



# REDEEMER BAPTIST SCHOOL

a ministry of Redeemer Baptist Church



## ANNUAL REPORT 2018



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

# REDEEMER BAPTIST SCHOOL



## ANNUAL REPORT 2018

CRICOS No. 00415K



# TABLE OF CONTENTS

1.	Message from the School Board.....	5
2.	Contextual Information about the School.....	8
3.	Student Outcomes in National & State Tests & Examinations.....	14
	i. Higher School Certificate (HSC).....	14
	ii. Records of School Achievement (RoSA).....	15
	iii. National Assessment Program Literacy & Numeracy (NAPLAN).....	15
	iv. VALID Science Assessment for Learning & Individual Development.....	16
	v. Other Academic Awards.....	17
4.	Senior Secondary Outcomes.....	18
5.	Professional Learning & Teacher Standards.....	19
	i. Professional Learning.....	19
	ii. Teaching Standards.....	20
6.	Workforce Composition, including Indigenous.....	21
7.	Student Attendance & Retention Rates.....	22
	i. Student Attendance & Management of Non-attendance.....	22
	ii. Student Retention Rates.....	22
8.	Post School Destinations.....	22
9.	Enrolment Policies & Characteristics of the Student Body.....	23
	i. Procedures.....	23
	ii. Conditions of Enrolment.....	24
	iii. Characteristics of the Student Body.....	27
10.	School Policies.....	27



i. Student Welfare.....	27
ii. Anti-bullying policy .....	29
iii. Discipline Policy .....	29
iv. Policies for Complaints & Grievances Resolution.....	29
11. School-Determined Improvement Targets.....	30
12. Respect & Responsibility.....	34
13. Parent, Student & Teacher Satisfaction.....	37
14. Summary Financial Information .....	40



Redeemer Baptist School Limited  
 2 Masons Drive North Parramatta NSW 2151  
 Phone 02 9630 6311 Fax 02 9683 5338  
[www.redeemer.nsw.edu.au](http://www.redeemer.nsw.edu.au)

ABN 62 002 650 704

# REDEEMER BAPTIST SCHOOL

## ANNUAL REPORT – 2018

### 1. Message from the School Board

In just over twelve months, the online survival game Fortnite gathered more than 200 million players. Thousands flocked to the first live stadium tournament in 2018 where players competed for \$1m. Fortnite pledged \$100m for an e-sports league in 2019. But really, what's at stake here? Just the survival of an onscreen avatar and a pump of adrenalin!

*The First Man*, a film released in 2018, looks at Neil Armstrong and his fellow astronauts training in every detail – physically, mentally and emotionally – for their mission to walk on the moon. Their habits had to be formed to cope with the unknown. They couldn't look up Google if they had a problem. What's at stake? Not just a grand human adventure but also their lives. It's not just game over, start again. Any mistake ends in human tragedy.

Each week from 2014-2018 in the NSW Parliament, commemorations remembered Australians who sacrificed so much for allies and for all of us in WWI. This wasn't a game or an adventure. The dread reality of war saw 216,000 Aussie casualties. What's at stake? They gave their lives for us so that we could live free from the oppression of an evil conqueror.

What's at stake when children come to school? They spend more time at school each week than any gamer spends online. With vocational futures as difficult to predict as Apollo moon landings, we must make wise choices to equip the next generation to stand firm in a society where community consensus about truth is changing. So what are our educational choices?

#### Curriculum & Pedagogy

At the 5<sup>th</sup> International STEM in Education conference in 2018, Dr Alan Finkel – Australia's Chief Scientist – advocated for a 'content-rich' school curriculum. Finkel has said that schools are not equipping students in STEM, that there is an alarming trend towards mediocrity. But at Redeemer in 2018, STEM subjects are stimulating excellence, with: a Budding Young Scientist winner; an ICAS Mathematics medal; 2<sup>nd</sup> in BHP Foundation Science & Engineering Awards; and a Redeemer alumnus Dean's Medal in Nursing. Engagement in science is supported by our Christian worldview which sees the world as a wonderful place made by God for creation to flourish. So we observe with awe God's handiwork and then use our God-given STEM opportunities to benefit humanity and creation.

But it's not only what we teach that's important, it's also how we teach. A 'Reading Wars' debate in 2018 witnessed Dr Anne Castles (Macquarie University) saying that even though science tells us how children learn, this hasn't changed educational practice in many schools. Reading is vital. Globally, illiteracy costs \$1.5 trillion per annum. Science points to the need for systematic instruction in phonemic awareness, like WRAP. Mere exposure to print leaves students struggling to decode text. At Redeemer in 2018 our evidence based WRAP method has again delivered excellent literacy outcomes, like: Gold in WriteOn; 1<sup>st</sup> in Dorothea Mackellar; and well above average gain in NAPLAN. A Christian worldview impels us to use best pedagogy in literacy because God has given a book which tells us the truth about the world, right living and His unfailing love. We have the inexplicable privilege of hearing God speak as we read His word. The word made flesh is the *raison d'être* for any Christian school.

### **Cultivating Capabilities**

Education in a rapidly changing world must be more than teaching facts. The OECD identifies three transformative competencies to equip students for an exciting, uncertain future: creating new value; reconciling dilemmas; and taking responsibility. The OECD suggests redesigning curriculums to emphasise these competencies. In 2018, a Victoria University paper said that capabilities necessary for a complex future world are cultivated through formation of habits. The paper proposes a capability-led (as opposed to knowledge-led) curriculum in which general capabilities in the Australian curriculum – including ethical domains – lead the curriculum, thereby teaching and assessing the formation of lifelong habits and dispositions. But what if these habits have no fixed reference point in divine decrees? With grades affecting progression, any school will trump contributions of families or churches in forming moral consciences. The cultural context of this proposal for schools to form students' habits includes not only the discredited 'Safe Schools Program' but also recent changes in Australian law that offend Bible-believing Christians. We believe that parents should be concerned about handing responsibility for cultivation of habits over to schools that ignore or oppose biblical truths about what is right and good.

A Christian worldview gives high motivation to give glory to God in every employable habit and disposition. Hence our winning Western Sydney VET in Schools Student of the Year. We also value the partnership with parents to cultivate right habits informed by unchanging truths. We want students to value every life. We want students to enjoy right relationships as they respect the commands of the One who truly knows what is best for His creation.

### **Fighting the good fight**

*The Fountain of Public Prosperity*, a 2018 publication on Australian history, includes a description of Cowper (Anglican minister) and Macquarie (Governor) working together for social renovation, striving 'to replace concubinage with marriage, drunkenness with sobriety, illiteracy and neglect of children with education, and callousness about death with decent burials.' There's the good fight! Rob Stokes, NSW Education Minister, said at the launch of this book: 'It's almost impossible to overstate the impact Christians have had on Australian society.' But in 2018, decent Australians fought to preserve religious freedoms as reflected in various media headlines, like: *Religious schools at risk of losing right to pursue their faith; Schools fear loss of rights on faith*. One Senator warned that proposed legislation says to religious schools 'that the faith they've had for thousands of years can no longer be passed onto children because, in the last decade, we've decided it contravenes modern principles'. But another politician, who would shackle Christian schools with students or staff opposed to the school's religious ethics, said: 'It's 2018, community attitudes have moved on.'

Redeemer Baptist was the result of community attitudes moving on in the 1960s with the sex and drugs revolution causing major disruption in families. We didn't move on. We opened our homes to provide a safe place for young people to restart their broken lives. Then the education revolution in the 1970's promoted immoral lifestyles and horribly polluted imaginations in its choice of literature. We didn't move on. We founded this School where the truth of creation, the ten commandments and forgiveness in Jesus Christ could be taught as a strong foundation for a good life. And now, with pressure to conform to rapidly changing cultural morality, we won't move on. With God's help we will stand firm because we want children to flourish in the freedom of knowing and living the truth.

## **Many years of academic excellence & community service**

In 2018, the NSW Parliament recorded 20 years of extraordinary Redeemer student achievements, including: 12 top NSW young scientist awards; 10 BHP Foundation Science & Engineering winners; 9 international science awards; 9 consecutive years of NESA WriteOn and Dorothea Mackellar Poetry Awards; 15 disadvantaged communities supported directly including construction projects for Indigenous communities at Muli Muli, Bourke, Boggabilla and Kempsey. Hansard then records that ‘this impressive array of achievements has been supported by the dedication of a highly committed community of teachers inspired by foundational leaders Noel Cannon and Max Shaw who were determined to instil a culture of excellence to the glory of God.’

## **Giving thanks for the legacy of our founders**

In 2018, our Headmaster Emeritus Dr Max Shaw went to be with Jesus. Following the funeral celebration of God’s gift to so many through Uncle Max, Dr Geoff Lee (Member for Parramatta) offered this tribute in the NSW Parliament.

*I bring to the attention of the House the extraordinary contribution of Dr Max Shaw to my community. After completing a PhD in California, Max moved to Sydney in 1970 to become a research director. On weekdays Dr Shaw was a scientist but on weekends he was a youth director in a local Baptist church where up to 100 counter-culture kids—including bikies and drug addicts—started attending the evening service. Responding to their need for a new start, Max became a founding elder in a radical initiative in intentional Christian community with families providing support 24/7, giving hope for redemption. In 1974 those families formed Redeemer Baptist Church. Dr Shaw’s home remained open to the end of his life with dozens of young people finding new hope. Redeemer became a bulwark where souls with particular needs could find shelter. In 1977, Dr Shaw resigned his research directorate so that he could provide pastoral care in Redeemer’s ministry. As friends and fellow elders, Noel Cannon – founding Principal of Redeemer – and Max Shaw led the church to envision a School, which commenced in 1981.*

*After a life-threatening illness and long convalescence from 1983 to 1986, Dr Shaw relinquished leadership in the world of business and science to become Headmaster, serving alongside the Principal. He served as Headmaster for 22 years and also became founding Centre Director of The Hills Regional Skills Centre, the first registered training organisation in Australia belonging to an independent school. Following his retirement as Headmaster in 2008, Max had an active role as Headmaster Emeritus until his final illness, offering wisdom and friendship to school executive, parents and students alike.*

*Dr Shaw is survived by a school that delivers excellence with a Christian worldview in education. He was a Headmaster, teacher, elder and friend. He always made his home, time, money and intelligence available in the service of Jesus Christ for anyone in need.*

We pray that Redeemer will continue to live up to the legacy of its founders who were radical in their obedience to the call of God and in their desire to give any child an opportunity to receive the very best education in the context of a community where they can know and receive the love of God in Jesus Christ. The stakes are high as we prepare our children for a rapidly changing future.

We recommend that you obtain a copy of the Principal’s 2018 Annual Address for more detail on this topic of *What’s at stake in education? Our children – the next generation!* This Address can be found on Redeemer’s website [www.redeemer.nsw.edu.au](http://www.redeemer.nsw.edu.au).



## 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 Textstyle exhibitions (HSC), Intel ISEF (USA), and Australian and International Standards Organisations.

A notice of motion agreed to in the NSW Legislative Council on 21 November 2018 refers to Redeemer as 'a school that delivers excellence with a Christian worldview in education, with Redeemer students continuing to draw recognition for excellence in science, technology, engineering and mathematics, literacy, the creative arts and athletics'.

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, the Parramatta City Young Citizen of the Year Awards, the Australian Government Volunteering Video Competition for Young People, Western Sydney University Vice-Chancellor's Leadership Scholarships, and Mitchell Youth Leadership Forum (MYLF). On the passing of Dr Shaw, a founder of Redeemer Baptist School, a motion put by The Hon Paul Green was agreed to by the NSW Legislative Council which stated, in part:

*Dr Shaw is survived by a school that delivers excellence with a Christian worldview in education, with Redeemer students continuing to draw recognition for excellence in science, technology, engineering, mathematics, literacy, creative arts and athletics – and contributing to genuine reconciliation through charitable programs providing significant infrastructure at the request of Indigenous communities in remote and regional New South Wales.*

Redeemer has won SWISSA and ASSISA 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.

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](http://www.myschool.edu.au).

Excellence at Redeemer in 2018 is evidenced in the following achievements:

- City of Parramatta Australia Day Awards: Young Citizen of the Year High Achiever awarded to Evette Khaziran (Year 11).



- Western Sydney VET in Schools Student of the Year: Pariselle Hughes (Year 11).



- STANSW Young Scientist Awards: Budding Young Scientist of the Year and Sebel Testing & Evaluations Award, Bethanie Jones (Year 2); Scientific Investigations equal 1<sup>st</sup>, Lucius Figueira & Burhan Zohre (Year 2); Rowe Scientific Depth Study Gold Award, Carla Zammit (Year 11); AARNET Communications Award, Bilge Zohre (Year 11); MANSW Working Mathematically 1<sup>st</sup>, Madhavan Jayaraman (Year 10) and 3<sup>rd</sup>, Leon Yangdong (Year 8); IIATE Innovations & Engineering Design 2<sup>nd</sup>, Gregory Burns (Year 8); AIP Most Outstanding Physics Award, Anthony Guirguis & Gleb Kozlov (Year 10).

Contextual information

- BHP Foundation Science & Engineering Awards: 2<sup>nd</sup> in Engineering, Lachlan Bolton; secondary finalists Evette Khaziran (Year 11) & Lachlan Bolton (Year 12); national semi-finalists Gilana Behan, Miriam Poyitt, Junior Savaiko & Bilge Zohre (Year 11).



- University of NSW ICAS Medal for Mathematics: Anubhav Ammangi (Year 6).



- University of Wollongong STEM Awards: Year 10 Winning School and Winning Teachers, plus 14 significant Years 9 & 10 awards.
- VALID Science & Technology 6: Top score in NSW, Anubhav Ammangi (Year 6); second highest score in NSW Justin Joseph (Year 6); third highest score in NSW, Yoon Choi (Year 6).
- NESA WriteOn gold award: Kripa Clement (Year 2).





- Premier's Reading Challenge medals: Daniel Bhe, Emily Burns, Elliot Fahd, Kayla Fahd, Alisha Maharaj, Lydia Mikhael, Evelyn Poyitt & Anaya Rajaratnam; Redeemer students received 19 platinum and 40 gold awards.
- Dorothea Mackellar Poetry Awards:
  - Amy Kwak (Year 4) won 1<sup>st</sup> prize in the primary AL category.



- Ruth Burns (Year 10) & Han Zheng (Year 8), Shortlisted AL secondary.
- Inclusion in National Library of Australia publication 'This is Home: Essential Australian Poems for Children', Elvice Ikuo (Year 11; Jackie French, editor).
- History Mastermind: Year 8 bronze award to Kayley Garth, Victoria Garth, Sonaya Goldy, Robbie Waller & Peter Zhu.
- Premier's Volunteer Recognition Program: 29 students (Years 9–12) received Certificate Awards including work on the Australian Indigenous Christian Ministries Centre, Kempsey.



- AusSIP Employability Awards: Gilana Behan & Rachael Jones (Hospitality); Huzayfah Choudhury, Pariselle Hughes, Mikalah Zammit & Panialeise Hughes (Business).
- Julie Owens MP Christmas card competition finalist, Gloria Han (Year 1)
- Western Sydney University Dean's Merit List
  - School of Business, Daniel Roman (Year 12, 2014).
  - School of Engineering, Michael Jones (Year 12, 2014).
  - School of Humanities & Communication Arts, Thomas Bailey (Year 12, 2014) and Bethany Poyitt (Year 12, 2015).
  - School of Nursing & Midwifery, Catherine Cannon (Year 12, 2013) and Alexandra Garth (Year 12, 2016).
  - School of Science & Health, Jaisan Rajan (Year 12, 2016)



## Contextual information

- Western Sydney University Academic Achievement Scholarship (\$5,000 pa) & Jim Anderson Memorial Academic Excellence Scholarship (\$5,000 pa), Jaisan Rajan.
- Western Sydney University Dean's Medal: School of Nursing, Catherine Cannon.
- Excelsia College Postgraduate Achievement Award for Education, Judson Bailey.
- SWISSA championships: senior boys Oztag & soccer, senior girls volleyball & soccer, under 15s girls netball & soccer, under 15s boys football, senior & junior girls tennis, junior boys tennis.



- All Suburbs Independent Schools Sports Association (ASISSA) Sport
  - Selected to compete in the NSW CIS cross country: Adrian Burns (Year 5); Jeffrey Dong, Emily Kim & Ansh Marken (Year 6).
  - Selected to compete in the NSW CIS athletics: David Shin (Year 4); Edmond Filise, Joshua Frost, Pierre Hughes, Daniel Ouyang, Anshita Sarin, & Victoria Sultana (Year 6).
- South Western Independent Schools Sports Association (SWISSA) Athletics Carnival
  - Age champions: Victoria Gering (Year 7); Victoria Garth (Year 8); Okiemute Albert-Ikolo, Edward Garth & Esther Park (Year 9); Mikalah Zammit & Sirach Zohre (Year 10); Anthony Bolton, Elvice Ikuo, Telisha Petrick, Junior Savaiko & Carla Zammit (Year 11).



- Redeemer was the champion school.

- SWISSA Swimming Carnival
  - Age champions: Amelia Zammit & Alex Choi (Year 7); Leon Yangdong (Year 8); Evelyn Poyitt & Jayden Kwak (Year 9); Carla Zammit (Year 11); and Jessica Kulasuriya (Year 12).
  - Redeemer was the champion school.
- SWISSA Cross Country
  - Age champions: Victoria Gering (Year 7); Gregory Burns & Victoria Garth (Year 8); Emily Burns & Farzin Sheriff (Year 9); Panialeise Hughes & Marcus Portelli (Year 10), Shiven Bansal, Elvice Ikuo, Junior Savaiko & Carla Zammit (Year 11).
  - Redeemer was the champion school.
- Association of Independent Co-Educational Schools (AICES) Sport
  - Callum Bailey, Anthony Bolton, Jordan Ebert, Edward Garth & Junior Savaiko represented SWISSA in touch football and were the AICES Champions.



- Elvice Ikuo, Khelsie Thompson, Talar Alzened, Brooke Akele, Joe Cho, Anthony Bolton & Ambaye Akele were selected to represent SWISSA in soccer.



- Anthony Bolton, Alpay Filizkok, Carla Zammit & Elvice Ikuo were selected to represent SWISSA in basketball.
- Edward Garth was the 15 years boys athletics age champion.
- Redeemer won the AICES athletics carnival.
- NSW Combined Independent Schools (CIS) Sport
  - Secondary athletics: Elvice Ikuo won bronze (100m).
- Archery NSW State Target Championship Silver Medal, Darren Candra (Year 6).

### 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 2018, 27 students sat for NSW HSC examinations in 16 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 (100% in 2017); 100% of candidates who sat for 4 one or two unit extension courses achieved 25 marks or more out of 50 (100% in 2017). 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: 2018 HSC PERFORMANCE**

SUBJECT	NUMBER OF STUDENTS 2018	MEDIAN RESULT		PERFORMANCE BANDS 3-6			PERFORMANCE BANDS 1-2		
		/100		SCHOOL	STATE	SCHOOL	STATE		
		2017	2018	NO. 2018	2018	NO. 2018	2018		
English (Standard)	3	67	65	3	100%	84%			16%
English (Advanced)	5	77	73	5	100%	98%			2%
Mathematics General	2	62		2	100%	79%			21%
Mathematics	11	77	77	11	100%	92%			8%
Chemistry	2			2	100%	89%			11%
Biology	5	81	73	5	100%	89%			11%
Ancient History	3	79	82	3	100%	84%			16%
Modern History	5	73	75	5	100%	84%			16%
Visual Arts	2			2	100%	99%			1%
Music 1		88			100%	98%			2%
PDHPE	3	71	72	3	100%	85%			15%
VET Business Services	8	81	84	8	100%	71%			29%
VET Construction		83			100%	66%			34%
EXTENSION SUBJECTS	NUMBER OF STUDENTS 2018	MEDIAN RESULT		PERFORMANCE BANDS E2-E4			PERFORMANCE BAND E1		
				SCHOOL	STATE	SCHOOL	STATE		
		2017	2018	NO. 2018	2018	NO. 2018	2018		
English Extension /50					100%	100%			0%
Mathematics Extension 1 /100		86			100%	96%			4%
History Extension /50	4	34	32	4	100%	98%			2%

HSC Performance in prior years is included in previous Annual Reports located on the School website at <http://www.redeemer.nsw.edu.au/reports> .

In 2018, 37 students (27 in 2017) achieved required competencies for dual accreditation of Preliminary and HSC vocational courses and certificates. 88% of Year 12 students undertook vocational education during their schooling (73% in 2017). All Year 12 students undertaking vocational education attained a vocational qualification (see Table 3.1.2).

**TABLE 3.1.2: 2018 PRELIMINARY & HSC VOCATIONAL CERTIFICATES**

VOCATIONAL AWARD	NUMBER OF STUDENTS	
	PRELIMINARY	HSC
Certificate I in Business	16	
Certificate II in Business		8
Certificate III in Business		6
Certificate I in Construction	2	1
Certificate II in Construction		2
Certificate I in Hospitality	3	2

## ii. Records of School Achievement (RoSA)

In 2018, no students were issued with or applied for a RoSA before the HSC. 19 Year 10 students achieved required competencies for vocational qualifications (21 in 2017). 85% of Year 10 students (75% in 2017) undertook vocational education. All Year 10 students undertaking vocational education attained a qualification (see Table 3.2.1).

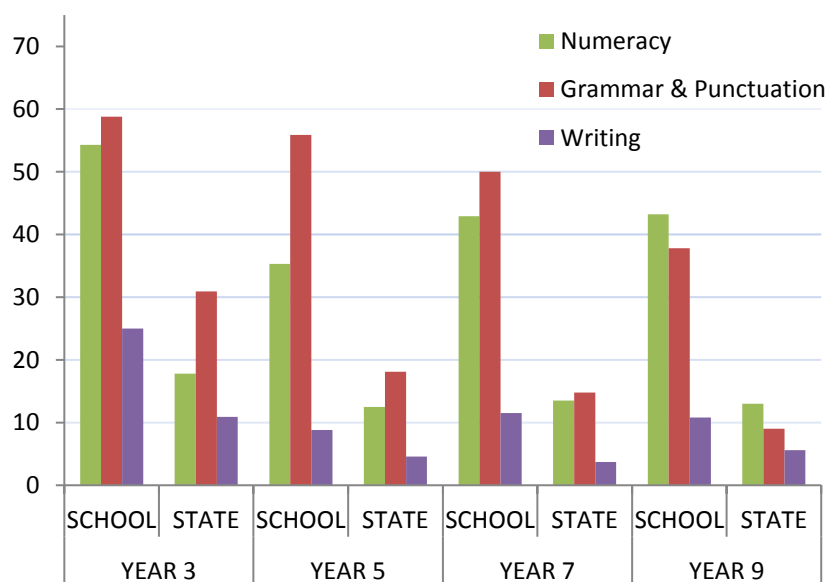
**TABLE 3.2.1: 2018 Stage 5 VOCATIONAL CERTIFICATES**

VOCATIONAL AWARD	NUMBER OF STUDENTS
Certificate I in Information, Digital Media & Technology	16

## iii. National Assessment Program Literacy & Numeracy (NAPLAN)

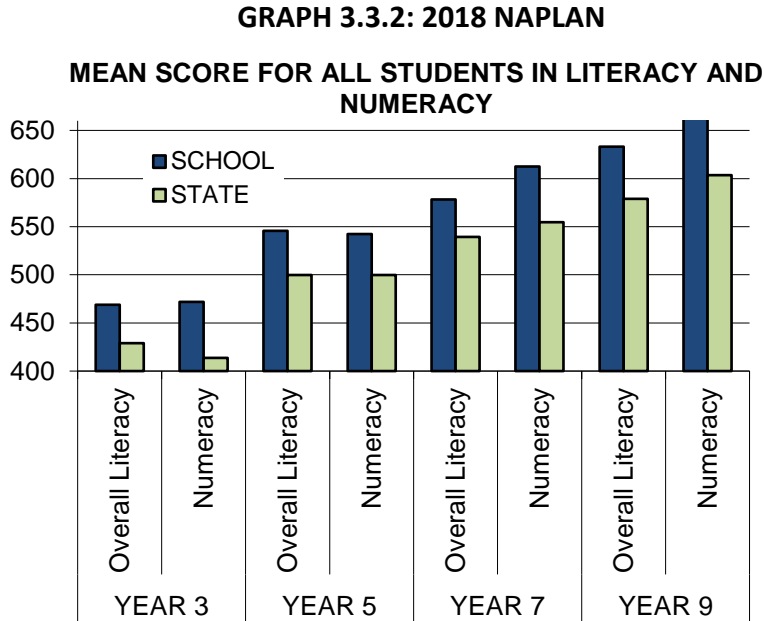
In 2018, the School presented students in Years 3, 5, 7 & 9 for NAPLAN. Percentages of students achieving in the top band are shown in Graph 3.3.1.

**Graph 3.3.1: 2018 NAPLAN**  
Percentage of students in top band elements of Literacy & Numeracy





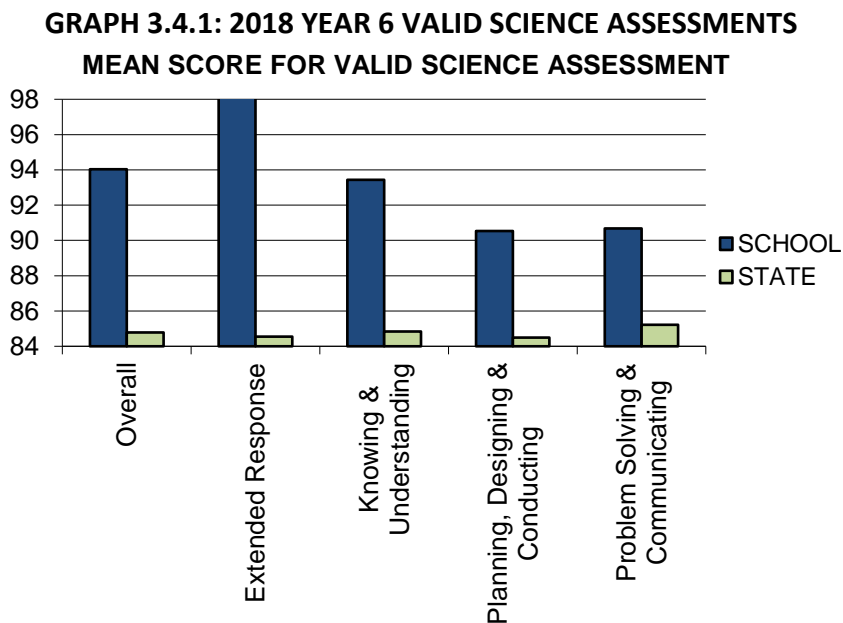
Overall – in literacy and numeracy in NAPLAN – the mean (average) score for Redeemer students was above the state mean (average), as shown in Graph 3.3.2.



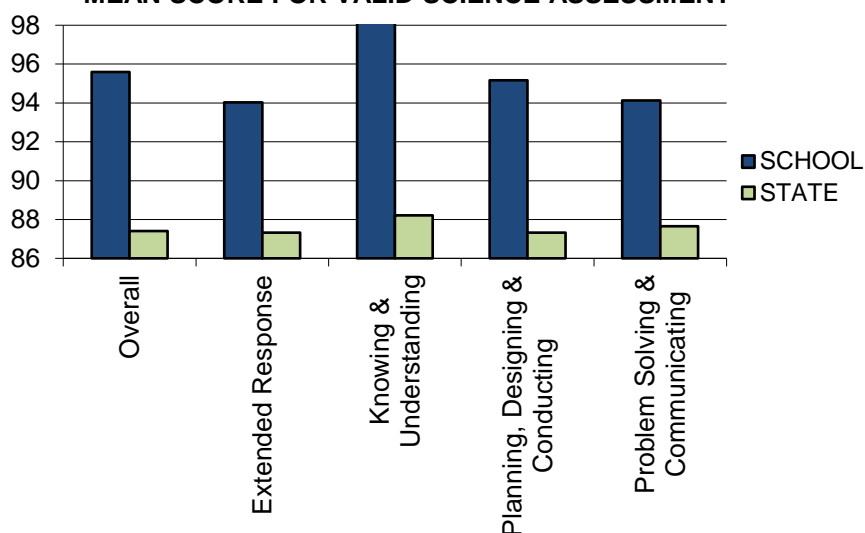
ACARA identified Redeemer Baptist School as having demonstrated substantially above average gain in NAPLAN results in 2018 (also in 2016 & 2017). Performance in NAPLAN is documented on the My School website: [www.myschool.edu.au](http://www.myschool.edu.au).

**iv. VALID Science Assessment for Learning & Individual Development**

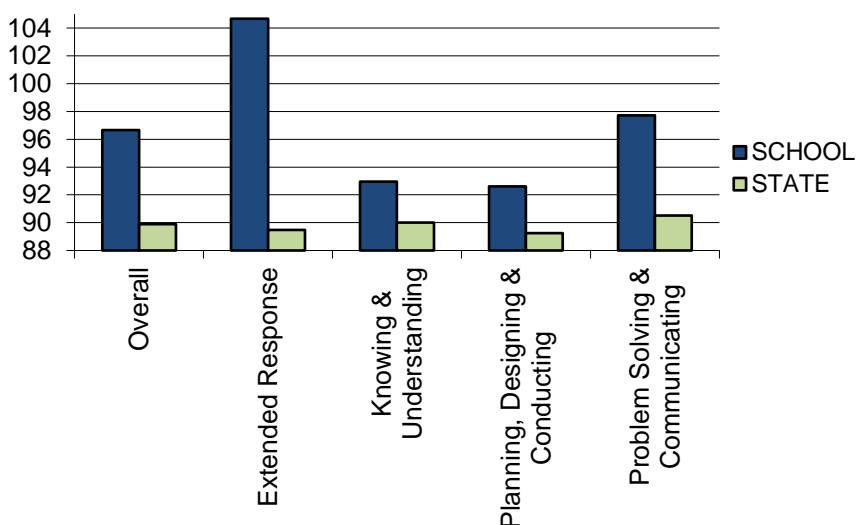
The VALID program provides diagnostic and formative information about science learning by Years 6, 8 & 10 students in schools across NSW and provides a mechanism to validate school based assessment in Science. The mean score for Redeemer students was ahead of the state in each domain tested as shown in the following Graphs 3.4.1, 3.4.2 & 3.4.3.



**GRAPH 3.4.2: 2018 YEAR 8 VALID SCIENCE ASSESSMENTS**  
**MEAN SCORE FOR VALID SCIENCE ASSESSMENT**



**GRAPH 3.4.3: 2018 YEAR 10 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 2018.

**(A) SCIENCE**

- ICAS (UNSW) 2 High Distinction; 15 Distinction; 49 Credit

**(B) ENGLISH**

- ICAS (UNSW) 2 High Distinction; 12 Distinction; 35 Credit

**(C) MATHEMATICS**

- ICAS (UNSW) 4 High Distinction; 17 Distinction; 47 Credit
- AMC 1 High Distinction; 13 Distinction; 22 Credit

**(D) MUSIC**

- AMEB AMEB exams to 6<sup>th</sup> grade in Flute, Piano, Clarinet, Violin, Classical Guitar and Musicianship. 37% passed with Honours or Distinction.

**(E) DIGITAL TECHNOLOGIES**

- ICAS (UNSW) 1 Distinction; 28 Credit

**(F) GEOGRAPHY**

- Australian Geography Competition 5 High Distinction; 2 Distinction; 8 Credit

**(G) LANGUAGES**

- ACER Certificates 4 Distinction; 34 Credit

## 4. Senior Secondary Outcomes

In 2018, 88% of the Year 12 cohort had participated in vocational training (as per Table 3.1.2: 2018 Preliminary & HSC Vocational Certificates). Senior secondary outcomes are summarised below.

Year 12	Qualification/Certificate	Percentage of Students
2018	HSC	100%
2018	VET qualification	88%

Senior secondary outcomes are documented on the My School website:

[www.myschool.edu.au](http://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; Independent Schools Council of Australia (ISCA); NSW Ombudsman; Australia & New Zealand Education Law Association; New College (UNSW); Western Sydney Australia Day Community Reception; and NESAs. All teaching staff participated in professional development on: the Clark Lecture on Character Formation with Professor John Haldane; Child Protection 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>NESA Consultations:</i> CRICOS, Creative Arts, Technologies 7-10	10
<i>English:</i> Macquarie, Guided Reading, Conference, Phonics, HSC, Extension, Writing, Acting for Screen, Richard III, European Study Tour	15
<i>Mathematics:</i> Advanced & Extension, HoD, MANSW Conference	2
<i>Science:</i> STANSW Physics, Chemistry & Biology; CrookEd Physics, Citizen Science	4
<i>History:</i> Conference, OUP HSC, Extension, HTA HSC, EHA, European Study Tour	10
<i>Economics &amp; Geography:</i> Conference	3
<i>Technology:</i> Mandatory, Food Tech, European Study Tour	3
<i>Music &amp; Visual Arts:</i> SSO, Kodaly, Musica Viva, VADEA	5
<i>PDHPE:</i> Pearson, K-10 familiarisation, Football, RLSSA, First Aid	14
<i>VETIS:</i> Forum, Hall Chadwick, Western Sydney Training Awards, National Skills Week	9
<i>Pastoral Care, Leadership &amp; Integration:</i> Young Minds Under Stress, Camp Longbeach, Education for the Future, LDC Working Memory, Challenges in Education, Cybersafety, ASPECT Autism, Genetics, City of Parramatta Awards, Students Outreach to the World, Sydney Prayer Breakfast, Harm in Schools, LDC Anxiety	44
<i>Teaching/Learning:</i> Future of Education & Skills, Fullan	27
<i>Library:</i> Liminal Library, Conference, TV for Education, Integrating	8
<i>Teacher accreditation:</i> Evaluation	2
<i>Compliance:</i> AIS Briefing & Governance, ECED, Child Protection, Notifying and Responding to Allegations, Bursars Association	52
<i>Languages:</i> Syllabus, Programming, European Study Tour	2
<i>Excelsia College:</i> Conditionally registered teachers completed M Teach Secondary (3) and progressed in M Teach Primary (1)	4



The average expenditure per teacher on professional learning in 2018 was \$1,365.

Education students from Excelsia College and UNE completed practicums at Redeemer.

## ii Teaching Standards

For 2018, 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	4



## 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.

The Headmaster, Russell Bailey, received an Australian College of Educators (ACE) Service Award, which stated:

*Russell has been a member of ACE since 2002, current President of the ACE Hills Parramatta Region and a member of the ACE NSW State Committee from 2014-2017. During his 5 years as Regional President, Russell has led an active collaborative committee, facilitating quality professional learning activities four times a year. Russell's commitment to education and his personal drive and energy has contributed to the growth and reputation of the regional group. Meetings have attracted up to 200 participants, with high profile speakers presenting on diverse topics. Russell has hosted the annual afternoon tea seminar at his school for the last 5 years, an event which is renowned not only for the educational presentation but also for the wonderful catering. Russell has been actively engaged in professional organisations and has made a significant contribution to the leadership and management of the Association of Executives of Christian Schools, and Distance Education Coordinator for the Christian Heritage College. Russell has mentored an academic framework for reflection and research relevant to a Christian worldview in school education.*

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

**Katriona Bailey** has demonstrated extraordinarily diverse, efficient and compassionate leadership as curriculum coordinator at Redeemer Baptist School. In addition to promoting a curriculum with a Christian worldview in education, Katriona has coordinated an innovative approach to enhancing educational prospects of students with disabilities by connecting the contributions of educators, occupational therapists, specialist tutors, social workers, and speech and language pathologists on the school campus. Integrated intervention is guided by test data analysis, benchmark assessments and health professional reports. Katriona also has a significant impact on the girls' personal development through her leadership in annual eight or nine day school camps for Years 5-10 students.

**Richard Townsend** has been a tireless promoter of Vocational Education as a worthwhile option for all students at Redeemer Baptist School. As the founding Business Services teacher in Redeemer's ASQA accredited Hills Regional Skills Centre, for almost twenty years Richard has promoted a positive VET in Schools culture in which more than 70% of Redeemer students complete their schooling with a vocational qualification, contributing perspective and employability to Redeemer student tertiary education pathways. This year, one of Richard's students was awarded the Western Sydney VET in Schools Student of the Year in the NSW Department of Industry regional Training Awards.

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

[www.myschool.edu.au](http://www.myschool.edu.au) .

## 7. Student Attendance & Retention Rates

### i. Student Attendance & Management of Non-attendance

Year	Attendance Rate
Kindergarten	95.9%
Year 1	98.0%
Year 2	98.0%
Year 3	97.4%
Year 4	97.8%
Year 5	97.1%
Year 6	97.8%
Year 7	96.1%
Year 8	97.2%
Year 9	97.7%
Year 10	97.1%
Year 11	98.3%
Year 12	99.4%

Ninety-eight per cent of students attended School on average each School day in 2018. This was similar to the daily attendance in 2017. 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](http://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
2014/2016	32	20	20	62.5%	62.5%
2015/2017	37	34	33	91.9%	89.2%
2016/2018	16	15	7	93.8%	43.8%

The actual retention rate from Year 10 to Year 12 is less than in previous years. The statistical significance of this difference is limited by the size of the Year 10 cohort in 2016.

## 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 excursions, bookstore and uniforms. Such arrangements apply to subsequent years of schooling as well as for the commencement year.
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.

Policies

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 39% secondary students (7–12) and 61% primary students (K–6) with 45% girls and 55% boys. Redeemer Baptist School is a comprehensive school with an open enrolment policy. Students come from a wide range of ethnic and faith backgrounds. This includes students with language backgrounds other than English, students with special needs, and Aboriginal students from remote Northern Territory communities. The School also enrolls overseas students in primary and secondary years of schooling including students from the remote subsistence Barai tribe in Papua New Guinea.

Characteristics of the student body are on the My School website: [www.myschool.edu.au](http://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 18*. The School Handbook may be accessed on the School website ( [www.redeemer.nsw.edu.au](http://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 2018, are listed below.

POLICY	CHANGES IN 2018	ACCESS TO FULL TEXT
<b>Child Protection Policy &amp; Manual</b> <ul style="list-style-type: none"> <li>• definitions and concepts</li> <li>• legislative requirements</li> <li>• preventative strategies</li> <li>• reporting &amp; investigating</li> </ul>	<ul style="list-style-type: none"> <li>• Changes having regard to continuous monitoring and regular review</li> <li>• Annual professional development for all staff</li> </ul>	<i>Child Protection Manual 18</i> issued to all staff and members of School Board; issued to parents on request

POLICY	CHANGES IN 2018	ACCESS TO FULL TEXT
<ul style="list-style-type: none"> <li>● reportable conduct</li> <li>● investigative process</li> <li>● documentation</li> <li>● anti-bullying policy</li> </ul>	<ul style="list-style-type: none"> <li>● Staff must update contact details with the Children's Guardian, reapply for Working With Children Clearance (WWCC) prior to expiry, and provide details to the Principal</li> <li>● Update nomenclature and legislation</li> <li>● Obtain WWCC for parents on overnight camps and homestay providers</li> <li>● Online verification requirements including all members of the Board</li> <li>● Provide information to the Children's Guardian to progress risk assessments</li> <li>● Recognise Australian Privacy Principles</li> <li>● Retain records of WWCC information for 7 years</li> <li>● Updated definitions of child-related work, exempt workers, grooming, sexual misconduct and offence</li> <li>● Updated forms, hyperlinks</li> </ul>	
<p><b>Security Policy</b></p> <ul style="list-style-type: none"> <li>● procedures for security of grounds &amp; buildings</li> <li>● use of grounds &amp; facilities</li> <li>● emergency procedures</li> <li>● travel or school-related activities</li> </ul>		<p><i>Health and Safety Manual 14</i> issued to all staff and members of School Board</p>
<p><b>Supervision Policy</b></p> <ul style="list-style-type: none"> <li>● duty of care &amp; risk management</li> <li>● levels of supervision</li> <li>● guidelines for all staff</li> </ul>		<p><i>Staff Handbook 15</i> issued to all staff and members of School Board</p>
<p><b>Conditions of Enrolment</b></p>		<p>School Registrar and <i>School Handbook 17</i></p>
<p><b>Privacy and Personal Information Policy</b></p>		<p><i>School Handbook 17</i></p>
<p><b>Code of Conduct</b> encompassing:</p> <ul style="list-style-type: none"> <li>● code of conduct for staff &amp; students</li> <li>● behaviour management</li> <li>● the role of student leadership</li> </ul>		<p><i>School Handbook 17</i></p>



POLICY	CHANGES IN 2018	ACCESS TO FULL TEXT
<b>Pastoral Care Policy</b> encompassing: <ul style="list-style-type: none"> <li>the pastoral care system</li> <li>availability of and access to special services and counselling</li> <li>health care procedures</li> <li>critical incidents</li> <li>homework policy</li> </ul>		<i>School Handbook 17</i>
<b>Communication Policy</b> encompassing: <ul style="list-style-type: none"> <li>formal &amp; informal mechanisms in place for the school &amp; parents/guardians</li> </ul>		<i>School Handbook 17</i>
<b>Accommodation Policy</b>		<i>School Handbook 17</i>
<b>Overseas Students</b>		<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 on the first school day of 2018, the Principal said:

*With a lot of hard work and diligence and trust, we look forward to the great things that will happen this year as we work together through difficulties, challenges, exciting discoveries, fun, friendship and interesting learning. Great things in academics, sport and community service. Great opportunities to grow and give and receive. I know that some of the students are already working on garnering the support of their families and church communities to help with the Gala Day project this year to benefit the needs of young people – distant neighbours – in Indigenous communities.*

*One of the greatest historians in the early church was Luke, the writer of the third gospel and the book of Acts. Luke says that his gospel was all about what Jesus ‘began to do and teach’. These words imply that after Jesus’ death on the cross and His resurrection, He continues to do things and teach things. In Acts, we see Jesus continuing to do things and teach through the Apostles in the early church. And today we are thankful to Jesus for all that is done and taught in His name here at Redeemer. We are thankful for the great things that happen for students here at Redeemer and for the hope that we have in difficult circumstances because Jesus is our saviour, helper and friend. And I am thankful to join with you in this new year where we can see more of what Jesus will do for us – and more of what He will enable us to do – as we trust Him and use all that He has given all of us for His glory.*

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 21<sup>st</sup> 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.

<b>Achievement of Priorities in 2018 identified in the School’s 2017 Annual Report</b>		
<b>Area</b>	<b>Priorities</b>	<b>Achievements</b>
Teaching & Literacy	<ul style="list-style-type: none"> <li>Programs to assist needs of students with particular learning difficulties</li> </ul>	<ul style="list-style-type: none"> <li><b>Students were supported at School with specialist tutors, Speech Pathologists and an Occupational Therapist. School staff were provided professional development on young minds under stress, autism and in seminars conducted by the Learning Difficulties Coalition.</b></li> </ul>
	<ul style="list-style-type: none"> <li>Provide extension opportunities across the curriculum</li> </ul>	<p><b>Students were given opportunities to excel through the following curriculum extension activities</b></p> <ul style="list-style-type: none"> <li><b>Dorothea Mackellar Poetry Awards</b></li> <li><b>NESA WriteOn</b></li> <li><b>Premier’s Reading Challenge</b></li> <li><b>ICAS, AMC, VALID and other inter-school tests in Digital Technologies, Mathematics, Science, Geography, Languages &amp; English</b></li> <li><b>ASSISA, SWISSA, AICES, CIS individual &amp; team sport</b></li> <li><b>BHP Foundation Science &amp; Engineering Awards</b></li> <li><b>STANSW Young Scientist Awards</b></li> <li><b>University of Wollongong STEM Awards</b></li> <li><b>Intel International Science &amp; Engineering Awards</b></li> <li><b>History Mastermind</b></li> <li><b>Drama and Music Performances in Sargood Hall</b></li> </ul>

<b>Achievement of Priorities in 2018 identified in the School's 2017 Annual Report</b>		
<b>Area</b>	<b>Priorities</b>	<b>Achievements</b>
Student Achievements	<ul style="list-style-type: none"> <li>Literacy &amp; STEM</li> </ul>	<ul style="list-style-type: none"> <li>National 1<sup>st</sup> in Dorothea Mackellar Poetry Awards</li> <li>Gold award in NESA WriteOn</li> <li>Eight medals for Premier's Reading Challenge</li> <li>Poem by Elvice Ikuo (Year 11) published by NLA in <i>This is Home</i>, selected by Jackie French</li> <li>Medal (1<sup>st</sup>) in ICAS Mathematics</li> <li>National 2<sup>nd</sup>, Finalists (2) and Semi-finalists (4) in BHP Foundation Science &amp; Engineering Awards</li> <li>STANSW Budding Young Scientist of the Year plus 10 awards in a range of categories, K-12</li> <li>University of Wollongong STEM Awards Year 10 class and Year 10 teachers of the year</li> <li>VALID Science &amp; Technology 6, 1<sup>st</sup> -3<sup>rd</sup> highest scores</li> <li>Bronze in Year 8 History Mastermind</li> <li>Performance of Mendelssohn's Violin Concerto</li> <li>Open Day &amp; Drama Club performances</li> <li>Western Sydney VET in Schools Student of the Year</li> <li>Redeemer alumni were awarded <ul style="list-style-type: none"> <li>Business, Nursing, Engineering &amp; Arts Deans' commendations</li> <li>Dean's Medal in Nursing &amp; Midwifery</li> <li>Postgraduate prize in Education</li> </ul> </li> <li>Parents provided opportunity to train in WRAP literacy</li> </ul>
	<ul style="list-style-type: none"> <li>Team &amp; individual sports</li> </ul>	<ul style="list-style-type: none"> <li>Bronze Medal at CIS athletics</li> <li>SWISSA swimming, cross country, athletics &amp; AICES athletics champions</li> <li>SWISSA Oztag, Volleyball, Netball, Soccer, Tennis championships</li> </ul>
Student Welfare	<ul style="list-style-type: none"> <li>Encourage identification of communities in need &amp; participation in meaningful cultural exchange</li> </ul>	<ul style="list-style-type: none"> <li>Year 10 raised \$37,477.34 to assist: Australian Indigenous Christian Ministries construct a community shelter at Kempsey; and education for remote indigenous youth</li> <li>A leader of the Barai tribe (PNG) visited Redeemer on behalf of our sister school at Itokama</li> <li>Redeemer hosted an inaugural exchange visit of teachers and students from Wing Kwong College, a ministry of Wing Kwong Pentecostal Holiness Church in Hong Kong</li> </ul>
	<ul style="list-style-type: none"> <li>Provide opportunities for development of leadership</li> </ul>	<ul style="list-style-type: none"> <li>Mitchell Youth Leadership Forum was supported by Redeemer with transport and pastoral leadership; Year 11 students attended the Forum</li> <li>Secondary Schools Leadership Program, NSW Parliament House</li> <li>Evette Khaziran (Year 11) was awarded High Achiever in the City of Parramatta Australia Day Young Citizen of the Year Awards</li> </ul>
	<ul style="list-style-type: none"> <li>Contribute to safe crossing of Pennant Hills Road</li> </ul>	<ul style="list-style-type: none"> <li>The NSW Minister for Roads, the Hon Melinda Pavey, opened the pedestrian bridge over Pennant Hills Road which was constructed with a footprint on the school property</li> </ul>

<b><i>Achievement of Priorities in 2018 identified in the School's 2017 Annual Report</i></b>		
<b>Area</b>	<b>Priorities</b>	<b>Achievements</b>
Staff Development	<ul style="list-style-type: none"> <li>Considering change in the teaching profession following the Royal Commission</li> </ul>	<ul style="list-style-type: none"> <li>School Board and executive staff attended child protection professional development conducted by the NSW Ombudsman and AIS</li> <li>All staff attended professional development on the 2018 revision of the School's Child Protection Manual conducted by the Headmaster</li> <li>Staff attended an ACE Forum at Sargood on child protection in education following the Royal Commission with the NSW Children's Guardian and the Executive Director of EPAC (NSW Department of Education)</li> </ul>
	<ul style="list-style-type: none"> <li>Assisting students with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>Staff attended the full suite of conferences offered by the Learning Difficulties Coalition</li> <li>Staff participated in the ASPECT autism professional development</li> </ul>
	<ul style="list-style-type: none"> <li>New syllabus programs for PDHPE, Science &amp; Technology, Technology, Languages</li> </ul>	<ul style="list-style-type: none"> <li>Staff engaged in NESA consultations &amp; AIS professional development to contribute to the formation of new NSW Stage 6 Syllabuses and to inform the writing of new school programs</li> </ul>
Facilities & Resources	<ul style="list-style-type: none"> <li>Upgrade to sewer connection</li> </ul>	<ul style="list-style-type: none"> <li>New gravity-fed sewer connection installed enabling decommissioning of masticator pumps</li> </ul>
	<ul style="list-style-type: none"> <li>Accessibility improved for students with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>Provision of accessible bathroom in Son of the Rock building</li> </ul>
	<ul style="list-style-type: none"> <li>Campsite</li> </ul>	<ul style="list-style-type: none"> <li>Purchase and upgrade maintenance of Camp Long Beach, a 172 bed facility with large meeting room and commercial kitchen close to the beach on 10.41 hectares of bush including watercourse</li> </ul>
	<ul style="list-style-type: none"> <li>Upgraded learning spaces including digital resources</li> </ul>	<ul style="list-style-type: none"> <li>Air conditioning installed in Reid and Science &amp; Technology building</li> <li>Digital projection and speakers installed in Kinderschaft (Module L)</li> <li>Fleetwood classroom installed for Year 2</li> <li>Robot kits purchased for Preparatory &amp; Middle School Science &amp; Technology</li> <li>26 new computers installed in Ivanhoe, Materials Technology and Music learning spaces</li> </ul>
Heritage & Environment	<ul style="list-style-type: none"> <li>Maintenance of heritage buildings</li> </ul>	<ul style="list-style-type: none"> <li>Paint, timber, carpet and lighting repairs and refurbishment for Sargood and Blackwood</li> <li>Refurbished bathrooms for Ivanhoe</li> <li>Workers Cottage adaptive reuse heritage reconstruction continued</li> <li>Electricity infrastructure upgrade for school campus</li> </ul>
	<ul style="list-style-type: none"> <li>Solar energy project</li> </ul>	<ul style="list-style-type: none"> <li>Installed solar energy panels on the N F Cannon Library and the Science &amp; Technology building – the solar panels have produced 106,160 kWh of energy in their first year of operation</li> </ul>

<b><i>Achievement of Priorities in 2018 identified in the School's 2017 Annual Report</i></b>		
<b>Area</b>	<b>Priorities</b>	<b>Achievements</b>
	<ul style="list-style-type: none"> <li>Improving conditions for fauna &amp; flora in the riparian corridor</li> </ul>	<ul style="list-style-type: none"> <li><b>Evette Khaziran (Year 10) was awarded High Achiever in the City of Parramatta Young Citizen of the Year Awards, in part, for her contribution to providing and observing the success of a simulated natural habitat for a family of sugar gliders in the Redeemer riparian corridor</b></li> <li><b>Maintenance of flora in the riparian corridor, including the planting of 435 native plants</b></li> </ul>
The Hills Regional Skills Centre	<ul style="list-style-type: none"> <li>Revision of qualifications on scope</li> </ul>	<ul style="list-style-type: none"> <li><b>Renewed resources for training &amp; assessment having regard to new units of competency (superseding previous units of competency) including BSBITU &amp; FNSACC units</b></li> </ul>
	<ul style="list-style-type: none"> <li>Staff development in assessment, training &amp; vocational competencies</li> </ul>	<ul style="list-style-type: none"> <li><b>All staff attended professional development with ASQA, ACE and/or VELG; all staff engaged in industry specific professional development</b></li> </ul>

<b><i>2019 Priority Areas for Improvement</i></b>	
<b>Area</b>	<b>Priorities</b>
Teaching & Literacy	<ul style="list-style-type: none"> <li>Programs to assist needs of students with particular learning difficulties</li> <li>Provide extension opportunities across the curriculum</li> </ul>
Student Achievements	<ul style="list-style-type: none"> <li>Literacy &amp; STEM</li> <li>Team &amp; individual sports</li> </ul>
Student Welfare	<ul style="list-style-type: none"> <li>Encourage identification of need &amp; participate in meaningful cultural exchange</li> <li>Provide opportunities for development of leadership</li> </ul>
Staff Development	<ul style="list-style-type: none"> <li>Assessment</li> <li>Assisting students with disabilities</li> <li>New syllabus programs</li> </ul>
Facilities & Resources	<ul style="list-style-type: none"> <li>Security &amp; student safety</li> <li>All weather cover for Sports Courts &amp; Swimming Pool</li> <li>Air conditioning for Son of the Rock building</li> <li>Upgraded learning spaces including digital resources</li> </ul>
Heritage & Environment	<ul style="list-style-type: none"> <li>Maintenance of heritage buildings</li> <li>Solar energy project</li> <li>Improving conditions for flora &amp; fauna in the riparian corridor</li> </ul>
Hills Regional Skills Centre	<ul style="list-style-type: none"> <li>Revision of qualifications on scope</li> <li>Staff development in assessment, training &amp; vocational competencies</li> </ul>



## 12. Respect & Responsibility

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

*I bring to the attention of the House the consistently high academic achievements of students at Redeemer Baptist School. Over the past 20 years they have achieved distinction through innovative science, technology, engineering and mathematics [STEM] education. This year Redeemer has continued its outstanding academic performance and community service.*

*I understand that this impressive array of student achievements has been supported by the dedication of a highly committed community of teachers, inspired by foundational leaders Mr Noel Cannon and Dr Max Shaw who were determined to instil a culture of excellence to the glory of God in accordance with Jesus' command to love God with all your heart, soul, mind and strength.*

*Again this year, Redeemer students have put into action another command of Jesus to 'love our neighbour'. Since 2005 Redeemer students have supported 15 remote or disadvantaged communities both in Australia and overseas, including significant construction projects for Aboriginal communities at Muli Muli, Bourke and Boggabilla. This year, with approval from the Kempsey Local Aboriginal Land Council, Redeemer year 10 students built a shelter for the AICM indigenous pastor, Uncle Claude, and his congregation who work to benefit Aboriginal youth and families in the Kempsey region. Redeemer students raised \$30,000 towards this project, and were then joined by a bunch of tradies and experienced labourers who volunteered their time to complete a project that will have long-lasting benefit for the Kempsey Aboriginal community. The local newspaper front page headline 'Prayers Answered' captured the students' contribution.*

*I believe that these Redeemer students and our future New South Wales society will benefit not only from their excellent academic opportunities but also from this real-life engagement in doing good for others who are less fortunate than ourselves. Redeemer is an outstanding institution in our community. I congratulate the leadership team, headed by Jonathan Cannon and Russell Bailey, the teachers, the parents, the students and the whole community on their dedication to academic excellence, and service and contribution to our society.*

Redeemer's holistic curriculum promoting respect and responsibility in 2018 has included:

- Year 10 students raised \$37,477.34 in their Gala Day program to: assist remote Indigenous youth from Yuendumu, Tennant Creek and Harts Range, NT; and construct a shelter for the Australian Indigenous Christian Ministries on Aboriginal Land Council property in Kempsey.



- School families contributed clothing to help literacy work through the *Barai Non-formal Education Association*.
- Redeemer hosted a visit from one of the leaders of the Barai tribe where the *Itokama* school (a sister school to Redeemer Baptist School) is located.
- Redeemer hosted an inaugural exchange visit of teachers and students from *Wing Kwong College*, a ministry of *Wing Kwong Pentecostal Holiness Church* in Hong Kong.



- Redeemer hosted visits from a Chinese student group and a Chinese Women's Society.
- Redeemer exchanged music with Ting Ting, hammered dulcimer player in the Beijing based *Eluvia* band. Ting Ting also shared her new album of original Chinese music.
- Redeemer students imbibed and communicated strong values through various presentations, including: Kindergarten's *You Are Special*; the Preparatory School's *The Amazing Book*; the Junior Drama Club's adaptation of Carlo Goldoni's mid 18<sup>th</sup> century Italian comedy, *One Man Two Masters*; and the Senior Drama Club's adaptation of Kel Richards' novel, *Death in Egypt*.







- School Executive travelled to Papua New Guinea, remote Northern Territory Aboriginal communities, 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*.
- Redeemer partnered with the *Australian Literacy & Numeracy Foundation* to qualify indigenous literacy workers with ASQA accredited Certificate IV in Early Language & Literacy.
- Redeemer contributed leaders to the *Refresh Summer Camp*.
- Commendation of Redeemer students was received from two anonymous telephone calls from the public taken by the Headmaster:
  - Elizabeth, a retired Principal, complimented Redeemer for ‘a beautiful looking school with the children always looking lovely and not a paper in sight’.
  - Michelle, who attended a Catholic school in Westmead, called to commend Redeemer students on excursion at Mogo Zoo for being ‘amazingly respectful including the help they gave me with my pram’.
- The School received a Certificate of Appreciation from the Museum of Australian Democracy ‘for exemplary behaviour and conduct’ during a Year 10 excursion.
- The School honoured the passing of one of its founders, Headmaster Emeritus Dr Max Shaw, in a service of celebration in Sargood Hall on 27<sup>th</sup> October 2018 which was attended by present and past students with their families.



## 13. Parent, Student & Teacher Satisfaction

### Parent Satisfaction

Parents provided the following spontaneous comments with regard to their experience of Redeemer in 2018.

- *Words cannot describe how grateful I am for all you have done this year. Not just for my girls, but for me too. You are a true blessing. Year after year you have continued to support my girls, despite all the highs and lows during that time. Thank you. Thank you for your patience, your honesty, your time, and your guidance. You have helped us in more ways than you know.*
- *I treasure so much the love and prayers showered on me and my family all these years. The life of the community of Redeemer is deeply rooted in our lives and we want to say thank you.*
- *Many thanks to Uncle Phil, Aunty Darelle and all the other teachers who have taught our son over the years and who helped build a solid foundation. We are very grateful to the school and all its staff who every day have a huge positive impact on our kids. I haven't seen any other school where each and every teacher is and all other members of the school community are so dedicated and committed to shaping the students in all aspects of schooling and community service and instilling the right values in them! We are so glad we are part of the Redeemer community.*
- *I would like to thank Redeemer's teachers including you. For the period of my son's illness, you have been praying for him and concerned about him. This is a great help to me and him.*

The following concluding correspondence was also received in 2018.

- *After six wonderful years – we thank you for all the hard work, love and care the school puts into learning and growth. You have given a solid foundation and a wonderful lifelong memory.*
- *Thank you so much for your great work with our girls, they have achieved so much!*
- *We will always be thankful for the school's nurturing environment and excellent standards.*
- *We would like to thank you and your staff for the wonderful environment you have created at Redeemer Baptist School. Our daughter has had the happiest education and has grown into a thoughtful, caring and respectful young girl. We have also experienced a warm, caring atmosphere at Redeemer and have always appreciated the level of commitment and excellence shown by you and your staff.*
- *We, as a family, have a million things to praise God and thank you as God's community working as Jesus' hands and feet to us to bless us, to be with us, and to encourage in every situation that we went through to come to where we are today. We are thankful to you all.*

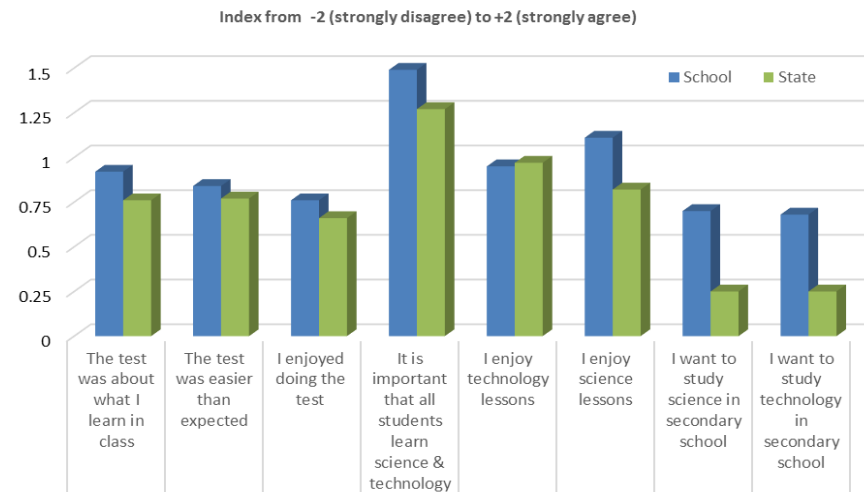
The following correspondence was received in 2018 from parents of children who matriculated from Year 12 more than five years ago.

- *We still can't thank you enough for what Redeemer did for the boys. God bless you all, hopefully see you soon.*

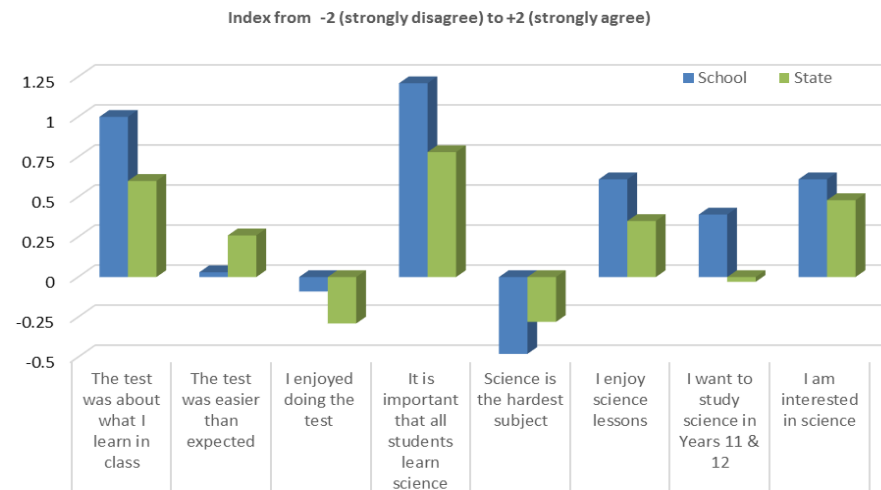
### Student satisfaction

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.

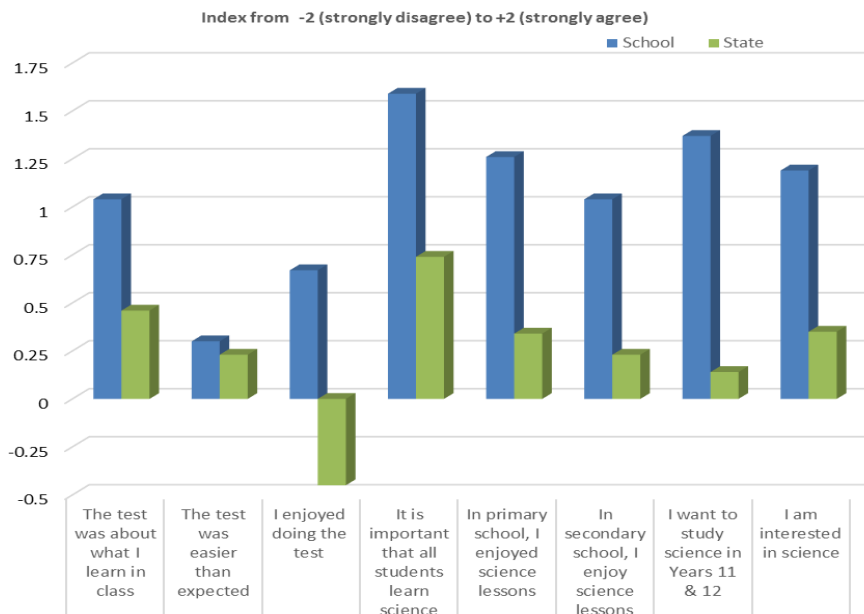
**Graphic 13.1 Year 6 VALID Science Assessment Student Survey**



**Graphic 13.2 Year 8 VALID Science Assessment Student Survey**



**Graphic 13.3 Year 10 VALID Science Assessment Student Survey**





Students provided the following spontaneous comments with regard to their experience of Redeemer in 2018.

- *I really love this school because it teaches me more about Jesus and the Bible.*
- *I have learnt many new things and had lots of fun. Your lessons are both educational and enjoyable. I have loved being in your class this year. Thank you for introducing me to new books and series, keeping Maths challenging and making it exciting as well.*
- *Thank you so much for your help on study, advices and much, much more! You are the one making our Maths fun and English interesting, and the one making History lessons full of knowledge and classroom full of joy.*
- *Thank you for teaching me so many valuable lessons that I won't ever forget. Your extra craziness is what makes each lesson fun. You have changed my heart. Thank you again for teaching me about choosing the right path and teaching me so much about Jesus.*

The School received the following comments from past students in 2018.

- *I am currently working in one of the IT division for an investment management firm, an ASX top 100 listed company, that is Australia's leading provider of superannuation and annuity products. This is only possible by the grace of God and the help of Redeemer's staff members at Redeemer Baptist School.*
- *By God's great grace I have been offered dentistry in Griffith University in Gold Coast. I will be there for the next 5 years. My plan is to become a dentist and get a stable income before adventuring to medicine. I hope to honour God through this great gift he has given me. Thank you for all your great help.*

### Teacher satisfaction

In a survey about professional learning goals, teachers indicated satisfying aspirations for their students in their teaching at Redeemer, as demonstrated by the following comments:

- *I would like them to grow in hope and progress in the learning continuum.*
- *I would like every child to know they are valued and loved for who they are no matter what 'label' they may receive throughout their education.*
- *I would like my students to enjoy learning and have an 'other centred' approach to Design.*
- *A love of Science, Biology and the Creator behind it all!*
- *Care for others and take the time and effort to work hard even when there is a challenge.*
- *To have the best academic grasp of subjects I teach, to achieve their best potential in these subjects, to understand and enjoy these subjects, and to grow in their knowledge of and love for Christ and His Word through my presence and teaching.*
- *To gain a love of learning and be disciplined in daily life and habits that develop strong character to enable them to press through those times in life which may be difficult.*
- *Confidence that they have the tools they need to be effective and compassionate citizens in a society that desperately needs them.*
- *To see and experience the great value and joy of Music as a wonderful gift of God – to go on to love it, pursue it, use it, participate in it, learn about it, serve with it. Love every other area of learning, too. They gain an insight into everything in the light of a relationship with and love of God which is ongoing – the greatest gain of all and my greatest hope.*
- *The ability to make decisions based on the content taught that are of life-long value.*

A visiting sports coach sent this spontaneous comment in an email to the School:

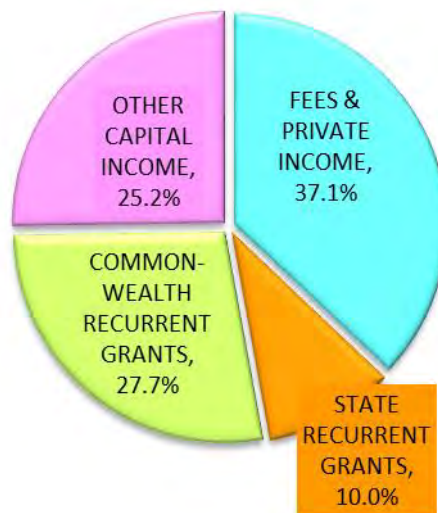
- *I just wanted to send you a super quick email to let you know how much I loved working at your School. The boys were amazingly well behaved. The teachers and ex-students that came to help were so friendly. The moment I arrived at your School, I was welcomed like part of the family. Thank you again for a truly amazing time.*

## 14. Summary Financial Information

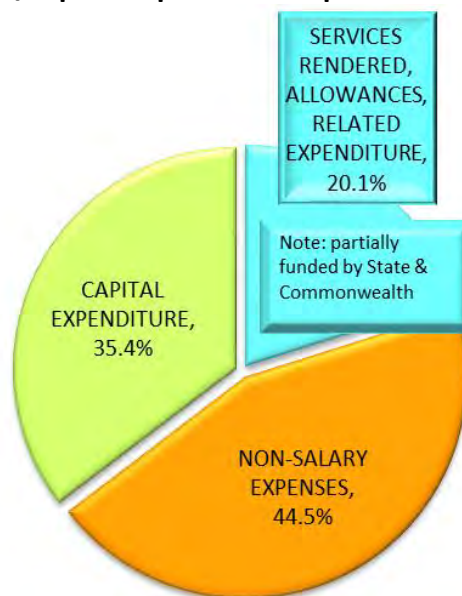
Graphical representation of income and expenditure using percentages only.

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](http://www.myschool.edu.au).







a ministry of **REDEEMER BAPTIST CHURCH** a fellowship of renewal