st & 2nd in Biology (Gilana Behan and Miriam Poyitt, Year 10), Sebel Testing & Evaluation Award (Junior Savaiko, Year 10), Intel ISEF and IIATE Models & Inventions awards (Lachlan Bolton, Year 12), STEP Environmental award (Evette Khaziran, Year 10), NMI Measurement award (Bilge Zohre, Year 10).



- BHP Billiton Science & Engineering Awards: Primary winner (Gregory Burns, Year 6) and Primary Encouragement award (Nathan Burns, Year 1); Secondary finalists Mary-Anne Poyitt, Priyanka BC and Aisling Mulvaney (Year 10); Lachlan Bolton (Year 12) and Evette Khaziran (Year 10) have been selected as 2018 national finalists.



- University of NSW ICAS Medal for Science: Krishna Batra (Year 4).



- University of Wollongong STEM Awards: Year 10 Winning School and Winning Teachers, plus 15 significant Years 9 & 10 awards.



Contextual information

- NESAs WriteOn bronze award: Shabdha Kukunooru (Year 6).



- Lions Voice of Youth Public Speaking: Gokulraj Kuppusamy (Year 8), 2nd place.



- Premier's Reading Challenge medals: Ruth Burns, Madeleine Filson, Suzanne Jones & Mikalah Zammit; Redeemer students received 17 platinum and 23 gold awards.



- Dorothea Mackellar Poetry Awards:
 - Ruth Burns (Year 9) won 2nd prize in the secondary AL category.
 - 8 Highly Commended and Commended Redeemer entries.
 - Redeemer Baptist School was awarded a Commendation.

- Inclusion in 'Award Winning Australian Writing 2017' publication, Elvice Ikuo, Year 10.



- Australian Geography Competition Medal: Miriam Poyitt (Year 10).
- History Mastermind: Year 8 gold medal to Emily Burns, Dila Denizli, Edward Garth, Evelyn Poyitt and Markrous Tawfik; Redeemer also won the Year 8 bronze medal.



- HSC Encore Nomination: Liam Shaw (Year 12), Music Performance.
- IMEB Licentiate Diploma with Honours: Edward Ma (Year 12), Classical Piano.
- ATCL Diploma in Piano with Distinction: Antonio Kwok (Year 8).
- Premier's Volunteer Recognition Program: 29 students (Years 9–12) received Certificate Awards including work on the Oasis Ministries Centre, Boggabilla.
- AusSIP Employability Awards: Katherine Allen, Lisa Yu & Christopher Morozoff (Hospitality); Sudesh Tunga (Information & Digital Technology); Melisa Denizli, Mary-Anne Poyitt, Pariselle Hughes & Bilge Zohre (Business).
- Western Sydney University Dean's Merit List
 - School of Engineering, Michael Jones (Year 12, 2014).
 - School of Humanities & Communication Arts, Thomas Bailey (Year 12, 2014).
 - School of Nursing & Midwifery, Catherine Cannon (Year 12, 2013).
- Western Sydney University Dean's Medal: School of Nursing, Catherine Cannon.

- SWISSA championships: senior boys Oztag and Soccer, intermediate girls netball, senior girls basketball, division 2 girls tennis.



- All Suburbs Independent Schools Sports Association (ASISSA) Sport
 - Selected to compete in the NSW CIS cross country: Adrian Burns (Year 3); Victoria Sultana (Year 5); Isabella Burns & Eden Halabi (Year 6).
 - Selected to compete in the NSW CIS athletics: Joshua Frost, Jessica Sesay & Mowa Ohunayo (Year 5); Jeri Akele, Eden Halabi, Sonia Khan & Isabella Burns (Year 6).
- South Western Independent Schools Sports Association (SWISSA) Athletics Carnival
 - Age champions: Jordan Ebert (Year 8); Mikalah Zammit & Adam Gibson (Year 9); Carla Zammit (Year 10), Anthony Bolton (Year 10) & Junior Savaiko (Year 10); Andrea Burns (Year 11); Gabrielle Jones & Lachlan Bolton (Year 12).
 - Redeemer was the champion school.



- SWISSA Swimming Carnival
 - Age champions: Jayden Kwak (Year 8), Marina Yuan & Mikalah Zammit (Year 9); Carla Zammit & Anthony Bolton (Year 10); Megan Ongley & Lachlan Bolton (Year 12). Redeemer was the champion school.
- SWISSA Cross Country
 - Age champions: Victoria Garth & Gregory Burns (Year 7); Emily Burns & Peter Lee (Year 8); Panialeise Hughes (Year 9); Anthony Bolton (Year 10); Andrea Burns (Year 11); Gabrielle Jones & Lachlan Bolton (Year 12).
 - Redeemer was the champion school.

- Association of Independent Co-Educational Schools (AICES) Sport
 - Callum Bailey, Joe Cho, Chris Lamboa & Junior Savaiko were selected to represent SWISSA in open boys soccer;
 - Msgana Akele, Elvice Ikuo, Gabrielle Jones, Chelsey Karvon & Carla Zammit were selected to represent SWISSA in open girls soccer.
 - Jordan Ebert, Peter Lee & Aryan Sehgal were selected to represent SWISSA in under 15's boys soccer.
 - Brooke Akele, Talar Alzened, Likara Bloomfield & Caitlin Lievano were selected to represent SWISSA in under 15's girls soccer.
 - Callum Bailey, Anthony Bolton, Lachlan Bolton, Chris Lamboa & Junior Saviko were selected to represent SWISSA in open boys touch football.
 - Gregory Burns, Jordan Ebert, Edward Garth & Adam Gibson were selected to represent SWISSA in under 15's boys touch football.
 - Jordan Ebert, Andrea Burns, Lachlan Bolton & Gabrielle Jones were athletics age champions and Gabrielle Jones was athlete of the meet.
 - Redeemer won the AICES athletics carnival.
- NSW Combined Independent Schools (CIS) Sport
 - Primary athletics: Isabella Burns won gold (100m) and was selected to represent CIS at PSSA athletics.



- Secondary athletics: Gabrielle Jones won silver (400m) & bronze (javelin); Callum Bailey won bronze (discuss); and Chris Lamboa won bronze (javelin).



- World Dwarf Games, Canada: Rebecca Kim (Year 12, 2010) represented Australia in the silver medal team in women's football.

3. Student Outcomes in National & State Tests & Examinations

Schools are required to provide information in the Annual Report on the Higher School Certificate (HSC), Record of School Achievement (RoSA), and standardised national literacy and numeracy testing (NAPLAN).

i. Higher School Certificate (HSC)

In 2017, 36 students sat for NSW HSC examinations in 22 courses. All Year 12 students (100%) attained an HSC. In total, 100% of candidates across all two unit courses achieved marks of 50 or more (98% in 2016); 100% of candidates who sat for 4 one or two unit extension courses achieved 25 marks or more out of 50 (100% in 2016). This has been a consistent trend over the last three years. The School provides a wide range of subject options while maintaining a core curriculum of English, Mathematics and History.

TABLE 3.1.1: 2017 HSC PERFORMANCE

SUBJECT	NUMBER OF STUDENTS	MEDIAN RESULT		PERFORMANCE BANDS 3-6			PERFORMANCE BANDS 1-2		
		/100		SCHOOL NO.	STATE 2017	STATE 2017	SCHOOL NO.	STATE 2017	STATE 2017
		2016	2017						
English (Standard)	10	66	67	10	100%	86%			14%
English (Advanced)	20	78	77	20	100%	98%			2%
Mathematics General	7	61	62	5	71%	74%	2	29%	26%
Mathematics	14	81	77	14	100%	91%			9%
Physics	15	73	78	15	100%	88%			12%
Chemistry	7	80	86	7	100%	90%			10%
Biology	10	78	81	10	100%	87%			13%
Ancient History	23	76	79	23	100%	80%			20%
Modern History	10	75	73	9	90%	86%			14%
Visual Arts					100%	99%			1%
Music 1	3	-	88	3	100%	98%			2%
Music 2					100%	100%			0%
Design & Technology		-	91		100%	94%			6%
PDHPE	8	62	71	7	88%	81%			19%
VET Business Services	4	79	81	4	100%	71%			29%
VET Construction	4	-	83	4	100%	64%			36%
VET Hospitality (Kitchen Operations & Cookery)	2	-		2	100%	79%			21%
VET IDT (Digital Animation)	4	81	79	4	100%	90%			10%
EXTENSION SUBJECTS	NUMBER OF STUDENTS	MEDIAN RESULT		PERFORMANCE BANDS E2-E4			PERFORMANCE BAND E1		
		2016	2017	SCHOOL NO.	STATE 2017	STATE 2017	SCHOOL NO.	STATE 2017	STATE 2017
Music Extension /50									
Mathematics Extension 1 /100	11	79	86	11	100%	97%			3%
Mathematics Extension 2 /100	9	78	78	9	100%	97%			3%
History Extension /50	6	35	34	6	100%	98%			2%

In 2017, 27 students (33 in 2016) achieved required competencies for dual accreditation of Preliminary and HSC vocational courses and certificates. 73% of Year 12 students undertook vocational education during their schooling (82% in 2016). All Year 12 students undertaking vocational education attained a vocational qualification (see Table 3.1.2).

TABLE 3.1.2: 2017 PRELIMINARY & HSC VOCATIONAL CERTIFICATES

VOCATIONAL AWARD	NUMBER OF STUDENTS	
	PRELIMINARY	HSC
Certificate I in Business	10	
Certificate II in Business	3	1
Certificate III in Business		2
Certificate I in Construction	2	1
Certificate II in Construction		4
Certificate I in Hospitality	2	
Certificate II in Kitchen Operations		2
Statement of Attainment towards Certificate III in Information, Digital Media & Technology		4

ii. Records of School Achievement (RoSA)

In 2017, no students were issued with or applied for a RoSA before the HSC. Twenty-one Year 10 students achieved required competencies for vocational qualifications (12 in 2016). 75% of Year 10 students (79% in 2016) undertook vocational education. All Year 10 students undertaking vocational education attained a qualification (see Table 3.2.1).

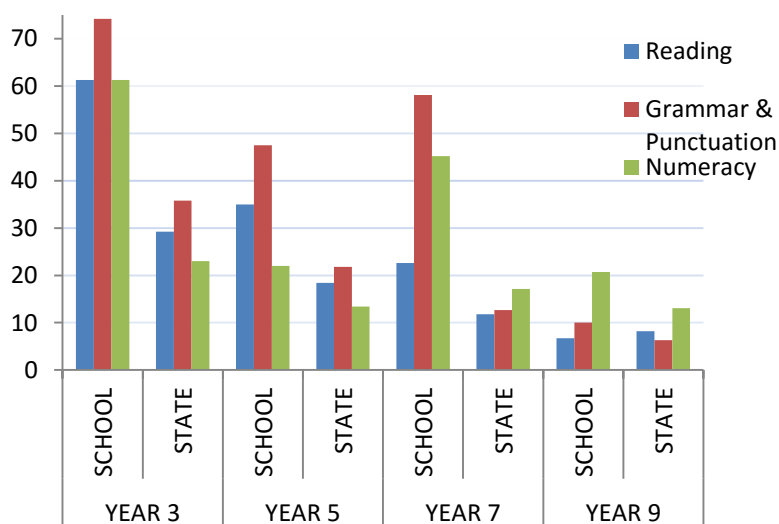
TABLE 3.2.1: 2017 Stage 5 VOCATIONAL CERTIFICATES

VOCATIONAL AWARD	NUMBER OF STUDENTS
Certificate I in Information, Digital Media & Technology	19

iii. National Assessment Program Literacy & Numeracy (NAPLAN)

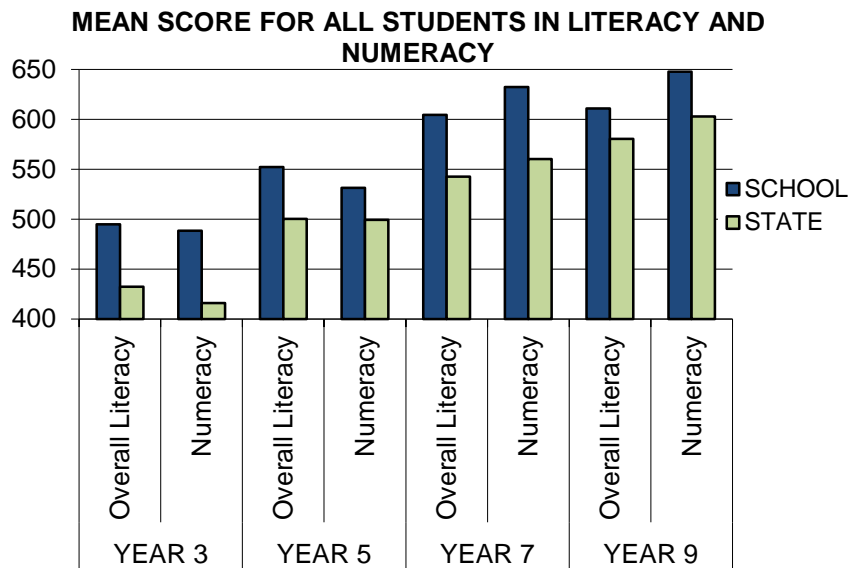
In 2017, the School presented students in Years 3, 5, 7 & 9 for NAPLAN. Percentages of students achieving in the top band are shown in Graph 3.3.1.

Graph 3.3.1: 2017 NAPLAN
Percentage of students in top band elements of Literacy & Numeracy



Overall – in literacy and numeracy in NAPLAN – the mean (average) score for Redeemer students was above the state mean (average), as shown in Graph 3.3.2.

GRAPH 3.3.2: 2017 NAPLAN

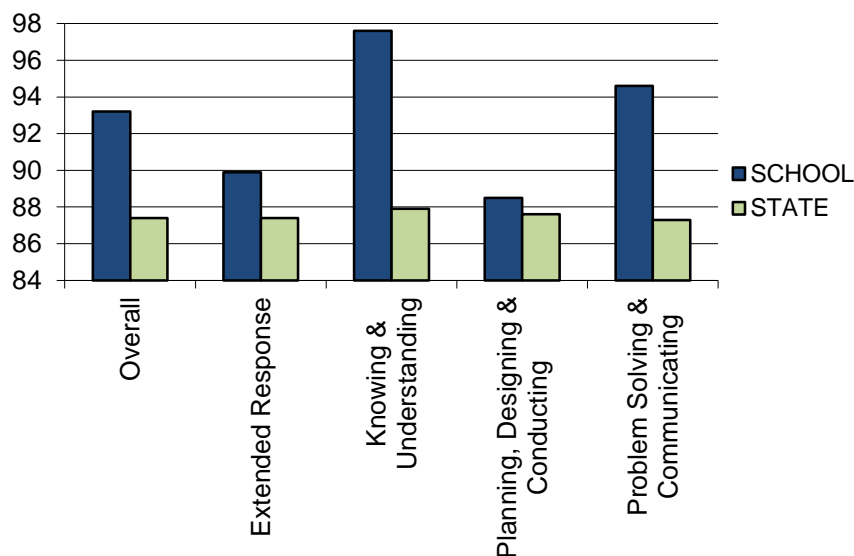


ACARA identified Redeemer Baptist School as having demonstrated substantially above average gain in NAPLAN results in 2017. Performance in NAPLAN is documented on the My School website: www.myschool.edu.au .

iv. VALID Science Assessment for Learning & Individual Development

The VALID program provides diagnostic and formative information about science learning by Years 8 students in schools across NSW and provides a mechanism to allow schools to validate school based assessment in Science. The mean score for Redeemer students was ahead of the state in each domain tested as shown in the following Graph 3.4.1.

GRAPH 3.4.1: 2017 YEAR 8 VALID SCIENCE ASSESSMENTS
MEAN SCORE FOR VALID SCIENCE ASSESSMENT



v. Other Academic Awards

In addition to the list in Section 2 (Contextual Information about the School), the following list further highlights Redeemer student achievements in 2017.

(A) SCIENCE

- ICAS (UNSW) 4 High Distinctions; 23 Distinctions; 34 Credits

(B) ENGLISH

- ICAS (UNSW) 3 High Distinctions; 9 Distinctions; 31 Credits

(C) MATHEMATICS

- ICAS (UNSW) 5 High Distinctions; 13 Distinctions; 50 Credits
- AMC 1 High Distinctions; 10 Distinctions; 31 Credits

(D) MUSIC

- AMEB 1 IMEB Licentiate Diploma in Piano with Honours
1 ATCL Diploma in Piano with Distinction
AMEB exams to 6th grade in Piano, Violin, Clarinet, Saxophone, Flute and Musicianship. 48% passed with Honours or Distinction.

(E) DIGITAL TECHNOLOGIES

- ICAS (UNSW) 2 High Distinctions; 5 Distinctions; 25 Credits

(F) GEOGRAPHY

- Australian Geography Competition 8 High Distinction; 8 Distinctions; 17 Credits

(G) LANGUAGES

- ACER Certificates 1 Distinction; 12 Credits

4. Senior Secondary Outcomes

In 2017, 73% of the Year 12 cohort had participated in vocational training (as per Table 3.1.2: 2017 Preliminary & HSC Vocational Certificates). Senior secondary outcomes are summarised below.

Year 12	Qualification/Certificate	Percentage of Students
2017	HSC	100%
2017	VET qualification	73%

Senior secondary outcomes are documented on the My School website:

www.myschool.edu.au .

5. Professional Learning & Teacher Standards

i. Professional Learning

School Executive participated in Leadership or Governance Seminars conducted by: Association of Independent Schools NSW (AIS); Australian College of Educators (ACE); Excelsia College; Australia & New Zealand Education Law Association; Bursars Association; New College (UNSW); Western Sydney Australia Day Community Reception; and NESAs. All teaching staff participated in professional development on: York Assessment of Reading for Comprehension (YARC); the Clark Lecture on Schooling & Christian Imagination with Professor David Smith; Cyber Generation with ACE; and a Christian worldview of education through the School's Annual Education Conference with Dr Barry Chant.

In addition, the following professional development activities were undertaken by staff.

DESCRIPTION OF PROFESSIONAL LEARNING ACTIVITY	Number of Teachers
<i>BOSTES Consultations</i> : PDHPE; Science & Technology; Technology; Languages	24
<i>English</i> : Stage 6 syllabus; Creative writing; Text analysis; Assessment; Extension; Conference	11
<i>Mathematics</i> : Stage 6 syllabus; Nelson; Cambridge; Conference	7
<i>Science</i> : Nelson Senior Science; HSC Physics; Stage 6; Conference; Jacaranda Physics; VALID; ANSTO Chemistry; Intel ISEF; ISCAST lecture UNSW	36
<i>History</i> : Conference; Genocide; Nelson; Stage 6; HSC; OUP; Holocaust; Australian Museum	26
<i>Economics & Geography</i> : Conference	4
<i>Technology</i> : 3D design printing; Conference; HSC Textiles; Bird fair; Hollows as homes; Assessment	9
<i>Music & Visual Arts</i> : Music & the brain; HSC marking; TTA Music	12
<i>PDHPE</i> : NSW Health network; Lawsense; Conference; ACHPHER	8
<i>VETIS</i> : ASQA; Conference; Forum; VELG	16
<i>Pastoral Care, Leadership & Integration</i> : Aboriginal bridging the gap; Wellbeing; Giving hope; Online safety; First Aid, Asthma & Anaphylaxis; Identity; Autism	44
<i>Teaching/Learning</i> : Strategies & resources for teaching; ACE conference; NAPLAN online; Excelsia M Teach; Neuroscience; Gamify your classroom; HSC Standards	36
<i>Library</i> : Conference	2
<i>Teacher accreditation</i> : AITSL; NESAs provider; Maintenance & beyond	8
<i>Compliance</i> : Xplor for schools; ESOS National Code; Building the Future; Food service	9
<i>Languages</i> : Assessment; Tapis Volant	4
<i>Careers Advisor</i> : WSU	1

The average expenditure per teacher on professional learning in 2017 was \$1,209.

ii Teaching Standards

For 2017, details of the numbers of all teaching staff responsible for delivering the curriculum are listed in the following categories.

CATEGORY	Number of Teachers
(i) having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	61
(ii) Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	3

6. Workforce Composition, including Indigenous

All staff are members of the Ministry Order of Redeemer Baptist Church. The sacrificial life of this religious community forms a base for a teaching and learning environment where people may discover friendship, pray for each other and help the weakest.

World Teachers' Day citations were awarded by the Australian College of Educators to:

***Helen Marsh**, as an adaptive teacher librarian, has established four libraries at Redeemer Baptist School to serve contemporary needs including the impressive N F Cannon Library with its Global Resource Centre. In addition to a beautifully presented hardcopy collection, Helen has also sourced extensive ranges of digital texts and online video teaching resources for borrowing and reference. As well as providing an inviting communal reading space which is open until 6pm, library seminar rooms have also become the hub of allied health intervention for students with particular learning needs. Modelling the value of lifelong learning, Helen recently graduated with Distinction in a tertiary course on digital information services. Helen Marsh is a worthy recipient of the 2017 Hills/Parramatta Region Australian College of Educators World Teachers' Day award.*

***Isobel Forrester** has contributed enduring excellence in her HSIE teaching at Redeemer Baptist School for 30 years. In 1987, Isobel introduced Ancient History as an ever-popular Redeemer HSC option. She has since been an Ancient History Study Guide author, marker, and syllabus writer. As an archivist and heritage historian, Isobel adds professional enthusiasm to her teaching. This year, one of Isobel's students won an Australian Geography first prize medal. As a Royal Life Saving Society Examiner, Isobel also coordinates annual water safety courses for every Redeemer student culminating in the bronze cross. Her squad training in the Redeemer pool consistently gives students opportunities to reap zone and state medals. Isobel Forrester is a worthy recipient of the 2017 Hills/Parramatta Region Australian College of Educators World Teachers' Day award.*

Information with regard to Redeemer staff is located on the My School website:

www.myschool.edu.au .

7. Student Attendance & Retention Rates

i. Student Attendance

Year	Attendance Rate
Kindergarten	96.7%
Year 1	96.9%
Year 2	97.1%
Year 3	97.4%
Year 4	96.6%
Year 5	97.2%
Year 6	98.1%
Year 7	98.0%
Year 8	97.2%
Year 9	97.0%
Year 10	98.0%
Year 11	98.2%
Year 12	97.9%

Ninety-seven per cent of students attended School on average each School day in 2017. This was similar to the daily attendance in 2016. Student attendance profiles are reviewed regularly and parents/guardians informed if these are deemed unsatisfactory.

Information with regard to student attendance is located on the My School website: www.myschool.edu.au.

ii. Student Retention Rates

Actual retention rates are based on data relating to actual students who have been tracked at Year 10 and Year 12 and apparent retention rates are based on simple comparisons of enrolment numbers in Year 10 and Year 12.

The figures are taken at the Commonwealth Census date for each year.

Years compared	Year 10 Total Enrolment	Year 12 Total Enrolment	Year 10 Enrolment remaining in Year 12	Apparent retention rate	Actual retention rate
2013/2015	21	23	18	109.5%	85.7%
2014/2016	32	20	20	62.5%	62.5%
2015/2017	37	34	33	91.9%	89.2%

The retention rates from Year 10 to Year 12 are similar to previous years.

8. Post School Destinations

100% of students who left School at the end of Year 12 following the completion of their School education were offered enrolment at university or a university pathways course including ASQA accredited vocational training.

9. Enrolment Policies & Characteristics of the Student Body

Redeemer Baptist School is a comprehensive, co-educational Pre-Kindergarten to Year 12 Christian school operating within the regulatory and accountability requirements of the Education Act as set by the NSW Education Standards Authority (NESA). All applications for enrolment will be processed in order of receipt and consideration will be given to the applicant's support for the ethos of the School, siblings already attending the School, and other criteria determined by the School from time to time. Once enrolled, students are expected to support the School's ethos and comply with the School's rules – as set out in the Conditions of Enrolment and the School Handbook – to maintain the enrolment.

i. Procedures

- (i) All applications will be made with the Registrar and all necessary documentation provided in English (as stated in the information letter, including the last two school reports and English College reports) at the time of interview with the Principal, the Headmaster and/or his delegate.
- (ii) Personal information collected by the Registrar with regard to students will include:
 - names by which the student is or has been known
 - full birth certificate
 - residential address
 - family circumstances including duly certified copies of any relevant court orders, parenting orders or parenting plans
 - ethnic, cultural and religious particulars
 - primary language
 - contact details for the student's doctor(s)
 - any diagnosed medical conditions
 - immunisation records with respect to vaccine preventable diseases
 - any physical impairment or disability
 - Medicare and health fund particulars.
- (iii) Personal information collected by the Registrar with regard to the parents/guardians of a student will include:
 - names by which the parents/guardians are or have been known
 - residential address
 - place of employment
 - all contact telephone numbers
 - any other contact details.
- (iv) Personal information (collected by the Registrar) including name, address, telephone numbers and any other contact details is collected for each person: who may be contacted in an emergency; any authorised nominee to collect the child from the After School Care Service; any person authorised to consent to medical treatment or administer medication to the child.
- (v) At the interview each applicant's supporting documentation, references, and interview responses will be considered by the Principal or Headmaster or his delegate in terms of a willingness to support the School's ethos.
- (vi) In relation to the educational needs of the applicant, the Registrar will gather information and reports at the direction of the Principal or Headmaster from parents/guardians and other relevant persons to allow for proper consideration of these needs.

- (vii) Overseas students must provide documentary evidence to the Registrar that he or she has a sufficient standard of English to cope with the course. This evidence may result from IELTS testing or from other approved providers. Previous School Reports may contribute to evidence required. All applications will be assessed by the Principal, Headmaster or his delegate to ensure students have the appropriate qualifications and proficiencies to undertake the course.
- (viii) The School will take into account any Australian Government Department of Immigration and Border Protection (DIBP) schools sector English proficiency test requirements.
- (ix) The Principal or Headmaster or his delegate will consider evidence provided by the applicant to establish the appropriate Year of Enrolment and whether the School has facilities and/or personnel to accommodate the applicant before making an offer of enrolment.
- (x) A Letter of Offer will be sent to successful applicants with:
- a Form of Acceptance to be signed by parents or legal guardians and returned with an enrolment deposit as specified in the Letter of Offer
 - written authorisation to be signed by the parents/guardians of the student for the School to seek as required treatment from emergency medical, hospital, dental and/or ambulance service in the event of injury or illness whilst at School
 - a copy of *The ESOS framework* provided by Australian Education International (overseas students only)
 - circumstances in which personal information about students may be shared (overseas students only).
- (xi) At the time of entry, overseas students will be re-assessed by TESOL staff and a withdrawal program may be instituted to ensure English proficiency is satisfactory. There is an expectation that students entering should have attained proficiency measured by the ACER Diagnostic English Language Tests (DELTA) as follows:
- | | |
|---------------|------------------------------|
| Years 7 & 8 | Pre-intermediate |
| Years 9 & 10 | Intermediate |
| Years 11 & 12 | High Intermediate – Advanced |
- (xii) The School will notify the Australian Government Department of Education and Tuition Protection Service Director of provider and student defaults and the outcomes of such defaults in accordance with the requirements of the Education Services for Overseas Students Act.

Continuing enrolment is subject to the student's adherence to School rules (see Conditions of Enrolment, Pastoral Care policies and Behaviour Management policies) and payment of School fees.

ii. Conditions of Enrolment

Conditions of Enrolment for local students at Redeemer Baptist School

1. Parents will agree to allow the child to share fully in the life and program of the School, including the devotional activities and doctrine lessons.
2. Parents undertake to provide the child with the correct uniforms as approved by the School, from time to time, and to ensure that the child is always sent to School neatly and modestly dressed in that uniform.
3. Parents undertake to provide the child with all necessary textbooks and other equipment of a personal nature that may be required by the School to enable the child to benefit fully from the education offered.
4. Parents accept the right of the School to discipline as it deems wise and expedient for the child and agree to uphold in every way possible the School's authority and right to administer appropriate punishment in accordance with the policies of the School.

5. All fees are payable in advance on the first day of each term and where payment is not made by the due date a late payment charge may be levied. Fees include tuition, capital, camp, excursion, bookstore and uniforms. Camp and excursion fees are payable for current students regardless of attendance at the curriculum event unless at least four weeks notice of non-attendance is provided and agreed to by the School. Any cost of debt recovery for overdue accounts including legal expenses and commission paid by the School to a debt collection agent will be added to the debt balance payable by parents to the School. A family rebate for tuition and capital fees may be granted if the family shows evidence of financial disadvantage in the form of a means-tested family benefit or equivalent. Rebates will not be applied retrospectively.

(Note: Where the requirement to pay in advance causes hardship, an alternative payment plan may be discussed with the Principal or Headmaster.)

6. Parents will give at least one term's notice in writing of termination of enrolment, and failure to do so will render them liable for one term's fees.
7. The School may suspend or terminate enrolment at its discretion in any circumstances where it considers such action to be desirable or necessary with respect to the policies in the School Handbook and safety of the School community and, without limiting the generality of the foregoing, for any non-compliance with these conditions of enrolment.
8. If circumstances exist whereby a refund of the whole or part of any unutilised fees may be justified then the School in its sole and absolute discretion may make such refund as it considers appropriate.
9. A deposit of one term's fee is payable at the time of acceptance of an offer. This deposit is refunded, on request, at the end of schooling if all other commitments have been met.
10. If an offer is accepted and deposit paid and the offer is then not taken up, the deposit is not refundable.

*Conditions of Enrolment for Overseas Students at Redeemer Baptist School
(CRICOS number 00415K)*

1. Parents/guardians will agree to allow the child to share fully in the life and program of the School, including the devotional activities and doctrine lessons.
2. Parents/guardians undertake to provide the child with the correct uniforms as approved by the School, from time to time, and to ensure that the child is always sent to School neatly and modestly dressed in that uniform.
3. Parents/guardians undertake to provide the child with all necessary textbooks and other equipment of a personal nature that may be required by the School to enable the child to benefit fully from the education offered.
4. Parents/guardians accept the right of the School to discipline as it deems wise and expedient for the child and agree to uphold in every way possible the School's authority and right to administer appropriate punishment in accordance with the policies of the School.
5. Students will not be permitted to commence school until all tuition and camp fees for the year are paid provided that students are not required to pay more than 50% of their tuition fees before they start the course. In addition, a deposit is required to be paid for excursion, bookstore and uniforms. Such arrangements apply to subsequent years of schooling as well as for the commencement year.

Policies

6. Parents/guardians will give at least one term's notice of termination of enrolment in writing, and failure to do so will render them liable for one additional term's fees. This must be read, however, in conjunction with Clause 13. Overseas Students are expected to remain until the end of the contracted period of the course being studied.
7. The School may suspend or terminate enrolment at its discretion in any circumstances where it considers such action to be desirable or necessary with respect to the policies in the School Handbook and safety of the School community and, without limiting the generality of the foregoing, for any non-compliance with these conditions of enrolment.
8. The School will not refund fees after commencement of enrolment if the student does not complete the contracted period of study unless required to do so by legislation. Any credit balance in Bookstore, Camp, Excursion or Uniform accounts is refundable.
9. If an offer is accepted and deposit paid and the offer is then not taken up, the deposit is not refundable.
10. If the School defaults, refunds will be paid within two (2) weeks from the default date giving a full explanation in writing of the refund calculations.
11. This agreement, and the availability of complaints and appeals processes, does not remove the right of the student to take action under Australia's consumer protection laws.
12. Refunds will be paid within four (4) weeks after receiving a written claim from the student and/or parents/guardians.
13. Transfers to other schools during courses may require agreement with the School. This School will only approve transfers in exceptional circumstances. The students entering this School are thus contracting to complete the course of study at this School.
14. The School is required by DIBP to confirm that appropriate arrangements have been made for overseas student accommodation, support and general welfare in Australia. Students must stay with guardians or in accommodation approved by the School and guardians. They must not live independently. Accommodation must not be changed without prior approval by the School. Any change of address while enrolled in the course must be notified to the School. The School reserves the right to require a change in accommodation if it is deemed to be unacceptable. Any change in guardianship arrangements must have the approval of the School.
15. It must be noted that holders of Student Visas are not eligible to receive bus and train passes for free travel to and from School.

Courses Available:	Primary	K–6	008284 G	7 years
	Secondary Junior	7–10	005105 F	4 years
	Secondary Senior	11–12	005106 E	2 years

iii. Characteristics of the Student Body

The School population is composed of 41% secondary students (7–12) and 59% primary students (K–6) with 46% girls and 54% boys.

Redeemer Baptist School is a comprehensive school with an open enrolment policy. The students come from a wide range of ethnic and faith backgrounds. This includes students with language backgrounds other than English, and a number of students with special needs. The School also enrolls overseas students in primary and secondary years of schooling.

Characteristics of the student body are on the My School website: www.myschool.edu.au .

10. School Policies

The School is a place of safety where: all are accepted; uniqueness is celebrated, not ridiculed; and conflict may be resolved without physical or emotional violence. Thus fighting, bullying, vilification and discrimination are not tolerated. There is support for those who are disciplined. Acceptance of all requires a humility uncommon in society, but possible in the setting of God's people. It is with this in mind that policies have been written. The aim is to establish a learning community that expresses unimpaired relationships, thus fulfilling together what the School undertakes to establish in the lives of its students.

Policies for Student Welfare, Discipline, and Reporting Complaints and Resolving Grievances are published in the *Redeemer Baptist School Handbook 17* (School Handbook), the *Health and Safety Manual 14*, the *Staff Handbook 15*, and the *Child Protection Manual 15*. The School Handbook may be accessed on the School website (www.redeemer.nsw.edu.au). Other Manuals and Handbooks referred to above can be viewed at the School Office.

i. Student Welfare

The School seeks to provide a safe and supportive environment to: minimise risk of harm; provide security; and support physical, social, academic, spiritual and emotional development of students. The following policies are included in the *School Handbook*, which is on the School website and distributed to all parents/guardians, staff and the School Board.

- **Code of Conduct** for members of the School community (page 14).
- **Pastoral Care**
 - Issues are to be referred to the Principal, Headmaster or his delegate (page 45).
 - The School will take reasonable measures to identify **Students with Special Needs** and provide them with an appropriate level of support (page 45).
- **Communication** (page 29).

Policies covering student welfare, and changes to policies during 2017, are listed below.

POLICY	CHANGES IN 2017	ACCESS TO FULL TEXT
Child Protection Policy & Manual <ul style="list-style-type: none"> • definitions and concepts • legislative requirements • preventative strategies • reporting & investigating • reportable conduct • investigative process • documentation • anti-bullying policy 		<i>Child Protection Manual 15</i> issued to all staff and members of School Board; issued to parents on request

POLICY	CHANGES IN 2017	ACCESS TO FULL TEXT
Security Policy <ul style="list-style-type: none"> procedures for security of grounds & buildings use of grounds & facilities emergency procedures travel or school-related activities 		<i>Health and Safety Manual 14</i> issued to all staff and members of School Board
Supervision Policy <ul style="list-style-type: none"> duty of care & risk management levels of supervision guidelines for all staff 		<i>Staff Handbook 15</i> issued to all staff and members of School Board
Conditions of Enrolment	<ul style="list-style-type: none"> Parents responsible for cost of debt recovery Circumstances for a family rebate for school fees 	School Registrar and <i>School Handbook 17</i>
Privacy and Personal Information Policy		<i>School Handbook 17</i>
Code of Conduct encompassing: <ul style="list-style-type: none"> code of conduct for staff & students behaviour management the role of student leadership 	<ul style="list-style-type: none"> Changes having regard to plain English 	<i>School Handbook 17</i>
Pastoral Care Policy encompassing: <ul style="list-style-type: none"> the pastoral care system availability of and access to special services and counselling health care procedures critical incidents homework policy 	<ul style="list-style-type: none"> Changes having regard to plain English, and review of School environment & practices Clarification of procedures with regard to homestay inspections for overseas students 	<i>School Handbook 17</i>
Communication Policy encompassing: <ul style="list-style-type: none"> formal & informal mechanisms in place for the school & parents/guardians 	<ul style="list-style-type: none"> Changes having regard to plain English, and review of School environment & practices 	<i>School Handbook 17</i>
Accommodation Policy		<i>School Handbook 17</i>
Overseas Students		<i>School Handbook 17</i>

ii. Anti-bullying policy

The word of God provides perspective and authority for a Christian worldview in education with respect to anti-bullying policy, with wisdom such as ‘he who oppresses the poor reproaches his Maker’ (Proverbs 14:31) and ‘he who mocks the poor reproaches his Maker’ (Proverbs 17:5). Jesus said that the command to love your neighbour as yourself is like the first and greatest commandment, which is to love God with all your heart, with all your soul, and with all your mind (Matthew 22:37-39). Redeemer Baptist School is committed to providing all students and staff with a learning and working environment which is safe, supportive and caring and which is free of bullying of any kind.

The full text of the School’s anti-bullying policy is in the *Child Protection Manual* (page 19).

iii. Discipline Policy

Students are required to abide by the School's Code of Conduct and to follow directions of teachers and others with authority delegated by the School. Where disciplinary action is required, penalties vary according to the nature of the breach and prior behaviour. Corporal punishment is not permitted under any circumstances.

Disciplinary action may result in sanctions including detention, suspension, exclusion from class and expulsion. Processes for discipline are based on procedural fairness.

The full text of the School's discipline policy and associated procedures is in the *School Handbook* (page 37).

iv. Policies for Complaints & Grievances Resolution

The School's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents/guardians and/or students. These processes incorporate principles of procedural fairness.

The full text of the School's policies and associated procedures for complaints and grievances resolution is in the *School Handbook* (page 41).



11. School-Determined Improvement Targets

In his welcome to School Chapel address in Term 2, 2017, the Principal said:

Your life story is being formed by the choices that you make. The quality of your story is partly formed by the ideas that you come across that become authoritative in explaining life for you. That is why we explore culture through literature and art at school so that you have an opening into a world of ideas that have shaped how people live, so that you can begin to choose the ideas that will shape how you live. That is why we read God’s word in the Bible so that we have some understanding on the best authority of what it means to live a good life. That is why it is so important that you strive to gain much from your learning at School.

What’s most important as you prepare for life through education? This is what Jesus said:

This is my commandment: that you love each other as I have loved you. There is no greater love than this—that a man should lay down his life for his friends.

The greatest achievement is to love like Jesus – ethically, truthfully, selflessly. This is what is important in our families and communities, in our nation.

We plan School improvement in the context of our goal of conserving and cultivating virtue through a Christian school community. We plan improvements to better equip our students to meet human challenges in the digitally charged 21st century so that they may live a blessed life as children of the God who is our Father and the Father of our Lord Jesus Christ.

Achievement of Priorities in 2017 identified in the School’s 2016 Annual Report		
Area	Priorities	Achievements
Teaching & Literacy	<ul style="list-style-type: none"> Extend programs to assist needs of students with particular learning difficulties 	<ul style="list-style-type: none"> In addition to supporting students with particular needs through specialist tutors & a Speech Pathologist, the School also engaged the continuing services of an Occupational Therapist
	<ul style="list-style-type: none"> Provide extension opportunities across the curriculum 	<p>Students excelled in literacy, sport, science, mathematics, music & history</p> <ul style="list-style-type: none"> Dorothea Mackellar Poetry Awards 2nd Bronze award in NESA WriteOn ICAS medal in Science Gold, silver & bronze at CIS events Grand Award 3rd in Plant Sciences at Intel ISEF, USA 1st & 3rd in Year 8 History Mastermind 1st in Australian Geography Competition Diplomas in Music Performance (IMEB & ATCL) HSC Encore nomination for music performance
Student Achievements	<ul style="list-style-type: none"> Literacy & STEM 	<ul style="list-style-type: none"> Dorothea Mackellar & WriteOn awards Poem by Elvice Ikuo (Year 10) published in <i>Award Winning Australian Writing 2017</i> STANSW, Intel ISEF, BHP Billiton, UOW STEM & UNSW ICAS awards Redeemer alumni were awarded <ul style="list-style-type: none"> Nursing, Engineering & Arts Deans’ commendations Dean’s Medal in Nursing & Midwifery

<i>Achievement of Priorities in 2017 identified in the School's 2016 Annual Report</i>		
Area	Priorities	Achievements
	<ul style="list-style-type: none"> Team & individual sports 	<ul style="list-style-type: none"> Medals at <i>CIS</i> athletics (gold, silver & three bronze) <i>SWISSA</i> swimming, cross country, athletics & <i>AICES</i> athletics champions <i>SWISSA</i> Oztag, Basketball, Netball, Soccer, Tennis championships
Student Welfare	<ul style="list-style-type: none"> Encourage identification of communities in need & participation in meaningful cultural exchange 	<ul style="list-style-type: none"> Year 10 raised \$31,342.05 to assist: <i>Oasis Ministries Centre</i> construction, Boggabilla; and education for remote indigenous youth A leader of the <i>Barai tribe</i> (PNG) addressed students, personally thanking them for assisting the tribe & our sister school at Itokama with solar power, water tanks & medical missions Redeemer supported the <i>TransIndia Ministries Logos International School</i>
	<ul style="list-style-type: none"> Provide opportunities for development of leadership 	<ul style="list-style-type: none"> <i>Mitchell Youth Leadership Forum</i> was supported by Redeemer with transport and pastoral leadership; Year 11 students attended the Forum Shanella Kang (Year 12) awarded High Achiever in the <i>City of Parramatta Australia Day Awards</i>
	<ul style="list-style-type: none"> Focus on cyber health & cyber safety 	<ul style="list-style-type: none"> Senior School information night addressed by Dr Angela Irwin (Cyber Director, Macquarie University) on <i>Cyber Health and Cyber Safety</i>
Staff Development	<ul style="list-style-type: none"> Strategies & resources for teaching, including students with disabilities 	<ul style="list-style-type: none"> NESA accredited professional development on <i>Strategies and resources for teaching</i> with Prof Stephen Dinham (ACE/ACU) NESA accredited professional development on <i>York Assessment of Reading for Comprehension (YARC)</i>
	<ul style="list-style-type: none"> Cyber health & cyber safety 	<ul style="list-style-type: none"> All staff attended ACE forum <i>Educating the Cyber Generation: an update for all teachers</i> in Sargood
	<ul style="list-style-type: none"> Development of senior school teaching programs for new NSW Syllabuses 	<ul style="list-style-type: none"> Staff engaged in NESA consultations & AIS professional development to contribute to the formation of new NSW Stage 6 Syllabuses and to inform the writing of new School programs
Facilities & Resources	<ul style="list-style-type: none"> Electrical upgrade in buildings 	<ul style="list-style-type: none"> Electrical upgrade maintenance for Blackwood, Sargood, Principal's Office & Ivanhoe
	<ul style="list-style-type: none"> Upgraded learning spaces including digital resources & musical instruments 	<ul style="list-style-type: none"> Air conditioning installed in Science & Technology Fleetwood portable classroom installed for Year 2 58 new computers installed in Reid & classrooms Carpet & digital teaching resources for Year 1 4 Kawai K300J pianos located for piano tuition
Heritage & Environment	<ul style="list-style-type: none"> Maintenance of heritage buildings 	<ul style="list-style-type: none"> New roof tiles, paint & timber repair for <i>Sargood</i> Carpet, paint & refurbished bathrooms for <i>Ivanhoe</i> Repair of slate roof in <i>Son of the Rock</i> tower <i>Workers Cottage</i> heritage restoration commenced

<i>Achievement of Priorities in 2017 identified in the School's 2016 Annual Report</i>		
Area	Priorities	Achievements
	<ul style="list-style-type: none"> Improving conditions for fauna & flora in the riparian corridor 	<ul style="list-style-type: none"> Evette Khaziran (Year 10) was awarded the STANSW STEP Environmental award for her unique video observations of a family of sugar gliders in a simulated tree hollow provided by her class in the Redeemer riparian corridor Mary-Anne Poyitt (Year 11) was awarded 3rd in the world (Plant Sciences) at Intel ISEF for her study of native flora in the riparian corridor
The Hills Regional Skills Centre	<ul style="list-style-type: none"> Revision of qualifications on scope 	<ul style="list-style-type: none"> WRAP literacy courses no longer included on scope Renewed resources for training & assessment
	<ul style="list-style-type: none"> Staff development in assessment, training & vocational competencies 	<ul style="list-style-type: none"> All staff attended professional development with ASQA, ACE and/or VELG; all staff engaged in industry specific professional development

<i>2018 Priority Areas for Improvement</i>	
Area	Priorities
Teaching & Literacy	<ul style="list-style-type: none"> Programs to assist needs of students with particular learning difficulties Provide extension opportunities across the curriculum
Student Achievements	<ul style="list-style-type: none"> Literacy & STEM Team & individual sports
Student Welfare	<ul style="list-style-type: none"> Encourage identification of need & participate in meaningful cultural exchange Provide opportunities for development of leadership Contribute to safe crossing of Pennant Hills Road
Staff Development	<ul style="list-style-type: none"> Considering change in the teaching profession following the Royal Commission Assisting students with disabilities New syllabus programs for PDHPE, Science & Technology, Technology, Languages
Facilities & Resources	<ul style="list-style-type: none"> Upgrade to sewer connection Accessibility improved for students with disabilities Campsite Upgraded learning spaces including digital resources
Heritage & Environment	<ul style="list-style-type: none"> Maintenance of heritage buildings Solar energy project Improving conditions for fauna & flora in the riparian corridor
Hills Regional Skills Centre	<ul style="list-style-type: none"> Revision of qualifications on scope Staff development in assessment, training & vocational competencies

12. Respect & Responsibility

In the NSW Parliament on 15 November, the Member for Parramatta Dr Geoff Lee said:

I recognise the excellent work of Redeemer Baptist School. As in past years, Redeemer Baptist School staff and students continue to apply their learnings to benefit the broader community. On the northern border of the Redeemer campus is the riparian corridor of the Redeemer Creek, which runs into Lake Parramatta. A couple of years ago, the Redeemer junior secondary technology class realised that the trees growing along the creek were not old enough to contain hollows that could house native fauna. As a technology project, they built boxes with narrow openings simulating tree hollows and attached them to the tall tree trunks. This year they discovered a family of sugar gliders in one of their boxes, a brushtail possum in another, lorikeets in another, an echidna on the footpath close to their heritage classroom, and a bush turkey wandering down near the creek. Only three sightings of individual sugar gliders have been recorded in the Atlas of Living Australia in the Parramatta area in the past 20 years so the Redeemer colony, which is close to our growing city metropolis, is unique.

This year Redeemer's senior construction students sacrificed their holidays to join a team of volunteer licensed builders and tradesmen to work alongside Boggabilla locals to build the Oasis Ministries Centre, which serves as a church and a meeting place for Indigenous communities around Boggabilla. This year, the Redeemer project which was spearheaded by year 10 students became a catalyst for connecting a relatively privileged church across the border in Goondiwindi with the needs of their Aboriginal neighbours in Boggabilla.

Redeemer believes that having a heart to respond to the needs of our neighbours and our environment with the love of God and with gifts cultivated through schooling is of primary importance in education. This is a foundation for a future generation of young Australians equipped to contribute excellence with compassion in their vocations and our communities.

Redeemer's holistic curriculum promoting respect and responsibility in 2017 has included:

- Year 10 students raised \$31,342.05 in their Gala Day program to: assist remote Indigenous youth from Canteen Creek and Harts Range, NT; and construct a hall for the Indigenous community at the Oasis Ministries Centre in Boggabilla.



- School families contributed clothing to help literacy work through the *Barai Non-formal Education Association*.

Respect & Responsibility

- Redeemer hosted an extended visit from one of the leaders of the Barai tribe where the *Itokama* school (a sister school to Redeemer Baptist School) is located, providing training and resources including medical supplies to benefit the Barai tribe.
- Redeemer supported the *TransIndia Ministries* Logos International School.
- Redeemer hosted the *Back to Burnside* reunion meeting in Sargood Hall.
- Term 3 Chapel services were focussed on the topic *Life is a Calling – Run for It* and included alumnus Rebecca Kim as a guest speaker, having returned from representing Australia in the silver medal team at the World Dwarf Games in Canada.
- Redeemer students imbibed and communicated strong values through various presentations, including: Kindergarten's *Good Good Father*; the Preparatory School's *Ants'hillvania*; the Junior Drama Club's adaptation of C S Lewis's *The Lion, the Witch & the Wardrobe*; and the Drama Club's adaptation of George Bernard Shaw's *Pygmalion* in *The Duchess of Covent Garden*.



- School Executive travelled to Papua New Guinea, the remote Northern Territory community of Harts Range, China and Hong Kong to provide opportunity for personal interaction with parents and guardians of present students with regard to their children's education.
- The *Mitchell Youth Leadership Forum* (MYLF) was supported by Redeemer with provision of transport and pastoral leadership.
- Redeemer staff, students and alumni led worship at Wesley Mission and NSW Parliament House Christmas Carols with the theme *Find Him*.



- Redeemer partnered with the *Australian Literacy & Numeracy Foundation* to qualify indigenous literacy workers with ASQA accredited Certificate IV in Early Language & Literacy.
- Redeemer contributed speakers and leaders to the *Refresh Summer Camp*.

13. Parent, Student & Teacher Satisfaction

Parent Satisfaction

Parents provided the following spontaneous comments with regard to their experience of Redeemer as their children completed their school education in 2017.

- *Redeemer Baptist School should take pride in the way it educates and nurtures students. In our experience, the school instils their students with strong values of tradition, honour, dedication, faith, love and respect. These values are so important to us but, sadly, we see less and less of these values around us. We express our most sincere gratitude to our Redeemer friends in helping to raise our children. Our association has been 10 years, a decade. A decade in the life of the sky is just a flicker of a star. A decade in the life of children is an eon.*
- *We express our deepest, heartfelt gratitude to each and every one of you. Our son has finished his final exam today. Your daily sacrifices, wisdom, love, care, compassion, kindness, devotion, excellence, expectations and vision are what keep our school a safe haven, a place of hope and excellent place of learning.*
- *We thank you sincerely for your thoughts and prayers at a time when we needed it most. You have always extended yourselves beyond being educators for our children. You have always welcomed, loved and nurtured them as your own. Recently, you welcomed our son into your homes to help him refocus on his studies. We are deeply touched by your kindness.*

The following continuing and concluding correspondence was also received in 2017.

- *We are very grateful to God for the service and dedication provided by the teachers of Redeemer Baptist School. May the Lord bless you all!*
- *I would like to thank you for the time our boys have spent at Redeemer; it was truly great! And rewarding. Particularly, we truly valued the Christians teachings that you build on.*
- *Thank you for all the support we received from you and Redeemer. It was a pleasure being part of Redeemer School.*
- *We are always thankful for Redeemer's valuable education for our children who will cherish all the good memories from Redeemer.*
- *We all love the school, staff and education.*
- *We want to thank you and the staff for your support of our son and his education. We wish the School continued success in your mission in Christian education.*
- *My family wishes the School all the best in all their future endeavours and we are privileged to be part of this beautiful school community.*

Student satisfaction

Students in Years 6, 8 & 10 completed the following surveys with regard to their experience of learning Science at Redeemer. Overall, their answers show comparatively more appreciation of Science for students at Redeemer when compared with state averages. These survey results provide insight into the remarkable success of Redeemer students in a range of inter-school, inter-state and international science and technology events which provide opportunities for school students to demonstrate excellence.

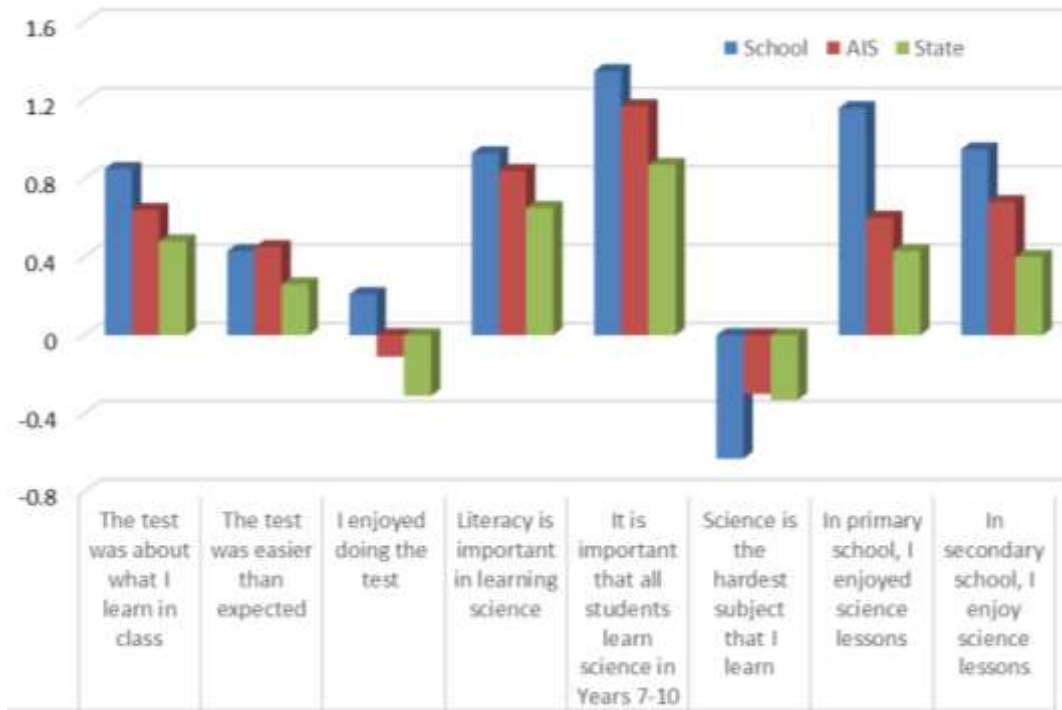
Graphic 13.1 Year 6 VALID Science Assessment Student Survey

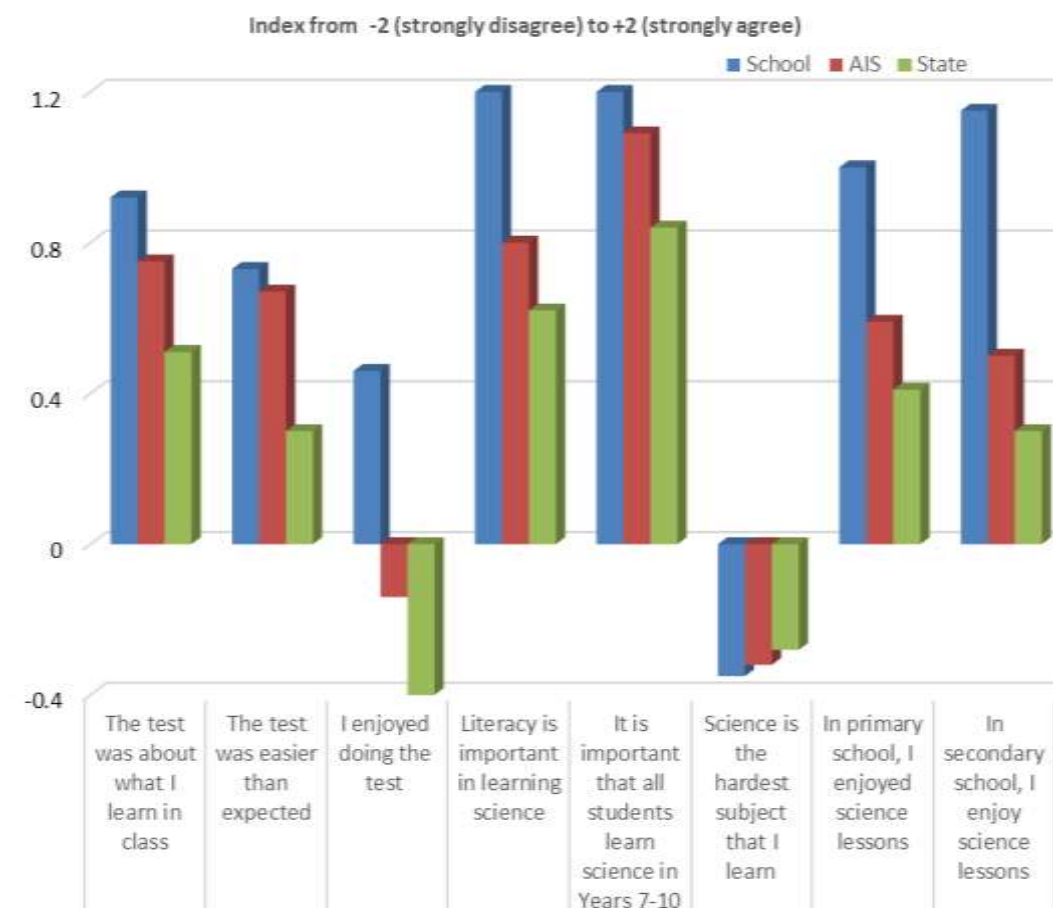
Index from -2 (strongly disagree) to +2 (strongly agree)



Graphic 13.2 Year 8 VALID Science Assessment Student Survey

Index from -2 (strongly disagree) to +2 (strongly agree)



Graphic 13.3 Year 10 VALID Science Assessment Student Survey

The School received the following comments from past students in 2017.

- *Our world shapes children's minds to imagine themselves as creatures captive to personal desire and gratification and presents that as liberation. But I am thankful that a school like Redeemer exists, committed to forming the moral imagination of students so that they might be presented with the possibility of another way of living: one that seeks justice, loves mercy, seeks the good of their neighbour (perhaps even at the cost of themselves!) Indeed, that they might imagine the liberation that comes from dying to sin and being raised with Christ, and imagine how they might work in a world that God will make new through his Son Jesus. As ever, I am keeping the school and its mission in my prayers as it seeks to wrestle with how to creatively form moral imagination through its daily rhythms of practice and through its curriculum.*
- *I am so lucky and fortunate that I grew up in this school because it granted me so much guidance and care even past my schooling years. I don't think anyone else would drop everything they were doing just to hear me out, pray with me and help me progress. I really am grateful.*

At his graduation for his second degree in Housing from Western Sydney University, one of our past students said this in an interview published on the University's website:

- *I was in limbo and no school would take me. Eventually, my godfather told me about Redeemer Baptist School, a school with a history of taking in troubled kids. I went in for an interview with their Principal Jon – whose family I would later live with. Jon was the only one who would give me a chance. He saw my potential when no one else did.*

Teacher satisfaction

In a questionnaire about professional learning goals, Redeemer teachers indicated satisfying professional engagement when they reflected on personal instructional or pastoral care goals to meet or improve student outcomes, as demonstrated by the following comments:

- *Ensure the parent/school relationship is accessible and welcoming to support those students who experience difficulty with daily schooling or long term learning challenges.*
- *Better, more engaging content delivery in class and online.*
- *Appropriately incorporating a Christian worldview in a meaningful and relevant way in order to shape the communication of outcomes.*
- *Building more confidence in my students when they write – working on speed and skills in their word processing.*
- *Identify needs of students who do not adjust to class activities.*
- *Continue to connect teaching content with future possible professions students might follow.*
- *Students use music for the benefit of others and the glory of God, and not primarily for themselves.*
- *Always working on engaging one on one with every student at every possible opportunity.*
- *Successfully implement new syllabuses.*
- *Breaking down tasks to make specific skills very obvious, then synthesising.*
- *Look at each child as an individual with individual needs and not just as a ‘class’.*
- *Ensure that instructions for practical classes are accessible for EAL/D students.*
- *Providing opportunities for all students to actively participate in all lessons and to have ‘a voice’ in all contexts.*
- *Ensuring that as much as possible, each interaction with students is positive.*
- *Structuring a variety of types of text to deal with close textual analysis.*
- *Make a more conscious attempt to engage with the less obvious student.*
- *Develop a more fluid sequence of learning that builds students toward greater confidence in practical tasks.*
- *Wise, efficient and effective use of digital technology.*
- *Use skills to aid data collection and analysis of fieldwork.*
- *Listening to and resolving issues that relate directly to school activities so that students feel the matter is resolved.*
- *Helping students cope with the bombardment of negative behaviours/lifestyles from various media sources.*
- *Promote a sense of wellbeing within each class that I teach.*

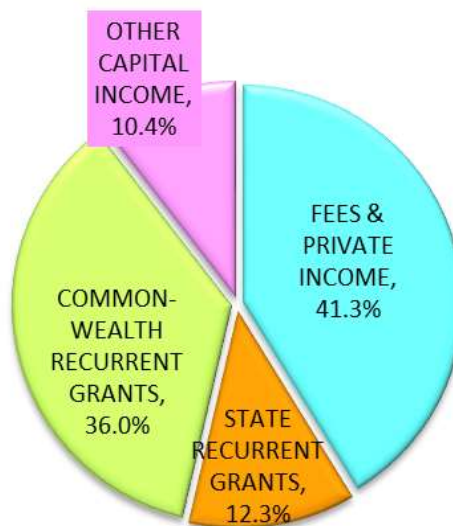


14. Summary Financial Information

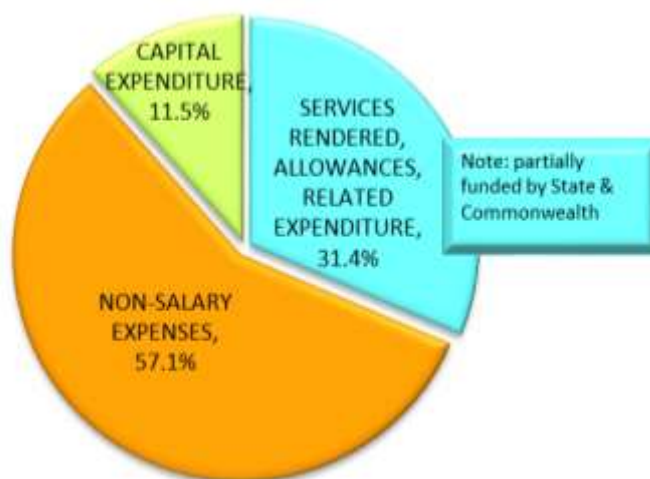
Graphical representation of income and expenditure using percentages only.

Redeemer Baptist School meets its reporting requirements by providing percentages for each required income and expenditure category. This information is taken directly from the information provided by the school for the Commonwealth's Financial Questionnaire.

Graphic 14.1
Recurrent/capital income represented by pie chart



Graphic 14.2
Recurrent/capital expenditure represented by pie chart



Information with regard to Redeemer Baptist School finances is located on the My School website: www.myschool.edu.au .



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