



REDEEMER BAPTIST SCHOOL

a ministry of Redeemer Baptist Church



ANNUAL REPORT 2021



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

REDEEMER BAPTIST SCHOOL



ANNUAL REPORT 2021

CRICOS No. 00415K

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REDEEMER BAPTIST SCHOOL

ANNUAL REPORT – 2021

1. Message from the School Board

In 2021, vast areas of NSW have been flooded. In October in Victoria, storms left about 520,000 homes without electricity and some homes uninhabitable. In Western Australia, at the beginning of 2021, 70 homes were destroyed by bushfires. What do you do with a house that's been severely damaged by a natural disaster? Do you just rebuild what was there before? Or do you think about modifications that might serve your needs better?

Another disaster affecting us all in 2021 is the continuing global COVID pandemic. As teachers, we were encouraged by your many expressions of thanks, like this one:

We'd like to say a big thank you for all the effort you've put in! All those videos, Google meetings and resources would have taken countless hours to prepare.

So after this pandemic disaster – just like you'd consider how to rebuild a house affected by a natural disaster – what is the vision that prompts us in our opportunity to rebuild education, post-pandemic, here at Redeemer?

A context of reimagining education

UNESCO (United Nations Educational, Scientific and Cultural Organization) released a report in 2021 on *Reimagining our futures*, which said: *If anything has brought us together over the past 1½ years, it's our feeling of uncertainty about the future. Education is fragile: 1.6 billion learners were affected by school closures. We must urgently reinvent education.*

In this context of reinventing education, Redeemer welcomes the new NSW English syllabus which now includes explicit instruction, phonetically sounding out words, and a focus on handwriting. These have been pillars in our approach to literacy through WRAP for two decades, and WRAP has been a key to consistent high performance of Redeemer students.

During ACARA's revision of the national curriculum in 2021, the Education Minister said: 'Australia is one of the most wealthy, free, egalitarian, tolerant of all societies that have ever existed and the reason for that is the influence of Christianity.' Solzhenitsyn provided this explanation for the great humanitarian disaster of communist Russia: 'Men have forgotten God; that's why all this happened.' So, as Redeemer equips students to approach urgent contemporary needs, it will be vital that we don't forget God in any key learning area.

Just prior to lockdown in June 2021, we had a surprise visit from a woman who had been a student at Redeemer 30 years ago. After her visit, she sent this email:

Dearest staff of RBS: never underestimate the impact you make. I'm confident that if I was privy to the back of God's tapestry, you would be in thousands of little strands. Your smiles, laughter, kindness and faith have changed the worlds of many.

Forty years ago, Redeemer was founded because we believe that: God has revealed what is best for us in the Bible; there is hope for every student because we're all made in the image of God; and any neglect of these God realities will be detrimental for the next generation. So faith continues to be the cornerstone of our commitment to excellence at Redeemer.

Truth as a basis for wellbeing

An American doctor started his 2021 book on hope saying: *What if we've built a world that's unliveable?* A 2021 Australian Educators survey found that wellbeing remains top priority for schools. Even so, during 2 years of COVID disruption, anxiety and depression have doubled. Research in 2021 – with students necessarily focussed on screens during lockdown – found:

- 82% of students see the negative impacts of too much time on their screens.
- Overuse of screen time substantially impacts children's development.
- Banning class use of mobile phones and limiting laptops improves student results.
- 60% of children who struggle in school regularly sleep with their digital technology.

Students are being increasingly impacted with novel challenges to wellbeing. So inspirational pastoral support – undergirded by prayer and the belief that the light of Jesus' presence dispels darkness – continues to be a distinctive feature of education at Redeemer.

Redeemer HSC students persisted with goodwill through the uncertainties of 2021. We received this email from parents: *We are overjoyed with the many early University offers received so far! Thank you. We greatly appreciate this.*

There are other contemporary concerns about children's wellbeing which are society-endorsed, self-inflicted phantoms as individuals attempt to live as though they're in a reality different from simple facts (the truth) of God's good creation. Abortion isn't a lifestyle choice conferring freedom; rather, it profanes the sacred and confers real guilt as a human being made in the image of God is killed. Intimate relationships outside marriage aren't recreation; rather, sexual immorality kills family, profaning God's good plan of faithful lovingkindness. Euthanasia isn't dying with dignity; rather, it profanes sacred opportunities to experience divine love through suffering. Choosing to live against our biological form at birth isn't authenticity; rather, the vain attempt to kill the real self profanes God's gift of identity in His good creation. Forgetting God has catastrophic cultural significance as death is preferred over life. In this cultural context, Redeemer continues to proclaim the good news of creation and new creation through Jesus Christ who came to give us all real life in all its fullness.

Beauty in a broken world

An English Arts professor said recently that, in the modern world, we feel estranged from beauty because beauty has been separated from her ancient sisters: goodness and truth. Popular culture normalises soul-destroying sin. Parliaments legislate in favour of immorality. In a televised book review of an award winning Australian novel, the reviewer – talking to the author – confessed that she threw the book across the room in disgust because there wasn't any 'faith, hope and love' in it. Modern art often makes old values look ridiculous or even vile. Specifically targeted at this moment in history are the Christian values of sexual morality and the sanctity of human life. But this cultural elimination of Christianity may well give way to a dry, arid post-Christian existence full of fear and empty of human kindness.

In the context of depressing cultural progressions, our Christian worldview in education continues to be uplifted by: the transcendent beauty of God and His good creation; the image of God in man; and the glory of new creation through new birth in Jesus Christ. So we are not hopeless in the struggle for our students to catch the relationship between the good, the true and the beautiful. Our desire is to match their best in academics, creativity, sport and leisure with their best in character. And their best in character has an absolute reference

in the Bible's 10 Commandments and Jesus' sermon on the mount. The truly happy life looks to God and throws off every sin that takes away our joy in living as we were created to be.

An email from an onlooker outside the Redeemer Baptist School community commented on the character of Redeemer students in 2021: *They represented your School with distinction, both polite and well-mannered, displaying exemplary sportsmanship.* Our prayer is that, whatever vocation or career they pursue, Redeemer students will discover the joy of doing everything to the glory of God; that there is a good purpose in their existence.

Celebrating 40 years of building a Christian worldview in education

Redeemer has been growing its vision of a Christian school since it was founded 40 years ago. Many of those who contributed at the beginning are still here today. They've been joined by younger generations who continue to hold the vision for this Christian community of learning, guided by God's word in the Bible, inspired and empowered by the Holy Spirit.

During the last 40 years God has blessed this ministry with a very satisfying pattern of recognition of academic and character development, including:

- 61 top student STEM awards at state, national and international level including the \$40,000US university scholarship offered to a Redeemer student at the Regeneron International Science and Engineering Fair in 2021.
- 56 top literacy awards at state and national level including the national Primary Schools Award in the Dorothea Mackellar Poetry competition in 2021.
- 21 state medals in individual sports.
- 17 Redeemer alumni undergraduate and post graduate university medals and awards including a Post-Graduate Achievement Award in 2021.
- 11 community service awards including the 2021 City of Parramatta Junior Citizen of the Year and Environmental Citizen of the Year.
- Opportunities taken to make enduring differences for disadvantaged communities including vaccination programs in a remote Papua New Guinea tribe, building community facilities for regional NSW Indigenous communities, and – this year – supporting a poor community in Honduras devastated by consecutive floods.

The last 40 years truly has been a glorious ride! Our prayer is that there will always be those who consider the calling of God to join fellow Christians who live in gladness and simplicity of heart in the Redeemer Baptist community; and that the community continues to build this vision of a Christian worldview in education at Redeemer.

This big vision – Christian teachers nurturing their students' growth in appreciation of God's good creation and their potential for good as humans created in the image of God – guides us at Redeemer as we provide your children's education. Redeemer's vision sees beauty, truth and goodness together in our Heavenly Father, in Jesus Christ, in the Holy Spirit; in God. Our vision says that God's desire for us all is to become like Jesus: to love like Jesus; to have power to meet needs like Jesus; to serve selflessly like Jesus; to be holy like Jesus; to be ready for every good work, like Jesus. This is a beautiful vision for humanity! This is the beauty that we believe is possible for your children.

We recommend that you obtain a copy of the Principal's 2021 Annual Address for more detail on this topic of *Beauty & Truth: a vision for Christian school education*. 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. 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; CSIRO Bebras Australia Computational Thinking Challenge; Intel & Regeneron ISEF (USA); and NSW Premier's Prize for Innovation in Science Teaching.

The Minister for Skills and Tertiary Education, the Hon Dr Geoff Lee – in the NSW Parliament on 22 November 2021 – extolled 'the excellent achievements of Redeemer Baptist School students, despite the lockdowns'. Dr Lee cited outstanding achievements and prizes won in state and national competitions and assessments in Literacy, Science, Engineering, Mathematics, Art and Citizenship. Dr Lee concluded: 'I commend Redeemer for its passion, for delivering a great education, and for earning a fantastic reputation in our community'.

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, NESA WriteOn Competition, *Sparklit* 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, 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.

Excellence at Redeemer in 2021 is evidenced in the following achievements:

- City of Parramatta Junior Citizen of the Year & Environmental Citizen of the Year: Antonio Rajaratnam (HSC, 2020).
- Harmony Day Poster Competition: Highly Commended – Tyron Jung (Year 9).
- HSC Korean & Literature: 2021 HSC Top Achiever – Sarah Park (Year 12).
- HSC Encore performance nomination: Music Extension – Antonio Kwok (Year 12).
- STANSW Young Scientist Awards: Regeneron ISEF Prize, 1st Scientific Investigations Chemistry (11-12) – Kush Dewan (Year 12); Regeneron ISEF Prize, 1st Working Mathematically (11-12) – Edward Garth (Year 12); Primary NSW nominee to BHP Foundation Science & Engineering Awards, 1st Inventions & Innovations (5-6) – Karmichael Candra (Year 5); 1st Innovation & Engineering Design (9-10), 2nd Sebel Testing & Evaluation Award – Matthew Guirguis (Year 10); 1st Working Mathematically (9-10) – Anubhav Ammangi (Year 9); 3rd Working Mathematically (9-10) – Anubhav Ammangi, Yoon Choi & Yemi Olaitan (Year 9); 1st Earth & Environmental Sciences (7-8) – Susan Candra (Year 7); 1st Scientific Investigations (K-2), 1st Inventions & Innovations (K-2), 3rd AIP Physics – Thaddeus Candra (Year 2).
- BHP Foundation Science & Engineering Awards: Primary Engineering Finalist – Karmichael Candra (Year 5); Semi-finalist – Danielle Gibson (Year 9).
- Regeron International Science & Engineering Fair (ISEF): \$40,000US University of Arizona Renewal Tuition Scholarship (Animal Sciences) – Antonio Rajaratnam (Year 12, 2020); Broadcom Masters International delegate – Danielle Gibson (Year 9).
- Sparklit Australian Christian Teen Writer Awards: 2nd – Anaya Rajaratnam (Year 12).
- Premier’s Reading Challenge medals: Jeri Akele, Anubhav Ammangi, Danielle Gibson, Emily Kim, Riana Maharaj, Pragati Muralikrishnan Nara, Victoria Sultana, Aran Yoganandha (Year 9); Redeemer students received 25 platinum & 37 gold awards.
- Dorothea Mackellar National Poetry Awards:
 - Primary Schools Award: Redeemer.
 - 2nd LA Secondary: 2nd Nikolas Nissan (Year 10).
 - Shortlisted LA Secondary: Abul Ahmadi (Year 7).
 - Shortlisted & Highly Commended LA Primary: Tony Kim (Year 6).
 - Shortlisted LA Primary: Mina Zhu (Year 3).
 - Highly Commended: Matthew Guirguis (Year 10).
 - Commended: Pradyun Surya (Year 8); Venkat Kattela (Year 7); Auyee Chen, Nathan Burns (Year 6); Ivan Pronin, Ethan Wilson (Year 4).
- MANSW Investigating with Mathematics Competition: 1st – Anubhav Ammangi, Yoon Choi & Yemi Olaitan (group, Year 9); Highly Commended – Danielle Gibson (Year 9).

Contextual information

- UNSW School of Mathematic: Distinction Prize – Anubhav Ammangi (Year 9).
- Australian Mathematics Competition: AMC Prize – Anubhav Ammangi (Year 9).
- CSIRO Bebras Australia Computational Thinking Challenge: Honour Roll – Christopher Herbert (Year 7); High Distinction – Anubhav Ammangi; Distinction – Dilara Dinkciler.
- History Teachers Association of NSW: Extension Essay Certificate of Excellence – Evelyn Poyitt (Year 12).
- Broadcom Masters International: Class Speaker – Danielle Gibson (Year 9).
- Young Australia Art Awards: Gold Medal – Felix Liu (Year 7); Fosterville Gold Mine Art Award – Rita Ye (Year 4).
- ANSTO Shorebirds Competition: 1st – Allen Bineesh; 3rd – Olivia Azzi; Highly Commended – Ethan Wilson, Jaden Wheeler (Year 4).
- Koala Art Awards: Finalists – Felix Liu (Year 7), Sam Ma (Year 3), Luke Ma (Year 1).
- NSW School of Languages: High Academic Achievement, Japanese Beginners – William Kim (Year 12).
- NSW Department of Education: Teach Rural Scholarship – Anaya Rajaratnam
- Western Sydney University Dean’s Merit List:
 - School of Health Sciences, Callum Bailey (Year 12, 2017).
 - School of Humanities & Communication Arts: Georgina Garth (Year 12, 2017); Liam Shaw (Year 12, 2017).
 - School of Science: Mary-Anne Poyitt (Year 12, 2018).
 - School of Nursing & Midwifery: Alexandra Garth (Year 12, 2016).
- Southern Cross University Dean’s Medal List:
 - Grace Forrester (Year 12, 2014).
- Western Sydney University JD Lovich Scholarship: Mary-Anne Poyitt (Year 12, 2018).
- Excelsia College School of Education Post-Graduate Achievement Award: Thomas Bailey (Year 12, 2014).
- SWISSA Swimming Carnival
 - Age champions: Sean Park, 14 years boys (Year 8); Yoon Choi, 16 years boys (Year 9); Evelyn Poyitt, open girls (Year 12); Jayden Kwak, open boys (Year 12).
 - Redeemer was the champion school.
- ASISSA Swimming Carnival
 - Age champion: Unish Shrestha, 11 years boys (Year 6).
- SWISSA Cross Country:
 - Age champions: Pal Patel, 12 years girls (Year 7); Rhyon Cabauatan, 13 years boys (Year 7); Yashika Koli, 13 years girls (Year 7); Adrian Burns, 14 years boys (Year 8); Victoria Sultana, 14 years girls (Year 9); Yerim Lim, 15 years girls (Year 9); Sonia Khan, 16 years girls (Year 10); Cameron Frost, 16 years boys (Year 10); Victoria Garth, 17 years girls (Year 11); Gregory Burns, 17 years boys (Year 11); Emily Burns, open girls (Year 12); Jordan Ebert, open boys (Year 12).
 - Redeemer was the champion school.
- AICES Colours: Jordan Ebert (Year12), represented AICES in NSW CIS touch football.
- SWISSA championships:
 - Senior girls Basketball.
 - Senior boys Indoor Cricket.
- Archery Australia Championship: Gold Medals (2) – Darren Candra.

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 2021, 45 students sat for NSW HSC examinations in 28 courses. All Year 12 students (100%) attained an HSC. In total, 98% of candidates across all two unit courses achieved marks of 50 or more (100% in 2020); 100% of candidates who sat for 6 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: 2021 HSC PERFORMANCE
2 Unit Subjects

SUBJECT	NUMBER OF STUDENTS	MEDIAN RESULT		PERFORMANCE BANDS 3-6		PERFORMANCE BANDS 1-2			
		/100		SCHOOL	STATE	SCHOOL	STATE		
	2021	2020	2021	NO.	2021	2021	NO.	2021	2021
English (Standard)	15	69	69	14	93%	90%			10%
English (Advanced)	17	77	81	17	100%	99%			1%
Mathematics Standard	8	59	64	4	50%	78%	4	50%	22%
Mathematics Advanced	25	78	77	24	96%	94%			6%
Biology	8	78	81	8	100%	91%			9%
Chemistry	5		75	5	100%	88%			12%
Physics	12	67	73	11	92%	90%			10%
Investigating Science	5		82	5	100%	91%			9%
Ancient History	17	73	68	14	82%	78%	3	18%	22%
Modern History	16	68	78	16	100%	83%			17%
Economics	2					94%			6%
Geography	1				100%	91%			9%
Design & Technology	2		>90	2	100%	97%			3%
Food Technology	1		>90	1	100%	85%			15%
Software Design & Development	2				100%	88%			12%
PDHPE	5	73	78	5	100%	86%			14%
Music 2	1				100%	100%			0%
Japanese Beginners	1				100%	77%			23%
Korean & Literature	1		>90	1	100%	96%			4%
VET Business Services	5	86	87	5	100%	72%			28%
VET Construction	4	76	79	4	100%	66%			34%
VET Hospitality (Kitchen Operations & Cookery)	1		>90	1	100%	77%			23%

TABLE 3.1.2: 2021 HSC PERFORMANCE
Extension Subjects

EXTENSION SUBJECTS	NUMBER OF STUDENTS 2021	MEDIAN RESULT		PERFORMANCE BANDS E2-E4		PERFORMANCE BAND E1		
		2020	2021	SCHOOL	STATE	SCHOOL	STATE	
		NO.	2021	NO.	2021	NO.	2021	
English Extension 1 /50	3		42	3	100%	99%		1%
Mathematics Extension 1 /100	9	68	76	9	100%	94%		6%
Mathematics Extension 2 /100	6	57	73	6	100%	99%		1%
History Extension /50	6	34	42	6	100%	98%		2%
Science Extension /50	3	29	35	3	100%	99%		1%
Music Extension /50	1		>45	1	100%	100%		0%

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 2021, 27 students (26 in 2020) achieved required competencies for dual accreditation of Preliminary and HSC vocational courses and certificates. 81% of Year 12 students undertook vocational education during their schooling (82% in 2020). All Year 12 students undertaking vocational education attained a vocational qualification (see Table 3.1.3).

TABLE 3.1.3: 2021 PRELIMINARY & HSC
Vocational Certificates

VOCATIONAL AWARD	NUMBER OF STUDENTS	
	PRELIMINARY	HSC
Certificate I in Business	13	
Certificate II in Business		5
Certificate II in Construction		4
Certificate I in Hospitality	2	
Certificate II in Hospitality (Kitchen Operations)		3

ii. Records of School Achievement (RoSA)

In 2021, no students were issued with or applied for a RoSA before the HSC. 13 Year 10 students achieved required competencies for vocational qualifications (10 in 2020). 81% of Year 10 students (48% in 2020) undertook vocational education. All Year 10 students undertaking vocational education attained a qualification (see Table 3.2.1).

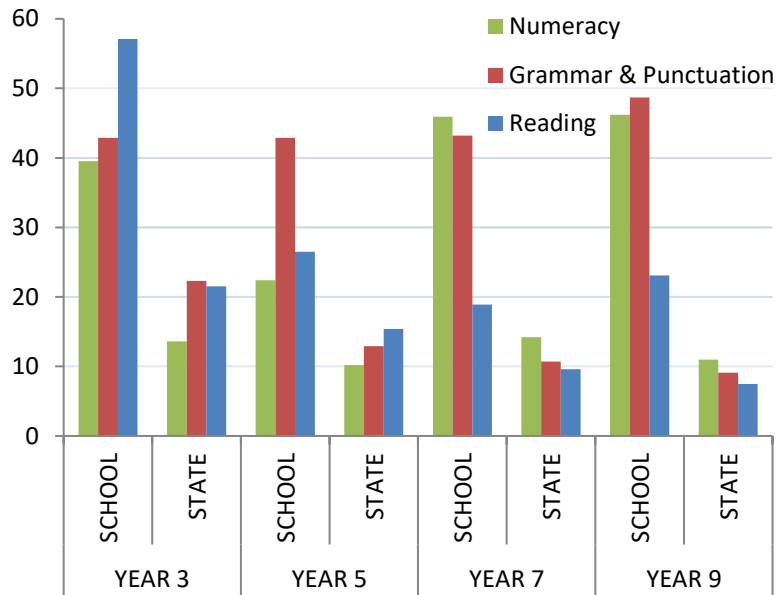
TABLE 3.2.1: 2021 Stage 5
Vocational Certificates

VOCATIONAL AWARD	NUMBER OF STUDENTS
Certificate I in Information, Digital Media & Technology	7

iii. National Assessment Program Literacy & Numeracy (NAPLAN)

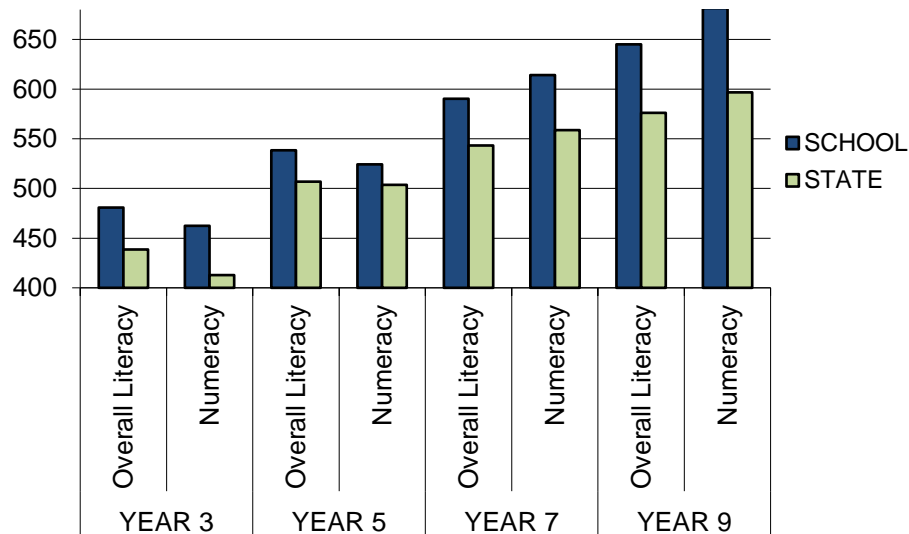
In 2021, the School presented students in Years 3, 5, 7 & 9 for NAPLAN. Percentages of students achieving in the top band are shown in Graph 3.3.1.

Graph 3.3.1: 2021 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: 2021 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. 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 2021. Student participation in other academic assessments was severely curtailed in 2021 by COVID restrictions and abandonment of testing regimes during widespread government isolation requirements.

(A) MATHEMATICS

- AMC 1 High Distinction; 11 Distinction; 33 Credit
- UNSW School of Mathematics Distinction Prize
of Mathematics Competition

(B) MUSIC

- AMEB AMEB exams to 2nd grade in Piano, Flute and Musicianship: 63% with Honours or Distinction.

(C) DIGITAL TECHNOLOGIES & COMPUTATIONAL THINKING

- CSIRO Bebras 2 High Distinction; 1 Distinction

(D) GEOGRAPHY

- Australian Geography Competition 8 High Distinction; 8 Distinction; 20 Credit

4. Senior Secondary Outcomes

In 2021, 81% of the Year 12 cohort had participated in vocational training (as per Table 3.1.3: 2021 Preliminary & HSC Vocational Certificates). Senior secondary outcomes are summarised below.

Year 12	Qualification/Certificate	Percentage of Students
2021	HSC	100%
2021	VET qualification	81%

100% 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; University of New England; Notre Dame University; Australian National University; University of Wollongong; and Charles Sturt University.

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: Office of the Children's Guardian on the Children's Guardian Act; McCrindle; Australian College of Educators; Teachers' Guild of NSW; Australian Association of Christian Schools; AISNSW; Hall Chadwick. All teaching staff participated in professional development on: review of child protection and WHS policies; online learning; adjusting teaching during COVID; online examination procedures; Revelation; resource development; NAPLAN online.

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

DESCRIPTION OF PROFESSIONAL LEARNING ACTIVITY	Number of Teachers
<i>NESA</i> : new Primary Curriculum; HSC marker training; 2021 HSC; HSC disability	10
<i>English</i> : NAPLAN marking; HSC; WRAP literacy; Sparklit awards; AIS Conference; Writing; Dorothea Mackellar Poetry Awards video	18
<i>Mathematics</i> : MANSW statistics; Stage 6; MANSW HSC; investigations; HSC marking; mastering multiplication	4
<i>Science</i> : CREST awards; virtual astronaut challenge; STANSW Physics; Young Scientist; RACI; HSC Physics marking	6
<i>History</i> : Evangelical History Association; God & Menzies; Stages 3 & 4; Jewish Museum	13
<i>Economics & Geography</i> : Westpac economic briefing; GTA conference; Reserve Bank	3
<i>Technology</i> : HSC Food Tech; Bebras; Impact of Everyday Objects; HSC D&T marking; ArchiCAD; Digital Technologies	3
<i>Music & Visual Arts</i> : Chrome Songmaker; HSC music marking; worship conference	3
<i>PDHPE</i> : RLSSA; AustSwim	3
<i>Pastoral Care, Leadership & Integration</i> : vaping; growing up digital; COVID vaccination; UAC; gender resources; cancel culture; Sheridan, 'Urgent Case for Jesus'; autism, ADHD, dyslexia & other learning difficulties; Regent College; Parramatta Australia Day & Christmas events; western fundamentalism – UNSW; National & Sydney Prayer Breakfasts; AEDC training	18
<i>Teaching/Learning</i> : working memory; daily organisation; neurodiverse students; Problemo; timetabling; neuroscience	6
<i>Library</i> : SLA; Civic online reasoning; leading with literacy; CSU information course	2
<i>Teacher accreditation</i> : making consistent proficient teacher accreditation decisions; NESA	16
<i>Compliance</i> : NQF review; not for profit guidelines; religious freedom; financial reporting	8
<i>Languages</i> : effective integration of ICT; ACER webinar	1
<i>Excelsia College</i> : Conditionally accredited teachers: completed M Teach [Primary (2)], progressed in M Teach [Primary (1)]	3

The average expenditure per teacher on professional learning in 2021 was \$1,367.

Education students from Excelsia College and Charles Sturt University completed practicums at Redeemer.

ii Teaching Standards

For 2021, details of the numbers of all teaching staff responsible for delivering the curriculum are listed in the following categories.

CATEGORY	Number of Teachers
Proficient Teacher Level – satisfies the requirements specified by the NSW Education Standards Authority having completed an approved education qualification	60
Provisional accreditation – meets the requirements specified in the professional teaching standards for provisional accreditation and has completed an approved education qualification	0
Conditional accreditation – holds a degree in an area that is relevant to the area in which the person is engaged to teach and is completing an approved education qualification	8

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.

All teaching staff were members of the Australian College of Educators (postnominals MACE) including four Fellows of the College (FACE). Teachers were active in their involvement with professional associations, including: Teachers Guild of NSW; Science Teachers Association of NSW; Mathematical Association of NSW; Royal Life Saving Society of NSW; Hills District Historical Society; Visual Arts & Design Educators Association; Children’s Book Council of Australia; Kodaly Music Education Institute of Australia; Primary English Teaching Association Australia; NSW Cricket Umpires’ and Scorers’ Association; Australian Curriculum Studies Association; Australian Institute of Architects; Australian College of Educational Leaders; Association for Learning Environments; Australian Council on Children and the Media; Mitchell Youth Leadership Forum; Evangelical History Association; Illuminating Engineering Society; Professional Historians Association; Royal Australian Chemical Institute; School Library Association of NSW.

Thomas Bailey – Preparatory School teacher – was decorated with the Excelsia College School of Education Postgraduate Achievement Award, for demonstrating consistent application, academic excellence and personal maturity and commitment throughout the course.

Thomas Bailey is a gifted scholar and classroom teacher. He has achieved good results in the theory subjects that he studied as part of his Master of Teaching degree and he’s also performed very well in his professional experience placements. Thomas is poised, mature, well groomed, and of a steady demeanour. All good qualities for a classroom teacher. He’s attentive to all aspects of his professional conduct in a manner that is highly commendable. We congratulate him on gaining this award and wish him well in his teaching career.

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	97.0%
Year 1	98.3%
Year 2	97.8%
Year 3	99.0%
Year 4	98.4%
Year 5	98.3%
Year 6	97.8%
Year 7	99.0%
Year 8	97.8%
Year 9	98.0%
Year 10	96.1%
Year 11	98.0%
Year 12	97.5%

Ninety-eight per cent of students attended School (including online attendance during COVID isolation requirements) on average each School day in 2021. This was similar to the daily attendance in 2020. 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
2017/2019	29	25	22	86.2%	75.9%
2018/2020	27	22	21	81.5%	77.8%
2019/2021	32	34	30	106.3%	93.8%

The actual and apparent retention rates from Year 10 to Year 12 are higher than 2020.

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.

Policies

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, deposit paid and the offer is 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 42% girls and 58% 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, 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 22*. 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 2020, are listed below.

POLICY	CHANGES IN 2021	ACCESS TO FULL TEXT
Child Protection Manual & Child Safe Policy <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 • NSW Child Safe Standards listed in the Manual as the primary framework that guides child safe practice • Child Protection Manual revised in accordance with NSW Child Safe Standards • Child Protection Policy renamed and revised as the Child Safe Policy • Risk Management includes policy to support the School's practice in line with the NSW Child Safe Standards, including risk assessment procedures for: excursions & camps; alterations or additions to physical or 	<i>Child Protection Manual 22</i> issued to all staff and members of School Board; issued to parents on request

POLICY	CHANGES IN 2021	ACCESS TO FULL TEXT
	online school environment; considerations with regard to policies & procedures and physical & online environments in light of a reportable allegation, conduct or conviction • Updated forms, hyperlinks	
Complaints or Allegations of Misconduct or Reportable Conduct		<i>School Handbook 20, page 41</i>
Whistleblower Policy		<i>School Handbook 20, page 42</i>
Security Policy <ul style="list-style-type: none"> • security of grounds & buildings • use of grounds & facilities • emergency procedures • travel or school-related activities 		<i>Health and Safety Manual 20 & Staff Handbook 20 issued to all staff and members of School Board</i>
Supervision Policy <ul style="list-style-type: none"> • duty of care & risk management • levels of supervision • guidelines for all staff 		<i>Staff Handbook 20 issued to all staff and members of School Board</i>
Conditions of Enrolment		<i>School Registrar and School Handbook 20, page 12</i>
Privacy and Personal Information Policy		<i>School Handbook 20, pages 44, 45</i>
Code of Conduct encompassing: <ul style="list-style-type: none"> • code of conduct for staff & students • behaviour management • the role of student leadership 		<i>School Handbook 20, page 14</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 		<i>School Handbook 20, pages 30, 39, 47, 49, 54</i>
Communication Policy encompassing: <ul style="list-style-type: none"> • formal & informal mechanisms in place for the school & parents/guardians 		<i>School Handbook 20, page 28</i>
Accommodation Policy		<i>School Handbook 20, page 48</i>
Overseas Students		<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 23).

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 students at the commencement Chapel Service in January 2021, the Principal said:

Why do we come to school to learn?

We all have a job to do in this world. We all have a purpose. There are so many good possibilities of what can be done on earth. God has given us a job to be like Him and organise what He has created into something that is beautiful, useful, helpful and enjoyable.

But in this good world there is also the problem of sin. People do wrong. And every time someone does wrong there is some chaos – some disorder – upsetting the good in creation.

So why do we come to school to learn? We come to school to help prepare us for our role on earth. We’re made in God’s image. So we have a role to play in fixing problems on this earth, this good place that we’ve been given. We are here to enjoy doing good like God.

Thankfully, God doesn’t leave us humans to solve all the problems. God sees that people think wrong thoughts and do wrong things often. And every time these wrong things are done

there's some damage to the wrongdoer, to others, to creation – some damage that humans can't fix by themselves; damage that needs forgiveness and healing in our hearts and souls.

So God did something to restore the beauty and goodness in us when things have gone wrong. God so loved the world that He sent Jesus to take all that we've done wrong to the cross where it could be destroyed in His sacrifice of Himself forever. This is what God did for us to make everything right for us. This is God making us good, or remaking us as good.

So what do we come to school to learn? We come to get prepared for all the good that we can do on earth. But more than that, our eyes can be opened up to the amazing possibility of God making us right forever, to enjoy His love forever, to make us fit for doing good like God, to repair the damage that is done in us and others by sin.

I look forward to God blessing each one of you in your learning in this new 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 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 2021 identified in the School's 2020 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 supported with individual education programs, dedicated online support, teacher aides, tutors, speech pathologists, occupational therapist; staff engaged in professional development on learning difficulties
	<ul style="list-style-type: none"> Provide extension opportunities across the curriculum 	<p>Students given opportunities to excel through the following</p> <ul style="list-style-type: none"> Dorothea Mackellar Poetry Awards NESA WriteOn & Premier's Reading Challenge Western Sydney University Whitlam Institute <i>What Matters?</i> Writing competition Sparklit Australian Christian Teen Writer Awards ICAS Reach in Science, English, Mathematics & IT Australian Geography Competition HTANSW Extension History Essay Prize SWISSA & ASISSA swimming carnival & cross country – athletics events were cancelled in 2021 due to COVID SWISSA & AICES team sports Australian Archery Championships Regeneron International Science & Engineering Fair BHP Foundation Science & Engineering Awards STANSW Young Scientist Awards Australian Mathematics Competition (AMC) MANSW Investigating with Mathematics Competition AAMT Maths Talent Quest UNSW School of Mathematics Competition Tournament of the Towns Mathematics competition CSIRO Bebras Computational Thinking Challenge Visual Arts including ANSTO Shorebirds Competition, Young Australian Art Awards, Koala Art Awards AMEB exams and Music Performances in Sargood Hall City of Parramatta Council Australia Day Awards Harmony Day Poster Competition

<i>Achievement of Priorities in 2021 identified in the School's 2020 Annual Report</i>		
Area	Priorities	Achievements
Student Achievements	<ul style="list-style-type: none"> Literacy & STEM 	<ul style="list-style-type: none"> Primary Schools Award (1st), National 2nd LA Secondary, Shortlisted (3), Highly Commended (2), Commended (8), in Dorothea Mackellar Poetry Awards 8 Medals, 25 Platinum & 37 Gold Awards for Premier's Reading Challenge 2nd prize in Sparklit Teen Writer Awards Regeneron International Science & Engineering Fair (ISEF) University of Arizona Renewal Tuition Scholarship in Animal Sciences (\$40,000US) Primary Engineering Finalist and Secondary Semi-finalist in BHP Foundation Science & Engineering Awards STANSW Young Scientist Awards K-12: Regeneron ISEF prize (2); Primary NSW BHP Foundation Science & Engineering Awards nominee; 1st prizes in Scientific Investigations, Chemistry, Earth & Environmental Sciences, Engineering, Inventions & Innovations, Working Mathematically; Sebel Testing Award 2nd prize; AIP Physics 3rd prize. 1st prize & Highly Commended in MANSW Investigating with Mathematics UNSW School of Mathematics Distinction prize Medal in Australian Mathematics Competition Honour Roll in CSIRO Bebras Computational Thinking Redeemer alumni were awarded <ul style="list-style-type: none"> Health Sciences, Arts, Science, Education & Nursing Deans' commendations School of Education post-graduate prize Western Sydney University JD Lovich Scholarship Parents provided opportunity to train in WRAP literacy
	<ul style="list-style-type: none"> Team & individual sports 	<ul style="list-style-type: none"> ASSISSA & SWISSA swimming individual age champions; SWISSA school champions SWISSA cross country individual & school champions SWISSA senior girls basketball & boys indoor cricket champions; AICES Colours Award for representing AICES at NSW CIS touch football Australian Archery Championships gold medals (2) Inter-school athletics was cancelled due to COVID
Student Welfare	<ul style="list-style-type: none"> Encourage identification of need & participate in meaningful cultural exchange 	<ul style="list-style-type: none"> Redeemer supported flood relief in Honduras through our alumnus Patricia Diaz who is Principal of International Christian School (ICS) Urraco Redeemer supported Simon Savaiko's work in the Bible Translation Association (Port Moresby) and the Barai Non-formal Education Association where our sister school located at Itokama is staffed by Redeemer alumni Redeemer families provided boxes of good quality used clothes for The Oasis Centre at Boggabilla to serve surrounding Indigenous communities Redeemer students contributed 274 shoebox gifts to be delivered by Samaritan's purse to children in vulnerable situations around the world

<i>Achievement of Priorities in 2021 identified in the School's 2020 Annual Report</i>		
Area	Priorities	Achievements
	<ul style="list-style-type: none"> Provide opportunities for development of leadership 	<ul style="list-style-type: none"> Redeemer alumnus Kenisha (Mili) Gumbula (HSC, 2011) becoming the first Aboriginal Yolngu lawyer in Australia Antonio Rajaratnam (HSC, 2020) awarded Junior Citizen of the Year and Environmental Citizen of the Year in the City of Parramatta Australia Day Awards Year 12 students participated in the NSW Parliament Secondary Schools Leadership Program HSC students received Leaders & Achievers early offers from University and a Teach Rural Scholarship Year 10 students achieved First Aid competencies Tyron Jung (Year 9) was awarded a Highly Commended at Parliament House for his contribution to Harmony Day 2021 Broadcom International Class Speaker Year 12 students led December camp week activities
Staff Development	<ul style="list-style-type: none"> Assisting students with disabilities 	<ul style="list-style-type: none"> Staff attended professional development with Learning Links
	<ul style="list-style-type: none"> Development of teaching programs 	<ul style="list-style-type: none"> With limitations due to COVID, staff engaged in NESA consultations and AIS professional development to develop programs to meet NSW syllabuses requirements
Facilities & Resources	<ul style="list-style-type: none"> Renewal of furniture & technologies for Kindergarten Module 	<ul style="list-style-type: none"> New stools, chairs and desks to refit all furniture
	<ul style="list-style-type: none"> Security & student safety 	<ul style="list-style-type: none"> Reconstruction of the parent access road entrance with a dedicated pedestrian zone Replacement of security fence bordering main road Security lighting installed at Sargood and the school road Commenced work on parent access road entrance gate
	<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 2022
	<ul style="list-style-type: none"> Upgraded learning spaces including digital resources 	<ul style="list-style-type: none"> Extensive heritage restoration of Blackwood classrooms 78 new computers renewing computer laboratories 3D printers installed in Science & Technology Centre 15 Lego WeDo 2.0 robotics to support Science & Tech 2 new Kawai CA79R digital pianos for music curriculum 2 iMac 21.5 computers for Sargood Assemblies An I-pad trolley made available for classroom use All teachers issued with an I-pad for classroom use & administration
Heritage & Environment	<ul style="list-style-type: none"> Maintenance of heritage buildings 	<ul style="list-style-type: none"> Paint, timber, carpet, bathroom, furniture and lighting repairs included in refurbishment for Blackwood building External painting of Robertson building John Deere Ztrak mower and Gaoemei sweeper commissioned for building surrounds maintenance
	<ul style="list-style-type: none"> Solar energy project 	<ul style="list-style-type: none"> Solar security lights ordered for main campus

Achievement of Priorities in 2021 identified in the School's 2020 Annual Report		
Area	Priorities	Achievements
	<ul style="list-style-type: none"> Improving conditions for fauna & flora in the riparian corridor 	<ul style="list-style-type: none"> Maintenance of native flora in the riparian corridor Stabilisation of earthworks between the tennis courts and the riparian corridor A new species of cicada – the Dharug Squeaker (<i>Haemopsalta eximia</i>) – was identified using a specimen in the Redeemer collection as a paratype
The Hills Regional Skills Centre	<ul style="list-style-type: none"> Revision of qualifications on scope 	<ul style="list-style-type: none"> Review in progress with regard to superseded qualifications, including: 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 CPC20112; ICT30120 Cert III in Information Technology (not on scope) replacing ICT30118 Cert III in Information, Digital Media & Technology; Cert IV in Early Language and Literacy (not current)
	<ul style="list-style-type: none"> Staff development in assessment, training & vocational competencies 	<ul style="list-style-type: none"> All teaching staff engaged in relevant trades or businesses demonstrating vocational competencies relevant to their training areas

2022 Priority Areas for Improvement	
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"> Assisting students with disabilities NSW Child Safe Standards Post-graduate training in curriculum priority areas including technology, HSIE & pedagogy Development of teaching programs for new syllabuses
Facilities & Resources	<ul style="list-style-type: none"> Security & student safety including school road, entry gates & fences project All weather cover for Sports Courts & Swimming Pool Upgraded learning spaces including digital resources & electrical components Upgrade IT and accommodation Long Beach Camp facilities for school camps
Heritage & Environment	<ul style="list-style-type: none"> Maintenance of heritage buildings Solar energy project Visioning towards a master plan respecting heritage & environment Improving conditions for flora & fauna in the riparian corridor Improving conditions for the aquatic environment at Camp Long Beach
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 2021 City of Parramatta Australia Day Awards, Antonio Rajaratnam (HSC, 2020) received both the *Junior Citizen of the Year Award* and the *Environmental Citizen of the Year* 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 2022 City of Parramatta Australia Day Awards, Anaya Rajaratnam (HSC, 2021) was an Award Nominee with this citation

Anaya is a student at Redeemer Baptist School, North Parramatta. Throughout her schooling she has engaged in various opportunities to do good and make a difference for the lives of others. Anaya assisted with finalising the construction of a community shelter for local Aboriginal families in the Boggabilla region. She has contributed to the culture and community at her school through her writing, her performances in various musicals and drama productions, and continues to serve her local parish. Recently, she was awarded second prize in the national SparkLit Australian Christian Teen Writer Awards for her short story, 'A Lesson in Murder'.

In the NSW Legislative Assembly on 23 November 2021, 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 2021. Minister Lee said:

Demonstrating continuing social responsibility in Redeemer scientific research, Kush Dewan's winning Year 12 STANSW project utilised surface oxygen vacancies on crystalline cerium(iv) oxide to promote catalytic ozonisation for the removal of bisphenol A, which is an endocrine disrupter, in wastewater. That is the level of HSC science extension research at Redeemer Baptist.

Redeemer students have also continued to excel in literacy. Year 12 student Anaya Rajaratnam won second prize in the Australian Christian Teen Writer category at the national 2021 SparkLit Awards. According to the judges, Anaya's story entitled 'A Lesson in Murder' was: 'An exciting, defiantly comical tale that confronts the true costs and rewards of imitating Jesus and letting the cycle of hurt end with you'.

In visual arts, Redeemer Year 4 students Allen Bineesh and Olivia Azzi won first and third place in the Australian Nuclear Science and Technology Organisation's Shorebirds Competition, Year 9 student Tyron Jung won a Harmony Day Poster Competition award, and Year 7 student Felix Liu won a Young Australia Art gold medal award.

This year Redeemer year 12 student Antonio Rajaratnam was selected as the 2020 Junior Citizen of the Year at the City of Parramatta Council Australia Day awards. Antonio was recognised not only for his scientific discoveries, for which he was proclaimed the STANSW Young Scientist of the Year, but also for his extensive community participation at school and in his local Catholic parish.

The Redeemer community must be commended for its great work. At the beginning of 2021, following the devastating floods in Honduras, the community garnered support for one of

their past students who lives and works as an educational leader in an impoverished Honduras community. During the year another Redeemer alumnus, whose tertiary education in nursing was supported financially by the school community, has been an Indigenous leader in Papua New Guinea's response to the COVID crisis in Port Moresby. As Redeemer students returned to learning on campus in Term 4, the entire Redeemer community – including students and their families – joined to contribute nearly 300 shoebox gifts for the Australian branch of Samaritan's Purse, which will be distributed to children living in vulnerable situations overseas through Operation Christmas Child.

I say well done to them all. I commend all the students at Redeemer Baptist School for their efforts in the difficult circumstances of 2021 and acknowledge Russell Bailey, the Headmaster, as well as Jonathan Cannon and all the teachers and staff for their hard work. Redeemer continues to give hope and the opportunity to achieve excellence to all its students. I commend Redeemer for its passion, for delivering great education and for earning a fantastic reputation in our local community.

Redeemer's holistic curriculum promoting respect and responsibility in 2021 has included:

- Redeemer supported flood relief in Honduras through our alumnus, Patricia Diaz, who wrote: 'I am so happy to hear from all my family of Redeemer Baptist. It has been challenging getting back to the normal life we had before the floods but God has been faithful and He has never forsaken us. We truly appreciate your prayers that God heard as His almighty hands have been protecting us. Thank you for the money you sent, it will be a great blessing for many of my people. I must also thank you for blessing us through the online services. Every Saturday here (Sunday there) my family looks forward to listening to the beautiful singing and hearing God's word. It is so fascinating how God makes ways to connect us, despite of the long distance. I will continue to pray for our Redeemer Baptist family, may God continue to bless you abundantly.'
- Redeemer supported Simon Savaiko's work in the Bible Translation Association (Port Moresby) and the Barai Non-formal Education Association in Papua New Guinea. Our sister school is located in the Barai tribe at Itokama. Simon Savaiko wrote: 'You have blessed my life about the true love of God. You always demonstrate this true love in the life you live at home and in your workplace. Praise God that this love drives your members to meet the vision of your school.'
- Redeemer provided boxes of good quality used clothes for The Oasis Centre, to serve Indigenous communities at Boggabilla. Our Year 10 Gala Day program contributed personally to the construction of the Oasis Centre in 2016, 2017 and 2019.
- Redeemer students contributed 274 shoebox gifts to be delivered by Samaritan's Purse to children in vulnerable situations across the world.
- School Executive travelled to a remote Northern Territory community to provide personal interaction with a parent with regard to her child's education.
- With support from Redeemer staff, the Mitchell Youth Leadership Forum provided an online leadership event promoting the values of service, integrity and courage.
- Redeemer partnered with the Australian Literacy & Numeracy Foundation to qualify Indigenous workers with ASQA accredited Certificate IV in Early Language & Literacy.
- Redeemer contributed speakers and leaders to the Refresh Summer Camp.
- Students completed professional placements or work experience at Redeemer from Excelsia College, Charles Sturt University & Bankstown College TAFE.

13. Parent, Student & Teacher Satisfaction

Parent Satisfaction

Parents sent many letters of thanks, including the following representative spontaneous comments with regard to their experience of Redeemer in 2021.

- *We are very grateful to you and the school for all the care and commitment towards our son's moral and academic education. He is now excited for Uni and has a lot of great school memories to cherish.*
- *Thank you all. A special thanks to Uncle Phil for a wonderful word of encouragement every day; and to the teachers – you have been wonderful in keeping the kids motivated.*
- *Thank you for showing our children that our God is not a God to merely believe, but to experience - in abundance. You dare to believe that we can daily experience the love of Christ, though it is too great to understand fully; that we can be made complete with all the fullness of life and power that comes from God; and that we can understand how wide, how long, how high, and how deep his love is.*
- *Thank you to you all. We appreciate your effort during this online learning. Learning material is full of variety and creativity.*
- *We wish to convey our thanks to Redeemer staff for their prayers and the care shown to our family. We are truly grateful to each one who has remembered us in prayer. The journey continues with other treatment types and so we still value your prayers. However, we wanted to share this good news with you all.*
- *Redeemer has truly been a family for us. Our sincere thanks to Jon, Russell, all teachers and staff who have sown much into our sons' schooling years. The peaceful atmosphere and vibrant presence of the Holy Spirit continues to be evident in the school despite the challenges. May you all continue to abound in every good thing for His glory.*
- *Thank you all so much for the immense effort you have all been putting in to achieve such high standards of learning. Truly appreciate it.*
- *We are absolutely taken aback by how you, Jonathan and the staff of Redeemer have worked so hard, going over and above in supporting, encouraging and caring for all the students in Year 12, especially in such a challenging year. I have not seen this support and care given to other students at other schools and to my knowledge this is unheard of.*

Concluding parent correspondence was overwhelmingly positive, including the following representative comments received in 2021.

- *It has been a wonderful journey seeing our son grow in such a healthy school environment at Redeemer. All thanks to your school faculty for giving him all the support through these years.*
- *Thank you for your tireless effort for our daughter's wellbeing in the past years at Redeemer.*
- *We have loved the school family and are so thankful for the character development that our children have gained. Please pass on our deepest thanks for all the love and support that each staff member has so freely given to our children.*
- *It has been a great privilege for our son to attend Redeemer for the last two years. We will always be grateful for the school's nurturing environment and excellent education standards.*
- *Thank you for everything you've done for our family. You have been so helpful and kind throughout the years. You are my family and the kindness you've shown is unforgettable.*
- *During the period of studying at Redeemer, we felt the teachers' love and care for our daughter which made her very happy every day of her life. Thanks to the school and teachers! We will not forget this wonderful memory!*

Student satisfaction

All Redeemer students complete surveys at the conclusion of each Year with regard to their experience of learning in each subject. Years 5-12 students are asked to rate the following:

- I have learnt a lot in this subject
- I am interested in what I am learning in this subject
- This subject is important for me to make a good contribution in today's world
- This subject helps to inform decisions about real-life issues or problems
- This subject helps me to understand and enjoy the world around me

The survey indicates that – across the curriculum – Redeemer students are positively engaged in learning, not only indicating that they learn a lot and are interested in what they are being taught but also that they appreciate the relevance of their school studies.

There are two noteworthy trends in the students' responses.

- Students are most positive (towards 'strongly agreeing') with the statement 'I have learnt a lot in this subject'; and
- Students are increasingly positive in their responses to all questions as they progress from Year 7 to Year 12, with an average of 90% in Year 12 indicating that they have learnt a lot.

Students provided the following correlating spontaneous comments either in response to open-ended questions in the 2021 surveys or other correspondence.

- *Joel's teaching and the content we learnt was 10/10.*
- *I enjoyed reading about The Cay and watching all films because they teach us why prejudice is so horrible and how we can be better people.*
- *I just want to say thank you for the year. You have given us hope in a time where everything seems hopeless. I am so grateful that I am able to keep learning at a time like this. Even the simple things like google meet and the smiles you guys put on your faces encouraged and motivated me. The sacrifices you make for us are remarkable. The influence and impact you guys have made in my life is incredible.*
- *I enjoyed everything in this subject, especially the kahoots.*
- *Thank you for helping Redeemer Baptist School be the very best. I always felt welcomed. From the first day, everyone was friendly and this school was a family to me. You helped me know God better. I am blessed to be in this school.*
- *We're very happy with our marks and grateful to all the teachers who helped us get through those unusual two years. Thank you for all the effort, help and guidance.*
- *I enjoyed learning about how people changed because of someone else's actions.*

The School received the following comments from past students in 2021.

- *Dearest staff of RBS: never underestimate the impact you make on this earth. We will never know this side of eternity just how much of a reverberation our words and deeds make. I am confident that if I was privy to the back of God's tapestry, there you would be in thousands of little strands that have been sewn together by the Master Weaver. You may not feel like a world changer, but your smiles, laughter, kindness and demonstration of faith have changed the worlds of many. Don't ever forget that. [1980's student]*
- *I wanted to let you know that I finished my Diagnostic Radiography degree at Sydney University at the end of 2020 and I am pleased to say that I am now working as a radiographer at a Private Hospital. I would not have been able to achieve this goal without your support and my school teachers especially during my HSC year. Thank you kindly.*

The Quality indicator annual summary report to ASQA indicates that for Redeemer students who undertook vocational education, 94% indicated positive satisfaction with training.

Teacher satisfaction

The Apostle Paul describes the attitude of a healthy and enjoyable ministry of staff involved in a Christian worldview in education: ‘So, my dear brothers and sisters, be strong and immovable. Always work enthusiastically for the Lord, for you know that nothing you do for the Lord is ever useless.’

Teacher observation reports reveal a dynamic, creative, collegial approach to teaching that is pastoral, inspiring, fun and responsive to challenges and opportunities in each new day.

Comments from observing teachers in proficient teacher lesson observation reports indicated satisfying professional reflection, as demonstrated by the following:

- *You ensure that all students were comfortable with contributing to the learning process. The joy that you clearly expressed in this lesson had a positive impact on the students.*
- *What a delight to see your lesson as you gave instruction, encouragement and hope to a student with such big learning needs. Thanks for inviting me to observe.*
- *An effective and interesting lesson. Procedural writing, cooking and Google Meet all rolled into one lesson. Epic!*
- *I have thoroughly enjoyed this term of online learning and sharing in discussions and ideas for the preparation of your Year 5 Mathematics and my Year 6 Mathematics.*
- *Questioning promoted higher order thinking and assisted students in understanding the concept being taught, The students obviously enjoyed the lesson.*
- *What a resource you have created! Both lessons were exemplary and deal with content in completely unique manners of delivery.*
- *You are able to establish a great rapport with your students which enables them to feel free to ask questions and seek help when needed.*
- *An experienced teacher who demonstrates, encourages, and fixes mistakes in a manner that encourages her student to attempt the impossible.*

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

- *Online learning during COVID years has shown me once again the value of written feedback on student understanding, in concert with well-presented oral feedback.*
- *I love teaching this course. It is a pleasure to have someone ready, able and willing to share this. We are learning from each other and our students can only benefit from this.*
- *It is always encouraging to have a colleague visit my classes and provide fresh insight. I personally try not to become stale in my pedagogy but ensure that what I am presenting is fresh for each cohort.*
- *The online experience has forced us to different levels of creativity. Undoubtedly, valuable opportunities have been created during online learning.*

Impartial observers who have become involved with Redeemer students engaged in their curriculum have also acknowledged the fruit of Redeemer teachers’ enthusiasm:

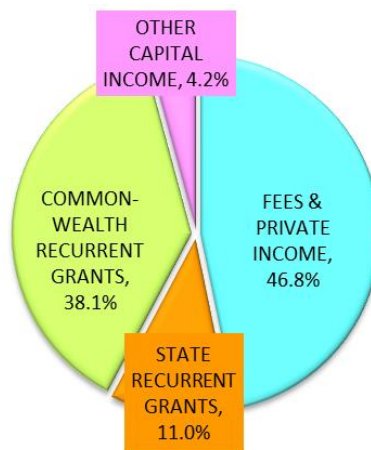
- *I was thrilled with your Dorothea Mackellar Poetry Awards videos last year. But this year I had tears in my eyes after watching about 20 seconds and they stayed until the end. A big thank you to everyone. You are all truly rich and rare!!!*
- *Thank you for reading my stories and writing so enthusiastically about them!*
- *Your Year 12 students represented your School with distinction both through the way they played, and through their general manner. They displayed exemplary sportsmanship. They are to be commended for displaying such characteristics among unknown teammates.*
- *It seems that although the challenges of the last 2 years have been significant, the school and the community have rallied and produced some amazing results.*

14. Summary Financial Information

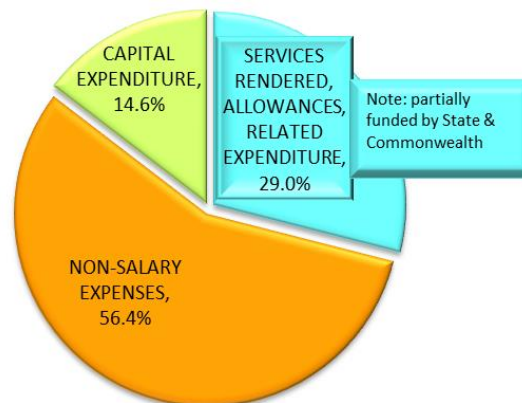
Graphical representation of income and expenditure using percentages only.

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