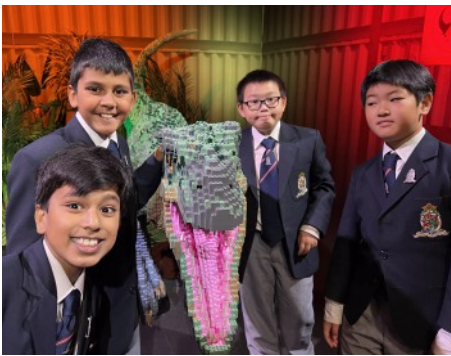




REDEEMER BAPTIST SCHOOL

a ministry of Redeemer Baptist Church



ANNUAL REPORT 2022



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

REDEEMER BAPTIST SCHOOL



ANNUAL REPORT 2022

CRICOS No. 00415K

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REDEEMER BAPTIST SCHOOL

ANNUAL REPORT – 2022

1. Message from the School Board

The great English poet T S Eliot said that the values which we most ignore in education are 'Wisdom and Holiness, the values of the sage and the saint'.

Consider this true story from an American Professor of Human Development.

A few years ago, I was on my way to an important meeting but got stuck in traffic. As I approached an exit along our slow, obstacle-laden route, I observed that on the highway at the exit – perpendicular to the direction I was going – the traffic was moving rapidly with no obstacles. I considered taking that route but it led nowhere I wanted or needed or should have gone. It was so tempting! It led somewhere!

The Professor went on to say that education in our culture has taken an easier, quicker route in the wrong direction because we maximise knowledge and intelligence but leave out wisdom. That was his assessment in 2007. How do we ensure today that we're not turning into easier, quicker, wrong directions for your children's education? I believe the answer is in humbly seeking truth as opposed to following fashion in educational pedagogies.

Truth as a guide in behavioural expectations

Often when our students are out on excursions, we are blessed with comments of appreciation for the way Redeemer students act with respect and joyful engagement in their learning and relationships. Why do these behaviours attract attention?

Premier Dominic Perrottet said in a *Headland Speech on Education* at Western Sydney University, 'when students are held to reasonable standards of behaviour and respect, they perform better and are happier'. He cited the work of Principal Katharine Birbalsingh at a community school in England where 'rigorous culture, high expectations, high behavioural standards and back to basics teaching have propelled disadvantaged students to extraordinary achievements.' Birbalsingh wrote this about her students' success: 'All we need to do is have traditional values, traditional discipline and traditional teaching.'

From its foundation, Redeemer has exercised a strong and consistent discipline policy in the context of love. Our guideline is truth – not personal truth. We agree with Thomas Sowell, an African-American social theorist, who said: 'If you want to help someone, tell them the truth. If you want to help yourself, tell them what they want to hear.' We encourage respect and obedience to truth because we want the blessing for our children contained in the biblical commandment which says: if children honour their parents (and other adults who exercise proper authority for their benefit) then their destination may include enjoying a long life in the land which God is giving them.

Truth as a guide to emotional wellbeing

A 2022 survey of Australian youth by *NCVER* discovered that 'health and life satisfaction of young Australians have declined'. A *Mission Australia* survey found that 42% of young people are 'extremely or very concerned about mental health'. A 2022 *Publica* research paper on 'The Relationship Drought' revealed that – as a consequence of societal changes

resulting in relationship instability – ‘40% of all children will experience one of their biological parents living elsewhere by the time they are 15-17 years old, an increase from around 25% some 20 years ago.’ Consequently, Australian psychiatrist Dr Tanveer Ahmed traces the deterioration of mental health in today’s youth to a shift in cultural norms. He said that our Judeo-Christian heritage conveys inherited wisdom from our ancestors who dealt with problems like ours. ‘This inherited wisdom tells us how to live a life worth living.’

In our culture, children are burdened with global anxieties like climate change, war in Ukraine, pandemic, floods, earthquakes, computer hackers. They’re reminded often that this generation must bear the guilt of any sins of our forebears. And then there’s the tyranny of thrusting adult lifestyle choices on children. In this context of angst, our culture persistently beckons children to take shortcuts to nowhere helpful – away from true doctrine that assures them that God is love, that He forgives our sins, that He has a good path for life.

As parents and teachers, we must be sensitive to the mental health needs of all our children and be quick to seek help from health professionals when needed. But we also have hope to share every day as we teach our children to have confidence in our heavenly Father, in the words that Jesus taught us to pray:

Our Father in heaven, hallowed be your name, your kingdom come, your will be done, on earth as in heaven. Give us today our daily bread. Forgive us our sins as we forgive those who sin against us. Lead us not into temptation. Deliver us from evil. For the kingdom, the power, and the glory are Yours now and for ever. Amen.

Truth as a guide for curriculum

All truth is from God, so when it comes to the content of new curriculum in Redeemer programs our question is not ‘is this what our culture is expecting us to teach’ (does it pass the pub test), rather, our question when including new content must be ‘is it true’. At Redeemer, we are careful not to abandon pedagogies that value traditional learning even when there is pressure to adopt a new fashion in teaching methodology.

With regard to teaching literacy: 20 years ago we researched the evidence base for a phonemic awareness approach. We believed that the fashionably easy ‘look and say’ approach was damaging literacy development in the vast majority of students. Analysis of international assessments by ACER demonstrates that, over the past 20 years, ‘scores in literacy have declined for all Australian school sectors.’ But Redeemer’s NAPLAN results – including impressive measures of improvement – demonstrate that our dynamic, explicit, systematic approach to teaching phonemic awareness using WRAP (a Writing Approach to Reading) gives a great advantage for our students’ literacy development.

With regard to history: a 2022 Centre for Independent Studies paper said that, in the teaching of history in schools, an increasingly prioritised focus on atrocities above all else robs a national story of its capacity to inspire and unite. Heroic figures who have done some wrong (who hasn’t!) or transgressed 21st century utopian politically correct standards are cancelled. This view of history erases any objective fact that doesn’t support a contemporary (or subjective) view of the way things ought to be. So, with truth as a guide to curriculum and for the sake of our students and the future of Australian society, it is important to persist with teaching verifiable truth in the chronology of our history – including the important contribution of Christians as heroes in our colonial history – however loud, intolerant or powerful the opposing cultural voices may seem.

With regard to relationships: since the so-called sexual revolution of the 1960s there have been new attempts to redefine what is acceptable (even what is lawful) in relationships, because the basis for morality embedded in divine commandments was discarded. But if our children follow these cultural directions about relationships, they'll end up in a place where they are hurt – potentially damaged for the rest of their lives. What content is needed in our curriculum to keep children travelling on a pathway with a good destination in their relationships? Surely it's the truth that restraint prior to marriage is an act of love, that God's commands forbidding wrong relationships are for our good and the good of our families. Relational flippancy appears to be an easy shortcut to enjoyment, but ancient wisdom – and sensational current media headlines – tell us that the destination is painful for all. So our desire is for Redeemer students to know the joy of living according to God's good, holy plan of love in all of their relationships, summarised in these powerful Bible verses:

Love is patient and kind, not jealous or boastful or proud or rude. It doesn't demand its own way, isn't irritable, and keeps no record of being wronged. Love doesn't rejoice about injustice but rejoices whenever the truth wins out. Love never gives up, never loses faith, is always hopeful, and endures through every circumstance.

Truth & wisdom in the person of Jesus Christ

Our vision is to guide our students by a reliable roadmap of truth. Sometimes culture gets it wrong. But culture is a powerful force that wants our children to follow its directions without question, even when it's wrong. Then culture abandons them when they arrive at a painful destination it chose for them because it has no compassion for them. But we believe there is not only a good life destination but also an exciting life journey if we let truth guide us, and our children, into wise choices through education at home and at school.

2022 has been an exciting year at Redeemer with terrific student achievements and further development of our main campus at North Parramatta. But as we reflect on truth guiding us toward wisdom – to a good life destination – the most exciting eternal reality at the heart of a Christian worldview in education is that God has come to be present with us in Jesus Christ. When Jesus spoke about truth to His disciples, He didn't say 'here's a list, get to know and apply these truths and you'll get to a good place in life.' No! Jesus said: *I am the way, the truth, and the life*. So how exciting is it that truth is personal, wisdom is personal! We all have the opportunity to get to know the One who is truth, to walk with truth as we walk with Jesus, for truth to set us free as Jesus forgives our sins and gives us the best new life. We won't get it all perfect. But we can trust the Spirit of Jesus to lead us into all truth.

We love Australia. We love our culture. As we at Redeemer walk with Jesus Christ in our culture we have the opportunity, by living the truth, to impact our culture so that Australia becomes an even better place to live. That's our vision for your children: to live and walk in the dynamic of truth, in a personal relationship with truth, not only for the sake of their own destination but also for the sake of others in our culture who could be blessed by knowing the truth. We pray God's continued blessing on us all in the Redeemer community as we continue this exciting journey of walking in the truth together.

We recommend that you obtain a copy of the Principal's 2022 Annual Address for more detail on this topic of *Truth Toward Wisdom: Guidance & destination for Christian schools*. 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 and Engineering Awards; CSIRO Bebras Australia Computational Thinking Challenge; Intel and Regeneron ISEF (USA); and NSW Premier's Prize for Innovation in Science Teaching.

In the NSW Parliament on 18 October 2022, the Hon Dr Geoff Lee – a government Minister – congratulated 'the excellent achievements of Redeemer Baptist School students' in STEM, Literacy and Sport. Dr Lee also recognised that 'at least as important as academics in Redeemer's Christian worldview in education is inspiring students to appreciate the needs of others and then do something practical to help'. He cited the 2022 student led program to assist the Barbara May Foundation's work to help women in poor, remote African villages.

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 (HLTAID011) 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 2022 is evidenced in the following achievements:

- HTA History Mastermind Year 7 (Elyse Jones, Peter Pei, Akshitha Praveen Kumar, Kevin Rajesh, Samuel Nallapati) & Year 8 (Rhyon Cabauatan, Susan Candra, Christopher Herbert, Cara Zhong) champions.
- Australian History Competition Year 7 national champion: Peter Pei.
- AAMT National Mathematics Talent Quest: 1st – Anubhav Ammangi (year 10).
- MANSW Investigating with Mathematics Competition: 1st – Anubhav Ammangi.
- Australian Mathematics Competition: AMC Prize – Anubhav Ammangi.
- Australian Training Tournament (Mathematics): 1st in NSW – Anubhav Ammangi.
- ICAS: Mathematics Medal & Digital Technologies Medal – Anubhav Ammangi.
- CSIRO Bebras Computational Thinking Challenge: Honour Roll – Anubhav Ammangi.
- Oxford University Computing Challenge: perfect score – Anubhav Ammangi.
- City of Parramatta Junior Citizen of the Year finalist – Anaya Rajaratnam (HSC 2021).
- STANSW Young Scientist Awards: 1st Scientific Investigations (5-6) & AARNET Communications Award – Karmichael Candra (Year 6); 1st Scientific Investigations (3-4) Thaddeus Candra (Year 3); 1st Working Mathematically (9-10) – Anubhav Ammangi (Year 10); Bronze Award, Depth Study Investigations – Alara Cosman (Year 12).
- Regeron International Science & Engineering Fair (ISEF): 3rd place in the world American Mathematical Society Special Award; 4th place in the world Grand Award (Mathematics); \$1,000US prize – Edward Garth (HSC 2021).
- Premier’s Reading Challenge medals – Adrian Burns, Evangeline Burns, Shawn Rajaratnam, Emmanouel Voudouris (Year 9), & Sarah Widjaja (Year 10); Redeemer students received 30 platinum & 44 gold awards.
- Dorothea Mackellar National Poetry Awards:
 - Primary Schools Commendation Award: Redeemer.
 - 1st in Australia LA Primary – Aaryan Mehta (Year 4).
 - 2nd in Australia Upper Primary – Sam Ma (Year 4).
 - Shortlisted LA Primary: Talieyah Borg (Year 6).
 - Commended Upper Primary: Jainny Tejan-Kella (Year 6).
 - Commended LA Primary: Kingsley Chen (Year 6).
 - Commended LA Secondary: Abul Ahmadi (Year 8).
- NESAWriteOn Competition: Silver Award – Luke Ma (Year 2).
- NSW Department of Education: Teach Rural Scholarship – Anaya Rajaratnam (HSC 2021).
- Australian Stockholm Junior Water Prize: shortlisted – Jordan Ebert (HSC 2021).
- Western Sydney University Dean’s Merit List:

Contextual information

- School of Health Sciences – Callum Bailey (HSC 2017).
 - School of Humanities & Communication Arts – Georgina Garth (HSC 2017), Liam Shaw (HSC 2017).
 - School of Science – Mary-Anne Poyitt (HSC 2018).
- Southern Cross University Dean’s Merit List:
 - Education – Grace Forrester (HSC 2014).
- CQ University Australia Dean’s Merit List:
 - Construction – James Poyitt (HSC 2017).
- International Christian School Urraco, Honduras – Patricia Varela Diaz appointed Principal (HSC 2013).
- Excelsia College School of Education Post-Graduate Achievement Award – Thomas Bailey (HSC 2014).
- RLSSA, NSW Branch: 3rd place Alan McClure Schools Cup.
- SWISSA Swimming Carnival
 - Age champions: Unish Shrestha (Year 7); Genevieve Hu (Year 9); Yoon Choi (Year 10); Jerusalem Akele (Year 11); Gregory Burns (Year 12); Victoria Garth (Year 12).
 - Redeemer was the champion school.
- ASISSA Swimming Carnival
 - Age champion – Louie Chen (Year 6).
- ASISSA Cross Country:
 - Age champion – 2nd place Sophie Tazewell (Year 3).
- SWISSA Athletics Carnival
 - Age champions: Dorian Ndongo Empesa (Year 8); Adrian Burns (Year 9); Taniqua Corbett (Year 10); Hee Chan Yoon (Year 11); Jerusalem Akele (Year 11); Solomon Aynalem (Year 12); Victoria Garth (Year 12).
 - Redeemer was the champion school.
- ASISSA Athletics Carnival
 - Junior boys champion – Maayon Sudarshan (Year 5).
 - Senior boys champion – Diego Nodongo-Empesa (Year 6).
- SWISSA championships:
 - Senior girls Netball.
 - Senior boys Tennis.
- Archery:
 - National Target & Indoor Championships: Gold Medals (2) – Darren Candra (Year 10).
 - World Archery Oceania Challenge: Gold Medal – Daren Candra (Year 10).
- Fencing
 - NSW Fencing Primary Boys Epee event: Gold Medal – Braden Chen (Year 4).
- Australian Deaf Cricket Team
 - International Inclusion Series Australian: Captain – Andrew Park (HSC 2002).

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 2022, 24 students sat for NSW HSC examinations in 21 courses. All Year 12 students (100%) attained an HSC. In total, 100% of candidates across all two unit courses achieved marks of 50 or more (98% in 2021); 100% of candidates who sat for 3 one or two unit extension courses achieved 25 marks or more out of 50 per unit (100% in 2021). 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: 2022 HSC PERFORMANCE
2 Unit Subjects

SUBJECT	NUMBER OF STUDENTS	MEDIAN RESULT		PERFORMANCE BANDS 3-6		PERFORMANCE BANDS 1-2			
		/100		SCHOOL	STATE	SCHOOL	STATE		
	2022	2021	2022	NO.	2022	2022	NO.	2022	2022
English (Standard)	13	69	72	12	92%	88%			12%
English (Advanced)	8	81	81	8	100%	99%			1%
Mathematics Standard	7	64	77	7	100%	81%			19%
Mathematics Advanced	12	77	82	12	100%	94%			6%
Biology	5	81	78	5	100%	79%			21%
Chemistry	3		66		67%	84%			16%
Physics	8	73	74	8	100%	86%			14%
Investigating Science	2		72		100%	84%			16%
Ancient History	7	68	78	7	100%	82%			18%
Modern History	14	78	74	13	93%	88%			12%
Economics	2				100%	93%			7%
Software Design & Development	7		73		86%	86%			14%
PDHPE	7	78	77	6	86%	79%			21%
Music 2	1				100%	100%			0%
Japanese Beginners	1				100%	73%			27%
VET Construction	2	79			100%	72%			28%
VET Hospitality (Kitchen Operations & Cookery)	1	>90			100%	85%			15%
VET IDT (Web & Software Applications)	2				100%	81%			19%

TABLE 3.1.2: 2022 HSC PERFORMANCE
Extension Subjects

EXTENSION SUBJECTS	NUMBER OF STUDENTS 2022	MEDIAN RESULT		PERFORMANCE BANDS E2-E4		PERFORMANCE BAND E1		
		2021	2022	SCHOOL	STATE	SCHOOL	STATE	
		NO.	2022	NO.	2022	NO.	2022	
Mathematics Extension 1 /100	8	76	77	8	100%	94%		6%
Mathematics Extension 2 /100	5	73	71	5	100%	96%		4%
History Extension /50	1	42			100%	98%		2%

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 2022, 26 students (27 in 2021) achieved required competencies for dual accreditation of Preliminary and HSC vocational courses and certificates. 50% of Year 12 students undertook vocational education during their schooling (82% in 2020). Year 12 students undertaking vocational education attained a vocational qualification (see Table 3.1.3) or statement of attainment.

TABLE 3.1.3: 2022 HSC Vocational Qualifications

VOCATIONAL AWARD	NUMBER OF STUDENTS
	HSC
Certificate II in Construction	3
Certificate I in Hospitality	2
Certificate II in Hospitality (Kitchen Operations)	1

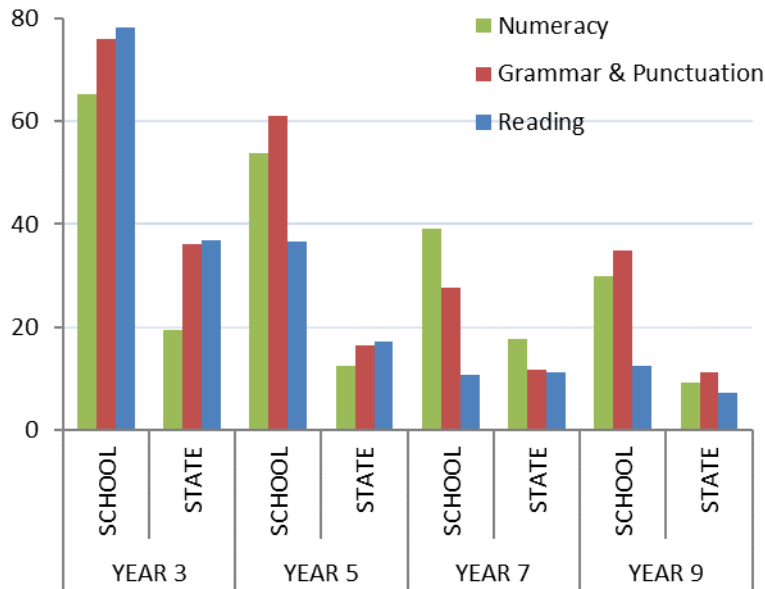
ii. Records of School Achievement (RoSA)

In 2022, no students were issued with or applied for a RoSA before the HSC. 17 Year 10 students achieved required competencies for vocational qualifications or statements of attainment (13 in 2021). 55% of Year 10 students (81% in 2021) undertook vocational education. All Year 10 students undertaking vocational education attained a statement of attainment.

iii. National Assessment Program Literacy & Numeracy (NAPLAN)

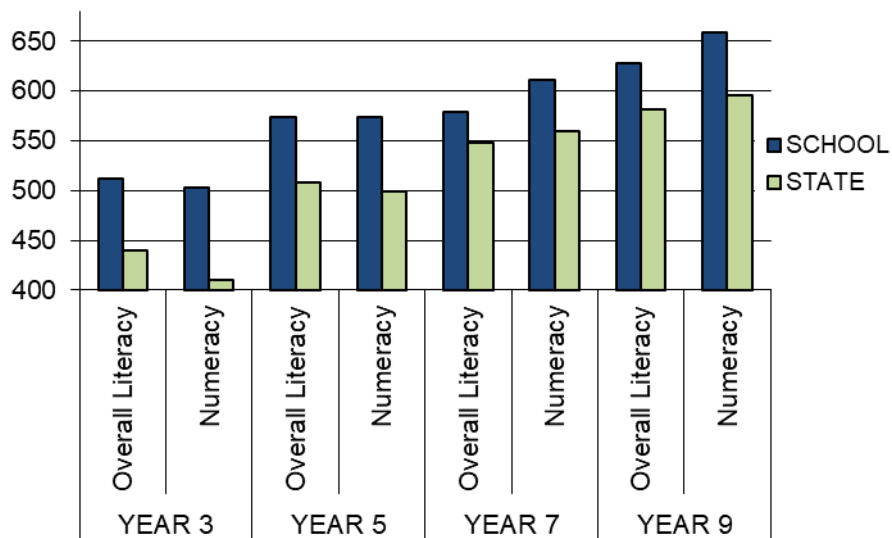
In 2022, the School presented students in Years 3, 5, 7 & 9 for NAPLAN. Percentages of students achieving in the top band are shown in Graph 3.3.1.

Graph 3.3.1: 2022 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: 2022 NAPLAN
MEAN SCORE FOR ALL STUDENTS IN LITERACY AND NUMERACY

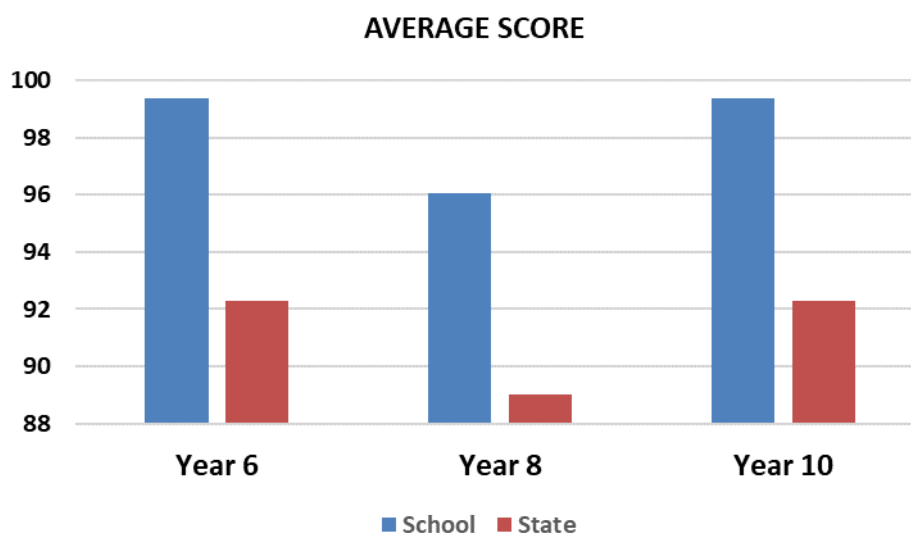


Performance in NAPLAN is documented on the My School website www.myschool.edu.au .

iv. VALID Science Assessment for Learning & Individual Development

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

GRAPH 3.4.1: 2022 VALID Science Assessment



v. Other Academic Awards

In addition to the list in Section 2 (Contextual Information about the School), the following list further highlights Redeemer student achievements in 2022.

(A) ENGLISH

- ICAS 1 High Distinction; 10 Distinction; 14 Credit

(B) MATHEMATICS

- ICAS 2 High Distinction; 24 Distinction; 22 Credit
- AMC 2 High Distinction; 9 Distinction; 34 Credit

(C) SCIENCE

- ICAS 2 High Distinction; 10 Distinction; 17 Credit

(D) HISTORY

- Australian History Competition 4 High Distinction; 6 Distinction; 9 Credit

(E) DIGITAL TECHNOLOGIES & COMPUTATIONAL THINKING

- ICAS 3 High Distinction; 4 Distinction; 12 Credit
- CSIRO Bebras 2 High Distinction; 3 Distinction; 4 Credit

(F) GEOGRAPHY

- Australian Geography Competition 4 High Distinction; 4 Distinction; 7 Credit

(G) LANGUAGES – AUSTRALIAN LANGUAGE CERTIFICATE

- French & German 2 High Distinction; 6 Distinction; 11 Credit
- German 3 Distinction; 21 Credit

(H) MUSIC

- AMEB AMEB exams to 2nd grade in Flute, Violin, Piano and Musicianship: 56% with Honours or Distinction.

4. Senior Secondary Outcomes

In 2022, 50% of the Year 12 cohort participated in vocational training. Senior secondary outcomes are summarised below.

Year 12	Qualification/Certificate	Percentage of Students
2022	HSC	100%
2022	VET qualification or statement of attainment	50%

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; International College of Management Sydney; and Australian College of Applied Professions.

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 Child Safe Standards; Teachers' Guild of NSW; AISNSW; Hall Chadwick. All teaching staff participated in professional development on: review of child protection and WHS policies; autism; New Testament 1 Corinthians; program development; Clark Lecture on adolescence; adolescent issues (Lifemark); First Aid training.

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

DESCRIPTION OF PROFESSIONAL LEARNING ACTIVITY	Number of Teachers
<i>NESA</i> : Making adjustments for Stage 6 students; NAPLAN online	40
<i>English</i> : AIS K-2 English; Drama	21
<i>Mathematics</i> : AIS Heads of Math, Statistics, Standard Math, New Math; MANSW; WSU	16
<i>Science</i> : STANSW HSC markers, Stage 6; Macquarie Astronomy; Australian Institute Physics	5
<i>History</i> : Civil Rights (TTA); HTA Stage 6; Turkey & Greece; Cornerstone; Mawson's Hut; Regent College	7
<i>Economics & Geography</i> : Narrabri Fish Farm	1
<i>Technology</i> : Swinburne Uni Grad Cert Programming & Development; Coding; Southern Cross Uni Education (Secondary, Technology); RAIA	4
<i>Music & Visual Arts</i> : Opera; Musical	8
<i>PDHPE</i> : AIS conference, sports; Tennis; Cricket; Southern Cross Uni; RLSSA resuscitation, lifeguard, swim teacher licence	10
<i>Pastoral Care, Leadership & Integration</i> : Learning Links Multiplication, Dyslexia; UAC conference; MYLF; DoE Managing COVID; Macquarie Uni; WSU Vice-Chancellor's Forum; HSC disability provisions; Regent College; Edval timetables	11
<i>Teaching/Learning</i> : TGNSW building better schools, gifted students; Macquarie Forum	1
<i>Library</i> : Children's Book Council; School Library Association; Charles Sturt Uni Grad Cert	2
<i>Teacher accreditation</i> : NESA HALT update; AIS teacher accreditation reform	2
<i>Compliance</i> : Copyright; AIS privacy, annual briefing, construction projects, children at risk, reportable conduct, investigations, COVID; Education SEPP changes; OCG Child Safe Standards, Child Safe Capability Report; Rescue Blue First Aid Training	52
<i>Excelsia College</i> : Conditionally accredited teachers: completed M Teach [Primary (1)], progressed in M Teach [Primary (1)] and M Teach [Secondary (5)]	7

The average expenditure per teacher on professional learning in 2022 was \$3,234.

Education students from Excelsia College, Alphacrucis College, Swinburne University, Southern Cross University and Bedford College completed practicums at Redeemer.

ii Teaching Standards

For 2022, 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	58
Provisional accreditation – meets the requirements specified in the professional teaching standards for provisional accreditation and has completed an approved education qualification	1
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	11

6. Workforce Composition, including Indigenous

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 three 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.

Stuart Garth and Firth Garth were each awarded bouquets from the Science Teachers’ Association of NSW for more than 20 years of voluntary service on the Young Scientist Awards Committee.

Ruth Burns (Teacher Aide) was awarded the Baptist Churches of NSW & ACT Bedford College Student of the Year on completion of her Diploma of School Age Education and Care.

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	92.1%
Year 1	94.9%
Year 2	93.7%
Year 3	94.7%
Year 4	94.5%
Year 5	94.8%
Year 6	93.4%
Year 7	92.0%
Year 8	93.5%
Year 9	91.0%
Year 10	90.4%
Year 11	86.5%
Year 12	88.4%

On average, 93% of students attended School each School day in 2022. This daily attendance is lower than in 2021 due to COVID isolation requirements. 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
2018/2020	27	22	21	81.5%	77.8%
2019/2021	32	34	30	106.3%	93.8%
2020/2022	28	24	21	85.7%	75%

The actual and apparent retention rates from Year 10 to Year 12 are similar to 2018/2020.

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.

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 37% in secondary (7–12) and 63% in primary (K–6) with approximately 41% girls and 59% 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 2022, are listed below.

POLICY	CHANGES IN 2022	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

Policies

POLICY	CHANGES IN 2022	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 2022, the Principal said:

What does it take for a young person to be successful? What could success look like for you?

At Redeemer every year we celebrate some great achievements of our students in Science, Literacy, Mathematics, Music, Visual Arts and much more. Last year (2021) 44% of Redeemer HSC students were Distinguished Achievers (getting more than 90% in at least one HSC course). That's an amazing achievement!

So I encourage you all – from Kindergarten to Year 12 – be focussed through any difficulties toward achieving your best. You have a community of teachers and support staff who are praying for you, working hard for you, and who have a proven record of being able to help you achieve great results.

But as we consider this question – what does it take for a young person to be successful? – perhaps we should look at the 2022 Australia Day Young Australian of the Year, Dr Daniel Nour, the young doctor who founded Street Side Medics as a volunteer mobile medical service to help people experiencing homelessness. There's success! Doing the best that you can do in your study and vocation, and then looking out for someone who needs help and figuring out how you can do it; working together to make a difference in society.

What does it take for a young person to be successful? This is what Jesus said.

You must love the Lord your God with all your heart, all your soul, and all your mind. This is the first and greatest commandment. A second is equally important: Love your neighbour as yourself.

If this can be said as the summary of your life – if this is how success is moulded in your life through this school and your families – if it can be said of you that you are applying your successes towards loving your neighbours by doing good for them, just as God loves them, then you will be blessed by God even as you are being a blessing from God to others.

We plan School improvement in the context of our response to Jesus' command to love God with all of our hearts, soul, mind and strength; and to love our neighbours as ourselves. We aim to conserve and cultivate 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 our heavenly Father.

Achievement of Priorities in 2022 identified in the School's 2021 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, teacher aides, tutors, speech pathologists, occupational therapist; staff engaged in professional development on learning difficulties

<i>Achievement of Priorities in 2022 identified in the School's 2021 Annual Report</i>		
Area	Priorities	Achievements
	<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 • NESAWriteOn & Premier's Reading Challenge • Lions Voice of Youth Public Speaking Competition • ICAS & Reach English, Science, Mathematics & IT • Australian Geography Competition • Australian History Competition • History Mastermind • SWISSA, ASSISA, AICES & CIS swimming, athletics & cross country carnivals • SWISSA & AICES team sports • Australian National Archery Championships • NSW Fencing competition • Australian Science & Engineering Fair (AUSSEF) • Regeneron International Science & Engineering Fair • Australian Stockholm Junior Water Prize • STANSW Young Scientist Awards • Australian Mathematics Competition (AMC) • MANSW Investigating with Mathematics Competition • AAMT National Mathematics Talent Quest • AMT Informatics Olympiad School of Excellence • Sydney University Mathematical Problem Solving (MaPS) • UNSW Mathematics Competition • Australian Mathematical Olympiad Committee (AMOC) Senior Contest • Australian Informatics Olympiad (AIO) • Australian Training Tournament (Mathematics) • CSIRO Bebras Computational Thinking Challenge • Oxford University Computing Challenge • AMEB Exams and Music Performances in Sargood Hall • City of Parramatta Council Australia Day Awards

<i>Achievement of Priorities in 2022 identified in the School's 2021 Annual Report</i>		
Area	Priorities	Achievements
Student Achievements	<ul style="list-style-type: none"> Literacy & STEM 	<ul style="list-style-type: none"> Dorothea Mackellar Poetry Awards: 1st LA Primary, 2nd Upper Primary, Shortlisted (1), Commended (3), Primary Schools Award (Commended) NSW Premier's Reading Challenge: 5 Medals, 30 Platinum & 44 Gold Awards Regeneron International Science & Engineering Fair (ISEF) 3rd American Mathematical Society Special Award; 4th Grand Award (Mathematics) Australian Science & Engineering Fair (AUSSEF) finalist STANSW Young Scientist Awards: 1st prizes in Scientific Investigations & Working Mathematically; AARNET Communications Award; Depth Study Investigations Bronze Award MANSW Investigating with Mathematics 1st prize AAMT National Mathematics Talent Quest 1st prize Australian Mathematics Competition Medal Australian Training Tournament (Mathematics) 1st in NSW, 3rd in Australia ICAS Mathematics & Digital Technologies Medals CSIRO Bebras Computational Thinking Honour Roll Oxford University Computing Challenge Perfect Score Redeemer alumni awarded Health Sciences, Arts, Science, Education, Engineering & Technology Deans' commendations Parents provided opportunity to train in WRAP literacy
	<ul style="list-style-type: none"> Team & individual sports 	<ul style="list-style-type: none"> ASISSA & SWISSA swimming & athletics individual age champions; SWISSA school champions AICES Honours & Colours certificate awards, athletics NSW CIS athletics bronze medals (3) SWISSA senior girls netball & tennis champions Australian Archery National Target & National Indoor Championships gold medals; World Archery Oceania Challenge gold medal NSW Primary Boys Epee gold medal RLSSA Alan McClure Schools Cup 3rd place
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 the work of Dr Andrew Browning AM through the Barbara May Foundation to provide medical help for mothers and babies in Africa Redeemer students contributed 333 shoebox gifts to be delivered by Samaritan's Purse to children in vulnerable situations around the world Contribution by a Redeemer student to City of Ryde Disability Inclusion Action Plan through Archery Redeemer hosted the Burnside Annual Reunion for ex-Burnside orphans Redeemer staff laid a wreath on behalf of the school at Lone Pine Cemetery, Gallipoli, Turkey

<i>Achievement of Priorities in 2022 identified in the School's 2021 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 Andrew Park (HSC, 2002) was the captain of the Australian deaf cricket team in the International Inclusion Series in Brisbane Anaya Rajaratnam (HSC, 2021) was a Junior Citizen of the Year finalist in the Parramatta Australia Day Awards HSC students received Leaders & Achievers early offers from University and a Teach Rural Scholarship HSC students led Middle School camp activities Participation in the Mitchell Youth Leadership Forum Year 10 students achieved First Aid competencies
Staff Development	<ul style="list-style-type: none"> Assisting students with disabilities 	<ul style="list-style-type: none"> Staff attended professional development on strategies to support: students with autism, ADHD, articulation difficulties, dyslexia; teaching math; HSC disability provisions; adjusting assessments for disabilities
	<ul style="list-style-type: none"> NSW Child Safe Standards 	<ul style="list-style-type: none"> Inservice for all staff on Child Safe Standards in the annual child protection professional development and in conjunction with the adoption of the 2022 revision of the Redeemer Baptist School Child Protection Manual Feedback provided to the Office of the Children's Guardian on: an unpublished <i>Child Safe Policy</i> resource; development of the <i>Child Safe Standards Capability Assessment</i>
	<ul style="list-style-type: none"> Post-graduate training in curriculum priority areas including technology, HSIE & pedagogy 	<ul style="list-style-type: none"> Swinburne Uni Programming & Development (2) Regent College field trip study in Turkey and Greece (4) Excelsia College Master of Teaching (Primary, 2; Secondary, 5)
	<ul style="list-style-type: none"> Development of teaching programs for new syllabuses 	<ul style="list-style-type: none"> Staff engaged in AIS professional development and collegial events to develop programs to meet NSW syllabus requirements
Facilities & Resources	<ul style="list-style-type: none"> Security & student safety including School road, entry gates & fences project 	<ul style="list-style-type: none"> Completion of the parent access road entrance with a dedicated pedestrian zone and electronic security gates Replacement of security fence bordering main road Security lighting installed on the School road Upgrade lower road to sports courts for buses Cyber security provisions enhanced
	<ul style="list-style-type: none"> All weather cover for Sports Courts & Swimming Pool 	<ul style="list-style-type: none"> Planning towards lodging a development application with Parramatta City Council towards construction possibly commencing in 2023
	<ul style="list-style-type: none"> Upgraded learning spaces including digital resources & electrical components 	<ul style="list-style-type: none"> Extensive heritage restoration with additional classrooms commenced in Robertson building Air-conditioning & lights installed in Ivanhoe classrooms Utilisation of cloud technology for digital resources PA system & dust extractor for Industrial Tech workshop Replace 140 computer station gas-lift chairs Install Konica Minolta office and classroom printers Install new computer servers Screens & PA installed in classrooms (2)

<i>Achievement of Priorities in 2022 identified in the School's 2021 Annual Report</i>		
Area	Priorities	Achievements
	<ul style="list-style-type: none"> Upgrade IT and accommodation Long Beach Camp facilities for school camps 	<ul style="list-style-type: none"> Additional shower/toilet for accommodation Air conditioning, drainage, painting, extensive electrical maintenance & fire safety schedule for accommodation & teaching spaces Catering freezer purchased
Heritage & Environment	<ul style="list-style-type: none"> Maintenance of heritage buildings 	<ul style="list-style-type: none"> Restoration of 100 year old heritage perimeter fence Painting Ingleburn buildings & Robertson Grandstand Portable buildings installed to relocate administration from Robertson building during renovation Heritage reports prepared for Robertson renovation Purchased John Deere Zero Turn mower
	<ul style="list-style-type: none"> Solar energy project 	<ul style="list-style-type: none"> Solar security lights installed on main campus
	<ul style="list-style-type: none"> Visioning towards a master plan respecting heritage & environment 	<ul style="list-style-type: none"> CultivAR architects Casey Vallance & Rebekah Vallance presented a Master Plan for the North Parramatta campus to Redeemer parents at a Principal's dinner and to Redeemer students during a School Chapel
	<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 Specimens from the Redeemer collection were used to name a new species of cicada (<i>Yoyetta delicata</i>)
The Hills Regional Skills Centre	<ul style="list-style-type: none"> Revision of qualifications on scope 	<ul style="list-style-type: none"> Submitted renewal of ASQA accreditation for the RTO Business, Information Technology and Early Literacy units are no longer on scope Construction and Hospitality units remain on scope
	<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

<i>2023 Priority Areas for Improvement</i>	
Area	Priorities
Teaching & Literacy	<ul style="list-style-type: none"> Programs to assist needs of students with particular learning difficulties Provide extension opportunities across the curriculum
Student Achievements	<ul style="list-style-type: none"> Literacy & STEM Team & individual sports
Student Welfare	<ul style="list-style-type: none"> Encourage identification of need & participate in meaningful cultural exchange Provide opportunities for development of leadership
Staff Development	<ul style="list-style-type: none"> Assisting students with disabilities Development of teaching programs for new syllabuses

2023 Priority Areas for Improvement	
Area	Priorities
Facilities & Resources	<ul style="list-style-type: none"> • Security & student safety including entry gates, fences and paths • All weather cover for Sports Courts & Swimming Pool • Upgraded learning spaces including digital resources & electrical components • Upgrade Long Beach Camp facilities for school camps
Heritage & Environment	<ul style="list-style-type: none"> • Maintenance of heritage buildings • Solar energy project • Improving conditions for flora & fauna in the riparian corridor
Hills Regional Skills Centre	<ul style="list-style-type: none"> • Revision of qualifications on scope • Staff development in assessment, training & vocational competencies

12. Respect & Responsibility

In the 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 18 October 2022, the Hon Dr Geoff Lee – Minister for Corrections and Member for Parramatta – highlighted the social responsibility exhibited in the context of excellent achievements of Redeemer students in 2022. Minister Lee said:

I bring to the attention of the House the excellent achievements of Redeemer Baptist School students in my electorate. At the 2022 Regeneron International Science and Engineering Fair in the United States, Edward Garth, who attained the HSC in 2021, won a Mathematics 4th place Grand Award and 3rd place from the American Mathematical Society when he presented his research on validating a predictive mathematical modelling paradigm for travelling from point A to point B. Edward proved that Google Maps directions do not necessarily pick the fastest or safest route. Edward's entire school education has been at Redeemer Baptist School.

Also in Mathematics, Year 10 student Anubhav Ammangi won 1st prize in both the Investigating with Mathematics competition in NSW and the National Mathematics Talent Quest. Anubhav discovered a new, more efficient formula for the Riemann Zeta function over non-positive integers. A university professor described his investigation as showing a maturity beyond his years. He also won 1st place prizes in the 2022 Australian Mathematics Competition, the International Competitions and Assessments for Schools competition for Mathematics and Digital Technology, the Oxford University Computing Challenge, the CSIRO Bebras Computational Thinking Challenge, as well as 1st prize in NSW in the elite Australian

training tournament for Mathematics. Anubhav's entire school education has also been at Redeemer Baptist School.

Redeemer students have also continued to excel in writing. At the 2022 Dorothea Mackellar Poetry Awards, Year 4 student Aaryan Mehta was awarded national 1st prize at a ceremony in Gunnedah by the Hon Sarah Mitchell, Minister for Education and Early Learning. Sam Ma, also a Year 4 student, won a national 2nd prize. In the NESA WriteOn competition; Luke Ma from Year 2 achieved a silver award. Luke Ma and Sam Ma have been enrolled at Redeemer for all their schooling. In the 2022 Australian History Competition, Peter Pei from year 7 was awarded a Gold Medal as the Australian champion. In individual sports, Redeemer won the South Western Independent Schools Sports Association [SWISSA] secondary zone swimming, athletics and cross-country carnivals. Solomon Aynalem from Year 12 won three bronze medals at the NSW Combined Independent Schools athletics carnival.

Redeemer's All Suburbs Independent School Sports Association primary zone age champions were Louie Chen, Maayon Sudarshon and Joseph Sesay. Redeemer's SWISSA secondary zone age champions were Unish Shrestha, Dorian Ndongo-Empesa, Adrian Burns, Genevieve Hu, Taniqua Corbett, Jeri Akele, Hee Chan Yoon, Yoon Choi, Victoria Garth, Gregory Burns, and Solomon Aynalem. Most of those students have been enrolled at Redeemer for their entire primary or secondary schooling. Redeemer always aims for excellence in academics, as seen in last year's HSC when 44% of Redeemer students were NESA distinguished achievers in at least one subject. This year five Redeemer alumni were awarded Dean's commendations in their university courses.

At least as important as academics in Redeemer's Christian worldview in education is inspiring students to appreciate the needs of others and then do something practical to help. This year Redeemer alumnus Andrew Park, HSC 2002, was the captain of the Australian deaf cricket team in the International Inclusion Series in Brisbane. Darren Candra from Year 10, who has won three 2022 Australian and world under 18s archery championships, has also been congratulated by the City of Ryde this year on his voluntary contribution as an archery instructor for the Disability Inclusion Action Plan at Sydney Olympic Park.

Redeemer Year 10 students are leading their school community this year in a fundraising drive to assist the work of Australian obstetrician and gynaecologist Dr Andrew Browning AM through the Barbara May Foundation as it helps women suffering severe complications of childbirth in poor, remote African villages. Redeemer continues to be innovative for its students not only in academic pursuits but also in the formation of virtuous characters inspired by Jesus' life and teachings. I commend the efforts of all Redeemer students. I acknowledge all the teachers for their hard work. Redeemer continues to give hope and the opportunity for excellent achievement to all its students.

Redeemer's holistic curriculum promoting respect and responsibility in 2022 has included:

- After participating in a Chapel presentation from Dr Andrew Browning AM about his work with the Barbara May Foundation to help mothers and babies in Africa, Year 10 students led the school community to raise \$5,684.70 in a fundraising program to assist in the work of Dr Browning and the Barbara May Foundation.
- Redeemer students contributed 333 shoebox gifts to be delivered by Samaritan's Purse to children in vulnerable situations across the world.
- The *Mitchell Youth Leadership Forum* with its values of service, integrity and courage was supported by Redeemer with the participation of Year 11 students and the provision of staff with Redeemer resources.
- Redeemer hosted the Burnside Annual Reunion for ex-Burnside children.

- Students completed professional placements at Redeemer from *Southern Cross University, Swinburne University, Excelsia College and Bedford College.*

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 2022.

- *It was fantastic to have open day happening again. Good to see school life getting back to pre-COVID times!*
- *I am very glad that my child is lucky to meet such a good teacher as you. You've taught them to fully enjoy their free play time and being strict when it is time to learn the discipline.*
- *It was a pleasure meeting with you this morning. Thank you for sharing the school life and policies of RBS with me. Life at RBS sounds really interesting and I am looking forward to seeing my boys having a wonderful childhood and teenage years at RBS.*
- *Thank you for your witness, prayers, compassion and friendship this year. Even when you have your own burdens, you shoulder those of others with Christ-like care. We are so grateful for our connection and your ministry. In a year of loss, strain, perseverance, and flames, we pray you will have Godly wisdom and Spirit-led discernment to navigate the path ahead, that you would find the streams in the desert and experience his refreshing so that you can say with joy: "My cup runs over! Surely goodness and mercy and loving kindness shall follow me all the days of my life!" We thank God every time we think of you.*
- *Thanks to the school for continuing to guide our son in the right direction and giving him all the right opportunities!*
- *Thank you so much for being there for me in Redeemer Baptist School. Thank you for your support working with me when my daughter was not paying attention in class. Redeemer Baptist School, you stand with me. You encouraged me that she will make it. Today, she's going to Year 7. Hallelujah! With a grateful heart I say thank you to you all. God richly bless you all in Jesus' name. God used you all to help me, a single mother. Thank you.*

Concluding parent correspondence was overwhelmingly positive, including the following representative comments received in 2022.

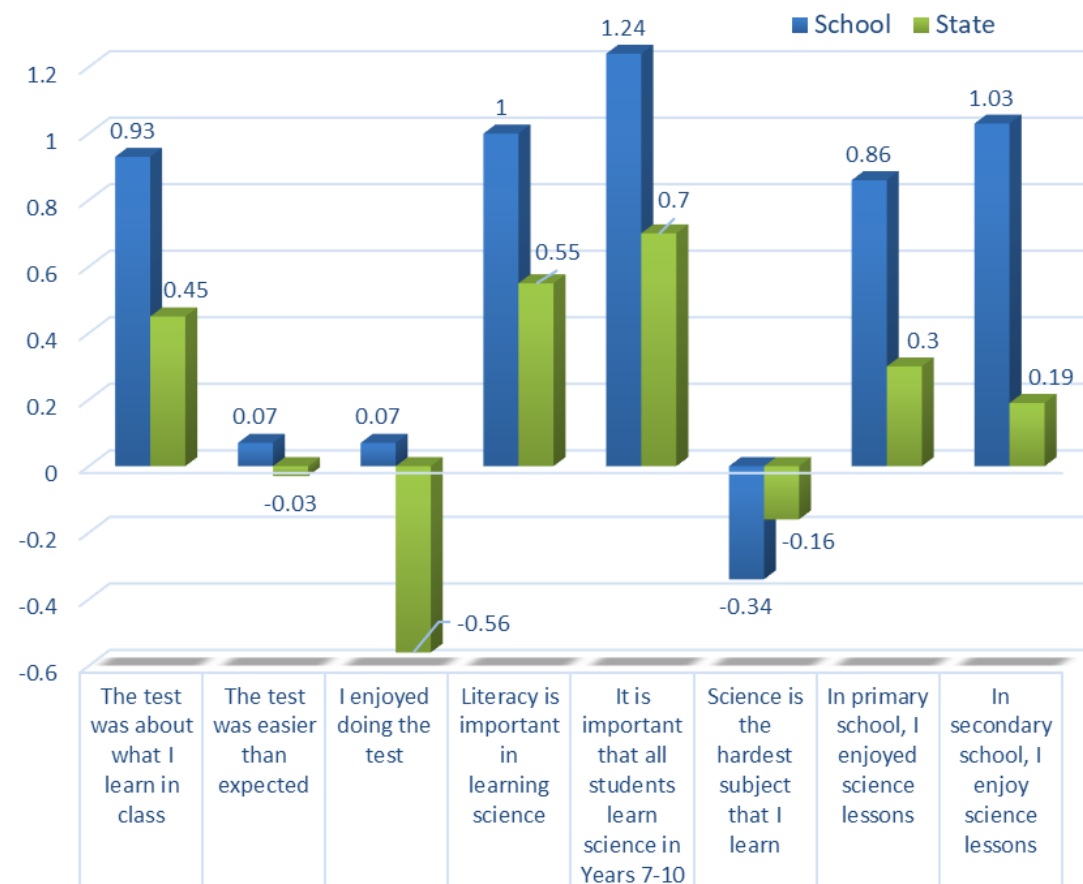
- *Thank you for all the years and all the education you have provided for our daughter. You have made her grow so much as a human and we could not thank you enough.*
- *A hard decision for us leaving this beautiful school. We enjoyed study here. Great memories and experience here will never be forgotten. We loved being in Redeemer for 6 years, every day with God's word leading the teachers and students. We really appreciate what you have done for us. Our Heavenly Father and God will blessed Redeemer family and students forever. Please note: our Redeemer next generation young teachers have got so much love and talent and wisdom from our God. They are giving kids the right direction, fairness, opportunity, and support. Proud to be Redeemer family. Love you guys.*
- *I raised my daughter in the Redeemer community with love and care from all the teachers.*
- *I would like to thank you all very much for all the support and nurturing you have all given my son and family.*
- *We would like to express our sincere gratitude for the last 13 years for helping us educate and raise our children. We are very thankful that they have grown up in a school that teaches good values, respect for elders, compliance with rules, and obedience. The children have enjoyed all the fun activities. We know in our hearts that we will never find another school that can give us all these or even equate to the love, care and guidance by Redeemer teachers and school staff.*

Student satisfaction

Year 10 students completed a survey in the online Department of Education VALID Science assessment with regard to their experience of learning Science at Redeemer. Their answers reveal that Redeemer students appreciate Science significantly more than state averages, as shown in Graph 13.1. This concurs with the continuing 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 10 VALID Science Assessment Student Survey

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



Redeemer students complete surveys at the conclusion of each year with regard to their experience of learning in their subjects. 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.

- With few exceptions, students in the Middle and Senior Schools are most positive (towards ‘strongly agreeing’) with the statement ‘I have learnt a lot in this subject’; and
- Students are increasingly positive on average in their responses to all questions as they progress from Year 7 to Year 12.

Students provided the following correlating spontaneous comments either in response to open-ended questions in the 2022 surveys or other correspondence.

- *The lessons were pretty engaging, especially with the practical sessions.*
- *I am so blessed to have such a kind-hearted, unique and caring teacher!*

- *I really enjoyed the assessment task on infectious disease. I also think our teacher's enthusiasm about the subject rubs off on me and helps me to enjoy the content.*
- *Redeemer Baptist School is an extremely beautiful school, full of great morals that will aid you for the rest of your life. Redeemer Baptist school also has the most amazing teachers!*
- *I enjoyed using the computer to create mathematical models.*
- *I wanted to give you an update regarding the Informatics Training School at ANU. It was a fantastic experience, and I have learned so much from it. Thank you for supporting my attendance to this program.*
- *I enjoyed learning about first aid and how to help someone in an emergency.*
- *Redeemer Baptist School is a place of education, fun, friendship and safety. Actually, we are all more than friends in this school. We are brothers and sisters. We are a family.*

The School received the following comment from a past student in 2022.

- *I had the privilege to go from Honduras to study in Australia from 2008 to 2013. I am now the Principal at an international Christian School here in Urraco. I am very grateful to God and to Redeemer Baptist School for the privilege that I had of being a student there. With God's help and with the love from all the teachers, I was able to graduate from high school and later study university in South Korea. And now, here I am, working for God's glory. [HSC 2013]*

The Quality indicator annual summary report to ASQA indicates that for Redeemer students who undertook vocational education, 99% indicated positive satisfaction with training.

Teacher satisfaction

The Bible talks of teaching both as a gift from God ('if your gift is serving others, serve them well; if you are a teacher, teach well', Romans 12:7) and an awesome responsibility ('let not many of you become teachers, knowing that we shall receive a stricter judgment', James 3:1). The Apostle Paul gave this advice to a young teacher, Titus: 'You yourself must be an example to them by doing good works of every kind. Let everything you do reflect the integrity and seriousness of your teaching. Teach the truth so that your teaching can't be criticised.' (Titus 2:7-8).

Teacher observation reports reveal a striving toward professional excellence, appreciation of collegial support, and success in engaging students to enjoy quality learning experiences.

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

- *It was a pleasure to watch this lesson. Good idea to use the microphone to engage students and enhance their understanding.*
- *It is always an enjoyable lesson in Year 4 when you come for Science! The students were fully engaged and were coming up with ideas which they wanted to share.*
- *You always provide a warm, kind context in the classroom.*
- *A most innovative and successful revision lesson. Your preparation was thorough and required considerable time in turning the Library into a giant Monopoly board. Some students openly declared that it was the most enjoyable Maths lesson this year.*
- *I thoroughly enjoy your lessons as they are always fresh and engaging with a range of stimuli and activities.*
- *Thank you for inviting me to observe your lesson. It is always of great value to be able to work collegially. You made sure students were engaged, focussed and participating actively. Thank you for your passion and commitment to HSIE!*
- *The students eagerly engaged in whole group answers.*
- *A well prepared and thoroughly engaging German lesson.*

Satisfaction

- *Your fieldwork trips are always exceptional. A great outdoors lesson!*
- *It was a pleasure to observe (and bring other teachers/staff from another school to observe) your literacy lesson.*

Teacher responses to peer reflections in proficient teacher lesson observations reports also indicated satisfaction as students enjoyed being engaged in successful learning, as demonstrated by the following:

- *This group of students have risen to challenges and achieved greater than expected in so many different activities. This is an encouragement to my practice as a teacher, because a planned process building skills and understanding over time has generated positive outcomes for all students. It does work!*
- *Doctrine is always an enjoyable lesson to teach as it gives the students an environment to ask questions. They are quite responsive and love to have a bit of fun.*
- *The students responded well to the investigation and participated with great enthusiasm.*
- *It is always a privilege to have discussions and feedback from experienced colleagues. I was pleased with the way the children fully engaged in the tasks.*
- *I have enjoyed working to adapt my teaching practices to the changing demands of the classroom and finding solutions to unusual problems.*
- *I enjoyed preparing and teaching this lesson. The students were well engaged and the visiting teachers observing the lesson were very appreciative of the sequence, resources and ideas provided.*

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

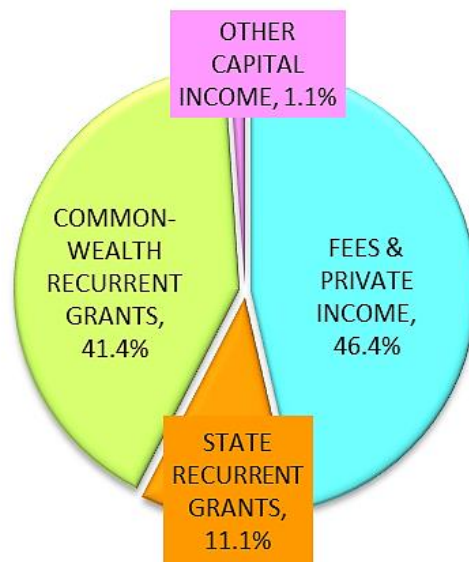
- *It would be amazing to continue our relationship with the school and build on the great work I know we will start when we come this year (Bach Akademie).*
- *Please find attached the 2021 paper naming a new species of cicada called the Dharug Squeaker (*Haemopsalta eximia*) which used a specimen held in the school collection as a paratype.*
- *Your support for the Dorothea Mackellar Poetry Awards over the years has been inestimable.*
- *I lost my young son at the park, and I was supported by your wonderful staff and students who helped me to locate him. They were outstanding and generous with their time, energy and enthusiasm. Your staff and students helped me in a way I will never be able to forget.*
- *On behalf of Amity College I want to say a huge thank you for all the effort you have put towards hosting such a well organised and fun event for the students.*

14. Summary Financial Information

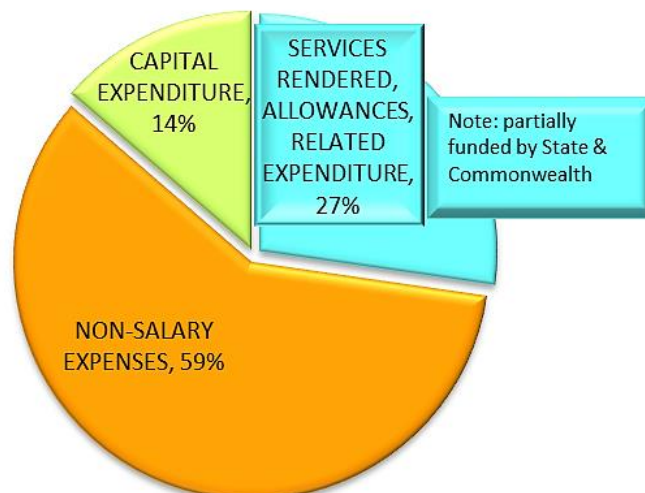
Graphical representation of income and expenditure using percentages only.

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

Graphic 14.1
Recurrent/capital income represented by pie chart



Graphic 14.2
Recurrent/capital expenditure represented by pie chart



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



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