



REDEEMER BAPTIST SCHOOL

a ministry of Redeemer Baptist Church



ANNUAL REPORT 2023



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

REDEEMER BAPTIST SCHOOL



ANNUAL REPORT 2023

CRICOS No. 00415K

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REDEEMER BAPTIST SCHOOL

ANNUAL REPORT – 2023

1. Message from the School Board

At the 2023 Australian Strategic Policy Institute conference in Canberra, General Angus Campbell – Chief of the Australian Defence Force, speaking about national security – said that we’re in “an extraordinary new era characterised by both knowledge and uncertainty”. It’s not only the internet and ChatGPT but also, more broadly, our “post-truth world where perceptions and emotions trump facts”. He’s concerned about “truth decay” which will undermine trust and make us, as a society, uncertain. And if our culture is uncertain about what’s true then we’ll have no reason to fight for what’s right for ourselves or for the next generation. So others can come in and win without even fighting.

School curriculum: a contested space for truth

The curriculum at school is now a contested space for truth. It’s not only the content taught in the classroom but also our children’s understanding of who they are as human beings that is being challenged. Some educators appeal to “truth telling” to radically change everything that’s taught at school. But whose ‘truth’ is it? The Institute of Public Affairs published research in 2023 demonstrating that 33% of all subjects now available for teacher education students in Australia are “Critical Social Justice” subjects which assume that society is bad because everyone of a particular race or gender is oppressive. This compares with just 10% of available subjects on literacy or numeracy. Is this one of the reasons for falling Australian standards in literacy and numeracy? And what’s the destination of the ‘my truth’ curriculum for our children? On a UNSW webpage, a highly successful UNSW graduate explains how her career path took her from being a corporate executive to following her “inner voice” to the “truth in her heart” – which, for her, was speaking to dead souls as a psychic. The UNSW webpage says that she is now “finally living her truth”. But this is surely a dark end in the ‘live your truth’ road!

Live Your Truth and Other Lies

There’s a striking contrast in the title of a recent publication: Live Your Truth and Other Lies. Slogans like ‘Authenticity is everything’, ‘Put yourself first’, ‘It’s all about love’, commonly redefine words. That’s why it’s so important for our children to accrue a lexicon (a collection of meaningful words or phrases) that’s reliably true if they’re to live by ‘the truth’. We believe that a child who is informed and empowered by ‘the truth’ can become an adult who lives with confident humility even when our culture oppressively demands conformity to strange ideas about family, morality, or religion. That’s because ‘the truth’ that stands the test of time – truth that is in accord with the Creator and His creation – is always true.

George Orwell, who wrote his prophetic novel *1984* in 1948, said this in an essay published in 1946: “When the general atmosphere is bad, language must suffer.” At this time, in our generation, the phrases and definitions that become our children’s lexicon – the words they use to describe and guide their lives – this unwritten wordbook in their hearts is of crucial importance to who they will become.

A lexicon of unchanging truth

There is a positive opportunity for students to build a lexicon of unchanging true truth – as opposed to ‘my truth’ or ‘your truth’ – at school. This will involve a focus on language, thinking, reasoning and communicating across the curriculum from Kindergarten to Year 12.

Relevant to this focus, the Grattan Institute analysis of the 2023 NAPLAN results reveals that: 1 in 3 Australian students failed to reach expectations in numeracy, reading and writing (the corresponding figure for Redeemer is 1 in 10); and more than 40% of Years 3 and 9 students fell short in grammar and punctuation (the corresponding figure for Redeemer is less than 8%). Redeemer received letters from Parramatta’s Lord Mayor in 2023 with congratulations for being in the top 50 Primary and Secondary schools in NSW. He said that “Schools like yours are the lifeblood of our community.” These letters congratulate the achievements of every Redeemer student, teacher and parent for your wholehearted effort to do well!

A key to Redeemer’s success in literacy and numeracy – acknowledged again in 2023 with high awards in Mathematics and English – is our 20+ year history of WRAP literacy with explicit instruction in phonemic awareness, writing and metacognitive strategies. It’s pleasing to see that some of these WRAP principles are now being endorsed by education departments across the country. WRAP is an important step towards having sufficient literary competence to build a lexicon of true truth. But it’s not just the technical competence to understand (comprehension) that’s important. In addition, students need a bank of true truth by which the next input of information can be assessed.

Sense or Nonsense

Consider this classic poem that’s studied in schools and universities all over the world.

*’Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.*

Can you guess what’s coming next? It’s *Jabberwocky*. Here’s some advice to a son.

*“Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!”*

The rest of the poem is in Lewis Carroll’s novel, *Through the Looking-Glass* (sequel to *Alice in Wonderland*). What’s the author saying, what’s the hidden meaning behind the made-up words? The answer is, according to another famous author G K Chesterton, probably nothing! It’s “Nonsense for Nonsense’ sake”, not to be taken seriously. Then Chesterton says, and this is important: “Men may be told to listen, even made to listen, when a man of adequate authority is talking sense. But we cannot be made to listen to a man who is talking nonsense; it sins against the whole spirit and atmosphere of the occasion.”

Today, students have access to much information, including AI generated misinformation. So it’s really important that we’re teaching them to spot the difference between sense and nonsense. Some pronouncements in our culture are like *Jabberwocky*: made-up nonsense which may be peculiarly funny but should be excluded from serious thought because the consequence of adopting nonsense statements as though they’re real is an unpleasant life that’s in discord with reality. And that discordant life can never reach its full potential.

Our teaching of English rationale at the beginning

Redeemer teachers have always worked tenaciously to ensure that our students are given the tools not only to become capable readers but also to be able to distinguish between sense and nonsense. Consider the foundation of our School's approach to teaching English. Earlier this year, Elizabeth Cannon – our first English teacher and the wife of our founding Principal – was taken home to be with our Lord and Saviour Jesus Christ. Back in 1987, she wrote the rationale for the teaching of English at Redeemer. It begins with three quotes.

1. *"In the beginning was the Word, and the Word was with God, and the Word was God. He was in the beginning with God."* (John 1:1-2)
2. *"One word of truth can outweigh the whole world."* (Aleksandr Solzhenitsyn)
3. *"A 'word' is a unit of language, the shortest thing we say or write."* (Definition)

The rationale states that Redeemer seeks to create a view of the 'word' as foundational in God's creation and powerful in overcoming injustice when the word spoken is the truth. The rationale then embellishes the definition of a word. *A word may be mere print and deserve to be disregarded, or mere colour and deserve to be seen for its beauty, or mere perfume and deserve to be savoured or sneezed at. But a 'word' in Christian understanding must be mere dynamite. It patterns itself after the Word of God, Jesus Christ, who spoke the worlds into being. So the 'word' for the Christian must also be creative, bringing into being that which was not in existence before, whether it be a healed wound, an understanding grasped, or a prevailing injustice destroyed.* The rationale continues with a Christian worldview with regard to imagination and different genres of literature. It's worth reading!

Living out of a lexicon of truth

What does it mean to live in a lexicon of truth? Here's one example. Our Year 10 students led the school community this year to raise \$34,492 for a charitable project at Condobolin through *Hope Church*. This small, western NSW town was flooded in 2022. Supported by volunteer licensed tradesmen, Redeemer Year 10 students spent 5 days in Condobolin creating a meeting place in the grounds of the church with a firepit, sandpit, paving, shade cloth, outdoor furniture, turf, and a new fence. This wasn't compulsory. It wasn't driven by social justice guilt. Our students were discovering in lived experience what it means to love your neighbour freely, joyfully; to give to others in need what has been freely given to them.

Becoming who we are meant to be

Here's some ancient wisdom from the New Testament (James 1:16-18). ***Don't be deceived. Every good and perfect gift comes down to us from the Father of lights. By His own will He brought us into being by the word of truth, that we might become His prized possession.***

We all know the power of words to tear up and destroy. We're told by experts to protect our children from AI chatbots which – appearing to converse like a human – may lure children into harmful situations. But it's not just AI. We all know words that we've used to hurt, and words that have been used against us to harm us. But there is a lexicon of one living word who can heal our souls and restore our path in life toward the glory that was always meant to be our eternal destiny as humans made in the image of God. His name is Jesus. In His name we are set free to pursue all that is true, pure and lovely in this world.

We recommend that you read the Principal's 2023 Annual Address for more detail on this topic of *'My Truth', 'Your Truth', or 'The Truth': What lexicon should our children learn at school?* The Address can be found on the [Redeemer Baptist School](#) website.

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.

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 [My School](#) website.

Characteristics of the student body

The School population is composed of approximately 38% in secondary (7–12) and 62% 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.

Culture of excellence with a Christian worldview in education

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; Australian Science and Engineering Fair (AUSSEF); 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 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.

Promoting respect and responsibility

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.

In 2023, Redeemer students were involved in the following charitable outreach activities:

- Year 10 students led the school community at Gala Day and other events to raise \$34,492.03 for a charitable project at *Hope Church* in Condobolin. Supported by volunteer licensed tradesmen, students spent five days in Condobolin creating a meeting place in the grounds of the church with: firepit, sandpit, paving, shade cloth, outdoor furniture, turf, new fence.
- Redeemer students contributed 308 shoebox gifts to be delivered by *Samaritan's Purse* to children in vulnerable situations across the world.
- The *Mitchell Youth Leadership Forum* was supported by Redeemer. Leading Year 11 students attended the Forum and participated in the community service project.

Student achievements toward continuous improvement

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.

Excellence at Redeemer in 2023 is evidenced in the following achievements:

- *Australian Mathematics Competition*: AMC Prize – Anubhav Ammangi (Year 11); AMC Prize & Peter O'Halloran Medal – Dante Jiang (Year 6)
- *AAMT National Mathematics Talent Quest*: 1st – Anubhav Ammangi
- *MANSW Investigating with Mathematics Competition*: 1st – Anubhav Ammangi; Highly Commended – Gehna Ammangi (Year 7); Dylan Sun (Year 3)
- *Australian Mathematics Olympiad*: Bronze Award – Anubhav Ammangi
- *Australian Training Tournament (Mathematics)*: High Distinction – Anubhav Ammangi
- *CSIRO Bebras Computational Thinking Challenge*: Honour Roll – Anubhav Ammangi
- *Australian Informatics Olympiad*: Gold Award – Anubhav Ammangi
- *French-Australian Regional Informatics Olympiad*: Bronze Award – Anubhav Ammangi
- *Oxford University Computing Challenge*: Perfect Score – Anubhav Ammangi
- *Regeneron International Science & Engineering Fair (ISEF)*: selected by AUSSEF to represent Australia – Anubhav Ammangi

- *STANSW Young Scientist Awards*: 2nd Scientific Investigations Physics (7-8) – Karmichael Candra (Year 7); Equal 1st Scientific Investigations (3-4) – Thaddeus Candra (Year 4), Joseph Hodgson (Year 4), Dylan Sun; 1st AARNet Use of Technology Award – Thaddeus Chandra; 1st AIP Most Outstanding Physics Award – Dylan Sun
- *Dorethea Mackellar Poetry Awards*: National Schools Award, Primary – Redeemer Baptist School; 1st in Australia LA Primary – Metin Yalaki (Year 6); 2nd in Australia LA Primary – Mina Zhu (Year 4); Highly Commended – Christopher Herbert (Year 9), Shlok Mehta (Year 8), Akshitha Praveen Kumar (Year 8), Tanay Ram (Year 8), Gehna Ammangi (Year 7), Samara Thapa (Year 7), Olivia Chen (Year 6); Commended – Peiyan Zhang (Year 6), Aaron Li (Year 4), Justin Cannon (Year 3), Lester Liu (Year 2)
- *NESA WriteOn Competition*: Gold – Dante Jiang (Year 6), Samuel Cannon (Year 2)
- *Premier's Reading Challenge*: PRC Medals – George Eweda, Benjamin Fahd, Joshua Fahd, Elena Habibzadeh, Dorian Ndongo Empesa, Michael Yangdong; Redeemer students received 30 platinum awards & 48 gold awards; 388 students completed
- *HTA History Mastermind Year 8*: Semi-Finalist Medal Winners – Elyse Jones, Edbert Joseph, Samuel Nallapati, Peter Pei, Akshitha Praveen Kumar
- *Harmony Day Poster Competition*: Highly Commended – Joseph Um (Year 7)
- *NSW School of Languages*: Korean in Context 1st in Course – Yerim Lim (Year 11); Indonesian Continuers 2nd in Course – Sarah Widjaja (Year 11); Indonesian Continuers 3rd in Course – Darren Candra (Year 11)
- *Minister's Awards for Excellence – Community Languages Schools*: Chinese (Mandarin) – Aide Lee (Year 5)
- *HSC 2023*: 1st in Mathematics Extension 1; 6th in Construction; Distinguished Achievers in Mathematics Extension 1, Mathematics Advanced, Physics, Construction
- *Western Sydney University Dean's Merit Lists*: Science – Mary-Anne Poyitt (HSC 2018)
- *Baptist Churches of NSW & ACT Bedford College Student of the Year Award*: Ruth Burns (HSC 2020)
- *Mathematical Association of NSW [Teacher Award]*: Ann Thomas Service to the Association – Jenelle Seaman
- *Teacher's Guild of NSW*: Honorary Fellowships – Phillip Bailey HFTGN, Jenelle Seaman HFTGN, Stuart Garth HFTGN
- *SWISSA Swimming Carnival*: Champion School – Redeemer Baptist School; Age Champions – Yoon Choi (Year 11), Niushka Shrestha (Year 9), Unish Shrestha (Year 8)
- *AICES Swimming Carnival*: 1st in 100m Freestyle, 2nd in Backstroke, 3rd in Butterfly – Unish Shrestha (Year 8); 3rd in 50m Freestyle – Torrance Liu (Year 7)
- *SWISSA Cross Country*: Champion School – Redeemer Baptist School; Age Champions – Manny Peace (Year 7), Unish Shrestha (Year 8), Cara Zhong (Year 9), Adrian Burns (Year 10), Victoria Sultana (Year 11), Aaron Tjhin (Year 12), Jerusalem Akele (Year 12)
- *ASSISSA Cross Country*: 2nd Place & Qualified for CIS – Lucy Tazewell (Year 3), Sophie Tazewell (Year 4); qualified for CIS – Bonnimei Brannan (Year 3)
- *SWISSA Athletics Carnival*: Champion School – Redeemer Baptist School; Age Champions – Zahra Dinkciler (Year 7), Unish Shrestha, Deeya Angurala (Year 10), Dorian Ndongo Empesa (Year 9), Adrian Burns (Year 10), Victoria Sultana, Hee Chan Yoon (Year 12), Jerusalem Akele

- *ASSISA Athletics Carnival*: 11 Year Girls Age Champion & qualified for CIS – Sophie Tazewell; qualified for CIS – Maayon Sudarshan (Year 6), Kriti Verma (Year 5), Lucy Tazewell
- *Parramatta Athletics*: Age Champions – Sophie Tazewell, Lucy Tazewell
- *AICES Athletics Carnival*: qualified for CIS – Michael Yangdong (Year 10)
- *SWISSA Championships*: Girls Tennis Champions – Pal Patel and Keturah Kamalendra (Year 9); Boys Cricket Champions – Rithvik Kumar (Captain, Year 9)
- *Archery*: Ranked #1 under 18 Barebow Archer in Australia – Darren Candra
- *NSW Fencing Roberta Nutt Shield*: 1st under 11 & 3rd under 13 – Braden Chen (Year 5)
- *Excelsia College Post-Graduate Achievement Award*: Liam Shaw (HSC 2017).

3. Outcomes and results

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 2023, 23 students sat for NSW HSC examinations in 16 courses. All Year 12 students (100%) attained an HSC. In total, 100% of candidates across all two unit courses achieved marks of 50 or more (100% in 2022); 89% of candidates who sat for 3 one or two unit extension courses achieved 25 marks or more out of 50 per unit (100% in 2022). 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: 2023 HSC PERFORMANCE
2 Unit Subjects

SUBJECT	NUMBER OF STUDENTS	MEDIAN RESULT		PERFORMANCE BANDS 3-6		PERFORMANCE BANDS 1-2		
		/100		SCHOOL	STATE	SCHOOL	STATE	
	2023	2022	2023	NO. 2023	2023	NO. 2023	2023	
English (Standard)	7	72	67	6	86%	89%		11%
English (Advanced)	8	81	72	8	100%	99%		1%
Mathematics Standard	3	77	67	3	100%	82%		18%
Mathematics Advanced	16	82	74	15	94%	93%		7%
Biology					100%	89%		11%
Physics	13	74	70	9	69%	89%	4	31%
Investigating Science	4	72	77	4	100%	90%		10%
Ancient History	9	78	72	9	100%	80%		20%
Modern History	6	74	70	6	100%	84%		16%
Economics					100%	92%		8%
Software Design & Development	3	73	62		67%	88%		12%
PDHPE	5	77	71	5	100%	89%		11%
Visual Arts					100%	99%		1%
VET Construction	4	90	88	4	100%	72%		28%

**TABLE 3.1.2: 2023 HSC PERFORMANCE
Extension Subjects**

EXTENSION SUBJECTS	NUMBER OF STUDENTS 2023	MEDIAN RESULT		PERFORMANCE BANDS E2-E4		PERFORMANCE BAND E1	
		2022	2023	SCHOOL NO.	STATE 2023	SCHOOL NO.	STATE 2023
				2023	2023	2023	2023
Mathematics Extension 1 /100	7	77	63	6	86%	96%	4%
Science Extension /50					100%	99%	1%

HSC results of small cohorts that may contravene privacy and personal information policies are not published in this Annual Report. HSC Performance in prior years is included in previous Annual Reports located on the [School website](#).

In 2023, 15 students (26 in 2022) achieved required competencies for dual accreditation of Preliminary and HSC vocational courses and certificates. 69% of Year 12 students undertook vocational education during their schooling (50% in 2022). Year 12 students undertaking vocational education in Year 12 attained a vocational qualification (see Table 3.1.3).

TABLE 3.1.3: 2023 HSC Vocational Qualifications

VOCATIONAL AWARD	NUMBER OF STUDENTS
	HSC
Certificate II in Construction	4

ii. Senior secondary outcomes

In 2023, 69% of the Year 12 cohort participated in vocational training. Senior secondary outcomes are summarised below.

TABLE 3.2.1: 2023 Senior Secondary Outcomes

Year 12	Qualification/Certificate	Percentage of Students
2023	HSC	100%
2023	VET qualification	69%

100% of Redeemer HSC students were offered enrolment at: Western Sydney University; University of Sydney; University of Technology; University of NSW; Macquarie University; Bedford College.

Senior secondary outcomes are documented on the [My School](#) website.

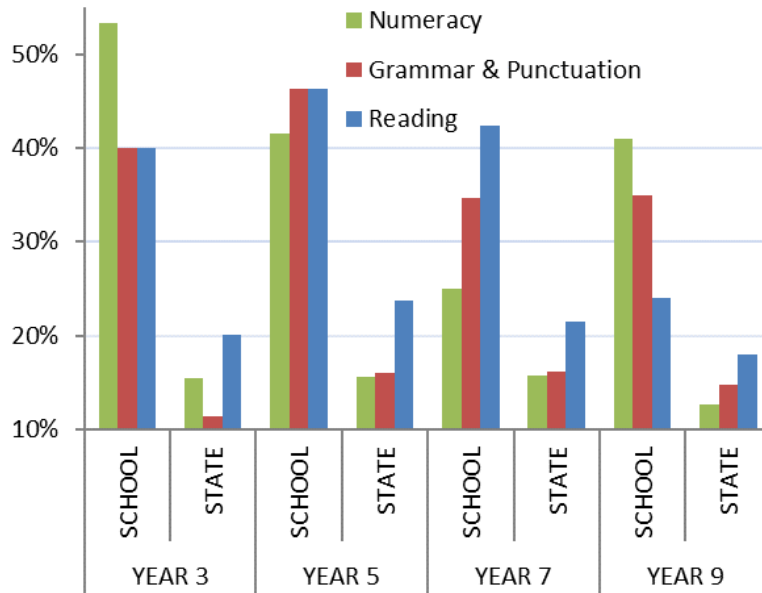
iii. Post-school destinations

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.

iv. Standardised National Literacy & Numeracy Testing (NAPLAN)

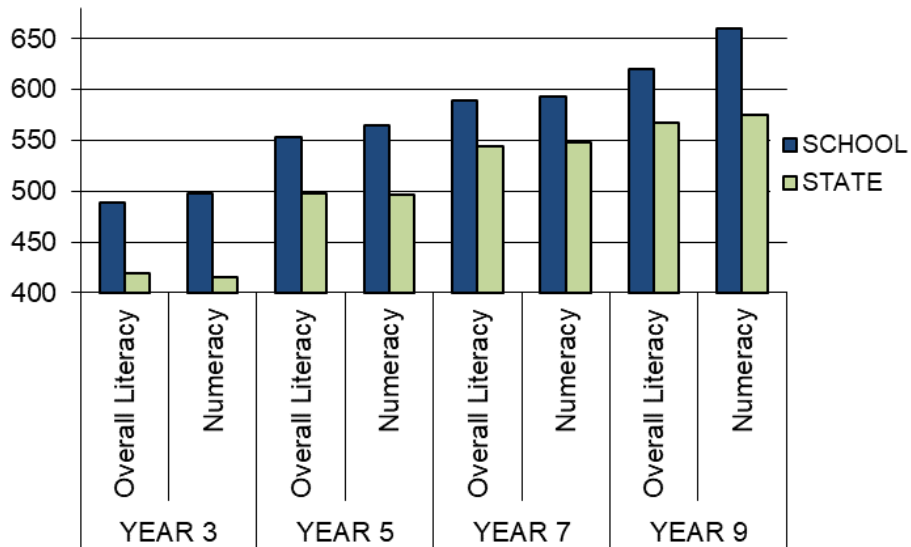
In 2023, the School presented students in Years 3, 5, 7 & 9 for NAPLAN. Percentages of students achieving in the top band are shown in Graph 3.4.1.

Graph 3.4.1: 2023 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 3.4.2.

GRAPH 3.4.2: 2023 NAPLAN
MEAN SCORE FOR ALL STUDENTS IN LITERACY AND NUMERACY

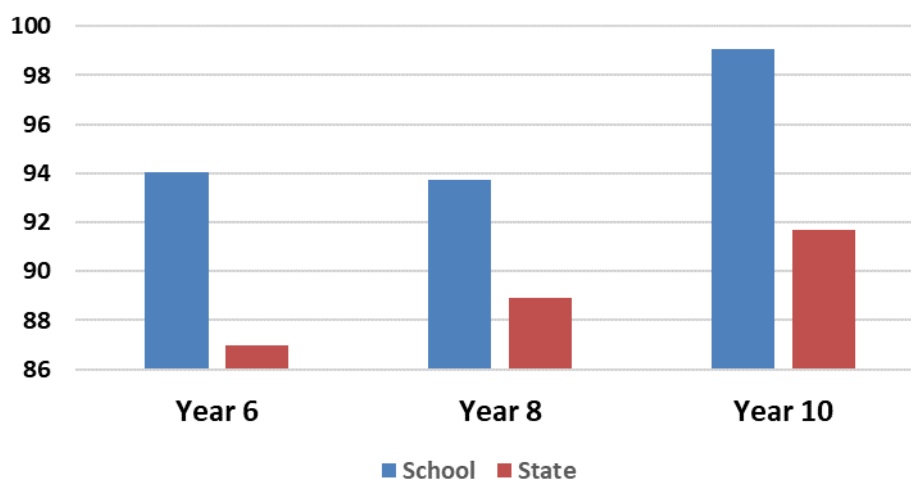


Performance in NAPLAN is documented on the [My School](#) website.

v. 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 3.5.1.

**GRAPH 3.5.1: 2023 VALID Science Assessment
AVERAGE SCORE**



vi. 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 2023.

(A) ENGLISH

- ICAS 2 High Distinction; 6 Distinction; 43 Credit

(B) MATHEMATICS

- ICAS 3 High Distinction; 32 Distinction; 46 Credit
- AMC 3 High Distinction; 14 Distinction; 26 Credit

(C) SCIENCE

- ICAS 1 High Distinction; 26 Distinction; 35 Credit

(D) HISTORY

- Australian History Competition 2 High Distinction; 3 Distinction; 4 Credit

(E) DIGITAL TECHNOLOGIES & COMPUTATIONAL THINKING

- ICAS 1 High Distinction; 7 Distinction; 16 Credit
- CSIRO Bebras 9 High Distinction; 14 Distinction; 16 Credit

(F) GEOGRAPHY

- Australian Geography Competition 1 Outstanding; 6 High Distinction; 8 Distinction; 29 Credit

(G) LANGUAGES – ASSESSMENT OF LANGUAGES COMPETENCE

- French & 7 Distinction; 39 Credit
- German 6 Distinction; 9 Credit

(H) MUSIC

- AMEB AMEB exams to 3rd grade in Flute, Piano and Musicianship: 38% with Honours or Distinction.

4. Staffing

i Teacher accreditation status

Teaching staff responsible for delivering curriculum are listed in the following categories, as defined by the Teacher Accreditation Act.

CATEGORY	Number of Teachers
Accreditation at <i>Proficient</i> teacher level	59
<i>Provisional</i> accreditation	1
<i>Conditional</i> accreditation	11

ii. Workforce composition, including Aboriginal and Torres Strait Islander peoples

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.

Teaching staff were members of the Australian College of Educators (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; Australian Science and Engineering Fair; Royal Life Saving Society of NSW; Hills District Historical Society; Visual Arts & Design Educators Association; Children’s Book Council of Australia; Kodály Music Education Institute of Australia; Music Teachers’ Association of NSW; Association for Teaching English to Speakers of Other Languages (ATESOL); 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.

Phillip Bailey, Stuart Garth and Jenelle Seaman were each awarded Honorary Fellowships from the Teachers’ Guild of NSW, with the following citations.

Phillip Bailey has made an outstanding contribution to learning and teaching Music not only at Redeemer Baptist School through his weekly, whole of school, engaging community music events but also throughout Australia with continuing contributions to both Sydney Symphony Orchestra (SSO) and Musica Viva education programs. For almost 20 years, Phillip has written a Teacher Resource Kit for the SSO, relevant to their annual performance calendar. Phillip’s resource kits are innovative, utilising digital technology and encouraging student

Staffing

participation. Phillip has also initiated and coordinated an holistic pastoral care program at Redeemer including a Senior School personal tutor scheme and, for almost 30 years, annual camp study publications. During the COVID-19 pandemic, Phillip's daily online 'verse-of-the-day' video segments – with a humorous light touch – encouraged students, parents and staff in lockdown each day with much needed hope and ongoing character development. As a founding teacher and founding Director at Redeemer, Phillip Bailey has poured out his life with colleagues in Christian community to establish a unique school culture with a Christian worldview in education. He has imparted hope to students and teachers who have enjoyed his energetic pastoral and pedagogical leadership for more than four decades. Phillip Bailey is a worthy recipient of the Teachers' Guild of New South Wales Honorary Fellowship Award.

Stuart Garth's enthusiasm for school students to engage in original scientific research has greatly benefited his students at Redeemer Baptist School. Many have become award winners at STANSW Young Scientist, BHP Foundation Science and Engineering Awards, and the Regeneron (formerly Intel) International Science and Engineering Fair (ISEF). In addition, through his contribution to, and leadership of, the STANSW Young Scientist Awards Committee, Stuart has promoted a culture of doing real science at school in depth studies included in NESA senior Science curricula. Stuart's contribution to Science education has been recognised with: an Outstanding Professional Service Award from the Professional Teachers' Council (2013); a Fellowship from the Australian College of Educators (2015); and the Premier's Prize for Innovation in Science Teaching in NSW (2019). Last year, to ensure a pathway for international recognition of Australian school student science investigations, Stuart founded the Australian Science and Engineering Fair (AUSSEF). In 2023, Stuart's inaugural AUSSEF team of 9 students won three grand awards and a special award at ISEF in Dallas, Texas. Stuart Garth's ongoing contribution to school Science education is immeasurable. Stuart Garth is a worthy recipient of the Teachers' Guild of New South Wales Honorary Fellowship Award.

Jenelle Seaman has spent her entire teaching career in the classroom at Redeemer Baptist School, always enthusiastically promoting her love of learning – especially in Chemistry and Mathematics – to succeeding generations. Jenelle has also constantly contributed to the teaching profession, alongside colleagues from other schools and universities, through her involvement in committees of the Royal Australian Chemical Institute and the Mathematical Association of NSW. This has been recognised with a Fellowship awarded by the Royal Australian Chemical Institute in 2016 and the Ann Thomas Service Award in 2023, in recognition of her ongoing long-term contribution to the Mathematical Association of NSW. Jenelle has contributed to opportunities for students to demonstrate excellence alongside peers across NSW through her involvement in promoting and judging inter-school curriculum competitions such as STANSW Young Scientist Awards, the RACI Crystal Growing Competition, and the MANSW Investigating with Mathematics Competition. Jenelle has also contributed to NESA as an HSC marker in both Chemistry and Mathematics. Jenelle Seaman is to be commended as an educator whose commitment to student excellence as a teacher in the classroom has never wavered. Jenelle Seaman is a worthy recipient of the Teachers' Guild of New South Wales Honorary Fellowship Award.

Liam Shaw was awarded the Excelsia College Postgraduate Achievement Award for Education for his Master of Teaching (Secondary) degree.

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.

5. Attendance

i. Student attendance rates

Year	Attendance Rate
Kindergarten	95.1%
Year 1	96.8%
Year 2	96.6%
Year 3	95.7%
Year 4	96.4%
Year 5	95.8%
Year 6	95.7%
Year 7	95.7%
Year 8	95.1%
Year 9	96.1%
Year 10	93.7%
Year 11	93.6%
Year 12	95.5%

On average, 96% of students attended School each school day in 2023. Information with regard to student attendance is located on the [My School](#) website.

ii. Managing student non-attendance

Student attendance profiles are reviewed regularly and parents/guardians informed if these are deemed unsatisfactory. For further information regarding the management of student non-attendance, see the relevant section in the School Handbook available through this link to Redeemer's website: [Daily Absences](#), page 32.

6. 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.

The full text of the following Redeemer Baptist School policies are available through the following links to Redeemer's website:

- [Child Safe Policy](#), pages 3-16
- [Anti-Bullying Policy](#), page 23
- [Discipline Policy](#), pages 14-15, 37-40
- [Managing Complaints and Grievances Policies](#), page 41
- [Enrolment Policies](#), pages 11-14.

7. 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 2023.

- *Thank you for the great work that you and the teaching staff are doing to care for our children. We are so thankful that we can send our children to a school where teachers love and honour God, and are teaching our kids to do the same.*
- *We sincerely thank you for all your support & dedication this term. For the Principal, Headmaster, teachers, bus drivers, staff who tirelessly devote your energy, time and love.*
- *I have to ask, how do you do it? How do you carry on your shoulders the burden of your own family, the whole student body, their parents, the running and planning of the school, the physical and psychological wellbeing of everyone, and the parish as well? Thank you for stopping, smiling and just asking me how I am. It means more than you will ever know.*
- *We are still very thankful for all the work and assistance you gave to our sons during and after their school years (parents of alumni students, 2000-2012).*
- *Thank you for teaching in a way that honours the truth that training children for life is so much more than academics and a good work ethic – and that we are not training them only for their future, but for their present-day choices and character. Such an education cannot be given a numerical grade. It is measured in daily choices, both big and small, that determine the impact we each make every day.*
- *Thanks a lot for your continued support. May God bless you all.*
- *This year, you have experienced much loss. You've shown students and their families that when you are His there is no fear in death; that in our suffering we can show that we don't doubt in the darkness what we know in the light; and that we can rejoice because even in the shaking and breaking, we are hemmed in behind and before. He holds us fast (Psalm 139:5).*

Concluding parent correspondence was overwhelmingly positive, including the following representative comments received in 2023.

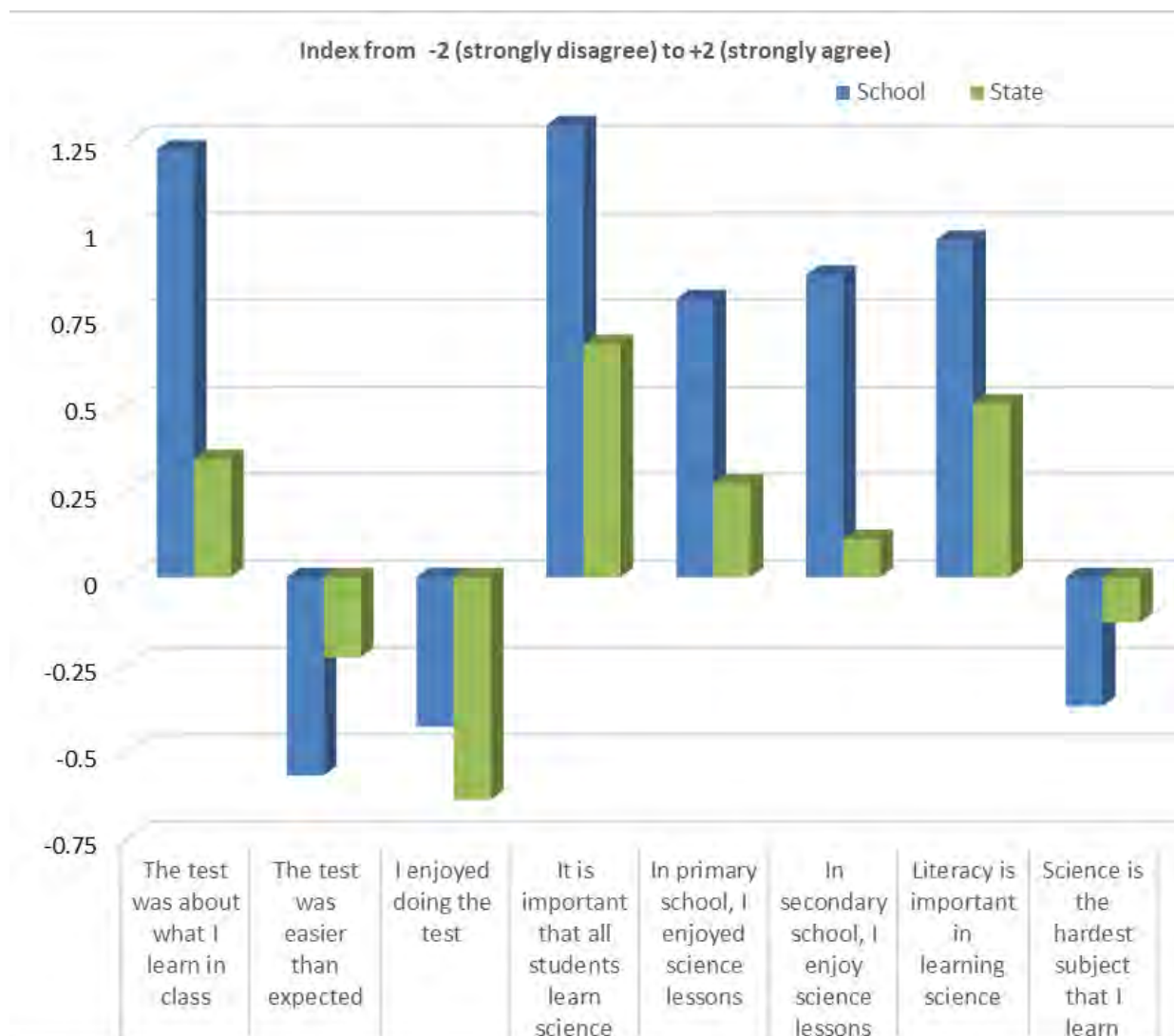
- *Redeemer provided an excellent education for our son in the last 6 years. We really appreciated all the teachers' hard work.*
- *It's with great sadness that the girls are leaving Redeemer Baptist School. You've taken such wonderful care both pastoral and educational of my three girls (and me back in the day). The school has shaped all our lives and for this I will be forever grateful. I would like to THANK all the incredible people who make Redeemer Baptist an amazing community and I feel blessed for having the opportunity for us all to be part of Redeemer Baptist School story.*
- *Thank you for giving our children good and happy memories.*
- *We are very grateful for the education of Redeemer. My two boys have been in Redeemer since they were in kindergarten. They regard Redeemer as their home and teachers as their family members.*
- *The days spent here have been wonderful and memorable.*
- *Redeemer welcomed our son when he applied and treated him as a family member. We admire the teachers' passion and devotion to the cause of education and the church. We are so grateful and thankful for your help and kindness.*

Student satisfaction

Year 10 students completed a survey in the online 2023 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 7.1. This concurs with the remarkable success of Redeemer students in a range of inter-school, inter-state and international science, technology and mathematics events that provide opportunities for students to demonstrate excellence, interest and application of scientific principles in original research.

Graphic 7.1 Year 10 VALID Science Assessment Student Survey



Redeemer students complete surveys at the conclusion of each year with regard to their experience of learning in each subject. The survey indicates that – from Kindergarten to Year 12 and 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.

- Students in the Middle and Senior Schools are most positive (towards ‘strongly agreeing’) with the statement ‘I have learnt a lot in this subject’ connoting appreciation for their teachers and curriculum at Redeemer; and
- Students are increasingly positive on average in their responses to all questions as they progress from Year 7 to Year 12, indicating progressively increasing student engagement throughout secondary schooling at Redeemer.

Students provided the following correlating spontaneous comments either in response to open-ended questions in the 2023 surveys or other correspondence.

- *I loved how hard the teachers try to give us amazing Maths lessons and how they made our Year feel special.*
- *I really enjoyed the Young Scientist project and had a lot of fun doing it.*
- *I just would like to take a minute and give my biggest apologies for taking the School's love and care for me for granted. I realised how much of an amazing family I was a part of after I had left Redeemer. Words can't describe what I would do to be a part of the RBS family again.*
- *We are grateful to have mentorship from an amazing teacher like you.*
- *My memory is so priceless for me, that I was in Redeemer Baptist School.*
- *Thank you for being so supportive with my learning journey here at Redeemer!*
- *You are the bestest teacher. I want to be just like you when I grow up.*
- *I may never have got to learn new things if I never came to this school!*

The School received the following comment from a past student in 2023.

- *Jon (Principal), Russell (Headmaster), and Phil (Senior Master); three men of God who have made a real impact in my life. It was an honour to be back sharing my journey with not only the students but the family of Redeemer, a place I will always call home. [HSC 2005]*

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:

- *What a treat to observe your skill in working with a small group of students as they practice for their Open Day presentation next week. Thank you for inviting me to see your lesson!*
- *Joel had prepared a fantastic lesson to introduce students to the concept of rainforests in preparation for the excursion that they would be doing on the way to camp. It was good to see all the ICT resources integrated into the slideshow.*
- *All students participated and were actively engaged in the learning. You were well aware of the students' different abilities and provided support as needed. Thanks for giving me the opportunity to work collegially with you!*
- *I enjoy observing Barbara's lessons. They are a masterclass in the craft of teaching.*
- *A very enjoyable lesson and the students showed obvious enthusiasm in each task. They did not want to stop working on their compositions when time ran out at the end of the lesson!*
- *Lizzy was encouraging, kind, definite and instructive during the lesson. She demonstrated a deep knowledge of the form that the students were to write in. Lizzy was able to joke with the students when the lesson lent itself to this.*
- *A great lesson! Thank you. I enjoyed the students and learnt more about salt too!*
- *Stuart obviously has a very deep understanding of the content of the course and his innate passion for scientific learning allows for engaging learning experiences.*

- *Students are obviously in anticipation of the next fun activity with Kathy.*
- *I have enjoyed seeing your excellence as a nurturing teacher who has mastered the curriculum and engage the students in a learning journey which is fun, rigorous, inclusive and purposeful.*

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

- *The overall flow of the learning sequence was pleasing as students demonstrated obvious engagement with each learning sequence and pleasure in how it can be fun to study.*
- *This is a very enjoyable class to teach despite the challenges involved in keeping work accessible for students of varying abilities.*
- *The students have been working extremely hard and I hope they are really enjoying their practices and will soon see that all their hard work will pay off in the end! I trust and hope you will enjoy the whole performance next week.*
- *It is always a pleasure to introduce the students to new expectations in a novel with characters and themes.*
- *Visual Arts is one of my favourite subjects to teach. I love opening up new forms of creative expression and understanding for the students.*
- *Students were really excited to learn about the next tradition and couldn't wait until I opened the 'magic Christmas box'.*
- *It is great to work in a team of teachers to give students a chance to improve.*
- *This was an enjoyable series of Bible studies to prepare and deliver and very relevant in terms of current social issues. A pleasure, as always! I also appreciate the feedback this observation affords.*

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

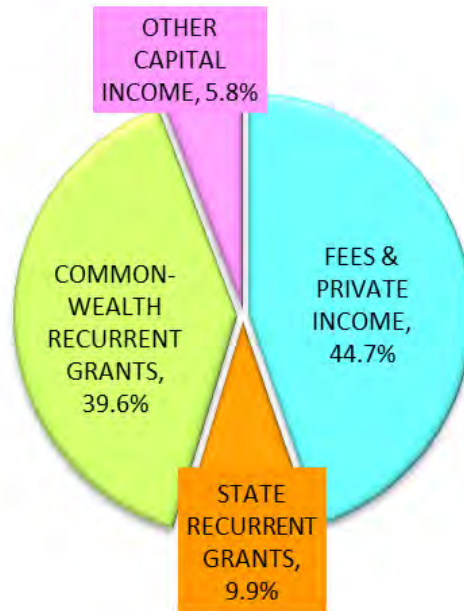
- *Your students were respectful, attentive, fun, and had some really thoughtful responses to the postcard task. It sounds like they're an impressive group. I hope they got a lot out of their visit. — Head of Learning, Anzac Memorial Hyde Park*
- *I have really enjoyed working at Redeemer with the beautiful students and supportive staff. Everyone has been so welcoming. Thank you for being so easy to work with! Communication has always flowed, and I continue to be impressed by the level of care and support that the Redeemer students receive. — Speech Pathologist working with Redeemer students*
- *God bless you all and may the witness of the Redeemer Church and School continue to be blessed in your community and far beyond. — Interstate observer following the thanksgiving service for the life of one of our founding teachers, the wife of our founding Principal, Elizabeth Cannon*
- *I wanted to pass on some feedback. We found your student to be an absolute pleasure to have with us. She was positive, not afraid to speak and participate, and left a great impression with those who encountered her. — Work placement supervisor*
- *I can't thank you enough for allowing me to work alongside you. It has been such a blessing and privilege. I have learnt much about community, caring for one another and connection. I will take this with me. Thank you for your support and concern when my journey took some challenging paths. May God pour your blessings on you all as you walk beside Him. Our God is so good! — Occupational Therapist working with Redeemer students*

8. Financial information

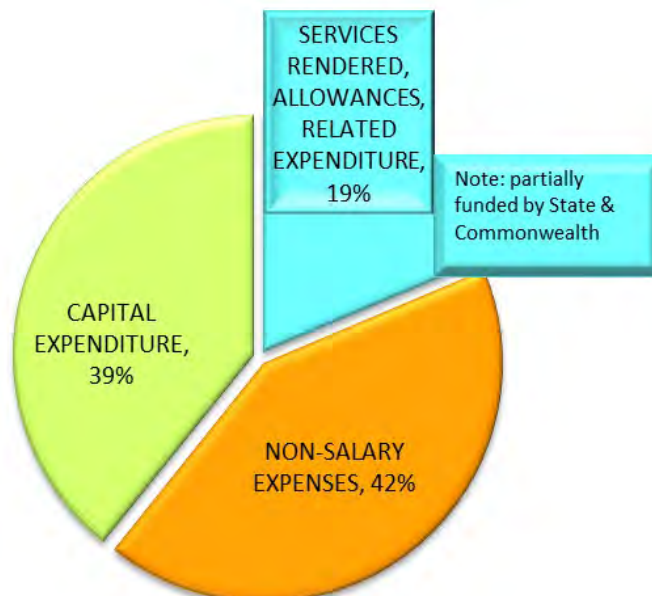
Graphical representation of income and expenditure using percentages only.

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.



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