



REDEEMER BAPTIST SCHOOL

a ministry of Redeemer Baptist Church



ANNUAL REPORT 2019



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

REDEEMER BAPTIST SCHOOL



ANNUAL REPORT 2019

CRICOS No. 00415K

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ANNUAL REPORT – 2019

1. Message from the School Board

In 1980, an Indian philosopher and his young wife left their mud-hut home in India because he had been invited to Europe on a speaking tour. One afternoon in Holland, his Dutch host Dr Jan said to him, 'Come, let's get some milk.' They walked to a dairy but there were no staff on site. The philosopher – who owned a small dairy in India – was amazed at how clean the dairy appeared. They walked into the milk room but no one was there to sell the milk. Nevertheless, Dr Jan put his jug under a tap and filled it with milk, took out his wallet, put twenty guilders in a bowl, and took some change. The philosopher was stunned. He said to Dr Jan, 'If you were in India, you would take the milk and the money.'

Then the philosopher realised: 'If I walked away with the milk and the money, the dairy owner would have to hire a salesgirl. Who would pay for her? Me. And if I can't be trusted, then why should the farmer be honest? He could add water to the milk for more profit. Someone would then protest about adulterated milk to the government. So the government would have to appoint milk inspectors. But who would pay for the milk inspectors? Me, in taxes. Then again, if consumers and suppliers are both dishonest, why would the inspector be honest? The farmer may have to pay a bribe to the dishonest inspector to keep his dairy licence. This cost, too, would eventually be passed to me, the consumer.'

The Indian philosopher concluded that a culture of distrust ends up costing much more.

Some of us remember a time when we never locked the front or back door of our family homes unless everyone was going on holidays. As children, we could walk into any home for help with no reason to distrust neighbours. That was Australia 50 years ago. But now there's reason to distrust not only neighbours but also institutions that should be trustworthy. The international Edelman Trust Barometer describes Australia as 'trust in tumult'. This loss of trust in government and institutions damages the future wellbeing of our society.

When our society respected God-given unchanging commandments, we had much more freedom to trust each other. But in 2019, there was a rising crescendo around the world of students protesting, frustrated and angry at anyone in authority: worried about losing democratic freedoms; hostile towards police who couldn't be trusted; irate at world leaders for inaction on climate change; incensed by laws that limit their freedoms; aggrieved by increasing costs of living; and resentful over the increasing personal cost of their education.

How do we respond with a Christian worldview in education to this turbulent sea of distrust?

Whatever may be untrustworthy in human institutions, our Christian worldview in education comes with a central affirmation that God has created a good world for us. He is eternally trustworthy and His plans for us are good. So we can trust in Him and do good (Psalm 37:3).

In a world where distrust is prevalent, much of the information that shapes our viewpoints and determines our actions is filtered through mobile online devices. But sensational internet untruths cannot inspire doing good. In fact, teenage depression, distraction, and excessive tiredness in class have all been linked to time spent on screens. Prior to 2019, it

was presumed by most schools (other than Redeemer) that it wasn't possible to stop unwanted rubbish coming into classrooms via children's mobile devices. But online devices are now banned in many independent and government schools across Australia, with noticeable improvement in social engagement and participation.

The choice of who or what we trust is important.

Our Christian worldview, trusting a good God, encourages us to 'do good'. The 2019 World Happiness Report stated that 'research has documented a robust link between volunteering and greater life satisfaction, positive affect, and reduced depression'. So it is pleasing to report that, in addition to significant sporting and academic achievements, Redeemer students have excelled in 'doing good' in 2019 with over 5,200 voluntary hours serving the wider community. When we can trust God's goodness as a guide for life, students have impetus and find opportunity to do good.

Blessed are those who trust the Lord (Jeremiah 17:7).

There is an old song that reminds us – if our view of our circumstances is somewhat dismal at present – to get a better perspective.

*Count your blessings, name them one by one; see what God has done;
Count your blessings, and it will surprise you what the Lord has done.*

As Australians, we enjoy a self-critical joke. But when cynicism raises our distrust barometer too high – perhaps because we've been stung by people we should be able to trust – then we can't receive all the blessings that God wants to shower on us. We think of Jesus being able to do any good thing. In the first 5 chapters of Mark's gospel, Jesus had already healed a leper, calmed a storm, exorcised demons, and raised a young girl from death to life. But then Mark's gospel says there was a limit to the good that Jesus could do. Jesus couldn't do any mighty work in His hometown, Nazareth, because they were too cynical to trust Him.

The Bible says that those who trust the Lord are blessed by the Lord. That doesn't mean every student gets the top band in NAPLAN. It doesn't mean immunity from grief or failure. But it does mean that there's always hope. Count your blessings. Trust God for what He will do. God continues to surprise us at Redeemer after nearly 40 years in the adventure of operating a school with a Christian worldview in education. As we join together in that adventure – staff, students and parents – we share the joy that accompanies the blessings.

The Hon Dr Geoff Lee, Minister for Skills and Tertiary Education, spoke in Parliament about 'the excellent achievements of students and staff' at Redeemer – our blessings – in 2019.

Stuart Garth was honoured with the NSW Premier's Prize for Innovation in Science Teaching. At the Young Scientist Awards, Redeemer students achieved excellent results again including the STEP Environmental Award. Redeemer also achieved excellence in literacy with gold in NESA's WriteOn competition and 4 national prizes in the Dorothea Mackellar Poetry Awards. ACARA congratulated Redeemer again for substantially above average gain in NAPLAN. And Redeemer students achieved gold, silver and bronze medals at the NSW CIS athletics. HSC student, Pariselle Hughes, is the 2019 Parramatta Young Citizen of the Year. She also received a John Lincoln Youth Community Service Award. Eugene Kim received a Fred Hollows Humanity Award. Year 10 students went to Boggabilla with \$30,000 raised in their gala day program. Supported by a team of volunteer licensed tradesmen, they completed the Oasis Ministries facility to serve Indigenous

communities in that remote northern NSW town. Redeemer students have achieved so much. They give us reason to hope for our State's future.

Guard what was committed to your trust (1 Timothy 6:20).

The Bible has a lot to say about us being in a trusting relationship with a trustworthy heavenly Father whose love never fails toward us.

*He leads you into good paths; He never forsakes you.
He saves you, helps you, prospers you.
You will never be condemned, never put to shame!
He is your everlasting strength – so you do not need to fear!*

Those who trust God are happy. We crave blessings that would flow from being able to trust governments, banks, laws, institutions. But lack of trustworthiness provokes revolution.

Parents, consider how amazing it is that God entrusted you with your children. None of us has kept that trust perfectly, like God does; but we all try. The prophet Jeremiah lived in difficult times when national institutions were crumbling and his heart cried out especially for children who were being sacrificed. He called for everyone to repent and then ‘lift your hands toward God for the life of your children’ (Lam 2:19). In our times of rapid change – when sometimes good is called evil and evil is called good – we must pray for our children.

What about School? For just as God entrusted you with your children, so you entrusted us with awesome responsibilities – to lead students into good paths; to be merciful toward them; sometimes to be the strength in their life when they are being overcome by evil; and to protect them from false knowledge about the origins of our universe, about the identity given to us by God at birth, about love, and about what it means to care for an unborn child or terminally ill adult.

We share a sacred, exciting responsibility to lead children – with a Christian worldview in education – into all the truth about this wonderful creation that God has given us to care for and enjoy.

A former Archbishop, Peter Jensen, said that liberty of action and speech is only possible in a moral society where good is honoured and love is the rule. Our desire is that Redeemer continues to be a place where our common acknowledgement of truth and goodness gives us plenty of reason to trust each other as a community so that we can revive the enjoyment of those unregulated simple freedoms that should characterise Australian life.

We received this email in 2019 from a past student, Chaneg Torres (HSC, 2011):

I was elected President of the NSW Young Liberals yesterday. I certainly wouldn't have made it this far without your encouragement and mentorship over many years and the virtues disciplined into me at school by my many teachers.

Regardless of party politics, this represents a significant public opportunity to do good. Let's look forward to more surprising blessings from God in the lives of all of our students – past, present and future – as we continue to guard what has been committed to our trust!

We recommend that you obtain a copy of the Principal's 2019 Annual Address for more detail on this topic of being *Entrusted with truth and life* for our children. This Address can be found on Redeemer's website www.redeemer.nsw.edu.au.

2. Contextual Information about the School

Redeemer Baptist School is a coeducational 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 Awards; University of Wollongong Technology and STEM Awards; BHP Foundation Science & Engineering Awards; NESAs DesignTECH, Textstyle and Encore exhibitions (HSC); Intel ISEF (USA); and Australian and International Standards Organisations.

The NSW Minister for Skills and Tertiary Education, Dr Geoff Lee, commended Redeemer Baptist School in the NSW Legislative Assembly on 13 November 2019 for 'the broad range of excellent achievements this year of students and staff', citing the 'NSW Premier's Prize for Innovation in Science or Mathematics Teaching' and the 'Parramatta Young Citizen of the Year' as well as other distinguished science, literacy and community service achievements.

Redeemer is consulted as a model school in WRAP (A Writing Approach to Reading) multisensory literacy instruction based on phonemic awareness. Recognition for excellence in literacy is evidenced in many years of national prizes in Dorothea Mackellar Poetry Awards and gold awards in 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, the creative arts and athletics – and for contributing to genuine reconciliation through charitable programs providing significant infrastructure at the request of Indigenous communities in remote and regional NSW.

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.

Excellence at Redeemer in 2019 is evidenced in the following achievements:

- Parramatta Young Citizen of the Year: Pariselle Hughes (Year 12).
- Order of Australia Association NSW Branch, John Lincoln Youth Community Service Award: Pariselle Hughes (Year 12).
- Fred Hollows Humanity Award: Eugene Kim (Year 6).
- STANSW Young Scientist Awards: STEP Environmental Award and 2nd in Biology, Suzanne Jones (Year 11); 1st in Scientific Investigations, Lillian Azzi & Karmichael Candra (Year 3); 1st & 2nd in Sebel Testing & Evaluation Award, Edward Garth (1st, Year 10) and Ivan Wallace (2nd, Year 12); 1st in Working Mathematically, Edward Garth (Year 10) and Karmichael Candra (Year 3); Most Promising K-6, Bethanie Jones (Year 3); 1st in RACI Chemistry, Ruth Burns (Year 11); 1st in Chemistry, Danielle Gibson (plus 3rd in Working Mathematically, Year 7); Rowe Scientific Depth Study Silver Award, Antonio Rajaratnam (Year 11); MANSW 3rd in Working Mathematically, Adithya Manoj (Year 12); 2nd in Chemistry, Rachael Jones (Year 12); 2nd in Innovations & Engineering Design, Gokulraj Kuppusamy & Ethan Tjhin (Year 10); Broadcom Masters International Special Mention, Darren Candra (plus 3rd in Physics, Year 7).
- BHP Foundation Science & Engineering Awards: 4 national semi-finalists (Simge Zohre & Anthony Guirguis, Year 11; Carla Zammit & Bilge Zohre, Year 12); 2 Primary Encouragement Award Winners (Bethanie Jones & Lucius Figueira, Year 3).
- VALID Science & Technology 6: Dilara Dinkciler & Aparna Manoj, equal 5th in NSW.
- NESAWriteOn gold award: Tiya Maharaj (Year 2).
- Premier’s Reading Challenge medals: Kayley Garth, Jin Jeon & Sarah Lee (Year 9); Redeemer students received 26 platinum and 40 gold awards.
- Dorothea Mackellar Poetry Awards:
 - Felix Liu (1st, Year 5) & Jasmine Safrglani (2nd, Year 4), primary AL category.
 - Han Zheng (1st, Year 9) & Tom Li (2nd, Year 9), secondary AL secondary.
 - 4 Shortlisted, 4 Highly Commended & 4 Commended, primary & secondary.
 - Redeemer won Commended Primary & Secondary schools award.
- Inclusion in National Library of Australia publication: Elvice Ikuo (Year 12).
- HTA History Mastermind: silver medal won by Yoon Choi, Justin Joseph, Yemi Olaitan, Aran Yoganandha & Richard Zhu (Year 7).
- Premier’s Volunteer Recognition Program: 52 students (Years 9–12) received Certificate Awards including work on the Oasis Ministries Centre, Boggabilla.
- AusSIP Employability Awards: Ruth Burns (Hospitality); Mikalah Zammit, Panialeise Hughes, Ethan Tjhin & Gokulraj Kuppusamy (Business); Talar Alzened & Dawit Abebe (Information, Digital Media & Technology).

- Young Australia Art Awards: national runner up gold award, Felix Liu (Year 5).
- Julie Owens MP Christmas card finalists: Tiya Maharaj (Year 2) & Amber Xu (Year 1).
- Western Sydney University Dean's Merit List:
 - School of Engineering, Michael Jones (Year 12, 2014).
 - School of Nursing & Midwifery, Alexandra Garth (Year 12, 2016).
- Western Sydney University Honours Scholarship, Engineering & Engineers Australia Award for Public Speaking: Michael Jones (Year 12, 2014).
- Excelsia College Postgraduate Achievement Award for Education, Judson Bailey.
- President of the NSW Branch of the Young Liberals: Chaneg Torres (Year 12, 2011).
- SWISSA championships: senior boys, senior girls & under 15s girls soccer, under 15s girls basketball & netball Parramatta/Eastwood Woolworths Blast Cricket Gala Day.
- All Suburbs Independent Schools Sports Association (ASISSA) Sport
 - Selected to compete in NSW CIS swimming: Niushka Shrestha (Year 5).
 - Selected to compete in NSW CIS cross country: Adrian Burns (Year 6), David Shin & Unish Shrestha (Year 4).
 - Selected to compete in NSW CIS athletics: Diego Ndongo-Empesa & Joseph Sesay (Year 3), David Shin (Year 4); Benjamin Fahd & Dorian Ndongo-Impesa (Year 5); Eugene Kim (Year 6).
- South Western Independent Schools Sports Association (SWISSA) Athletics Carnival
 - Age champions: Jeffrey Dong, Joshua Frost & Victoria Sultana (Year 7); Victoria Garth (Year 9); Jordan Ebert & Esther Park (Year 10); Mikalah Zammit & Adam Gibson (Year 11); Anthony Bolton & Carla Zammit (Year 12).
 - Redeemer was the champion school.
- SWISSA Swimming Carnival
 - Age champions: Joshua Frost (Year 7); Alex Choi (Year 8); Evelyn Poyitt & Jayden Kwak (Year 10); Mikalah Zammit & Adam Gibson (Year 11); Carla Zammit & Anthony Bolton (Year 12).
 - Redeemer was the champion school.
- SWISSA Cross Country
 - Age champions: Jeffrey Dong, Salote Fiefia, Joshua Frost & Victoria Sultana (Year 7); Cameron Frost (Year 8); Solomon Aynalem & Victoria Garth (Year 9); Emily Burns (Year 10); Adam Gibson & Suzanne Jones (Year 11); Anthony Bolton & Carla Zammit (Year 12).
 - Redeemer was the champion school.
- Association of Independent Co-Educational Schools (AICES) Sport
 - Elvice Ikuo, Carla Zammit & Junior Savaiko (Year 12) were awarded AICES Honours in recognition of sporting excellence (athletics).
 - Khelsie Thompson (Year 11), Anthony Bolton, Elvice Ikuo, Junior Savaiko, Ivan Wallace & Carla Zammit (Year 12) were awarded AICES Colours in recognition of Sporting Excellence (athletics).
 - Anthony Bolton was the 18 years boys athletics age champion.
 - Redeemer won the AICES athletics carnival.
- NSW Combined Independent Schools (CIS) Sport
 - Secondary athletics: Joshua Frost won gold (javelin, Year 7); Elvice Ikuo won silver (javelin, Year 12); Junior Savaiko (javelin) & Carla Zammit (long & triple jump) won bronze (Year 12).

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 2019, 34 students sat for NSW HSC examinations in 25 courses. All Year 12 students (100%) attained an HSC. In total, 97% of candidates across all two unit courses achieved marks of 50 or more (100% in 2018); 100% of candidates who sat for 6 one or two unit extension courses achieved 25 marks or more out of 50 (100% in 2018). 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: 2019 HSC PERFORMANCE
2 Unit Subjects

SUBJECT	NUMBER OF STUDENTS 2019	MEDIAN RESULT		PERFORMANCE BANDS 3-6		PERFORMANCE BANDS 1-2		
		/100		SCHOOL	STATE	SCHOOL	STATE	
		2018	2019	NO. 2019	2019	NO. 2019	2019	
English (Standard)	12	65	68	11	92%	87%	8%	13%
English (Advanced)	11	73	78	11	100%	99%		1%
Mathematics Standard	6	67	65	4	67%	83%	33%	17%
Mathematics	16	77	78	15	94%	92%	6%	8%
Physics	10	-	72	8	80%	85%	20%	15%
Chemistry	4		82	4	100%	88%		12%
Biology	5	73	75	5	100%	84%		16%
Investigating Science	3	-	77	3	100%	77%		23%
Ancient History	14	82	76	14	100%	84%		16%
Modern History	9	75	75	9	100%	86%		14%
Geography	3	-	79	3	100%	87%		13%
Economics		-			100%	92%		8%
Software Design & Development	3	-	68		67%	86%	33%	14%
Textiles & Design		-			100%	93%		7%
PDHPE	6	72	76	5	83%	88%	17%	12%
Japanese Continuers		-			100%	96%		4%
VET Business Services	10	84	82	10	100%	78%		22%
VET Construction		80			100%	67%		33%
VET IDT (Networking & Hardware)	4	-	81		100%	89%		11%

TABLE 3.1.2: 2019 HSC PERFORMANCE
Extension Subjects

EXTENSION SUBJECTS	NUMBER OF STUDENTS 2019	MEDIAN RESULT		PERFORMANCE BANDS E2-E4		PERFORMANCE BAND E1	
		2018	2019	SCHOOL	STATE	SCHOOL	STATE
				NO. 2019	2019	NO. 2019	2019
English Extension /50	7			100%	100%		
Mathematics Extension 1 /100			80	7	100%	95%	5%
Mathematics Extension 2 /100		-	78		100%	97%	3%
History Extension /50					100%	97%	3%
Science Extension /50		-			100%	100%	
Japanese Extension /50		-			100%	99%	1%

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 2019, 41 students (37 in 2018) achieved required competencies for dual accreditation of Preliminary and HSC vocational courses and certificates. 96% of Year 12 students undertook vocational education during their schooling (88% in 2018). All Year 12 students undertaking vocational education attained a vocational qualification (see Table 3.1.3).

TABLE 3.1.3: 2019 PRELIMINARY & HSC
Vocational Certificates

VOCATIONAL AWARD	NUMBER OF STUDENTS	
	PRELIMINARY	HSC
Certificate I in Business	13	
Certificate II in Business		11
Certificate III in Business		2
Certificate I in Construction	5	
Certificate II in Construction		2
Certificate I in Hospitality	2	1
Certificate I in Information, Digital Media & Technology	14	

ii. Records of School Achievement (RoSA)

In 2019, no students were issued with or applied for a RoSA before the HSC. 21 Year 10 students achieved required competencies for vocational qualifications (19 in 2018). 85% of Year 10 students (85% in 2018) undertook vocational education. All Year 10 students undertaking vocational education attained a qualification (see Table 3.2.1).

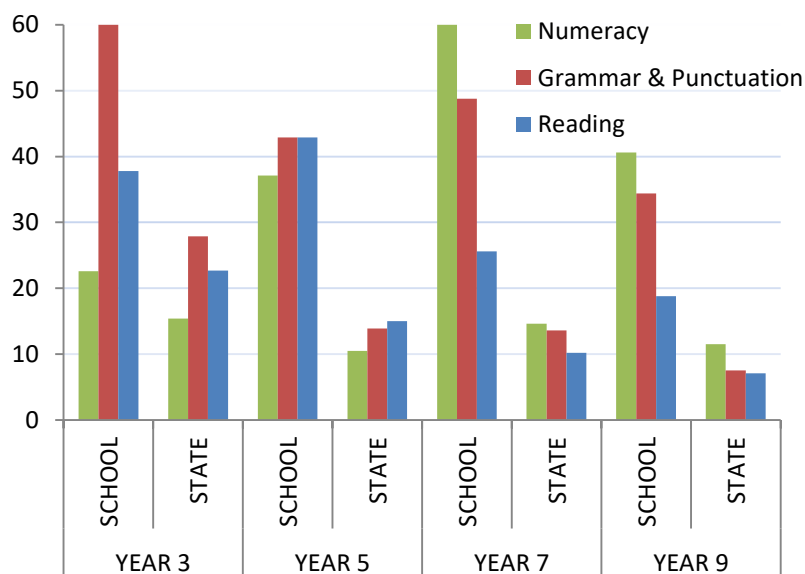
TABLE 3.2.1: 2019 Stage 5
Vocational Certificates

VOCATIONAL AWARD	NUMBER OF STUDENTS
Certificate I in Information, Digital Media & Technology	14

iii. National Assessment Program Literacy & Numeracy (NAPLAN)

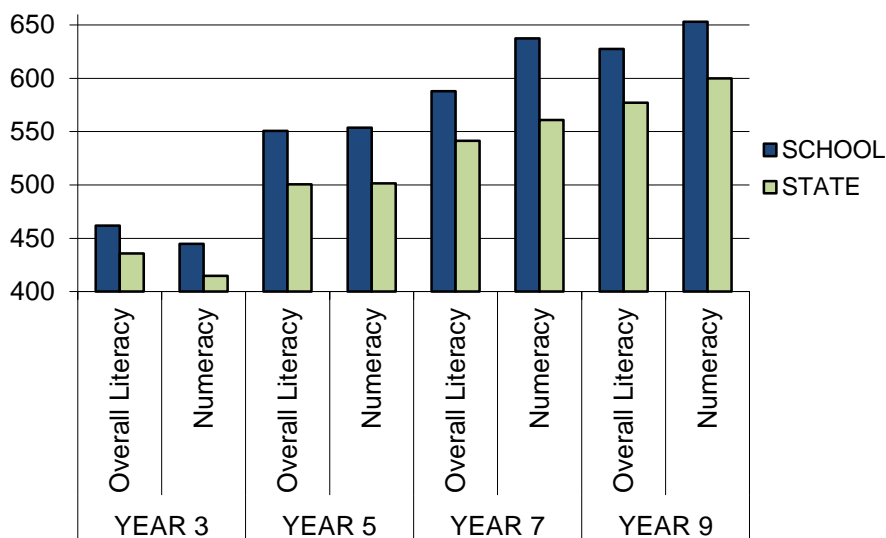
In 2019, the School presented students in Years 3, 5, 7 & 9 for NAPLAN. Percentages of students achieving in the top band are shown in Graph 3.3.1.

Graph 3.3.1: 2019 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: 2019 NAPLAN
MEAN SCORE FOR ALL STUDENTS IN LITERACY AND NUMERACY

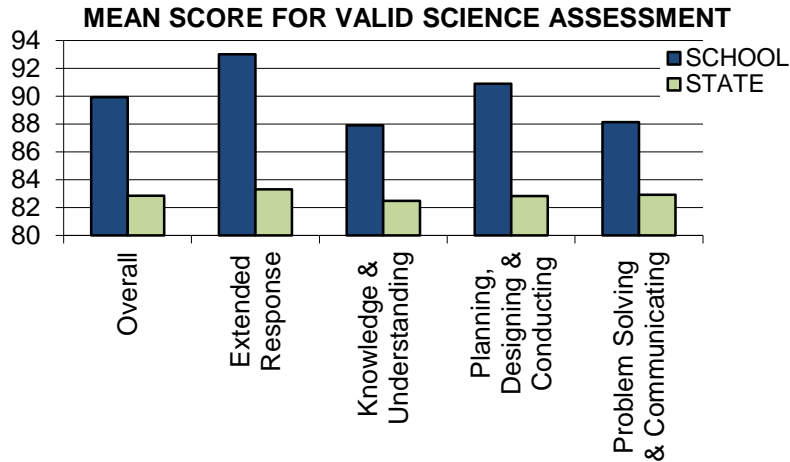


Performance in NAPLAN is documented on the My School website www.myschool.edu.au.

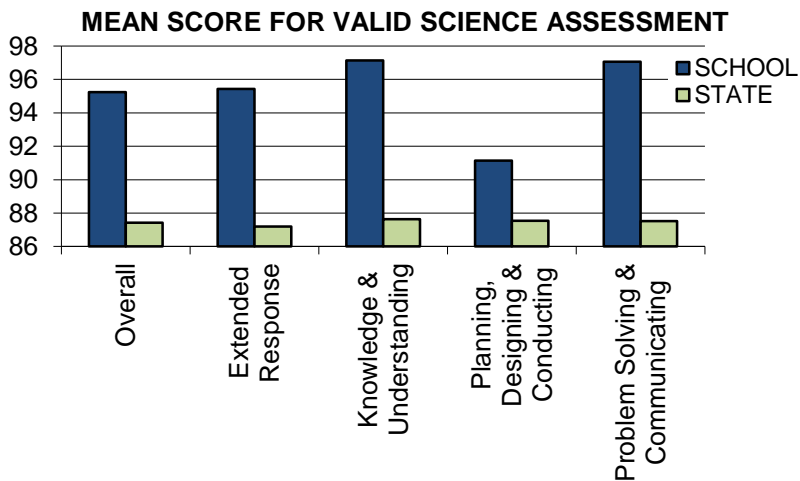
iv. VALID Science Assessment for Learning & Individual Development

The VALID program provides diagnostic and formative information about science learning by Years 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.

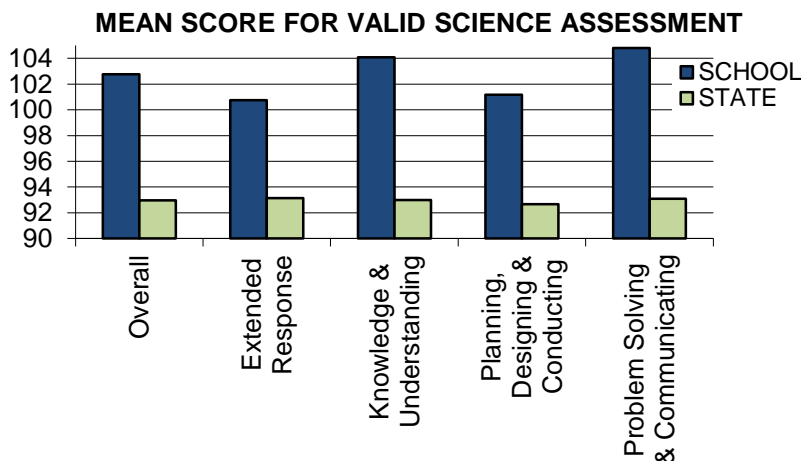
GRAPH 3.4.1: 2019 YEAR 6 VALID SCIENCE ASSESSMENTS



GRAPH 3.4.2: 2019 YEAR 8 VALID SCIENCE ASSESSMENTS



GRAPH 3.4.3: 2019 YEAR 10 VALID SCIENCE ASSESSMENTS



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 2019.

(A) SCIENCE

- ICAS (UNSW) 2 High Distinction; 4 Distinction; 15 Credit

(B) ENGLISH

- ICAS (UNSW) 3 High Distinction; 10 Distinction; 17 Credit

(C) MATHEMATICS

- ICAS (UNSW) 9 High Distinction; 18 Distinction; 32 Credit
- AMC 1 High Distinction; 13 Distinction; 47 Credit

(D) MUSIC

- AMEB AMEB exams to 6th grade in Flute, Piano, Clarinet, Violin, Classical Guitar and Musicianship. 31% passed with Honours or Distinction.

(E) DIGITAL TECHNOLOGIES

- ICAS (UNSW) 2 High Distinction; 4 Distinction; 15 Credit

(F) GEOGRAPHY

- Australian Geography Competition 10 High Distinction; 15 Distinction; 20 Credit

(G) LANGUAGES

- ACER Certificates 6 Distinction; 24 Credit

4. Senior Secondary Outcomes

In 2019, 96% of the Year 12 cohort had participated in vocational training (as per Table 3.1.3: 2019 Preliminary & HSC Vocational Certificates). Senior secondary outcomes are summarised below.

Year 12	Qualification/Certificate	Percentage of Students
2019	HSC	100%
2019	VET qualification	96%

HSC students were awarded: Macquarie University Leaders & Achievers Early Offer (1); and Western Sydney University Global Leaders Scholarships (3).

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); New College (UNSW); Western Sydney Australia Day Community Reception; and NESAs. All teaching staff participated in professional development on: Assessment with ACE; OT sensory approach to help students learn; 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> Computing, PDHPE, CRICOS	9
<i>English:</i> WRAP literacy, Writing, Literacy, Conference, Texts	14
<i>Mathematics:</i> HSC Markers, AIS Extension 1 & 2, AIS Mathematics, Language of Math, Advanced HSC	5
<i>Science:</i> Chemical Safety, STEM Primary, CrookEd Chemistry, Taronga, STANSW conference, Extension, AIS Science, Antarctic Exploration, Periodic Table, Australian Museum	8
<i>History:</i> Conference, HTA early career, Extension, Environmental History, Piggin	23
<i>Economics & Geography:</i> Economics Conference, Primary Geography, AIS Geography, Parramatta Light Rail	5
<i>Technology:</i> Cengage Food Tech, Robokids, Paddock to Plate	32
<i>Music & Visual Arts:</i> EdNet, Flute festival, Recorder	2
<i>PDHPE:</i> Netball, AIS conference, Swimming, Southern Cross University	5
<i>VETIS:</i> TAE certification, Career Industry Council, National VET conference	8
<i>Pastoral Care, Leadership & Integration:</i> Community, Refugees, Prayer Breakfast, Wellbeing, Learning Difficulties Coalition, Reading, Faith, First Aid training, Macquarie University	50
<i>Teaching/Learning:</i> Innovative Teaching, Canvas Online Learning, Minimum Standards, Assessment, ACE teaching awards, Play, Learning Spaces	53
<i>Library:</i> Reading & Writing, Teacher Librarian	1
<i>Teacher accreditation:</i> TAA	1
<i>Compliance:</i> AIS Briefing & Governance, Anti-Discrimination, Registration, ECED, Chemcert, Attendance, Not for Profit, RoSA & HSC, ASBA, Copyright, Sustainability, Child Protection	18
<i>Languages:</i> German conference, AIS Languages	2
<i>Excelsia College:</i> Conditionally registered teachers completed M Teach [Primary (1), progressed in M Teach Secondary (1) and M Teach Primary (1)]	3

The average expenditure per teacher on professional learning in 2019 was \$1,363.

Education students from University of Sydney, University of New England, Excelsia College and Australian Catholic University completed practicums at Redeemer.

ii Teaching Standards

For 2019, 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	65
(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	2

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.

Stuart Garth was awarded the NSW Premier's Prize for Innovation in Science Teaching:

Stuart Garth has been actively teaching open-ended investigations at Redeemer Baptist School for over 30 years. His remarkable leadership has led to 15 of his students being selected to represent Australia at the world's largest pre-university STEM competition, the International Science and Engineering Fair. This representation is three times greater than any other teacher in Australia, a particularly impressive result for a single-streamed school.

Stuart's innovative student-centred teaching style has seen him mentor over 300 STEM projects which have received more than 200 state, national and international awards. This dedication is essential in ensuring that our most promising students choose career paths in STEM-related fields and become the researchers and inventors of tomorrow.

Aside from his work at Redeemer, Stuart has been at the forefront of the Science Teachers Association of NSW (STANSW) Young Scientist Committee for 20 years. This leadership has led him to develop a comprehensive website for students and teachers, including benchmark projects. In recent years he has single-handedly brought together the professional STEM Teacher Associations to promote investigation awards that are entirely syllabus-based.

Furthermore, the new NSW Depth Studies and Science Extension Course are a result of Stuart's active deliberations with Kerry Sheehan from NESAs, providing structured frameworks to conduct investigations in class time.

Stuart's leadership has influenced not only students under his direct care, but thousands involved in the STANSW Young Scientist Competition and many thousands more who will benefit from the changes he has inspired in NESAs' new science courses.

Diane Garth was nominated the CSIRO Crest nominee for the BHP Foundation 2020 Science & Engineering Teacher Award.

The Headmaster, Russell Bailey, was awarded an Australian College of Educators Fellowship.

World Teachers' Day citations (2) were awarded by the Australian College of Educators.

Simeon Cannon has given hope to many students academically and personally as a teacher of Mathematics, Doctrine and Information Technology at Redeemer Baptist School. In addition

to providing a focus on each individual student in his classes, Simeon also provides additional afternoon homework help and is trusted by students when they need an adult to listen to their concerns. Simeon maintains contact with teachers in Redeemer's sister school in the remote Itokama Village, Oro Province, Papua New Guinea (PNG) and has coordinated logistics for medical and educational mission programs delivering life-saving vaccination for the entire Barai tribe in accordance with WHO guidelines with permission from the PNG government. Simeon Cannon is a worthy recipient of the 2019 Hills/Parramatta Region Australian College of Educators World Teachers' Day award.

***Tanya Poyitt** has cultivated excellence and creativity in Music and English at Redeemer Baptist School for 25 years. She has published texts to supplement preparatory music programs. As coordinator of Redeemer's School of Music, Tanya supports excellence in instrument tuition, providing opportunity for all students to perform in a delightful annual Saturday Afternoon Concert in Sargood Hall. In addition to piano accompaniment at school events, Tanya composes and performs background music for Drama Club productions. Her English NAPLAN results have contributed to three consecutive years of ACARA commendations for substantially above average gain. This year, one of Tanya's students was a national winner in the Dorothea Mackellar Poetry Awards. Tanya Poyitt is a worthy recipient of the 2019 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 & Management of Non-attendance

Year	Attendance Rate
Kindergarten	97.1%
Year 1	97.3%
Year 2	97.1%
Year 3	97.0%
Year 4	97.1%
Year 5	97.8%
Year 6	97.3%
Year 7	97.4%
Year 8	97.2%
Year 9	96.9%
Year 10	96.7%
Year 11	98.1%
Year 12	97.4%

Ninety-seven per cent of students attended School on average each School day in 2019. This was similar to the daily attendance in 2018. 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
2015/2017	37	34	33	91.9%	89.2%
2016/2018	16	15	7	93.8%	43.8%
2017/2019	29	25	22	86.2%	75.9%

The actual retention rate from Year 10 to Year 12 is more than 2018. The statistical significance of this difference is limited by the size of the Year 10 cohort in 2016.

8. Post School Destinations

92% of students who left School at the end of Year 12 following the completion of their School education were offered enrolment at university.

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

- current Medicare Australian Immunisation History Statement
 - 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 Home Affairs (DHA) schools sector English proficiency test requirements.
- (ix) The Principal, 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) Accommodation arrangements for overseas students will be assessed in accordance with the Care of Younger Students policy in the School Handbook (“(c) Care of Younger Students — Overseas Students”).
- (xi) 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 the Australian Government Department of Education and Training (overseas students only)
 - Personal Information Standard Collection Notice (overseas students only).
- (xii) 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 |

- (xiii) 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 devotional activities and Doctrine lessons.
2. Parents undertake to provide the child with 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 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. 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. The School will not refund term fees after commencement of any term of enrolment if the student does not complete the term.
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 devotional activities and Doctrine lessons.
2. Parents/guardians undertake to provide the child with 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 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 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 must be paid for excursions, bookstore and uniforms. Fees and deposits must also be paid in advance prior to commencement of Term 1 in each subsequent Year of schooling.
6. Parents/guardians 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 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, Excursion or Uniform accounts is refundable on request.
9. A deposit of one term's fee is payable when an offer is accepted. This deposit is refunded, on request, at the end of schooling if all other commitments have been met. 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 contracting to complete their course of study at this School.
14. The School is required by DHA 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. Overseas students are not eligible to receive 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 approximately 40% in secondary (7–12) and 60% in primary (K–6) with approximately 43% girls and 57% boys. Redeemer is a comprehensive school with an open enrolment policy. Students come from a wide range of ethnic and faith backgrounds including students with language backgrounds other than English. Some students have disabilities or 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 20* (School Handbook), the *Health and Safety Manual 20*, the *Staff Handbook 20*, and the *Child Protection Manual 20*. 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 47).
 - The School will take reasonable measures to identify **Students with Special Needs** and provide them with an appropriate level of support (page 47).
- **Communication** (page 28).

Policies covering student welfare, and changes to policies during 2019, are listed below.

POLICY	CHANGES IN 2019	ACCESS TO FULL TEXT
<p>Child Protection Policy & Manual</p> <ul style="list-style-type: none"> ● definitions and concepts ● legislative requirements ● preventative strategies ● reporting & investigating ● reportable conduct ● investigative process ● documentation ● anti-bullying policy 	<ul style="list-style-type: none"> ● Changes having regard to Children’s Guardian Act (Act) ● Redeemer a relevant entity and Principal as Head of relevant entity ● Notification of reportable allegation or conviction to Children’s Guardian (OCG) within 7 days ● Investigation procedures in accordance with the Act ● Protections for staff providing notification to OCG ● Mandatory reporting of risk of significant harm to Dept of Communities & Justice ● Principal required to notify NESAs of grounds for suspending teacher accreditation ● Change to definitions of <i>assault, employee, ill treatment, neglect, sexual misconduct, sexual offence</i> ● Additions to Code of Conduct in accordance with National Child Safe Standards under the headings: <i>students are taken seriously</i> and <i>students with additional vulnerabilities</i> ● Updated forms, hyperlinks 	<p><i>Child Protection Manual 20</i> issued to all staff and members of School Board; issued to parents on request</p>
<p>Complaints or Allegations of Misconduct or Reportable Conduct</p>	<ul style="list-style-type: none"> ● Procedures for stakeholders providing information about a reportable allegation or conviction involving a member of staff 	<p><i>School Handbook 20</i></p>
<p>Whistleblower Policy</p>	<ul style="list-style-type: none"> ● Procedures and protections for eligible whistleblowers 	<p><i>School Handbook 20</i></p>
<p>Security Policy</p> <ul style="list-style-type: none"> ● security of grounds & buildings ● use of grounds & facilities ● emergency procedures ● travel or school-related activities 	<ul style="list-style-type: none"> ● Emergency services contact details updated ● Update in nominated emergency communication roles ● Review of procedures for specific emergencies 	<p><i>Health and Safety Manual 20 & Staff Handbook 20</i> issued to all staff and members of School Board</p>
<p>Supervision Policy</p> <ul style="list-style-type: none"> ● duty of care & risk management ● levels of supervision ● guidelines for all staff 	<ul style="list-style-type: none"> ● Responsible staff nominated for supervision roles 	<p><i>Staff Handbook 20</i> issued to all staff and members of School Board</p>

POLICY	CHANGES IN 2019	ACCESS TO FULL TEXT
Conditions of Enrolment	<ul style="list-style-type: none"> • Redeemer will not refund term fees if the student does not complete the term • Overseas students are not eligible to receive passes for free travel to/from school 	School Registrar and <i>School Handbook 20</i>
Privacy and Personal Information Policy	<ul style="list-style-type: none"> • Circumstances in which overseas student contact details must be provided to the Australian Government • Notifiable data breaches 	<i>School Handbook 20</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"> • Limits of authority granted to senior student leaders • Senior student leaders accountable to Principal or Headmaster 	<i>School Handbook 20</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"> • Mobile phone policy requiring parent/guardian request and School permission with conditions 	<i>School Handbook 20</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"> • Parents and School may communicate in writing via email or the School Star app 	<i>School Handbook 20</i>
Accommodation Policy		<i>School Handbook 20</i>
Overseas Students	<ul style="list-style-type: none"> • Details of overseas student orientation information • Intervention strategies to assist students to meet attendance requirements • Procedures for deferring, suspending or cancelling student enrolment • Transfer request assessment not required after student has completed six months of schooling in Australia 	<i>School Handbook 20</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 21).

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 & Appeals

The School's policy for dealing with complaints and appeals 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 2019, the Principal said:

We hope that you will enjoy your schooling here and that you will learn a lot that will be of great benefit to yourself and others for the rest of your life.

Prior preparation. Attention to detail. All of what has been learnt coming together to help people at a crucial moment in their lives. That is potentially what your education at Redeemer is preparing you for – all of your education, including the academic work at your desk, the school camps, artistic communication, sport, vocational training and moral formation. Always learning. Always ready to submit to the teacher whose life experience can get you beyond the basics into the fascinating beauty of perfection. And always humble enough, even when you're the best in the class, to learn a better way from someone else.

Excellence in studies and a generous heart in community service – that is my aim for every student as we become a family learning good things for life together at Redeemer. I pray that we will aim for excellence in every aspect of our life together. And I pray that we shall see more clearly and discover in practice that the proof of excellence in our lives is love like Jesus, always holy, always true, always to help the other person. I pray that your learning this year will prepare you for those moments in life when you can help others in great need. God bless you all in your schooling here at Redeemer in 2019!

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 2019 identified in the School's 2018 Annual Report		
Area	Priorities	Achievements
Teaching & Literacy	<ul style="list-style-type: none"> Programs to assist needs of students with particular learning difficulties 	<ul style="list-style-type: none"> Students were supported with teacher aides, specialist tutors, Speech Pathologists and an Occupational Therapist (OT); all staff participated in professional development by an OT on 'A Sensory Approach to Help Students Attend, Learn and Focus'; staff also attended seminars with the Learning Difficulties Coalition
	<ul style="list-style-type: none"> Provide extension opportunities across the curriculum 	<p>Students were given opportunities to excel through the following curriculum extension activities</p> <ul style="list-style-type: none"> Dorothea Mackellar Poetry Awards NESA WriteOn Premier's Reading Challenge ICAS, AMC, VALID and other inter-school tests in Digital Technologies, Mathematics, Science, Geography, Languages & English ASISSA, SWISSA, AICES, CIS individual & team sport BHP Foundation Science & Engineering Awards STANSW Young Scientist Awards AusSIP Employability Awards History Mastermind Drama and Music Performances in Sargood Hall City of Parramatta Council Australia Day Awards

Achievement of Priorities in 2019 identified in the School's 2018 Annual Report		
Area	Priorities	Achievements
Student Achievements	<ul style="list-style-type: none"> Literacy & STEM 	<ul style="list-style-type: none"> National 1st (2), 2nd (2), Shortlisted (4) & Highly Commended (4) in Dorothea Mackellar Poetry Awards Gold award in NESA WriteOn Three medals for Premier's Reading Challenge Poem by Elvice Ikuo (Year 11) published by NLA in <i>This is Home</i>, selected by Jackie French ACARA identified substantially above average gain in National Assessment (NAPLAN) Semi-finalists (5) and Primary Encouragement Prizes (2) in BHP Foundation Science & Engineering Awards STANSW STEP Environmental Award, Most Promising K-6, plus 19 prizes in a range of categories, K-12 VALID Science & Technology 6, 5th highest score in NSW Silver in Year 8 History Mastermind Open Day & Drama Club performances Western Sydney VET in Schools Student of the Year Redeemer alumni were awarded <ul style="list-style-type: none"> Nursing & Engineering Deans' commendations Dean's Medal in Nursing & Midwifery Postgraduate prize in Education Engineers Australia Ian Henderson Award Parents provided opportunity to train in WRAP literacy
	<ul style="list-style-type: none"> Team & individual sports 	<ul style="list-style-type: none"> Gold, Silver & Bronze (3) Medals at CIS athletics SWISSA swimming, cross country, athletics & AICES athletics school champions SWISSA soccer, netball, basketball 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 \$37,672.52 to assist: construction of Oasis Ministries Centre to benefit Indigenous communities at Boggabilla; and education for remote indigenous youth Leaders of the Barai tribe (PNG), where our sister school is located at Itokama, visited Redeemer Redeemer hosted a visit of 96 students from Tianjin and an immersion experience for 7 primary students with their parents from Beijing
	<ul style="list-style-type: none"> Provide opportunities for development of leadership 	<ul style="list-style-type: none"> Mitchell Youth Leadership Forum was supported by Redeemer with transport and pastoral leadership; Year 11 students attended the Forum Secondary Schools Leadership Program, NSW Parliament Junior Savaiko (Year 12) and Elvice Ikuo (Year 12) met the Prime Minister of PNG with the Australian Minister for International Development & the Pacific Pariselle Hughes (Year 12) awarded Young Citizen of the Year in the City of Parramatta Australia Day Awards NSW Governor conferred Pariselle Hughes (Year 12) with John Lincoln Youth Community Service Award from The Order of Australia Association NSW Branch Fred Hollows Humanity Award, Eugene Kim (Year 6) Chaneg Torres (Year 12, 2011) elected President of NSW Branch of the Young Liberals

<i>Achievement of Priorities in 2019 identified in the School's 2018 Annual Report</i>		
Area	Priorities	Achievements
Staff Development	<ul style="list-style-type: none"> Assessment 	<ul style="list-style-type: none"> All staff attended an ACE Forum at Sargood on 'Collecting Quality Assessment Data' with Dennis Alonzo (UNSW), Sally Egan (CESE) and John Collier (SACS) All staff attended professional development delivered by NESA on 'Developing Quality Stage 6 Assessment' All staff attended professional development delivered by AISNSW at Sargood Hall on curriculum requirements for registration and accreditation
	<ul style="list-style-type: none"> Assisting students with disabilities 	<ul style="list-style-type: none"> Staff attended the full suite of conferences offered by the Learning Difficulties Coalition One staff member completed a Macquarie University unit on teaching literacy for students with disabilities
	<ul style="list-style-type: none"> New syllabus programs 	<ul style="list-style-type: none"> Staff engaged in NESA consultations & AIS professional development to contribute to formation of NSW Syllabuses and to inform the writing of school programs
Facilities & Resources	<ul style="list-style-type: none"> Security & student safety 	<ul style="list-style-type: none"> Installed steel security fence along our James Ruse border in keeping with existing heritage perimeter fence Installed aluminium security fence along border with Lake Parramatta reserve adjacent to James Ruse Drive Swipe security locks installed at Science & Technology School perimeter security strengthened with occupation of Caretaker's Cottage on northeast corner Sealed road for buses on north side of School oval
	<ul style="list-style-type: none"> All weather cover for Sports Courts & Swimming Pool 	<ul style="list-style-type: none"> Planning towards construction commencing in 2020
	<ul style="list-style-type: none"> Air conditioning for Son of the Rock building 	<ul style="list-style-type: none"> Air conditioning installed in all classrooms in Son of the Rock building
	<ul style="list-style-type: none"> Upgraded learning spaces including digital resources 	<ul style="list-style-type: none"> New student desks for Son of the Rock building Digital sports timing system purchased for individual sport carnival competition 38 new computers installed in N F Cannon Library and Science & Technology building
Heritage & Environment	<ul style="list-style-type: none"> Maintenance of heritage buildings 	<ul style="list-style-type: none"> Paint, timber, carpet and lighting repairs and refurbishment for 100-year-old Son of the Rock building Reid exterior and Blackwood interior repainted Robertson building turret slate roof refurbished Workers Cottage adaptive reuse heritage reconstruction completed Electricity infrastructure upgraded for school campus
	<ul style="list-style-type: none"> Solar energy project 	<ul style="list-style-type: none"> Solar energy panels on the N F Cannon Library and the Science & Technology building produced 114,400 kWh of energy in 2019 Since installation in May 2018 there has been 80,130 kg CO₂ emissions saved, equivalent to 2,392 trees planted

<i>Achievement of Priorities in 2019 identified in the School's 2018 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"> Monitoring and maintenance of habitat provided for native fauna including sugar gliders, brushtail possums, ringtail possums, rainbow lorikeets, kookaburras Maintenance 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"> Renewed resources for training & assessment having regard to new qualification ICT30118 Certificate III in Information, Digital Media and Technology (version 1, 30 Jan 2019; version 2, 30 Aug 2019) superseding ICT30115 10002NAT Grad Cert in Coding Aboriginal Languages for Indigenous Literacy removed from scope as accreditation period expired 30 Jan 2019 Final awards granted for Cert III (10033NAT) and Grad Cert (10034NAT) in WRAP after accreditation period expired
	<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 All staff completed training to upgrade TAE qualification

<i>2020 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
Staff Development	<ul style="list-style-type: none"> Online learning management system Assisting students with disabilities New syllabus programs
Facilities & Resources	<ul style="list-style-type: none"> Security & student safety All weather cover for Sports Courts & Swimming Pool School roads and traffic management Upgraded learning spaces including digital resources
Heritage & Environment	<ul style="list-style-type: none"> Maintenance of heritage buildings Renewal of heritage memorial garden Solar energy project Improving conditions for flora & fauna 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 2020 City of Parramatta Australia Day Awards, Redeemer Baptist School was recognised with the *Community Group Award* with this citation:

The students, staff and members of the Redeemer Baptist School community have contributed to a number of initiatives within the Parramatta area and throughout NSW. Since 2005, Redeemer students have supported 15 remote or disadvantaged communities, most recently volunteering their time and raising more than \$30,000 in order to complete the Oasis Ministries community facility to serve Indigenous communities in Boggabilla.

In the 2019 City of Parramatta Australia Day Awards, Pariselle Hughes (Year 12) was awarded the *Young Citizen of the Year* with this citation:

Pariselle is a student from Redeemer Baptist School who has made a consistent energetic contribution to community needs. While continuing to excel in her school studies, Pariselle helped raise \$15,000 for the Multiple Sclerosis Foundation, and in 2018 and 2019 travelled to remote and regional NSW indigenous communities with her school colleagues to assist with charitable projects for the youth and families of Boggabilla and Kempsey. Pariselle has been recognised for her extensive volunteer work and community service by the NSW Premier, and was proclaimed the 2018 Western Sydney Region Vocational Education in Schools Student of the Year.

Also in the 2020 City of Parramatta Australia Day Awards, Anthony Bolton (Year 12) received the *Young Leader of the Year Award* with this citation:

Anthony Bolton was an HSC student at Redeemer Baptist School in 2019. In addition to his achievements across a broad range of inter-school curriculum and sport events, he has found ways to quietly serve others through school and church activities. Anthony regularly volunteers his own time to benefit Indigenous communities, church renovation projects or school maintenance. Anthony has also engaged in significant public events for the benefit of others and has been honoured in consecutive years in the Premier's Volunteer Recognition Program and the 2018 Parramatta School Leaders Recognition Event.

In the NSW Legislative Assembly on 13 November 2019, the Hon Dr Geoff Lee – Minister for Skills and Tertiary Education – said:

At the Parramatta Australia Day celebrations at the beginning of the year, Redeemer Baptist School HSC student, Pariselle Hughes, was proclaimed the Parramatta Young Citizen of the Year in recognition of her community service. In September, Pariselle also received a 2019 John Lincoln Youth Community Service Award from the Order of Australia Association at a ceremony at Government House. I applaud Pariselle on receiving those awards. Last month, Eugene Kim, a Year 6 student at Redeemer, received a Fred Hollows Humanity Award from Gabi Hollows in a ceremony at the University of Technology Sydney. The Fred Hollows award was received for compassion, integrity and kindness, which are core values at Redeemer. Well done, Eugene.

During NAIDOC week in July this year Redeemer, Year 10 students returned to Boggabilla with the \$30,000 they raised in the student-led gala day program. Supported by a team of volunteer licensed tradesmen, they completed the Oasis Ministries community facility to serve Indigenous communities in that remote northern NSW town. I commend all the year 10 students and the volunteers for their hard work and effort. Redeemer students have achieved so much in one year. I congratulate all those students on their excellent achievements. They give us reason to hope that they will make a valuable contribution to our State's future.

Redeemer's holistic curriculum promoting respect and responsibility in 2019 has included:

- Year 10 students raised \$37,672.52 in their Gala Day program to: assist remote Indigenous youth from Yuendumu and Tennant Creek, NT; and complete the construction of the *Oasis Ministries Centre* to serve Indigenous communities in and around Boggabilla.
- School families contributed clothing to help literacy work through the *Barai Non-formal Education Association*.
- Redeemer hosted a visit from leaders of the Barai tribe in Papua New Guinea where the *Itokama* school (a sister school to Redeemer Baptist School) is located.
- Redeemer students *Junior Savaiko* and *Elvice Ikuo* from the Barai tribe met with The Hon Alex Hawke (Minister for International Development and the Pacific) and the Hon James Marape (Prime Minister of Papua New Guinea) during an official visit to Australia.
- Redeemer hosted a visit of 96 Chinese students from *Tianjin* in January and an Australian immersion experience for a group of 7 Chinese Primary School students with their parents from *Beijing* in August.
- Redeemer hosted visits of Indigenous leaders from Muli Muli (NSW), Canteen Creek (NT) and the Northern Territory Department of Education.
- School Executive travelled to a remote Northern Territory community to provide personal interaction with a parent of present students with regard to her children's education.
- Redeemer students imbibed and communicated strong values through various presentations, including: Kindergarten's *David and the Very Very Very Scary Giant*; the Preparatory School's *Find Us Faithful*; the Junior Drama Club's adaptation of Katherine Patterson's *Bridge to Terabithia*; and the Senior Drama Club's adaptation of an Edith Nesbit novel *The Amulet*. An acquaintance of Katherine Patterson who attended the *Bridge to Terabithia* performance sent the following commendation to the School: 'Many thanks for inviting us to the performance which was brilliantly executed ... the music, movement, acting, directing and general student enthusiasm were wonderful ... a great Christian message ... congratulations to all involved!'
- 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 speakers and leaders to the *Refresh Summer Camp*.
- The Headmaster attended the City of Parramatta 2018 Active Citizenship School Award Civic Reception with the Young Citizen of the Year, Pariselle Hughes (Year 12), and her family.

13. Parent, Student & Teacher Satisfaction

Parent Satisfaction

Parents provided the following spontaneous comments with regard to their experience of Redeemer in 2019.

- *Thank you for nurturing our kids to have resilience, discipline, perseverance and faith in God.*
- *We are grateful and proud that our children are being educated at Redeemer. We know that when they finish school and walk out of the Redeemer gates they will be equipped with deep Christian values and faith.*
- *We want to thank you for your commitment to help guide children in the way they should go. While your example, your care, your teaching and the environment you actively create for them to spend so much of their time is given as an offering to God, it is a gift that blesses us – and so many others. Thank you for your surrender, obedience, sacrifice, faithfulness and devotion to your calling. It is bearing more fruit than you will ever know.*
- *We really appreciate the school's support and encouragement for both of our children.*

The following concluding correspondence was also received in 2019.

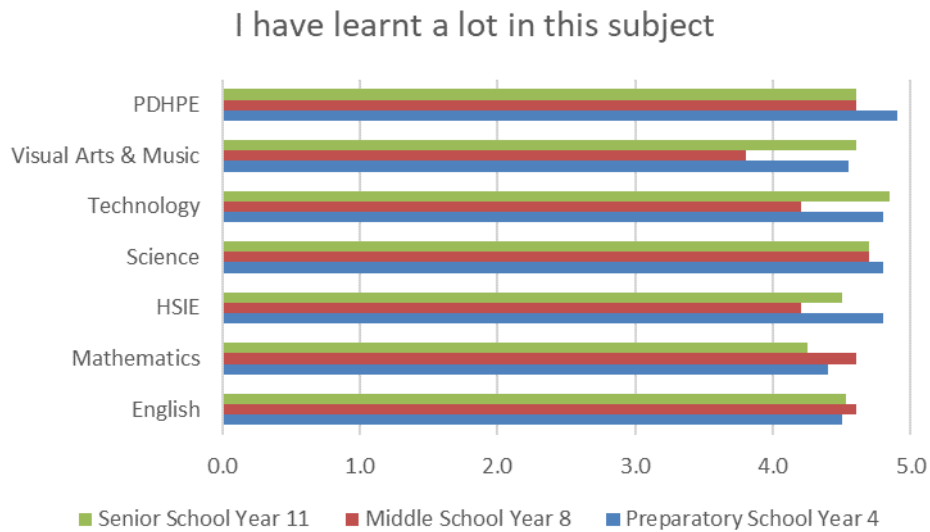
- *Thank you for the blessing! My son had a great time at Redeemer.*
- *Many thanks for all your support and guidance throughout all these years.*
- *We have experienced the benefit and significant uplift Redeemer has made to our child.*
- *We have seen our girls grow, study and learn important lessons of life. I am sure the strong foundation provided by Redeemer will help them achieve great heights in life.*
- *My son has enjoyed his time at Redeemer Baptist School very much.*
- *We appreciate all the extra effort for our child, and your dedication and patience.*
- *Please extend our family's appreciation to all the teachers and staff of Redeemer. We are truly grateful for their assistance in his growth.*
- *We want to thank the staff for always creating an environment of enthusiasm for learning and growing. Life is a journey and Redeemer Baptist has been a guiding light throughout.*
- *We will always be grateful for Redeemer Baptist's nurturing environment and excellent education standards.*
- *Thank you for the opportunities that were provided to my family and I. We are so thankful for the help that we have received over the years from Redeemer Baptist School.*
- *Redeemer Baptist has given our children a strong foundation in learning skills and Christian values. It has provided them with discipline and an education that they will reap the rewards from for the rest of their lives. We felt very supported in the challenges that we faced as parents and trusted the school to provide our children with the best possible education we could give them and the school lived up to our expectations.*

Student satisfaction

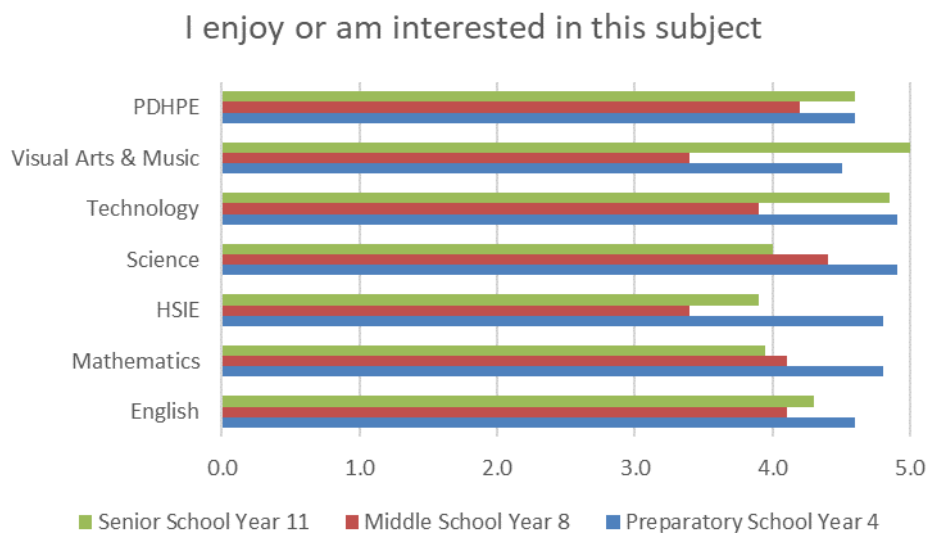
All students from Kindergarten to Year 11 completed surveys at the end of Semester 2 with regard to their learning at Redeemer. Overall, the survey responses demonstrated consistent engagement with learning across the curriculum throughout Preparatory, Middle and Senior Schools. The following graphs represent student responses – with a range of response possibilities from Strongly Disagree (scoring 1) to Strongly Agree (scoring 5) – at the conclusion of Preparatory, Middle and Senior Schools, to two statements.

1. I have learnt a lot in this subject (5 = strongly agree).
2. I am interested in (Years 5-12) or enjoying (Kindergarten to Year 4) what I am learning in this subject (5 = strongly agree).

Graphic 13.1 Student perception of achievement in learning



Graphic 13.2 Student expression of enjoyment or interest in learning



Students provided the following comments with regard to their experience of their Redeemer education in 2019.

- *I wanted to convey my thanks and inform you of my HSC results. Without my teachers, I definitely would not have achieved these results. Please convey my deep regards and thanks. [Year 12]*
- *I enjoyed learning new things that I haven't learned before. [Year 10]*
- *I enjoyed the different tasks I performed and completed. I enjoyed making my projects and I loved having lots of help and guidance that supported me. I enjoyed every lesson. [Year 11]*
- *Making my own music makes me feel like an artist. [Year 8]*
- *I really liked when the French chef came and taught us how to make ratatouille. [Year 7]*
- *Thank you for helping me to learn so many cool things in both English and Maths. [Year 6]*

The School received the following comments from past students in 2019.

- *I would love to share my testimony with you because Christ has changed my life so much! Please share with all the staff at Redeemer because you guys were close as family to me.*
- *Thanks to the Redeemer family for your prayers. It is so awesome how faithful God is.*

Teacher satisfaction

Teacher reflections in the proficient teacher lesson observation reports indicated satisfying professional aspirations in their teaching at Redeemer, as demonstrated by the following:

- *This process has been most helpful. I want to develop differentiated classroom teaching and assessment practice in the next year.*
- *It was a great encouragement to see that children who could not jump rope at the start of the Term could now be fully engaged and taking part in the group presentation at end of Term.*
- *The observation on the lesson provided valuable feedback. It allowed for teaching practice to be effective and to support student learning in the classroom environment.*
- *I am trying to reach a number of different students and enjoying the challenge of meeting all their needs. I appreciate the feedback.*
- *The feedback that I received was invaluable. I will use this to inform my teaching practice in future lessons to ensure that students can understand the instructions that are being given.*
- *There has been constant discussion and feedback about the best delivery of content material, shaping the teaching of this subject across the year.*
- *I appreciate the collegial effort in preparing for this lesson.*
- *Thank you for your collegial support, it is most helpful and greatly appreciated!*
- *I really enjoyed researching this lesson. The responses of the students to many of the 'upcycling' suggestions (and their questions) indicated their engagement in the lesson.*
- *I find teaching most rewarding. I acknowledge the value of constructive feedback.*
- *I thoroughly enjoy preparing and teaching these lessons.*
- *It was great to have you come and see my lesson. It is always good to have discussions with colleagues regarding teaching strategies and classroom practice to ensure we are continually developing our teaching practice and quality teaching is maintained.*

Education practicum students sent these comments to the Redeemer supervising teachers:

- *Thank you so much for making my time on prac such a fruitful and enjoyable one. I learned a lot not just about teaching Mathematics (which I did!) but also in showing me the impact we can make through being faithful and present in our relationships with students.*
- *Feedback received with great enthusiasm and appreciation.*

Visiting presenters sent these spontaneous comments to organising teachers:

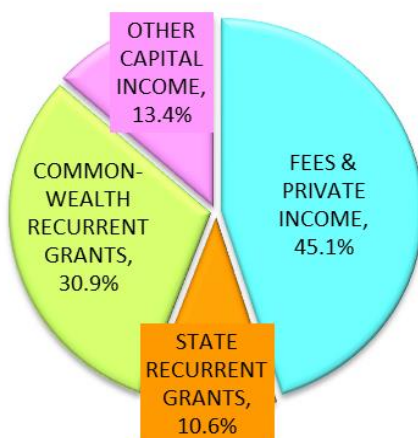
- *It was such a lovely experience to come to talk to your students. The students were very engaged and a pleasure to talk to. A true credit to you and Redeemer Baptist School.*
- *Thank you for the invitation to visit the school this morning. It was great to take part in the showcase and see the students' work. They were such an articulate and confident bunch of Year 10 students, and are a credit to themselves and the school.*

14. Summary Financial Information

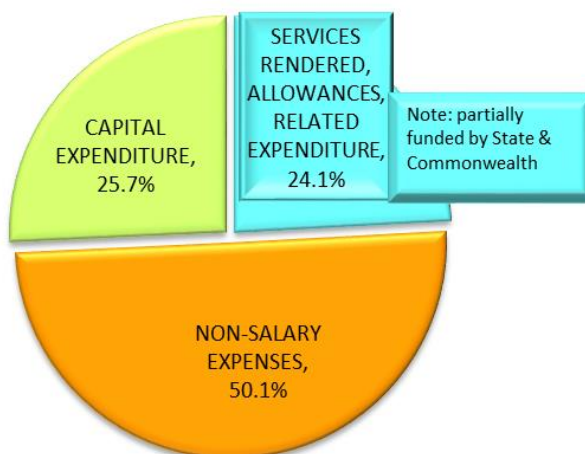
Graphical representation of income and expenditure using percentages only.

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.



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