



# REDEEMER BAPTIST SCHOOL

a ministry of Redeemer Baptist Church



## ANNUAL REPORT 2020



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

# REDEEMER BAPTIST SCHOOL



## ANNUAL REPORT 2020

CRICOS No. 00415K

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# REDEEMER BAPTIST SCHOOL

## ANNUAL REPORT – 2020

### 1. Message from the School Board

We've all shared a very difficult year together and we're not at the 'happily ever after' part of the story yet. We look forward to the day when COVID is no longer mentioned on the news! But COVID-19 won't be the last big difficulty that we face. There are personal tragedies – like the tragic loss of four children killed by a drunk driver in Oatlands in January 2020 – and natural disasters, like the 2020 hurricanes Eta and Iota in Honduras leaving 3.5 million dependent on emergency aid including our past student Patricia Varela Diaz (HSC, 2013) who returned to her home country as a university qualified educator to serve children in great need. And there are biblical prophecies of escalating world violence, plagues, cosmic disturbances, fire, and toxic water pollution towards the end of this age of world history.

So what are the gifts that we should take from 2020 to help us prepare for the future?

#### **The ambivalent gift of online screen learning – with self-discipline**

All of us are thankful for online learning during the pandemic school lockdowns and we'll continue to benefit from our Canvas online learning management system. But along with the benefits, according to UNICEF, millions of children are at increased risk of harm as their lives move increasingly online during the pandemic. A recent documentary, *The Social Dilemma* – featuring high-profile tech whistle-blowers such as a former President of Pinterest – explores how the online system that connects us is also invisibly controlling us, using algorithms that encourage addiction to their platforms. Everything you do online is monitored and recorded so that tech giants can predict your behaviour and sell your profile to the highest bidder.

Research published this year about the harm to education from inappropriate overuse of online screens is significant. Here is a sample:

- Internet addiction in teenagers leads to difficulty regulating emotions;
- 84% of Australian educators believe that digital technologies are a growing distraction in the learning environment;
- The combination of high screen time and low green time affects mental health; and
- The ease of finding information on the internet is hurting students' long-term retention and resulting in lower grades on exams.

Problematic Interactive Media Use can have devastating impacts on a child's development.

There is undoubtedly a gift in our 2020 pandemic experience of embedding online learning in school education but this gift needs to be handled with care, with additional oversight by parents and teachers, and the cultivation of self-discipline within each student.

#### **The gift of learning as a community**

2020 has of necessity been a year of social isolation. We've been locked out from visiting family in nursing homes. We couldn't be at a family wedding overseas. We had to do school at home. We couldn't meet for music or chapel in Sargood. And we've missed gatherings of our wider school family like Gala Day and Open Days. This massive disruption to schooling has been the shared experience of over 1.2 billion learners around the globe.

When we returned from online to campus, our average attendance in many classes rose to 98%. Students and parents were eager to return to face-to-face learning in community. A news item at the end of Term 2 said that during COVID many families gained a deeper appreciation for teachers and school communities. School learning on campus in community is important because education that forms character to benefit neighbours and community relies on a community of adults (teachers and parents) who share an understanding of the unchanging parameters of truth and goodness.

In a large survey of secondary school graduates from Government, Independent and Christian schools published in August 2020, these are some of the key findings.

- More than 70% of Christian school graduates – 20% higher than other school graduates – say that school prepared them to find a sense of meaning, purpose and direction in life.
- Volunteering is more common among Christian school graduates.
- Christian school graduates are more likely to marry and never divorce.
- More Christian school graduates believe that God is personally involved in our lives.

No school is neutral to ultimate questions about the kinds of people their students should become. Parents choose the school that will give the outcome they want for their child.

When the Premier advised schools to go online on Monday 23<sup>rd</sup> March, your teachers asked God for inspiration and we got to work. On Tuesday 24<sup>th</sup> March the whole School had online lessons. Our common timetable focussed on English and Mathematics, a daily physical fitness routine, and regular screen breaks. And each day began with the Senior Master leading the School in devotions that gave hope and direction for students from God.

What is the gift here for our students? You have a community of staff committed to each other in Jesus Christ to serve you, to share the grace and mercy of Jesus with past, present and future students in any situation that life presents. We invite students and parents to join us in a covenant spanning all thirteen years of school as a basis for mutual giving and receiving for a lifetime.

### **The gift of excellent achievements in 2020**

Our local Member for Parramatta – The Hon Dr Geoff Lee – advised the NSW Parliament of the extraordinary achievements of Redeemer students this year. He said:

*In this difficult year when schooling has been disrupted, I am pleased that Redeemer students continued to achieve excellence. In the BHP Science Awards, three winners were Redeemer students: Ethan Tjhin, Gokul Kuppusamy and Edward Garth. Gregory Burns won the National Maths Talent Quest. Anubhav Ammangi was awarded an ICAS medal and was included on the Bebras Honour Roll for Computational Thinking. In the Dorothea Mackellar Poetry Awards, Curtis Giang and Lola Wang won first prizes, and Adrian Burns and Dorian Ndongo-Empesa won second prizes. Redeemer was the primary school winner. Antonio Kwok was nominated to perform in the HSC ENCORE. Redeemer was recognised by Parramatta Council with Anthony Bolton (HSC 2019) given the Young Leader of the Year award and Redeemer's contribution to Indigenous communities recognised with the Community Group award.*

Redeemer students were also awarded a raft of STANSW Young Scientist prizes including Antonio Rajaratnam winning the 2020 Young Scientist of the Year and Danielle Gibson proclaimed the 2021 Broadcom International MASTERS Delegate.

Please look at the full list of achievements in the 2020 Principal's Address on the School's website, including reference to Redeemer's outreach which – even though COVID stopped much that we would normally do – included a medical mission to the Barai tribe in Papua New Guinea. Not only did our medical team treat hundreds in pop-up clinics but there was also a miraculous reconciliation between warring villages as a result of the mission.

### **The gift of a full and holy cure**

We can get through difficult challenges when we take hold of gifts to help us find the cure. That's our hope with the COVID vaccine. But a vaccine can't be a full cure to all the problems we may face now or in the future.

T S Eliot, the English poet says with precise clarity: *human kind cannot bear very much reality*. We're all burdened by reality that no vaccine can heal: pain and bitterness from wrongs done against us; guilt from what we've done; our own mortality or the grief of losing someone we love; waves of fear from some evil that we saw; agony now as we try to avoid our own cup of suffering. We don't like to think about our own painful circumstances but the last twelve months hasn't given us an option – the reality of a virus that won't go away is always before us, limiting our freedoms, glooming our future.

It's the last day of the school year so we're already beginning to celebrate Christmas. A very old Christmas carol, written in the 700s, says this:

*A great and mighty wonder, a full and holy cure!  
The Infant born in Beth'lem, the Saviour and the Lord.  
Repeat the hymn again: 'To God on high be glory, and peace on earth to men.'*

With Christmas comes *a full and holy cure*. This isn't a fairy story. This is better than a vaccine for in Jesus there is a cure for the stains of sin for which there is no other remedy. This is what was prophesied about Jesus: *He has borne our griefs and carried our sorrows ... And by His stripes we are healed*. And this is what Jesus said about the purpose of His coming: *I have come in order that you might have life in all its fullness*. This is what first century Christians wrote about what Jesus accomplished in dying for our sins on the cross and rising from the dead: *The wages of sin is death, but the gift of God is eternal life in Christ Jesus our Lord*. And this is what the Apostle John saw in his vision of the end of this age when Jesus returns: *Now God's home is with people! God will wipe away every tear from their eyes!*

Jesus, born on Christmas morning, has finished His work to save us from all evil, to help us in our time of need, and to give us a future full of hope and love forever. This reality renews our joy every day as we share our life in Christ in the context of the community of Redeemer Baptist School. That old Christmas carol is responding to the best news ever. *Repeat the hymn again: 'To God on high be glory, and peace on earth to men.'*

We pray that you will know the joy of the full and holy cure that is yours in Jesus Christ.

We recommend that you obtain a copy of the Principal's 2020 Annual Address for more detail on this topic of being *Preparation for Life: the gift of 2020* for our children. 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 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 & Regeneron ISEF (USA); and Australian and International Standards Organisations.

The Minister for Skills and Tertiary Education, the Hon Dr Geoff Lee, commended Redeemer in the NSW Parliament on 21 October 2020 for continuing 'to achieve excellence across the curriculum in this difficult year when schooling has been disrupted', citing outstanding achievements and prizes in state and national competitions and assessments in Literacy, Science, Engineering, Mathematics, Music and Citizenship. Dr Lee concluded that 'Redeemer continues to give hope and the opportunity for excellent achievement to all its students'.

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 prizes and high achievement in the Dorothea Mackellar Poetry Awards, NESAs WriteOn Competition, Australian Christian Teen Writer Awards, and the Whitlam Institute *What Matters?* writing 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). A motion put by The Hon Paul Green was agreed to by the NSW Legislative Council which stated, in part, that Redeemer:

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

Excellence at Redeemer in 2020 is evidenced in the following achievements:

- City of Parramatta Young Leader of the Year: Anthony Bolton (HSC, 2019).
- City of Parramatta Australia Day Community Group of the Year: the entire Redeemer Baptist School community.
- AMEB Diploma Licentiate in Music (LMusA): Antonio Kwok (Year 11).
- HSC Encore performance nomination (Music 2): Antonio Kwok (Year 11).
- STANSW Young Scientist Awards: Young Scientist of the Year, ISEF Prize, 1<sup>st</sup> Rowe Scientific Investigations Biology – Antonio Rajaratnam (Year 12); Broadcom MASTERS International Delegate, 1<sup>st</sup> Scientific Investigations Chemistry, 1<sup>st</sup> NMI Measurement Award, 1<sup>st</sup> MANSW Working Mathematically – Danielle Gibson (Year 8); 1<sup>st</sup> AARNet Communications Award, 1<sup>st</sup> Innovations & Engineering – Akhil Akku (Year 10) and Zohaib Khan (Year 10); 1<sup>st</sup> MANSW Working Mathematically, 2<sup>nd</sup> NMI Measurement – Gregory Burns (Year 10); 1<sup>st</sup> AARNet Communication Award – Victoria Garth (Year 10), Stephanie Herbert (Year 10), Godnah Johnson (Year 10); Bronze, Rowe Scientific Depth Study – Emily Burns (Year 11); 3<sup>rd</sup> MANSW Working Mathematically – Kayley Garth (Year 10); 1<sup>st</sup> STANSW Most Promising – Veda Patibandla (Year 8), Aran Yoganandha (Year 8); 1<sup>st</sup> Scientific Investigations, 1<sup>st</sup> RACI Chemistry, 1<sup>st</sup> Sebel Testing & Evaluation – Karmichael Candra (Year 4); 1<sup>st</sup> Scientific Investigations – Lucius Figueira (Year 4); 1<sup>st</sup> OSH Club Inventions & Innovations, 1<sup>st</sup> MANSW Working Mathematically – Thaddeus Candra (Year 1).
- BHP Foundation Science & Engineering Awards: 1<sup>st</sup> in Investigations, Edward Garth (Year 11); 1<sup>st</sup> in Engineering, Ethan Tjhin (Year 11) and Gokulraj Kuppusamy (Year 11); finalist, Ivan Wallace (HSC, 2019); semi-finalists, Suzanne Jones (Year 12) and Darren Candra (Year 8); primary encouragement award, Lillian Azzi (Year 4); 2021 NSW nominee, Danielle Gibson (Year 8).
- Regeron International Science & Engineering Fair (ISEF): BHP Foundation nominees to represent Australia – Edward Garth (Year 11), Gokulraj Kuppusamy (Year 11), Ethan Tjhin (Year 11).
- Cicadarama Publication, *A Photo Guide to Common Cicadas of the Greater Sydney Region*: photos included from Antonio Rajaratnam (Year 12), Joel Poyitt (teacher), Kent Warner (staff).
- NESAWriteOn silver award: Zachary Jones (Year 2).
- Sparklit Australian Christian Teen Writer Awards: 3<sup>rd</sup> prize, Evelyn Poyitt (Year 11); finalist, Anaya Rajaratnam (Year 11).
- Premier’s Reading Challenge medals: Isabella Burns, Cameron Frost and Matthew Guirguis (Year 9); Redeemer students received 24 platinum and 40 gold awards.

- Dorothea Mackellar National Poetry Awards:
  - Secondary AL category: 1<sup>st</sup> Lola Wang (Year 7); 2<sup>nd</sup> Adrian Burns (Year 7).
  - Primary AL category: 1<sup>st</sup> Curtis Giang (Year 5).
  - Upper Primary: 2<sup>nd</sup> Dorian Ndongo-Empesa (Year 6).
  - Shortlisted: Angela Huang (Year 7).
  - Highly Commended: Baiza Akele (Year 10), Kingsley Chen (Year 4), Joseph Sesay (Year 4).
  - Commended: Victoria Garth (Year 10), Lillian Azzi (Year 4), Jesse Kim (Year 2), Favour Tejan-Kella (Year 2).
  - Primary Schools Award: Redeemer.
  - Secondary schools commended award: Redeemer.
- Western Sydney University Whitlam Institute *What Matters?* Writing competition: short-listed, Gabriella Anugraha (Year 11).
- MANSW Investigating with Mathematics Competition: 1<sup>st</sup> Gregory Burns (Year 10).
- AAMT Maths Talent Quest: national 1<sup>st</sup> Gregory Burns (Year 10).
- UNSW ICAS medal for Mathematics: Anubhav Ammangi (Year 8).
- CSIRO Bebras Australia Computational Thinking Challenge: honour roll, Anubhav Ammangi (Year 8).
- Young Australia Art Awards: gold medal, Felix Liu (Year 6).
- Seeds in Space program: Years 3 & 4 students were selected to grow and observe wattle seeds that have been on board the International Space Station for 6 months.
- Western Sydney University Dean's Merit List:
  - School of Health Sciences: Callum Bailey (Year 12, 2017).
  - School of Psychology: Melisa Denizli (Year 12, 2018).
  - School of Humanities & Communication Arts: Georgina Garth (Year 12, 2017), Liam Shaw (Year 12, 2017).
  - School of Science: Mary-Anne Poyitt (Year 12, 2018); Jonathan Ngai (Year 12, 2018).
  - School of Nursing & Midwifery: Alexandra Garth (Year 12, 2016).
  - School of Business: Daniel Roman (Year 12, 2014).
  - School of Engineering: Michael Jones (Year 12, 2014).
- Institution of Engineers Australia and Office of the NSW Chief Scientist & Engineer Bradfield Award, Student Engineer of the Year: Michael Jones (Year 12, 2014).
- President of the NSW Branch of the Young Liberals: Chaneg Torres (Year 12, 2011).
- Prime Minister's Prize for Excellence in Science Teaching in Secondary Schools: Highly Commended, Stuart Garth.
- BHP Foundation Science & Engineering Teacher Awards: CSIRO Crest nominee, Diane Garth.
- Teachers' Guild of NSW Honorary Fellowship: Russell Bailey FACE HFTGN
- SWISSA Swimming Carnival
  - Age champions: Sean Park, 13 years boys (Year 7); Jeffrey Dong, 14 years boys (Year 8); Johnny Gergis, 15 years boys (Year 10); Evelyn Poyitt, 17 years girls (Year 11); Jayden Kwak, 17 years boys (Year 11); Mikalah Zammit, open girls (Year 12).
  - Redeemer was the champion school.

### 3. Student Outcomes in National & State Tests & Examinations

Schools are required to provide information in the Annual Report on the Higher School Certificate (HSC) and Record of School Achievement (RoSA). Due to cancellation of NAPLAN testing in 2020, information on student outcomes in standardised national literacy and numeracy testing is not required to be reported in annual reports for the 2020 school year.

#### i. Higher School Certificate (HSC)

In 2020, 38 students sat for NSW HSC examinations in 26 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 (97% in 2019); 100% of candidates who sat for 5 one or two unit extension courses achieved 25 marks or more out of 50 per unit (100% in 2019). 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: 2020 HSC PERFORMANCE**  
**2 Unit Subjects**

SUBJECT	NUMBER OF STUDENTS	MEDIAN RESULT		PERFORMANCE BANDS 3-6		PERFORMANCE BANDS 1-2		
		/100		SCHOOL	STATE	SCHOOL	STATE	
		2019	2020	NO. 2020	2020	NO. 2020	2020	
English (Standard)	14	68	69	13	93%	89%		11%
English (Advanced)	8	78	77	8	100%	99%		1%
Mathematics Standard	7	65	59	3	43%	75%	4	57%
Mathematics Advanced	18	78	78	18	100%	96%		4%
Physics	5	72	67	4	80%	85%		15%
Chemistry		82			100%	90%		10%
Biology	5	75	78	5	100%	86%		14%
Investigating Science		77			100%	83%		17%
Ancient History	11	76	73	10	91%	84%		16%
Modern History	11	75	68	9	82%	84%		16%
Economics					100%	91%		9%
Design & Technology		-			100%	98%		2%
Textiles & Design					100%	96%		7%
PDHPE	8	76	73	7	88%	85%		15%
Music 1	3	-	81	3	100%	98%		2%
Music 2		-			100%	100%		0%
Visual Arts		-			100%	98%		2%
Russian Continuers		-			100%	100%		0%
VET Business Services	8	82	86	8	100%	73%		27%
VET Construction	5		76	5	100%	67%		33%
VET IDT (Networking & Hardware)		81			100%	96%		4%

**TABLE 3.1.2: 2020 HSC PERFORMANCE**  
**Extension Subjects**

EXTENSION SUBJECTS	NUMBER OF STUDENTS	MEDIAN RESULT		PERFORMANCE BANDS E2-E4		PERFORMANCE BAND E1		
		2019	2020	SCHOOL	STATE	SCHOOL	STATE	
	2020			NO.	2020	2020	NO.	2020
Mathematics Extension 1 /100	5	80	68	5	100%	95%		5%
Mathematics Extension 2 /100		78			67%	97%		3%
History Extension /50		36			100%	98%		2%
Science Extension /50		29			100%	99%		1%
Music Extension /50		-			100%	99%		1%

HSC results of small cohorts that may contravene privacy and personal information policies are not published in this Annual Report.

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 2020, 26 students (41 in 2019) achieved required competencies for dual accreditation of Preliminary and HSC vocational courses and certificates. 82% of Year 12 students undertook vocational education during their schooling (96% in 2019). All Year 12 students undertaking vocational education attained a vocational qualification (see Table 3.1.3).

**TABLE 3.1.3: 2020 PRELIMINARY & HSC**  
**Vocational Certificates**

VOCATIONAL AWARD	NUMBER OF STUDENTS	
	PRELIMINARY	HSC
Certificate I in Business	8	
Certificate II in Business		8
Certificate I in Construction	4	
Certificate II in Construction		5
Certificate I in Hospitality	1	

**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).

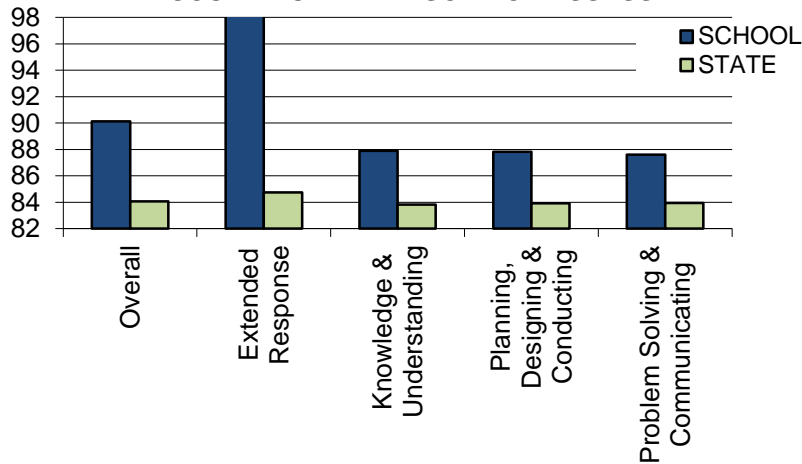
**TABLE 3.2.1: 2019 Stage 5**  
**Vocational Certificates**

VOCATIONAL AWARD	NUMBER OF STUDENTS
Certificate I in Information, Digital Media & Technology	10

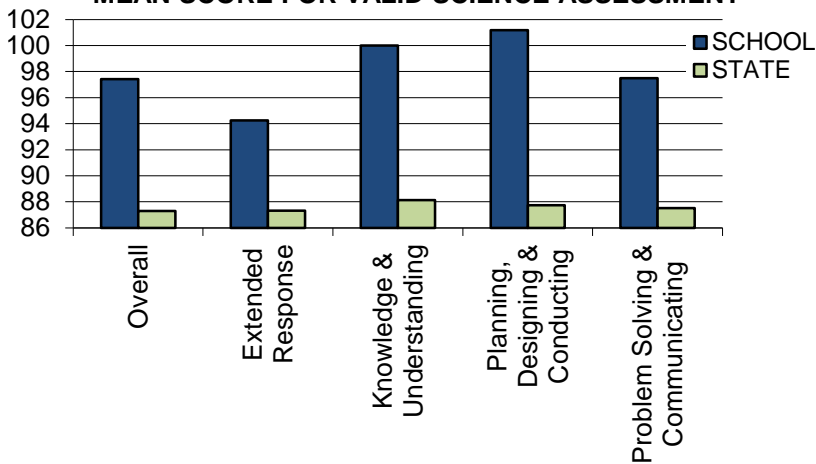
**iii. VALID Science Assessment for Learning & Individual Development**

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.

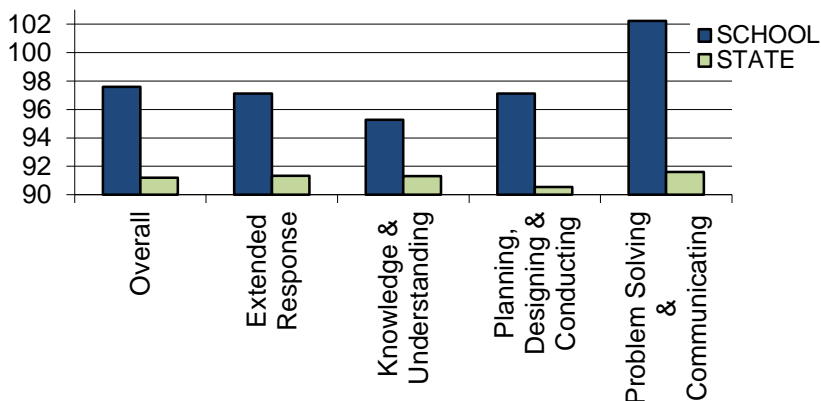
**GRAPH 3.4.1: 2020 YEAR 6 VALID SCIENCE ASSESSMENTS**  
**MEAN SCORE FOR VALID SCIENCE ASSESSMENT**



**GRAPH 3.4.2: 2020 YEAR 8 VALID SCIENCE ASSESSMENTS**  
**MEAN SCORE FOR VALID SCIENCE ASSESSMENT**



**GRAPH 3.4.3: 2020 YEAR 10 VALID SCIENCE ASSESSMENTS**  
**MEAN SCORE FOR VALID SCIENCE ASSESSMENT**



**iv. 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 2020.

**(A) SCIENCE**

- ICAS (UNSW) 2 High Distinction; 18 Distinction; 42 Credit

**(B) ENGLISH**

- ICAS (UNSW) 10 Distinction; 42 Credit

**(C) MATHEMATICS**

- ICAS (UNSW) 3 High Distinction; 38 Distinction; 54 Credit
- AMC 2 High Distinction; 9 Distinction; 35 Credit

**(D) MUSIC**

- AMEB AMEB exams to 7<sup>th</sup> grade in Piano, Flute, Classical Guitar and Musicianship: 75% with Honours, Distinction or High Distinction.

**(E) DIGITAL TECHNOLOGIES & COMPUTATIONAL THINKING**

- ICAS (UNSW) 5 Distinction; 18 Credit
- CSIRO Bebras 2 High Distinction; 1 Distinction

**(F) GEOGRAPHY**

- Australian Geography Competition 5 High Distinction; 6 Distinction; 9 Credit

**(G) LANGUAGES**

- ACER Certificates 4 High Distinction; 5 Distinction; 17 Credit

**4. Senior Secondary Outcomes**

In 2020, 82% of the Year 12 cohort had participated in vocational training (as per Table 3.1.3: 2020 Preliminary & HSC Vocational Certificates). Senior secondary outcomes are summarised below.

Year 12	Qualification/Certificate	Percentage of Students
2020	HSC	100%
2020	VET qualification	82%

91% of Redeemer HSC students were offered enrolment at: Western Sydney University; Australian Catholic University; University of Sydney; University of Technology; University of NSW; Macquarie University; and Charles Sturt University.

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: School Law on the Children’s Guardian Act; McCrindle; Macquarie University; Australian College of Educators. All teaching staff participated in professional development on: review of child protection and WHS policies; online learning; COVID-19 infection control training; teaching during COVID; online examination procedures; NAPLAN review; teacher accreditation policies; copyright in the educational setting; UAC, ATAR and university admission.

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

DESCRIPTION OF PROFESSIONAL LEARNING ACTIVITY	Number of Teachers
<i>NESA</i> : HSC marker training; compressed curriculum	7
<i>English</i> : NAPLAN marker training; comprehension; WRAP literacy; HSC writing; literacy	13
<i>Mathematics</i> : HSC feedback; Moneysmart; confidence interval; statistics; investigations	3
<i>Science</i> : Physics; Investigations; STEM on Demand; STEM network; primary; sea monsters; VALID; research; DNA; microplastics; Chemistry; nuclear science; Australian Museum	13
<i>History</i> : Evangelical History Association	1
<i>Economics &amp; Geography</i> : Jacaranda webinar; labour market	1
<i>Technology</i> : nuclear science; SISP STEM on Demand; STEM play; ADOBE illustrator	6
<i>Music &amp; Visual Arts</i> : VA body of work; orchestra; clarinet; teaching music without singing	3
<i>PDHPE</i> : cricket coaching	1
<i>Pastoral Care, Leadership &amp; Integration</i> : dyscalculia; discover Western; first aid; behaviour; mental health; e-safety; student wellbeing; road safety; live life well at school; Australia reimagined Hugh Mackay; Premier’s Australia Day Western Sydney; COVID & student visas; National Prayer Breakfast; City of Parramatta Christmas event; Cardus Education Survey	20
<i>Teaching/Learning</i> : impactful learning; sharing books; project based distance learning; numerical data; qualitative data; using Edrolo	4
<i>Library</i> : Britannica; reading; book boxes; libraries for learning from home; teacher & librarian; CBCA short list; future libraries	2
<i>Teacher accreditation</i> : supervising pre-service teachers; first aid for teacher wellbeing	3
<i>Compliance</i> : child protection; bushfire readiness; school law; child safe practices in faith based organisations; Redress Scheme; Personal Injury Commission Act; financial reporting	4
<i>Languages</i> : NSW SOL supervisors	1
<i>Excelsia College</i> : Conditionally accredited teachers: completed M Teach [Primary (1), Secondary (1)]; progressed in M Teach [Primary (2)]	4

The average expenditure per teacher on professional learning in 2020 was \$1,130.

Education students from Excelsia College completed practicums at Redeemer.

## ii Teaching Standards

For 2020, 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 – senior Science and Mathematics teacher – was Highly Commended for Excellence in Science Teaching in the Prime Minister’s Prizes for Science:

*Stuart Garth from Redeemer Baptist School is highly commended for being an outstanding STEM teacher who has mentored hundreds of students across NSW in scientific innovations.*

Diane Garth – Science, Mathematics and History teacher – was a teacher finalist in the BHP Foundation Science & Engineering Awards.

*Diane Garth is the Mathematics Coordinator at Redeemer Baptist School in New South Wales. After graduating with a Diploma in Teaching (Secondary Science), Diane taught years 7 to 12 Science and Mathematics at Methodist Ladies' College, Burwood and then Presbyterian Ladies' College, Croydon before completing a Bachelor of Teaching. For the past 35 years, she has been teaching at Redeemer Baptist School. Early in her career, she was required to teach at least one K-6 class. She loved it so much that for more than 30 years she continued to teach at least one Infants or Primary Science and Technology class, in addition to her role as a 7-12 Mathematics Coordinator. She recognises the important foundation that infant teachers build, seeing many of her Year 1 and 2 students develop their STEM interests in their senior school years to then become STEM educators or professionals. She develops programs over many syllabuses, mentors teachers and coordinates the School's Junior CREST Award Program and STEM Professionals in Schools partnership.*

The Headmaster, Russell Bailey, was awarded an Honorary Fellowship with The Teacher’s Guild of New South Wales.

*Russell Bailey has an extensive association of being actively engaged in professional organisations and has made a significant contribution to the leadership and management of a number of associations. He is currently Headmaster of Redeemer Baptist School, commencing in 2008. He holds a Master of Christian Studies awarded in 1988 and was awarded an ACE NSW Service Award in 2018. Russell Bailey is a worthy recipient of the Teachers’ Guild of New South Wales Honorary Fellowship Award.*

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	97.8%
Year 1	96.8%
Year 2	96.4%
Year 3	96.6%
Year 4	96.8%
Year 5	96.6%
Year 6	97.1%
Year 7	96.5%
Year 8	97.0%
Year 9	94.8%
Year 10	95.4%
Year 11	96.2%
Year 12	98.0%

Ninety-seven per cent of students attended School on average each School day in 2020. This was similar to the daily attendance in 2019. 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
2016/2018	16	15	7	93.8%	43.8%
2017/2019	29	25	22	86.2%	75.9%
2018/2020	27	22	21	81.5%	77.8%

The actual and apparent retention rates from Year 10 to Year 12 are similar to 2019.

## 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 and/or employment.

## **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 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 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. 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](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, thereby fulfilling 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](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 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 2020, are listed below.

POLICY	CHANGES IN 2020	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> <li>• reportable conduct</li> <li>• investigative process</li> <li>• documentation</li> <li>• anti-bullying policy</li> </ul>	<ul style="list-style-type: none"> <li>• Changes having regard to Children's Guardian Act (Act)</li> <li>• Redeemer a relevant entity and Principal as Head of relevant entity</li> <li>• Notification of reportable allegation or conviction to Children's Guardian (OCG) within 7 days</li> <li>• Investigation procedures in accordance with the Act</li> <li>• Protections for staff providing notification to OCG</li> <li>• Mandatory reporting of risk of significant harm to Dept of Communities &amp; Justice</li> <li>• Principal required to notify NESA of grounds for suspending teacher accreditation</li> </ul>	<i>Child Protection Manual 20</i> issued to all staff and members of School Board; issued to parents on request

POLICY	CHANGES IN 2020	ACCESS TO FULL TEXT
	<ul style="list-style-type: none"> <li>• Change to definitions of <i>assault, employee, ill treatment, neglect, sexual misconduct, sexual offence</i></li> <li>• 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></li> <li>• Updated forms, hyperlinks</li> </ul>	
<b>Complaints or Allegations of Misconduct or Reportable Conduct</b>	<ul style="list-style-type: none"> <li>• Procedures for stakeholders providing information about a reportable allegation or conviction involving a member of staff</li> </ul>	<i>School Handbook 20, page 41</i>
<b>Whistleblower Policy</b>	<ul style="list-style-type: none"> <li>• Procedures and protections for eligible whistleblowers</li> </ul>	<i>School Handbook 20, page 42</i>
<b>Security Policy</b> <ul style="list-style-type: none"> <li>• 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>	<ul style="list-style-type: none"> <li>• Emergency services contact details updated</li> <li>• Update in nominated emergency communication roles</li> <li>• Review of procedures for specific emergencies</li> </ul>	<i>Health and Safety Manual 20 &amp; Staff Handbook 20</i> issued to all staff and members of School Board
<b>Supervision Policy</b> <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>	<ul style="list-style-type: none"> <li>• Responsible staff nominated for supervision roles</li> </ul>	<i>Staff Handbook 20</i> issued to all staff and members of School Board
<b>Conditions of Enrolment</b>	<ul style="list-style-type: none"> <li>• Redeemer will not refund term fees if the student does not complete the term</li> <li>• Overseas students are not eligible to receive passes for free travel to/from school</li> </ul>	School Registrar and <i>School Handbook 20, page 12</i>
<b>Privacy and Personal Information Policy</b>	<ul style="list-style-type: none"> <li>• Circumstances in which overseas student contact details must be provided to the Australian Government</li> <li>• Notifiable data breaches</li> </ul>	<i>School Handbook 20, pages 44, 45</i>
<b>Code of Conduct</b> encompassing: <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>	<ul style="list-style-type: none"> <li>• Limits of authority granted to senior student leaders</li> <li>• Senior student leaders accountable to Principal or Headmaster</li> </ul>	<i>School Handbook 20, page 14</i>
<b>Pastoral Care Policy</b> encompassing: <ul style="list-style-type: none"> <li>• the pastoral care system</li> </ul>	<ul style="list-style-type: none"> <li>• Mobile phone policy requiring parent/guardian</li> </ul>	<i>School Handbook 20, pages 30, 39, 47, 49, 54</i>

POLICY	CHANGES IN 2020	ACCESS TO FULL TEXT
<ul style="list-style-type: none"> <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>	request and School permission with conditions	
<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>	<ul style="list-style-type: none"> <li>Parents and School may communicate in writing via email or the School Star app</li> </ul>	<i>School Handbook 20, page 28</i>
<b>Accommodation Policy</b>		<i>School Handbook 20, page 48</i>
<b>Overseas Students</b>	<ul style="list-style-type: none"> <li>Details of overseas student orientation information</li> <li>Intervention strategies to assist students to meet attendance requirements</li> <li>Procedures for deferring, suspending or cancelling student enrolment</li> <li>Transfer request assessment not required after student has completed six months of schooling in Australia</li> </ul>	<i>School Handbook 20, pages 32, 39, 48, 50</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 parents at the Family Film Night in February 2020, the Principal said:

*This is how our School Handbook begins:*

Redeemer Baptist School is a community school. It is a school with a church base which generates a sense of commitment to the development of a corporate body of people – staff, parents, friends, as well as students – who understand the nature of belonging to something larger than their own interests and who are willing to discover the value of serving one another. The key principle of community is love in action which engages all to participate in worship and sharing, counselling and encouragement – above all, to celebrate life together with Christian joy and hope.

*As we gather as a community at the beginning of 2020, what matters most?*

*I want to encourage you tonight to cherish what is good in your families for the sake of your children. That is why we gather here tonight in a Family Film Night. Because your families are important. Because the community of our families together is important. Because we can support each other in times of trouble. Because we can come together to our Heavenly Father through Jesus Christ and ask for help in time of need. Because we have a responsibility together to give our children a solid foundation so that they can make a good contribution in life and have resources not only to cope with difficulties but also to give love to others when grief and tragedy threatens to overwhelm.*

*There is a great story to be told already this year at Redeemer. At the City of Parramatta Council Australia Day awards last month, one of our 2019 HSC students, Anthony Bolton, was proclaimed the 2020 Parramatta Young Leader of the Year. Ethan Tjhin, Gokulraj Kuppusamy and Edward Garth won two national science and engineering awards last week. There is also an impressive list of School infrastructure developments achieved over the holidays including: classroom renovations at the 100 year old Son of the Rock building; a new sewerage connection; moving our electricity cabling from poles and wires to underground; a new road for the buses; and disability access for the classrooms in our Library quadrangle. And right now we have started the much needed renovation of our heritage memorial garden out the front of Sargood. God has indeed blessed us abundantly already this year!*

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><i>Achievement of Priorities in 2020 identified in the School's 2019 Annual Report</i></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>Students supported with individual education programs, teacher aides, tutors, Speech Pathologists, Occupational Therapist; staff engaged in professional development with Learning Links &amp; the Learning Difficulties Coalition</li> </ul>
	<ul style="list-style-type: none"> <li>Provide extension opportunities across the curriculum</li> </ul>	<p>Students given opportunities to excel through the following</p> <ul style="list-style-type: none"> <li>Dorothea Mackellar Poetry Awards</li> <li>NESA WriteOn</li> <li>Premier's Reading Challenge</li> <li>Western Sydney University Whitlam Institute <i>What Matters?</i> Writing competition</li> <li>Sparklit Australian Christian Teen Writer Awards</li> <li>ICAS, AMC, VALID and other tests in Digital Technologies, Mathematics, Science, Geography, Languages &amp; English</li> <li>SWISSA swimming carnival – all other inter-school and state sport events were cancelled in 2020 due to COVID</li> <li>BHP Foundation Science &amp; Engineering Awards</li> <li>STANSW Young Scientist Awards</li> <li>MANSW Investigating with Mathematics Competition</li> <li>AAMT Maths Talent Quest</li> <li>CSIRO Bebras Computational Thinking Challenge</li> <li>AMEB exams and Music Performances in Sargood Hall</li> <li>City of Parramatta Council Australia Day Awards</li> </ul>
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> (2), 2<sup>nd</sup> (2), Shortlisted (1), Highly Commended (3), Commended (4), plus primary schools (1<sup>st</sup>) and secondary schools (commended) in Dorothea Mackellar Poetry Awards</li> <li>Silver award in NESA WriteOn</li> <li>Medals (3) for Premier's Reading Challenge</li> <li>3<sup>rd</sup> prize and finalist in Sparklit Teen Writer Awards</li> <li>Short-listed in <i>What Matters?</i> Writing competition</li> <li>National winners (3), finalists (4), semi-finalists (2), primary encouragement award (1), and teacher finalist (1) in BHP Foundation Science &amp; Engineering Awards</li> <li>STANSW Young Scientist of the Year, ISEF prize, Broadcom MASTERS international delegate, plus 1<sup>st</sup> prizes (20), 2<sup>nd</sup> prizes (1), and 3<sup>rd</sup> prizes (4) in a range of categories K-12</li> <li>1<sup>st</sup> prize in MANSW Investigating with Mathematics</li> <li>1<sup>st</sup> prize in AAMT Maths Talent Quest</li> <li>Medal in ICAS Mathematics</li> <li>Honour Roll in CSIRO Bebras Computational Thinking</li> <li>Redeemer alumni were awarded <ul style="list-style-type: none"> <li>Health Sciences, Arts, Science, Business, Nursing, and Engineering Deans' commendations</li> <li>Institution of Engineers Australia and Office of the NSW Chief Scientist &amp; Engineer Bradfield Award for student engineer of the year</li> </ul> </li> <li>Highly Commended for excellence in Science teaching in Prime Minister's prizes for science</li> <li>Parents provided opportunity to train in WRAP literacy</li> </ul>

<b><i>Achievement of Priorities in 2020 identified in the School's 2019 Annual Report</i></b>		
<b>Area</b>	<b>Priorities</b>	<b>Achievements</b>
	<ul style="list-style-type: none"> <li>Team &amp; individual sports</li> </ul>	<ul style="list-style-type: none"> <li>SWISSA swimming individual age and school champions</li> <li>All other inter-school sport was cancelled due to COVID</li> </ul>
Student Welfare	<ul style="list-style-type: none"> <li>Encourage identification of need &amp; participate in meaningful cultural exchange</li> </ul>	<ul style="list-style-type: none"> <li>Redeemer student and teacher representatives attended the official opening for the Boggabilla Oasis Centre following Redeemer student contributions to its construction in 2016-2019</li> <li>Redeemer led a medical mission to the Barai tribe in Papua New Guinea – and participated in a miraculous reconciliation between two warring villages – where our sister school is located at Itokama</li> <li>Redeemer hosted a visit of 95 students and 15 teachers from Tianjin in January</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 supported by Redeemer with committee representation and Year 11 participation in an online event</li> <li>Redeemer Baptist School honoured with Community Group Award at City of Parramatta Australia Day Awards</li> <li>Anthony Bolton (HSC, 2019) awarded Young Leader of the Year in the City of Parramatta Australia Day Awards</li> <li>Chaneg Torres (HSC, 2011) served as President of NSW Branch of the Young Liberals</li> </ul>
Staff Development	<ul style="list-style-type: none"> <li>Online learning management system</li> </ul>	<ul style="list-style-type: none"> <li>IT leading teachers engaged in professional development conducted by the School's recently purchased Canvas Online Learning Management System</li> <li>With the requirement for online learning due to COVID, all Redeemer staff were provided with professional development and support for implementation</li> <li>Canvas continues to support teaching and learning across the curriculum, K-12</li> </ul>
	<ul style="list-style-type: none"> <li>Assisting students with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>Staff attended professional development and network meetings with AISNSW, Learning Difficulties Coalition and Learning Links</li> </ul>
	<ul style="list-style-type: none"> <li>New syllabus programs</li> </ul>	<ul style="list-style-type: none"> <li>Where possible with limitations due to COVID, staff engaged in NESA consultations and AIS professional development to collaboratively develop school programs that meet the requirements of new NSW syllabuses</li> </ul>
Facilities & Resources	<ul style="list-style-type: none"> <li>Security &amp; student safety</li> </ul>	<ul style="list-style-type: none"> <li>Installed security booms and gates on internal school roads to prohibit unauthorised vehicular access</li> <li>A Toro Workman GTX cart was purchased to assist with first aid requirements</li> </ul>
	<ul style="list-style-type: none"> <li>All weather cover for Sports Courts &amp; Swimming Pool</li> </ul>	<ul style="list-style-type: none"> <li>Planning towards construction commencing in 2021</li> </ul>
	<ul style="list-style-type: none"> <li>School roads and traffic management</li> </ul>	<ul style="list-style-type: none"> <li>Reconstruction of the parent access road established a parking area with a dedicated pedestrian zone</li> <li>Reconstruction of the dilapidated internal school road</li> </ul>

<b><i>Achievement of Priorities in 2020 identified in the School's 2019 Annual Report</i></b>		
<b>Area</b>	<b>Priorities</b>	<b>Achievements</b>
	<ul style="list-style-type: none"> <li>Upgraded learning spaces including digital resources</li> </ul>	<ul style="list-style-type: none"> <li>Extensive restoration of Son of the Rock classrooms, including fully refurbished kitchen</li> <li>Disability access ramp fitted at Son of Reid classrooms</li> <li>Extensive heritage restoration of Blackwood classrooms commenced including toilets, bathrooms and laundry</li> <li>ThinkPad trolley (25 computers) purchased to assist blended delivery (online and face-to-face) of curriculum necessitated by COVID regulations</li> <li>Digital technologies upgraded including purchase of video cameras to facilitate online learning activities</li> <li>Camp Long Beach catering kitchen upgraded to serve students engaged in outdoor education</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 completion of refurbishment for 100-year-old Son of the Rock building and commencement of refurbishment for Blackwood building</li> <li>Completion of new sewage connection</li> <li>Electricity infrastructure upgraded for school campus</li> <li>Robertson building turret slate roof refurbished</li> </ul>
	<ul style="list-style-type: none"> <li>Renewal of heritage memorial garden</li> </ul>	<ul style="list-style-type: none"> <li>The historic memorial garden outside Sargood Hall – commemorating Burnside boys who gave the ultimate sacrifice for our country in WWII – was fully restored</li> <li>Senior School Modern History students continued the project of creating a set of documentary videos remembering the lives of these Burnside boys</li> </ul>
	<ul style="list-style-type: none"> <li>Solar energy project</li> </ul>	<ul style="list-style-type: none"> <li>Solar security lights were installed in the School grounds</li> </ul>
	<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>Monitoring and maintenance of habitat provided for native fauna including sugar gliders, brushtail possums, ringtail possums, rainbow lorikeets, kookaburras</li> <li>Maintenance of native flora in the riparian corridor</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>Review in progress with regard to superseded qualifications, including: BSB10120 Cert I in Workplace Skills (not on scope) replacing BSB10112 Cert I in Business; BSB20120 Cert II in Workplace Skills (not on scope) replacing BSB20115 Cert II in Business; BSB 30120 Cert III in Business (not on scope) replacing BSB30115 Cert III in Business; CPC10120 Cert I in Construction (on scope) supersedes but equivalent to CPC10111; CPC20120 Cert II in Construction (on scope) supersedes but equivalent to CPC20111; ICT20120 Cert II in Applied Digital Technologies (not on scope) replacing ICA10111 &amp; ICA 20111, Cert I &amp; Cert II in Information, Digital Media &amp; Technology; ICT30120 Cert III in Information Technology (not on scope) replacing ICT30118 Cert III in Information, Digital Media &amp; Technology</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>All teaching staff engaged in relevant trades or businesses demonstrating vocational competencies relevant to their training areas</li> </ul>

<b>2021 Priority Areas for Improvement</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>• Assisting students with disabilities</li> <li>• Development of teaching programs</li> </ul>
Facilities & Resources	<ul style="list-style-type: none"> <li>• Renewal of furniture &amp; technologies for Kindergarten Module</li> <li>• Security &amp; student safety</li> <li>• All weather cover for Sports Courts &amp; Swimming Pool</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 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.*

Also in the 2020 City of Parramatta Australia Day Awards, Anthony Bolton (HSC, 2019) 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.*

And in the 2021 City of Parramatta Australia Day Awards, Antonio Rajaratnam (HSC, 2020) received the *Junior Citizen of the Year Award* with this citation:

*In 2020, Antonio was an HSC student at Redeemer Baptist School. While studying, he participated in a number of his school's Drama Club productions, helped build a community shelter for local Aboriginal families and young people in Kempsey, and continued to serve his local parish. Recently, Antonio was awarded the 2020 Young Scientist of the Year Award by the Science Teachers' Association of NSW, recognising his research into the Sand Fairy cicada. Antonio rediscovered this rare, threatened species in Sydney for the first time in 100 years and became the first person to document a number of its behaviours.*

In the NSW Legislative Assembly on 21 October 2020, the Hon Dr Geoff Lee – Minister for Skills and Tertiary Education – highlighted the social responsibility exhibited in some of the excellent achievements of Redeemer students in 2020. Minister Lee said:

*In the BHP Foundation Science and Engineering Awards, three of the four national winners were Redeemer year 11 students. Ethan Tjhin and Gokulraj Kuppusamy won the Engineering award with their project entitled Methane on Wheels, which combats global warming by minimising the amount of methane gas being released into the atmosphere as organic waste is blended to harvest biogas. Edward Garth from year 11 won the Investigations award with his project entitled Creating Safer Driving Routes. Edward quantified intersection dynamics to develop a quicker, less variegated and safer algorithm ...*

*Redeemer students have also excelled in literacy ... Evelyn Poyitt from year 11 won third prize in the Sparklit Australian Christian Teen Writer Awards with her poetic composition 'Some People', in which she urges us to consider what impact our unique, passing, 'snowflake' lives will have on the world, perhaps 'causing strife' or settling 'purposefully, so tenderly, and soaking deeply – a touch never to be forgotten'.*

*Redeemer was also recognised by the City of Parramatta Council in its Australia Day awards this year. Anthony Bolton, a Redeemer student, who matriculated with his HSC last year, was given the Young Leader of the Year award in recognition of excellence in active service while demonstrating leadership, compassion and kindness to enrich lives and inspire the community. Redeemer's contribution to charitable projects for regional and remote Indigenous communities was also recognised with the council's Community Group award.*

Redeemer's holistic curriculum promoting respect and responsibility in 2020 has included:

- A mission to the Barai tribe in Papua New Guinea – where our sister school is located at Itokama – with a team including a doctor, paramedics and nurses. The mission was led by the School Principal and included Redeemer staff and past students. Barai villages are a few days walk from supply of electricity, town water or medical help. Hundreds of Barai were treated in Redeemer's pop-up clinics. There was also a miraculous reconciliation between two warring villages in the tribe. A Barai tribal elder wrote on 19 January 2020: 'Seven months of separation after the fight but with the help of God, Redeemer Baptist School led Kuai community to Sunday service, reconciliation and a meal together on the same day. This is truly a great miracle!'
- Redeemer hosted a visit of 95 students and 15 teachers from Tianjin in January.
- In February, Redeemer hosted a visit from Dr Jae-Shin Ryu, an educational leader at Wolgwang Christian School in South Korea. Dr Ryu spent a year at Redeemer in 2004-2005 with a scholarship from the South Korean government to write a report on student counselling at Redeemer.
- School families contributed clothing to help literacy work through the Barai Non-formal Education Association.
- Redeemer's Camp Long Beach near Bateman's Bay was used by the Rural Fire Service as dormitories for firefighters during the catastrophic summer fires at the beginning

of the year. Redeemer also responded to requests from our neighbours at Long Beach to pray for God's protection for lives and property at Long Beach. The School acknowledges with thanks God's answer to our prayers.

- Pariselle Hughes (HSC, 2019) coordinated a team of volunteers to raise funds and provide thank you cards for the Rural Fire Service Association (RFS).
- Redeemer was represented by the Principal with a selection of Years 11 & 12 students and staff at the Official Opening and Thanksgiving Church Service for The Oasis Centre, Boggabilla, in March. Our Year 10 Gala Day program contributed personally to the construction of the Oasis Centre in 2016, 2017 and 2019.
- 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.
- With support from Redeemer staff, the Mitchell Youth Leadership Forum (MYLF) provided an online leadership event promoting the values of service, integrity and courage. All Redeemer Year 11 students participated in this online Forum.
- 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 Principal attended the City of Parramatta 2019 Active Citizenship School Award Civic Reception with the Young Leader of the Year, Anthony Bolton (HSC, 2019).

## 13. Parent, Student & Teacher Satisfaction

### Parent Satisfaction

Parents sent many letters of thanks, including the following spontaneous comments with regard to their experience of Redeemer in 2020.

- *May the Lord bless you. You are all in our daily prayers and we constantly praise God for your commitment, dedication and passion as a community to support our children to get a great education through the lens of God's precious Word.*
- *Love the Uncle Phil video. Great start on history-making day. Well done Redeemer!*
- *Kudos to the teachers and School on providing a timely and effective online learning environment, in addition to providing on site learning for students. Your dedication to student learning and well being is much admired and appreciated. Many many thanks.*
- *Thank you to the best school who is always working hard to make sure our children are successful and happy. God bless you all and thank you for your kindness and for looking after our children. We can all call Redeemer a home and not just a school.*
- *We really appreciate the school's support and encouragement for both of our children.*
- *We would like to thank you wholeheartedly for all the time and effort you have all put in to keep the kids going on a daily basis. It's not an easy task. Our son is truly enjoying learning at home but he misses his friends and teachers a lot. Apparently we aren't as patient!*
- *Thanks for helping our son get into Macquarie Uni for his desired course. We really appreciate your support.*
- *Thanks so much for taking such great pride in preparing my boys' uniforms throughout the years. They always look great.*
- *Thank you for all your efforts to bring greatest education to our kids in the midst of this crisis.*
- *Wow! What a fantastic service of worship that was today! Especially given the various constraints and challenges COVID has brought. Well done to the kids and teachers and everyone else involved! So much effort has clearly gone into putting this together - THANK YOU. From online education to managing all the extra safety protocols to car park management to online service, Redeemer has done a fantastic job and we are indeed blessed to be part of this wonderful school and community!*

The following concluding correspondence was also received in 2020.

- *We really appreciate the efforts of the overall school faculty and specifically the teachers who have provided our children with a strong foundation and principals that they will carry with them for the rest of their lives.*
- *We will always be grateful for the school's nurturing environment and excellent education standards.*
- *We as parents are really happy with Redeemer Baptist School and would like to come back.*
- *Please pass on our sincere thanks to the Principal, Headmaster and the absolutely fantastic team of teachers throughout our daughter's journey at Redeemer.*
- *My children are really happy at this school.*
- *We are so grateful for the school, administration, staff and everyone who is part of the school and we will miss you.*

### Student satisfaction

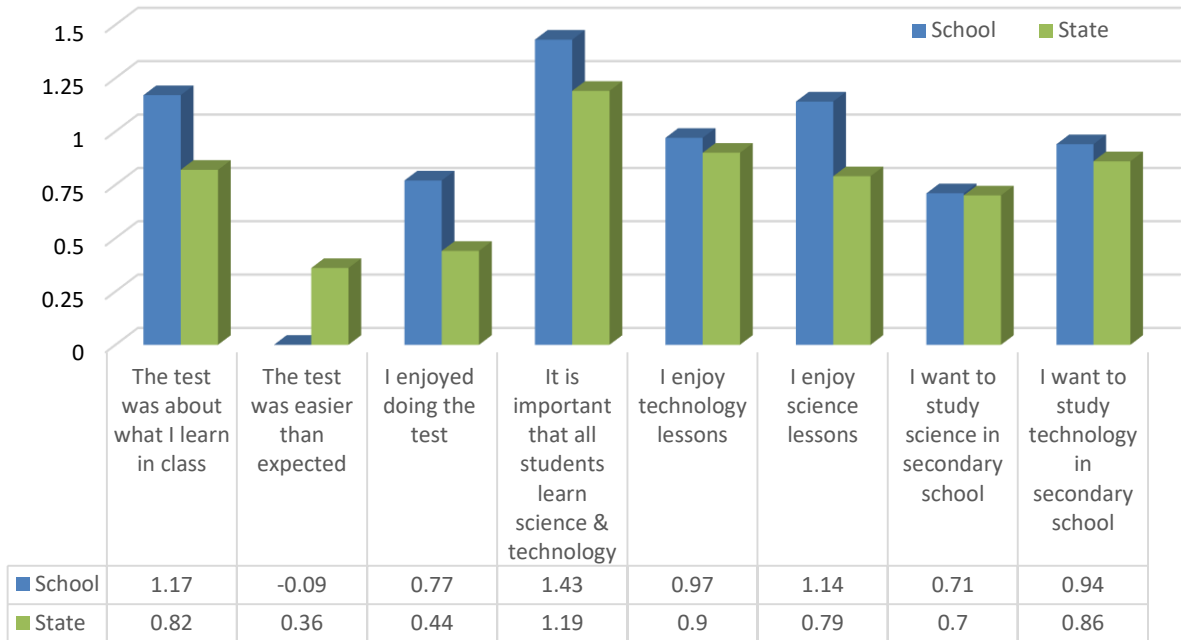
Students in Years 6 & 8 completed the following surveys with regard to their experience of learning Science at Redeemer. Overall, their answers show comparatively more appreciation of Science for students at Redeemer when compared with state averages. These survey



results provide insight into the remarkable success of Redeemer students in a range of inter-school, inter-state and international science and technology events which provide opportunities for school students to demonstrate excellence.

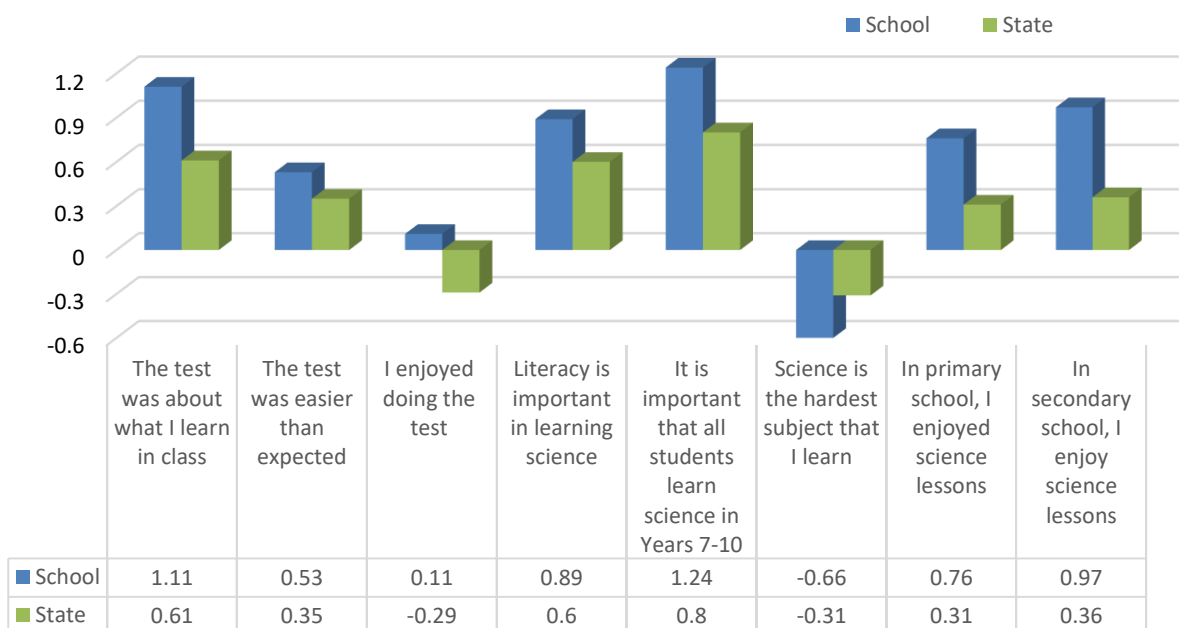
**Graphic 13.1 Year 6 VALID Science Assessment Student Survey**

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



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

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



Students provided the following comments with regard to their experience of their Redeemer education in 2020.

- *I have learnt so much and in our reading lessons we talk about how it would be to be in someone's shoes. I love how the teachers make hard activities fun and easy. I really enjoy 'Star of Light' book because I like historical fiction a lot. [Year 4]*
- *I like how we got to learn about family in French ... I loved learning about animals in French ... I enjoyed playing French who am I? [Years 7 & 8 French]*
- *I enjoyed doing many things in maths, the lessons were fun ... I found doing Linear Equations quite difficult but after thorough teaching I understood. [Year 8 Mathematics]*
- *Online school has been amazing. [Year 8]*
- *I enjoyed learning about the effects of social media on people and how to be safe online at home and anywhere ... I enjoyed classroom discussions and debates. [Year 7 PDHPE]*
- *I enjoyed studying the story of "I Am David", it gave an emotional yet vivid insight into the hardship of David's life and how he learns to find belonging. [Year 8 English]*

The School received the following comments from past students in 2020.

- *Congratulations to the school on a fantastic virtual Annual Service. I really enjoyed it! It was great to hear how quickly the school was able to adapt during this "unprecedented" time, and to see how God has been working throughout. [HSC, 2011]*
- *Thank you for all you have done for me and continue to do for my siblings. [HSC, 2019]*
- *Danny Nowlan [HSC, 1989] included this acknowledgement in his hardback publication 'The Dynamics of the Race Car': Two of my key teachers had a very direct hand in this book. When it came to Physics, Phil laid the foundation stones of what was to become my professional career. Thanks Phil.*

### **Teacher satisfaction**

Comments from observing teachers in proficient teacher lesson observation reports indicated satisfying professional reflection on the teaching of colleagues at Redeemer, as demonstrated by the following:

- *Enthusiasm obvious! A good and thorough introduction students enjoyed and understood.*
- *I really enjoyed this lesson. As a teacher of longstanding, you provided explicit instruction, asked probing questions and modelled your thinking in the way the questions should be answered.*
- *Great hands-on, practical lesson. Really showing the students exciting examples of chemistry!*
- *I have thoroughly enjoyed the excitement and energy evident amongst the students. When you changed tactic to a corporate instead of individual task, the students worked with you very well.*
- *An experienced teacher with obvious knowledge of content, interesting delivery, using appropriate challenge and understanding of individuals.*
- *Every occasion of sharing in educational discussion and instruction with you over many years has been enjoyable and so, once again, I thoroughly enjoyed being in the classroom again with you today. You share your vast knowledge of this subject and bring your competent instruction to life in the classroom.*
- *Students felt secure in making choices and changing their ideas when presented with facts. Students thoroughly enjoyed this lesson.*
- *Conducts lessons with young students in a formal yet friendly manner, encouraging participation.*
- *A very dynamic lesson! The students were fully involved throughout the lesson. Thanks!*
- *You have prepared an excellent slide show and moved the lesson between the document camera and presentation smoothly which supported lesson focus.*

- *Enjoyed the lesson - full on, quick, bright and informative!*
- *You think creatively and demonstrate genuine interest in your subject and a desire for your students to capture that same love of the language. Your students enjoyed the lesson. I enjoy our many conversations with regard to students' needs, instruction and documentation.*

Teacher responses to peer reflections in proficient teacher lesson observations reports also indicated satisfaction, as demonstrated by the following:

- *This lesson required a lot of organisation and preparation. It was however worth the effort as the students responded well to the lesson.*
- *This lesson was thoroughly enjoyable to teach. The students were very excited about the habitat they would paint.*
- *Kindergarten are always enthusiastic and ready to try new things. It is a pleasure to teach them. I enjoy the challenge of breaking processes down into their simplest steps for activities at this stage.*
- *Using ICT resources helped to make written work accessible to all students as well as making content engaging and memorable.*
- *The students really responded to the interactive games and extra literacy activities.*

Distinguished guests who were invited to engage in the live online Annual Service of Worship also responded to the fruit of Redeemer teachers' enthusiasm:

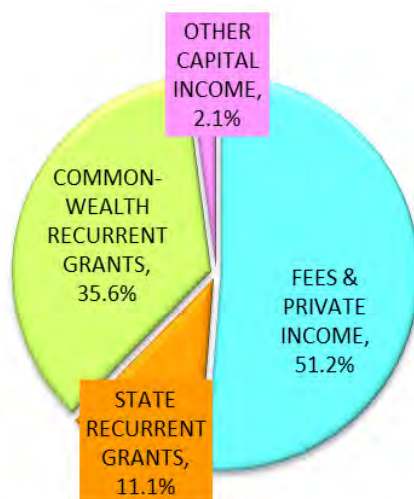
- *Redeemer seems to be going from strength to strength. Congratulations!*
- *I had a look just now. Fantastic! How well edited and put together was the Service of Worship recording. Could have been on Channel 9!*
- *The school has excelled under very difficult circumstances this year. Very impressive. Many blessings to you all.*
- *I really value this opportunity to experience the wonderful Christian work emanating from Redeemer.*
- *Congratulations on guiding all your students through a challenging year of education.*

## 14. Summary Financial Information

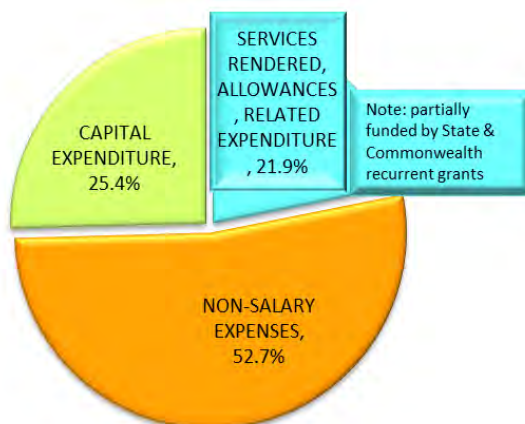
Graphical representation of income and expenditure using percentages only.

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