

2018

ANNUAL REPORT



CONTENTS

1. MESSAGES FROM KEY SCHOOL BODIES	3
2. CONTEXTUAL INFORMATION ABOUT THE SCHOOL.....	6
3. STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING.....	7
4. SENIOR SECONDARY OUTCOMES.....	9
5. PROFESSIONAL LEARNING & TEACHER STANDARDS.....	13
6. WORKFORCE COMPOSITION.....	16
7. STUDENT ATTENDANCE, RETENTION RATES, POST SCHOOL DESTINATIONS	16
8. ENROLMENT POLICIES.....	18
9. SCHOOL POLICIES	19
10. SCHOOL DETERMINED IMPROVEMENT TARGETS.....	26
11. INITIATIVES PROMOTING RESPECT & RESPONSIBILITY.....	29
12. PARENT STUDENT & TEACHER SATISFACTION.....	32
13. SUMMARY OF FINANCIAL INFORMATION.....	37

1. Messages from Key School Bodies

MESSAGE FROM THE CHAIRMAN

The Catholic Faith is an integral part of the ethos of the PARED schools, so it was considered fitting and appropriate for PARED to make a submission to the Plenary Council of the Australian Catholic Church to be held in 2020. This submission was based on PARED's long experience in education and family life.

The lengthy PARED submission to two of the questions that were to be addressed included the following:

What do you think God is asking of us in Australia at this time?

"In particular, God is asking parents to:

- live their vocation to holiness in their married life, each loving the other with their defects, in total self-giving and faithfulness; and
- strive to bring up their children well in the Catholic Faith, help them to grow in a personal relationship with God through prayer, take them to the sacraments, train their wills and help them to acquire the human virtues in order to foster the supernatural virtues."

Would you like to share a story about your experience of faith or of the Church in Australia that has shaped you?

"PARED Schools:

- aim that a student's faith commitment should be the consequence of personal convictions acquired in freedom through an authentic sense of responsibility. The families desire that the children develop a well-informed, freely-embraced and life-long faith; and
- support Catholic parents in handing on the Faith to their children by providing the students with a solid grounding in the Catholic Faith as a basis for a deep love of God, opportunities for prayer and a rich sacramental and devotional life."

The submission was crafted to emphasize the key elements of PARED's philosophy and the distinctive features of PARED's approach to matters of faith and vocation. This is certainly not new to our parents but it may be to others!

Gary Doherty
PARED Board Chairman

MESSAGE FROM THE HEADMASTER

To be asked to measure the sum of all that has been at Redfield in 2018 in just a few paragraphs is, at best, an exercise in perspective and judgement. What a challenging year it has been at every level and yet, here we are at the very end of it, blessed in every way and still going strong. We have a wonderful, vibrant and supportive community of which we should all be very proud.

My judgement on our success, though relevant, is no more valid than that of the parents, students and staff who have rolled up their sleeves without question all year, whether through meeting responsibilities, simply volunteering when required or sometimes helping without notice. It is all a question of a measured and sound perspective when judging. One thing is clear: we are united in our endeavour, regardless of the perspective, and we celebrate its joys and we suffer in its sorrows as one gentle, constant and reliable beating heart.

Underlying all this generosity and mutual support, framed by humility and conviction, is a values system built on virtue and faith through prayer and deed. Nothing more and nothing less would sustain so evenly and reliably what has been built with sincerity and purpose.

As a school, the message we have shared on Open Days and throughout the year has been clear, strong and effective. Redfield College is growing and developing and is looking very healthy for 2019 and beyond. I thank you for your confidence in sharing that message; your support has been instrumental in the success of that growth. As always, after many years of service and commitment, a number of students and families (some of whom have been with us for well over 20 years) have moved on and we wish them well, leaving the door warmly open should they wish to return, as is the custom at Redfield College.

We must now meet the challenges that lie ahead of us on the front foot and with eagerness and resilience... and, of course, a broad smile that speaks volumes for our ethos and mission. We are preparing these young men for a very challenging future. If we want our boys to achieve their very best, to become leaders in everything they do, we must support them in everything we do. We must start by acknowledging their efforts when appropriate and in a sensitive manner and educating them when they are short of the mark. We can do that within the confidence of a loving family unit and a caring College environment. The two are mutually supportive.

In my Presentation Night speech, I referred to the changing environment that these young men will face in their lives. In particular, I also spoke about the inadequacy of 'soft parenting' and a 'lack of rigour' at school as appropriate bulwarks against that environment. I suggested the need to work together with one tough approach because the lessons the boys do not learn in the safe environment of home and school today are lessons that must be learned in the volatile and virulent reality of life tomorrow. That important message will constitute the focus of our practice in 2019 and beyond.

We thank you for all your support in that endeavour. Our mission is true and tested. We continue on that rewarding path.

George Cavanna
Headmaster

MESSAGE FROM THE SCHOOL CAPTAIN

I would like to ask you to take a minute to stop and reflect. I ask you to think and to go back in time. I ask you to imagine going back and watching a tape of your life. Imagine that every minute of every day was filmed and you were able to rewatch your life unfolding. Would you be happy with what you achieved and the decisions you made? Would your movie be a box-office flop or would it win an Oscar? This tape of your life may comprise people, places, events and emotions but only you can be the director and the protagonist. Alternatively, when your biggest opponent in life is the person staring back at you when you look in the mirror, a person who stops you from achieving your full potential, you can also be the antagonist. I want to stress something to you that my greatest hero, my dad, taught me: do not ever let somebody tell you that you cannot do something. We must infuse our life with action. Do not wait for it to happen - make it happen. Make your own future. Make your own hope. Honour our Lord, not by passively waiting for grace to come down but by doing what you, yourself, can to make grace happen. By doing these things, you become the protagonist of your own story.

It dawned on me as I sat on my couch hours after having my knee reconstruction that we really only get one chance at life. When one second passes, we need to stop and understand that we can never get that time back. When you think of all those endless minutes wasted or not used effectively, ask yourself how, if you were given that time back now, you would reuse them. Nevertheless, I ask you, as you watch the movie of your life, to think proactively, to use this time now, to make a change. Learn to enjoy every minute of your life. Be happy now. Don't wait for something outside of yourself to make you happy in the future because life is precious, it is beautiful, it is about sacrifice; but it is your life and only you can make it worthwhile. Every minute should be enjoyed and spent well. A wise man once told me that there are two types of people in this world: those who look at life as a chore and those who look at life and want more. Mark Twain once famously said, "The two most important days in your life are the day you are born and the day you find out why".

As I was writing this, I too took a trip down memory lane. When I look at my tape, I see how lucky I was that 13 years of my life was spent at a school I have come to call home, a school that has given me a family that will be with me forever. When I reflect on my film, it begins with a panning two-person long shot of mother Mary and me, with the sun's directional lighting travelling across those majestic green fields. I see myself travelling down those peach pink steps into the courtyard, with my two older brothers forging the path for me to follow. The scents and smells of this place remind me of the three most important factors in our lives: **love, faith and charity.**

Love: Love is watching my two greatest heroes, John and Rose Bouchahine, wake up at 5:30 every morning to sacrifice their time and energy to give me the life I have. Love is watching the cluster at the carline every single day as parents patiently wait for their child to amble towards their car. Redfield College is love. When I review my story, I see the sacrifices my teachers made for me and the endless hours they dedicated, especially during our HSC year, to ensure we excelled. Redfield is no ordinary school. Pared prides itself on moving beyond the syllabuses and teaching us the importance of character development.

Faith: We are nothing without our faith. It is very humbling for me, an 18-year-old, to be able to share this with the entire Redfield community of parents, families, teachers and students: if there is one important principle I have learnt that stands out above the abundance of knowledge provided by this institution, it is that we are nothing without our faith. All our achievements and sacrifices must be offered up to God. Each day of my film begins with a morning offering and ends with a nightly meditation.

Charity: Widely mistaken as just giving of money, charity of time is, arguably, the most valuable form of charity of all. Reflecting on past Christmas times, I appreciate just how lucky we are to

understand the true meaning of this period and its significance on all our lives. With this new chapter ahead of us, I encourage you to continue and grow in our charitable spirit.

Now, the movie has ended after a roller-coaster ride. Now, I ask you to reflect on that movie and, forgetting about the Oscars and the accolades, I ask you whether you were pleased with this tape. I ask that we all utilise the rest of the tape we have left wisely, fruitfully and charitably. Make the rest of your movie worth watching.

Michael Bouchahine
2018 College Captain

2. Contextual Information

Redfield College is an independent school for boys from Kindergarten to Year 12. Founded by parents for parents, Redfield truly helps parents raise and educate their own children. At Redfield, the example of the teachers, the curriculum, the positive peer group and the unique mentoring system all underpin family values.

Each boy receives a personal mentor selected from the teaching staff. The mentor meets fortnightly with the student and with each child's parents every term, reviewing progress and helping with goal setting. He is a constant source of support through his attention, friendship, example and advice. The mentor takes a personal interest in the progress of the boys whom he mentors, acting on the parents' behalf and coordinating the service of the College for the family.

The curriculum provides a rich foundation for future career paths. Special emphasis is placed on history, modern language and broad cultural development. The study of the Catholic faith is offered. Redfield is located in an open rural setting and has the latest in educational facilities. Sport and music are important aspects of College life.

In accordance with the terms and conditions of the Disability Discrimination Act 1992, Redfield College acknowledges that it offers a person with a disability the same educational opportunities as every other person and bases its decisions on entry on a person's ability to meet the essential requirements of the education offered. Notwithstanding that where any unjustifiable hardship exists for the College e.g. major difficulties or unreasonable costs, the College reserves its rights under the Act.

3. Student Outcomes in Standardised National Literacy and Numeracy Testing

NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7, and 9. NAPLAN tests the sorts of skills that are essential for every child to progress through school and life, such as reading, writing, spelling and numeracy. The assessment is undertaken nationwide, every year.

“NAPLAN test results provide information on how students are performing in the areas of literacy and numeracy and support improvements on how students are performing in the areas of literacy and numeracy and support improvement in teaching and learning. The data from NAPLAN test results gives schools and systems the ability to measure their students’ achievements against national minimum standards and student performance in over states and territories.”

In 2018, schools were able to measure growth of students from one test period to the next, i.e. over two years. The following tables below summarise the School's results in more detail, showing comparison with State's results (figures are all percentages). Band 6 (Year 3), Band 8 (Year 5), Band 9 (Year 7) and Band 10 (Year 9) are the highest bands, Band 1, the lowest.

Table 1: Percentage of Redfield Year 3 students in each band (1-6) vs state						
Band		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
6	Redfield	39	11	39	33	44
	State	29	13	24	30	16
5	Redfield	28	39	36	28	22
	State	24	29	23	24	23
4	Redfield	17	31	14	25	22
	State	23	30	23	20	28
3	Redfield	14	14	11	8	11
	State	14	17	16	14	20
2	Redfield	3	3	0	3	0
	State	6	6	8	8	9
1	Redfield	0	3	0	3	0
	State	3	4	4	3	2

Table 2: Percentage of Redfield Year 5 students in each band (3-8) vs state

Band		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
8	Redfield	33	3	17	20	27
	State	16	3	12	14	9
7	Redfield	23	17	33	17	37
	State	23	11	22	22	18
6	Redfield	20	27	37	43	27
	State	27	13	29	29	30
5	Redfield	23	40	13	13	10
	State	20	31	21	20	27
4	Redfield	0	13	0	0	0
	State	9	15	10	10	11
3	Redfield	0	0	0	7	0
	State	3	9	4	4	3

Table 3: Percentage of Redfield Year 7 students in each band (4-9) vs state

Band		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
9	Redfield	16	0	24	33	33
	State	9	3	10	10	11
8	Redfield	41	20	33	16	35
	State	18	10	20	19	18
7	Redfield	22	29	16	31	24
	State	30	22	28	39	29
6	Redfield	16	35	24	16	8
	State	26	31	23	23	26
5	Redfield	2	10	0	4	0
	State	12	21	11	12	12
4	Redfield	2	6	0	0	0
	State	4	12	6	5	3

Table 4: Percentage of Redfield Year 9 students in each band (5-10) vs state

Band		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
10	Redfield	6	11	13	4	15
	State	5	3	7	5	9
9	Redfield	25	15	11	23	27
	State	16	9	17	15	17
8	Redfield	31	26	38	36	40
	State	30	20	28	29	30
7	Redfield	23	28	26	19	17
	State	28	26	25	29	28
6	Redfield	10	13	9	13	2
	State	14	23	14	15	12
5	Redfield	4	9	4	4	0
	State	6	19	8	6	3

In 2018, results from the Australian Curriculum Assessment and Reporting Authority (ACARA), which runs NAPLAN, indicated that the College has made substantially above average gains in several domains. These results demonstrate that the various literacy and numeracy initiatives implemented over the last few years have been effective and successful.

4. Senior Secondary Outcomes

In the College's Mission Statement, one of the key aspects is "to form each student's character, enabling him to achieve his personal best in all fields of endeavour". One of those fields of endeavour is, of course, the area of Studies and it is certainly one that will test the character of the best of us.

Improving the performance of all of our students is high on the list of priorities. As a staff at every level, from the Executive Committee to the youngest teacher's fresh out of university, we have targeted the implementation of better teaching practices. Ultimately, the goal is to

ensure that students are engaged in learning and actively taking responsibility for their education. By reviewing our policies and procedures and making them clearer and easier to follow and equipping teachers and students with the skills and resources needed to achieve high-quality outcomes together, we are making pleasing progress in this all-important area. This year, there was a particular focus on providing Year 12 students with the tools needed to ensure that they had the opportunity to achieve their personal best in the HSC, and this came with a multi-pronged approach. It was most gratifying, therefore, to see the Class of 2018 attain a ranking of 146th and the specific results are illustrated below (Section 4.3).

It is also important to recognise the many other wonderful achievements of the cohort, many of which will not have been published in the media, where students applied themselves with great strength of character to achieve their personal best. In the end, the aim is to see value added to a student's academic endeavours, and this is overwhelmingly the case in this year's results. For example, one student was consistently scoring around 40% and ranked in the bottom five students in Year 7. Fast-forward five years, this same student worked hard on his studies and obtained all the support from his mentor and teachers to achieve an ATAR of 95. This is a tremendous achievement, which the league tables do not measure. The beauty of learning is that it never stops, and that applies to us as a College as well. We have made huge advances in our academic practices thanks to the dedication and passion of the teaching staff, the hard work of our students and the commitment of parents to Redfield's ideals and values. The challenge now is for us to continue the good work in 2019 and see the achievement of many more personal bests.

Chris Tanna, *Director of Studies*

The granting of Records of School Achievement

RECORD OF SCHOOL ACHIEVEMENT

The College had one student who required the issuance of a Record of School Achievement (one in Year 11).

VOCATIONAL OUTCOMES

In 2018, 19% of the Year 12 cohort participated in vocational or trade training. Year 12 students attaining Year 12 certificate or equivalent VET qualifications

Year 12	Qualification/Certificate	Percentage of Students
2018	HSC	100%
2018	AQF Certificate III or above	0%

Senior Secondary outcomes are documented on the My School website:
<http://www.myschool.edu.au>

Results of the Higher School Certificate

THE HIGHER SCHOOL CERTIFICATE 2018:

- The results of the 2018 HSC were very impressive in that the cohort reached their potential overall. This cohort had high flyers as well as a considerable tail. 34 students sat 164 examinations earning 18 Distinguished Achievers List (a Band 6 or more). 81 students achieved Band 5 results (80-89%), quite a number were in the very high Band 5 range. These results reflect well on the broad academic nature and commitment of this cohort. Almost all Band 5 and 6 combined results were well above state averages.
- Redfield came 33rd in the State for English.

Table 1 below summarises a comparison over six years of the Average Band 5 & 6 (E3 & E4) Result in Redfield courses. 2018 had the highest proportion of Band 5 and 6 results in 7 years (70.7%).

Table 1: Percentage of Students in Bands 5 and 6 (i.e., an HSC mark over 80%)							
	Redfield 2012	Redfield 2013	Redfield 2014	Redfield 2015	Redfield 2016	Redfield 2017	Redfield 2018
Ancient History	68	56	85	65	63	78.93	100
Biology	55	70	50	50	64	69.23	50
Business Studies	60	69	60	75	50	33	42.1
Chemistry	50	53	50	57	67	62.5	60
Design and Technology	0	40	N/A	33.33	0	20	N/A
Economics	77	17	25	67	36	50	60
English Standard	50	18	20	8	24	41.38	61
English Advanced	95	70	55	50	88	93.33	100
English Ext 1	100	100	100	100	100	100	100

English Ext 2	100	100	33	N/A	100	100	0
Geography	66	N/A	67	75	0	60	70
Latin	N/A	50	50	33	33	N/A	N/A
Mathematics General	67	57	48	44	42	46.15	48
Mathematics 2 Unit	57	50	82	54	67	75	66.6
Mathematics Extension 1	100	88	100	83	100	100	37.5
Mathematics Extension 2	83	100	85	100	100	100	0
Modern History	84	62	86	50	85	100	100
Music 1	N/A	50	100	100	100	100	100
Music 2	Na	100	N/A	N/A	N/A	100	N/A
PDHPE	33	50	42	42	43	16.7	71.5
Physics	30	33	67	50	67	60	16
Senior Science	N/A	N/A	N/A	N/A	64	50	62.5
Visual Arts	50	71	N/A	67	71	100	66.6
Average	61%	59%	59.8%	56%	62%	70.7%	60.59%
League table rank	90	98	170	256	59	90	146

5. Teacher Qualifications and Professional Learning

TEACHER STANDARDS AND QUALIFICATIONS

All classroom teachers delivering BOS curriculum at Redfield College fall within the accreditation guidelines of the NSW Institute of Teachers, which defines a teacher as:

*A person with direct responsibility in a school for the delivery of Board of Studies curriculum and assessment of student participation and progress.
This includes people who have teaching roles such as teacher librarians or support teachers.*

The table shows Overview of teaching staff responsible for delivering the curriculum as described by Parts 1, 3, 7 and 8 the *Education Act 1990*

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognized within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	41
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognized within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	0
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

PROFESSIONAL LEARNING AND DEVELOPMENT

In 2018, the school continued to provide relevant professional learning and support for our teachers and staff. Professional development was conducted in-house and outsourced. In 2018, we continued our in-house professional development through our lunch and learn seminar series. Staff days and monthly staff meetings also provided avenues to continuously update and upgrade teaching skills and management of classrooms. Subject specific seminars were also attended by teachers externally through various training institutions.

The following table provides a summary of professional learning undertaken by teachers (as defined by the Institute of Teachers Act 2004) during the year.

Description of the Learning Activity	Source	Number of Staff participating
Secondary		
NSW Anaphylaxis Education Program	The Children's Hospital at Westmead	24
IT Training – 2018 Training Overview	In-house	16
IT Training – Module Assistance	In-house	25
IT Training – Engaging Students with Laptops	In-house	18
History Conference – New Curriculum Changes	AIS	1
IT Training – Assessments and Speed grader on Canvas	In-house	4
IT Training – Google Forms for Student Feedback	In-house	15
IT Training – Success Stories with IT	In-house	11
Ancient History & Studies of Religion Teachers 'Conference	Macquarie Ancient History Association	1
IT Training – Flipped Classrooms (Theory)	In-house	7
IT Training – Flipped Classrooms (Practice)	In-house	6
IT Training - Edrolo	Edrolo	9
DIGISTEM Conference- Wired up and Unplugged	AIS	1
AHISA NSW Branch Meeting	AHISA	1
AIS AGM	AIS	1
School Law Course	AIS	1
ISCA & AHISA Education Forum : A National Perspective	ISCA & AHISA	1
AHISA New Branch Meeting	AHISA	1
IT Training – Engaging Students with Laptops	In-house	1
AIS NSW Head of Sport Conference 2018	AIS	1
Cardiopulmonary Resuscitation, Basic Emergency, Life Support, First Aid	St John Ambulance Australia	1
Philosophy in Schools – Introductory Workshop	Philosophy in Schools NSW	1
New Syllabus for Extension English 1	AIS	1
English Teacher's Association State Conference	ETA NSW	1
AIS Geography Conference 2018	AIS	1
Print Making – to expose and print with solar plate for Year 7	S&S Creativity	1
Stop Motion Animation	TTA	1
Teaching Music in a Connected World	NBCS Music Faculty	2
PD program for Current Teachers	Musical Futures Australia	1
Careers Adviser Day	Macquarie University	1
History Conference – New Curriculum Changes	AIS	2
Introduction to Return to Work Coordination	Employers Mutual Ltd (EML)	2
Modern History HSC Core – Power & Authority in the Modern World	TTA	1

AIS Music Conference-Enhancing Practice & Deeper Learning	AIS	1
Understanding & Skills for Duties of WHS Committee Member	AIS	1
Business Studies Professional Development	Economics Library Centre	1
School law	LawSense	1
Making Classroom Observations and Providing Feedback	AIS	1
Classroom Practice – Giving Feedback to Staff	AIS	1
Evidence Based Classroom Management	AIS	1
Statistics and data for Stage 6 Science	AIS	1
Physics Conference 2018	Science Teachers' Association	1
Primary		
NSW Anaphylaxis Education Program	The Children's Hospital at Westmead	9
IT Training – Module Assistance	In-house	11
IT Training – Success Stories with IT	In-house	8
The Explicit Teaching of Writing K-6	PETAA	11
IT Training – 2018 Training Overview	In-house	7
IT Training – Assessments and Speed grader on Canvas	In-house	3
Evidence-based Classroom Management	AIS	1
IT Training – Flipped Classrooms (Theory)	In-house	3
What, Why, Where, How: Encouraging Questioning in Students	AIS	1
IT Training - Edrolo	Edrolo	5
How To Teach Grammar and Written Expression	The Hills Regional Skills Centre	1
IT Training – Engaging Students with Laptops	In-house	4
Writing Strategies for Primary Students	Seven Steps to Writing Success	1
How to Teach Debating	Masters Academy	2
Senior Executives Leadership Course	AIS Leadership Centre	1
Becoming accredited with NESA @ Highly Accomplished or Lead Teacher	Enrich Learn Teach Grow	1

6. Workforce Composition

In 2018, we have fifty-seven staff with the following breakdown:

School Staff 2018	56
Teaching Staff	41
Non-Teaching Staff	15

7. Student Attendance, Retention Rates, and Post School Destinations

STUDENT ATTENDANCE

The following table shows in percentage the students attendance rates by Year Level in 2018

Year	Attendance Rate
2	97%
3	95%
4	95%
5	95%
6	95%
7	95%
8	92%
9	91%
10	93%
11	92%
12	90%
Overall	94%

SCHOOL RETENTION RATES

2016 – 2018	37	35	95%
2015 - 2017	50	44	88%
2014 – 2016	46	42	91.30%
2013 – 2015	46	42	91.30%
2012 – 2014	44	40	90.91%
2011 – 2013	44	38	86.36%
2010 – 2012	37	37	100%

95% per cent of those students in Year 10 in 2016 completed Year 12, 2018 at the College.

MANAGEMENT OF NON-ATTENDANCE

As required by the NSW Education Act, Class Rolls are always marked accurately to record daily attendances.

Monitoring daily attendance/absence of students

The Class teachers maintain a daily electronic roll of attendance that records reasons for absences. There is a sign in/sign out register for students for late arrivals and early departures. On return to school after absence, all students must produce written communication signed by their parents/guardian to explain their absence. Such communications are stored by the class teacher.

Identifying absences from school

For Secondary students the roll is taken in the Admin period at the commencement of the day. For Primary students, the roll is taken before 9.30 am. All class teachers mark the roll electronically in First Class Web system. The codes used at Redfield are based on New South Wales Attendance Register Codes as approved by the Minister for Education.

Partial absences and unexplained absences are duly recorded, and parents are notified of daily absences and late arrivals after 11 am by SMS. It is the duty of the parents to notify the school on reasons of non-attendance in school.

Exemption from Attendance at School

The DET's exemption guidelines state that all requests for absence from school by a student must be made in writing. Upon receipt of the application, the Education Act of 1990 states that the Minister may grant a Certificate of Exemption or a Certificate of extended Leave-Vacation/Travel. This authority is delegated, and in our instance, it is the Headmaster who may grant an exemption from the school attendance.

POST SCHOOL DESTINATIONS

100% of our 2018 Year 12 students completed their Higher School Certificate and went on to University, TAFE colleges to further their education or pursued full-time employment. Some have taken up GAP years.

Details of the destinations/offers of the students who completed their Higher School Certificate are provided below.

Macquarie	B Engineering / Science B Law B Law/Psychology B Applied Science B Applied Science/Business Analytics B Education B Media/Music Production B Arts B Commerce B Finance/Law
Notre Dame	B Business B Law/Commerce
ACU	B Exercise/Sport Science
WSU	B Business B Construction Project Management B Sc Architectural Design

UNSW	B Sc (Medical Science) B Construction Project management
UTS	B Business B Construction Project Management

8. Enrolment Policy Statement

Redfield College is an independent boys' school teaching the Catholic faith founded on the principles that parents are the primary educators of their children and that schools exist to give parents every support in this endeavour. The College places importance on the development of virtues, the building blocks of character. By developing strengths of character such as sound judgment, self-control, courage, and responsibility towards others, students are able to use their freedom to make the right choices in life. Human and civic virtues are fostered.

The primary purpose of the enrolment process is to ensure, as far as possible, that the applicant family understands the philosophy of education of PARED schools, and to reasonably ensure that the College and family will agree about the essential human values that the School intends to reinforce on behalf of the parents. Applicant parents are expected to show a willingness to commit to working closely with the College, especially through the tutorial system, through diligent attendance at Key Parent Functions and through the support of standing College policies.

ENROLMENT PROCEDURES

Entry to Redfield is encouraged through the primary school with the following identifiable advantages:

- the mentoring system providing considerable benefits for boys
- helping to build the virtues that will be so important during the years of adolescence
- keeping the same group of friends through primary and secondary
- continuity from primary through secondary years to build study skills and responsible work habits in a gradual way, addressing the character development of the boys in the process
- assisting boys to adapt to change and new friendships better if they are younger
- class numbers usually facilitate entry more readily

ENROLMENT PROCESS

Prior to making formal application, parents who enquire about enrolment are encouraged to attend an Open Day, and Information Night, or to talk personally with a senior member of staff.

While formal application is a pre-requisite to admission, it is not a guarantee of admission and the Headmaster, in consultation with the School Committee, reserves the right to offer a place to any student, irrespective of the date of application. Preference may be given to students from PARED schools of Tangara, Retaval, Montgrove, Wollemi and families with siblings already attending Redfield.

The interview between the applicant parents and the Headmaster or his nominee is the principal means for the school to determine applications. Concurrently with the interview, applicants sit an entrance test consisting of Mathematics and English, this being a diagnostic testing.

The College will assess school reports from the applicant's existing school and on occasion, the College will seek further information directly from the applicant's existing school. Successful applicants are expected to be gaining good application and behaviour grades.

The College can offer enrolment to applicants regardless of race or creed.

Subject to approval by the College, a financial interview with the Business Manager or Financial Controller takes place could be arranged upon request of the applicant family. Following a successful financial interview a letter of offer for a place may be made.

Enrolment is confirmed upon receipt of a deposit and signed duplicate letter. In returning the signed duplicate letter, parents demonstrate their acceptance of the obligation outlined therein.

A student's continuing enrolment will be dependent on his satisfactory attendance, behaviour, application to his studies and ongoing parental financial commitment as agreed in the letter of enrolment offer.

Redfield College acknowledges that it uses its best endeavours to ensure that it conforms with the relevant Government Acts, both State and Federal relating to educational institutions.

STUDENT POPULATION

In 2018, the student population of Redfield was 438.

9. School Policies

STUDENT WELFARE

1 - Security of Students

The Headmaster has a duty of care to ensure that the security of all students is assured.

<u>Policy:</u>	WHS Policy, Critical Incident Policy, Evacuation Policy, Supervision Policy, Staff Code of Conduct
<u>Procedure:</u>	Regular reminders to staff in staff meetings of duty to report hazards, WHS implementation consultative procedures. Reminders to staff prior to holidays to report any classroom maintenance or repairs needed. All policies are available on the staff intranet.
<u>Changes made during Year</u>	Policy defined and expanded, where necessary.

2 - Security of buildings and facilities

The Headmaster has a duty to oversee the security of all buildings and facilities.

<u>Policy:</u>	WHS Policy, Maintenance Policy
<u>Procedure:</u>	Ensuring that repairs and maintenance are conducted on a regular basis and that identified hazards are removed or repaired. Reminders to staff prior to holidays to

	report any site maintenance or repairs needed. All policies are available on the staff intranet.
<u>Changes made during Year</u>	Policy defined and expanded, where necessary

3 - Evacuation procedures

The Headmaster has a duty to ensure that evacuation procedures are in place.

<u>Policy:</u>	WHS Policy and Evacuation Policy
<u>Procedure:</u>	Briefing staff of any changes to policy documents, conducting regular evacuation drills, ensuring that signage in the College adequately meets the needs of staff, students and visitors. All policies are available on the staff intranet.
<u>Changes made during Year</u>	Policy defined and expanded, where necessary

4 - Supervision of students.

The Headmaster has a duty to ensure that students are supervised.

<u>Policy:</u>	Discipline Policy, Supervision Policy, Excursion Policy, Staff Code of Conduct
<u>Procedure:</u>	Guidelines for camp, supervision in playground, wet weather supervision guidelines. All policies are available on the staff intranet.
<u>Changes made during Year</u>	Policy defined and expanded, where necessary.

5 - Risk management in activities undertaken by students.

The Headmaster has a duty to ensure that risk management is taken in account in activities undertaken by students.

<u>Policy:</u>	WHS Policy, Critical Incident Management Plan, Evacuation Policy, Excursion Policy
<u>Procedure:</u>	Excursion procedure and risk management procedures. All policies are available on the staff intranet.
<u>Changes made during Year</u>	Policy defined and expanded, where necessary. Staff refresher training on risk management and mandatory forms. First aid and Anaphylaxis training for all staff.

6 - Codes of conduct for staff.

The Headmaster has a duty to ensure that staff is aware of the code of conduct they must observe.

<u>Policy:</u>	Staff Code of Conduct, Child Protection Policy
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<u>Procedure:</u>	The Code places an obligation on all employees to take responsibility for their own conduct and to work with colleagues cooperatively to achieve a consultative and collaborative workplace. All policies are available on the staff intranet.
<u>Changes made during Year</u>	Policy defined and expanded, where necessary

7 - Codes of conduct for students.

The Headmaster has a duty to ensure that students are aware of the code of conduct they must observe.

<u>Policy:</u>	Student Code of Conduct.
<u>Procedure:</u>	Expectations relating to student behaviour, discipline, Uniform and the wellbeing of others. All policies are available on the staff intranet.
<u>Changes made during Year</u>	Policy defined and expanded, where necessary

8 - Management of student behaviour.

The Headmaster has a duty to ensure that structures are in place for the management of student behaviour.

<u>Policy:</u>	Student Code of Conduct, Discipline Policy, Child Protection Policy
<u>Procedure:</u>	Detailed protocols and guidelines for sanctions documented in individual Policy & Procedures. All policies are available on the staff intranet.
<u>Changes made during Year</u>	Policy defined and expanded, where necessary

9 - Anti-bullying procedure

The Headmaster has a duty to ensure that each student experiences an environment safe and supportive at both peer and staff level.

<u>Policy:</u>	Disciplinary Policy, Anti-Bullying Policy
<u>Procedure:</u>	Documented in the individual Anti-Bullying and Disciplinary policies. All policies are available on the staff intranet.
<u>Changes made during Year</u>	Policy defined and expanded, where necessary

10 - Fostering student leadership in the College.

The Headmaster has a duty to foster student leadership in the College.

<u>Policy:</u>	Outlined in the Formation Policy – Leadership, Community Service, School Captains, House Captains, Class Council, and Class Secretary elections
<u>Procedure:</u>	Implementation of the Leadership Program in its various dimensions. All policies are available on the staff intranet.

<u>Changes made during Year</u>	Policy defined and expanded, where necessary
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11 - Management and reporting of serious incidents.

The Headmaster has a duty to ensure that structures are in place for the management and reporting of serious incidents.

<u>Policy:</u>	WHS Procedures, First Aid Policy
<u>Procedure:</u>	Reports as required. Staff applied first aid training every 3 years. All policies are available on the staff intranet.
<u>Changes made during Year</u>	Policy defined and expanded, where necessary

12 - Complaints and grievances.

The Headmaster has a duty to respond to matters of concern as and when they are identified.

<u>Policy:</u>	Staff Grievance Policy, Student/Parents Grievance Guidelines
<u>Procedure:</u>	The Policy Document specifies a process to be applied to such grievances when raised, dealing with the matter on a case-by-case basis. All policies are available on the staff intranet.
<u>Changes made during Year</u>	Policy defined and expanded, where necessary

13 - Pastoral care

The Headmaster has a duty to ensure the pastoral care of students, staff and parents of the College.

<u>Policy:</u>	Staff Code of Conduct, Formation Policy
<u>Procedure:</u>	Implementation of the guidelines are reinforced that all teachers are part of the character formation of the boys by their professional example. All policies are available on the staff intranet.
<u>Changes made during Year</u>	Policy defined and expanded, where necessary

14 - Personnel responsible for pastoral care

Under the direction of the Director of Formation and his delegates

15 - Student counselling.

<u>Policy:</u>	Formation Policy
<u>Procedure:</u>	The College engages an external Counsellor, the services of whom are available when required, after consultation and on the recommendations of the Headmaster and his delegates

<u>Changes made during Year</u>	Policy defined and expanded, where necessary
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16 - Identification of and provision of support for students with special needs.

The Headmaster has duty to ensure that those students with special needs have support in place.

<u>Policy:</u>	Learning Support Policy, Disability Provisions Policy, Secondary Studies Policy, Primary KLA Policy
<u>Procedure:</u>	The Policy aims to provide information and guidelines for teachers, parents and students about their rights and responsibilities relating to Disability Provisions. All policies are available on the staff intranet.
<u>Changes made during Year</u>	Policy defined and expanded, where necessary

17 - Health, distribution, and monitoring of medication.

The Headmaster has a duty to ensure the health and welfare of all students.

<u>Policy:</u>	Illness & Medical Procedure, First Aid Policy
<u>Procedure:</u>	Implementation and improvement of the College's Health & Safety Management Systems. All policies are available on the staff intranet.
<u>Changes made during Year</u>	Policy defined and expanded, where necessary

18 - Response to serious incidents and emergencies.

The Headmaster has a duty to ensure that a plan is in place, which sets out procedures to respond to serious incidents and emergencies.

<u>Policy:</u>	Critical Incident Management Plan, Evacuation and Emergency Policy
<u>Procedure:</u>	Staff are briefed, and updated on these plans and procedures in staff meetings, faculty meetings, given policy documents and when practicable drills are carried out.
<u>Changes made during Year</u>	Policy defined and expanded, where necessary

19 - Homework Policies

The Headmaster has a duty to ensure that all students are familiar with expectations regarding homework.

<u>Policy:</u>	Homework Policy, Secondary Studies Policy, Primary KLA Policy
<u>Procedure:</u>	Discussed in Teacher/Tutor Meetings and meetings with parents. Policy in Faculty handbooks.
<u>Changes made during Year</u>	Policy defined and expanded, where necessary

20 - Communication

At Redfield College, we strive to maintain excellent ongoing communication between staff and parents:

20.1 Communication within the College.

<u>Policy:</u>	Parents as partners in Education, family and School working together is crucial to an effective outcome for our students. This means creating an atmosphere of collaboration and cooperation. This is reflected in both the Communications Policy and the Formation Policy
<u>Procedure:</u>	Regular staff meetings and in-service days, secondary teachers and primary teachers emailing groups; timetabled teacher/tutor meetings; daily announcements via the College Yellow. All policies are available on the staff intranet.
<u>Changes made during Year</u>	Policy defined and expanded, where necessary

21.2 Communication between home and school.

<u>Policy:</u>	Communication between school and home is hugely important to a child's success in school. The College website (www.redfield.nsw.edu.au) and the weekly newsletter (The Red) are active and kept up to date. The Red is published on the website & distributed electronically every Tuesday. The use of the Student Diary in which staff and parents will write notes as necessary. The use of the school app SKOOLBAG is another means of communicating with the school community.
<u>Procedure:</u>	Parents/Teachers/Mentor have open communication and particularly through Parent/Tutor Meetings, Key Parent functions, Parent teacher nights, Class Parent Meetings etc. There is much opportunity to communicate.
<u>Changes made during Year</u>	Policy defined and expanded as required. Parent teacher nights for each year group added in 2018

STUDENT DISCIPLINE

The Education Act requires that policies related to the discipline of students be based on procedural fairness. Procedural fairness is the basic right of reply through grievance procedures and the assumption that investigation and decision making processes be impartial and unbiased. The Redfield College Discipline Policy is underpinned by these principles and procedures.

DISCIPLINE

<u>Policy:</u>	The Headmaster ensures that all discipline is based on procedural fairness as reflected in the Discipline Policy.
<u>Procedure:</u>	Teachers have reference to staff code of conduct, student code of conduct, and briefings in staff/faculty meetings to ensure they are familiar with all aspects of the College discipline policy. All policies are available on the staff intranet.

<u>Changes made during Year</u>	Policy defined and expanded, where necessary
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PROCEDURAL FAIRNESS GUIDELINES

<u>Policy:</u>	The Headmaster ensures that all procedural fairness guidelines are applied in investigation and correction of significant discipline issues of a student as reflected in both the Discipline Policy and the Student/Parent Grievance Policy
<u>Procedure:</u>	Headmaster to observe discipline policies as noted above.
<u>Changes made during Year</u>	Policy defined and expanded, where necessary

ANTI-BULLYING POLICY

At Redfield College, we believe that all members of the community have the right to a learning and working environment free from intimidation, harassment, and humiliation and hurt. We all share a responsibility to foster, promote and restore positive relationships. We believe that Bullying is unacceptable and we (staff, parents and students) all share a responsibility for preventing it.

The whole College community shares a responsibility to prevent Bullying.

Consequently, we adopt the following strategies:

- Teaching of positive behaviours aimed at addressing positive relationships, conflict resolution, resilience and bystander action. This is done in Religion Classes, in PDHPE classes, at Motto and, in Stage 4, in "Buddy Groups" and in "Middle School" meetings with the Head of Middle School.
- Vigilant classroom and playground supervision
- Regular recognition and acknowledgement of students who demonstrate appropriate behaviours that promote and restore positive relationships.
- Provision of safe and structured playground spaces and activities at break times.
- Strict implementation of the Redfield Anti Bullying Policy.
- An anti-bullying contract that can be issued to students, in consultation with parents, where a student's behaviour needs to be modified.
- An anti-bullying training and reflection booklet for students who have demonstrated aspects of bullying behaviour.
- Anti-Bullying week activities in term 1 that coincide with world anti bullying day.

REPORTING COMPLAINTS AND RESOLVING GRIEVANCES

In keeping with the demands of procedural fairness, a process for presentation and determination of action in the case of student (and parent) grievance is set out below.

The process:

- a. When a student (or parent) raises with a third party who is a senior member of staff a grievance pertaining to any other staff member, the student (or parent) is encouraged:
 - In the first instance, to discuss the issue directly with the staff member concerned.
 - Alternatively, if they prefer, to put the matter in writing to the staff member involved.
 - The senior member of staff, to whom the complaint/grievance was made, should follow up in a timely manner (possibly not exceeding 3 days) to see if the matter has been raised with the teacher directly involved.

- b. Should the matter remain unresolved, the student (or parent) is counselled to put the matter in writing for presentation to the Headmaster. (alternatively, should the matter directly involve the Headmaster, to the Chairman.)
- c. The Headmaster, or his Deputy, will then contact the student (or parent) and discuss the grievance within three working days.
- d. The Headmaster, or his Deputy, will ensure the student (or parent) has a copy of this grievance procedure.
- e. The Headmaster, or his Deputy, will develop a plan of action with the student (or parent) to resolve the grievance within seven working days, with attention to the welfare of all involved. Parents (if applicable) and the student's tutor will be informed of the grievance and the resolution plan.
- f. Documentation on the grievance, on discussions with the student (or parent), and on resolution plan, is filed in a separate confidential Student's file and kept in the office Managers Office
- g. The resolution plan is implemented.
- h. Should the resolution plan not be successful, the Headmaster, or his Deputy, will re-confer with the student (or parent) to consider the option of directly involving parents (if applicable) and tutor. This final step may be repeated in order to work towards a solution of the matter.

10. School Determined Improvement Targets

Achievement of Priorities Identified in 2017

Area	2017 priorities	Achieved in 2018
Teaching and Learning	<p>Primary: Continued focus on Writing with daily writing activities. Foster participation in external competitions. Continue staff development on teaching writing.</p> <p>Primary: Familiarisation and planning for new Science and Technology syllabus.</p> <p>Primary: Continue boosting home reading routines. Continued focus on increased Premier's Reading Challenge participation and use of Reading Log, particularly during the holidays.</p> <p>Primary: expand the range of co-curricular activities to include Public Speaking.</p> <p>Primary: Continuation of dedicated maths Problem solving lessons-</p>	<p>7 Steps to Writing program implemented, with a range of PD sessions for teachers.</p> <p>New Science syllabus implemented and Primary Connections program utilised as major resource.</p> <p>Primary achieved 95% completion rate of Premier's Reading Challenge in 2019</p> <p>Public Speaking implemented during Terms 2 & 3 to cater to Junior Primary boys during lunchtime.</p>

	<p>streamed- once per week. Maintain focus on morning routines, including times-tables, etc.</p> <p>Secondary: Issuing of respect and cooperation contract to various students to improve classroom engagement of the students. Head of Middle School actively followed up students to ensure a productive work environment.</p> <p>The peer mentoring program continued with the aim to give this more variety in 2018.</p> <p>Years 7-12 D & T programs were enhanced and facilities upgraded with a new wing added to the building. Writing strategies were added to programs across all years and faculties to adopt a whole school approach to literacy.</p>	<p>Problem solving lessons took place weekly throughout the year.</p> <p>Secondary: Introduced student shadowing for Head of Departments (HOD) in Terms 1 and 3.</p> <p>Reports developed on the level of student engagement and peer mentoring. Programming that includes RAP analysis strategies, frequent HSC style questions (Year 12) and regular student feedback as part of the unit evaluation.</p> <p>Director of Studies to randomly visit one class per week as part of peer mentoring reporting.</p> <p>Year 12 teachers meet with the Headmaster and Deputy every March and August to discuss the students in their class, PD, strategies to maximise learning, etc. Introduction of Maths space across Years 3 to 12.</p> <p>Introduction of Edquire software for teachers to effectively monitor the level of on task activity from Year 10-12 students on their laptops. Increase the number of HSC markers among staff.</p> <p>Produce a HOD job spec checklist evaluation form.</p> <p>HODs to be more involved in the discipline procedure. Teachers deal with in class issues, then HOD then DOS.</p>
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		<p>Executive duties focusing on order and punctuality in the morning, after recess and after lunch.</p> <p>Co-curricular points system: A database to track the co-curricular contribution of every secondary student. 120 points is the requirement.</p>
Formation/Student Welfare	<p>Primary: Focus on virtues of order and punctuality. Foster order-related class jobs (areas of responsibility for each class, e.g.: lost property, iPad trolleys, etc.)</p> <p>To foster the corporal and spiritual works of mercy among the students.</p> <p>Closer follow up of class parents by Formation department. Meetings to occur twice a year with each set of class parents. Work-shop interactive case studies and upskilling in the class parent meetings (less admin in meetings)</p> <p>Identify parents who are regularly missing KPFs and interviews over time. Follow up with tutor and if necessary with the Director of Formation.</p> <p>Shift in Secondary emphasis from 80% discipline/20% Formation to 20% discipline/80% Formation.</p> <p>Targeting of students in need of one-on-one formation support - follow through with Director of Formation</p> <p>Re-introduction of Year Seminars to work strategies with students with issues across faculties</p>	<p>Implemented 'cohort jobs' such as recycling for Year 3s, points competition for Year 6, etc.</p> <p>Increased emphasis on the works of mercy - across talks, homilies, reading, class parents and community service.</p> <p>Class parent meetings became more interactive with workshop topics including KPF attendance and other areas where they can support the College.</p> <p>A number of student led fundraising initiatives were implemented in the Primary during the year</p> <p>Mentors were raising KPF attendance with defaulting families. A letter also went home to those families who missed two or three KPFs.</p> <p>A student-tracking document was established to move student issues more towards formation and less focus on discipline.</p> <p>Mentor meetings occurred with Director of Formation to focus on students in need of 1-1 support. Action plans devised, implemented and monitored.</p>

		<p>Year seminars occurred frequently on Mondays to discuss specific students and share strategies to help optimise their application in the classroom.</p> <p>Religion programs include additional resources and enhanced teaching and learning strategies.</p> <p>Primary and Secondary Religion programs completed and actively used</p>
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11. Initiatives undertaken by the school to promote respect and responsibility:

Initiatives undertaken by the school to promote respect and responsibility:

In order to promote respect and responsibility within the school environment, the College has a number of initiative, which are core to its mission. Fundamental to the school's overall philosophy is the notion that parents are the primary educators and so the values promoted at school are the same values reinforced at home.

The Mentoring System

The personalised mentoring system is a most distinctive means of assisting a student's academic progress and character development. The mentor's rapport and friendship with the student and family are fundamental to the educational process. The parent-mentor relationship is a natural means to ensure that home and school work together effectively.

College Mottos

The weekly mottos are published in the College newsletter and give a focus to the week for each group of students at Redfield; primary, junior secondary and senior secondary. These mottos are aspects of the four cardinal virtues, known in modern terms as right judgment, personal toughness, responsibility and self-discipline. Mottos are often quotations from great people in history giving a glimpse of their character reflected in their leadership qualities. As well as being practical, many of these mottos are inspirational. Class teachers help to maintain the focus on an essential element of student's education – the development of their character.

Student Exchange Programs

A tradition that is greatly cherished at Redfield is the Year 9 Student Exchange Program. Each year the College welcomes students from overseas schools in Uruguay, Hong Kong, and Japan. In return, Redfield students have spent extended periods in schools overseas in reciprocal arrangements. Through these exchanges, the College has seen that exposure to distinctive ethnic or cultural communities introduce the students to new learning experiences, which help to widen personal and academic horizons. Students return from their period of exchange with more self-confidence and independence, with a greater tolerance and respect, enhanced decision-making skills, better able to take risks, to embrace responsibility and more clearly able to define academic, career and personal goals.

Class Seminars and Camps

The College places great importance in this program as a way to learn and exercise virtue in a setting outside the classroom. Father and Son camps are held from Year 2 to Year 8 with over 90% attendance at these camps. A series of seminars are presented at these talks giving dads practical advice on how to deal with parenting issues dealing specifically with respect and responsibilities relevant the particular age of their son. The 3-day class camps in Years 7, 8 and 9 are particularly formative where students are encouraged to practice a spirit of service to their classmates as well as growing in resilience and learning to care for the environment. The Seminars in Years 9-12 are an opportunity for our students to spend some time off campus reflecting on issues such as social responsibility and personal improvement.

Leadership

Australia's future requires leaders of strong character and skills to successfully guide and direct the nation and its institutions for the good of all Australians. With effective leadership education, our leaders for the future can be nurtured from an early age.

The Program is a continuation and further development of the extant character education program at the school. It has grown from the conviction that the most effective leadership education must incorporate a strong emphasis on character education and on service to others. The program is directed to all the boys at the school and extends to the old boys of the school, being delivered through curriculum, a wide variety of workshops and visiting speakers, external mentored placements in business, politics and industry, and through ongoing experiences for community service.

The Program provides Leadership Education that emphasises character and the specific skills of leadership. We say that true leadership is the product of virtues and specific skills. It is motivated by a spirit of service and responsibility guided by a strong sense of justice. It involves superior mastery of one's self (temperance), determination to overcome external difficulties (fortitude) and right judgement (prudence). In other words, there is no genuine leadership without depth of character.

In addition, there are specific acquired skills that contribute to effective leadership: the skills of effective communication, of planning, goal setting, people management, the development of political awareness, etc.

The Director of Formation coordinates leadership Education. There has been the development of workshops (e.g. fostering resilience), seminars and camps, meetings with staff and parents, and hosting regular guest speakers to the school.

The Redfield College House Competition also brings opportunities for leadership. The four houses comprise of Altair, Castor, Hydrus and Sirius. Each term there are House meeting and competitions in order to maximize points. Items include the swimming, athletics and cross country carnivals, futsal, basketball, community service, first class honours, chess, touch footy, cricket and merit cards. The House with the highest points enjoys a gourmet BBQ at the end of the term. The captains run House meetings and participation in the competition is encouraged and evaluated every term.

Another important aspect of leadership is the Class Council. Each homeroom class elects a Class Council and meetings should be held at the very minimum, twice each term. A Class

Council meeting is held during class time and in a period convenient to the class teacher. Only under extraordinary circumstances should it run more than forty minutes. The class council is composed of the class teacher, a class secretary, sub-secretary, four team captains and on a rare occasion one or two invited members from the class.

Aims:

- to make the students feel responsible to some degree for the running of the class;
- a forum for students to learn to work co-operatively with others towards a common goal: the good functioning of their class.
- to make students think about the good of other people, their classmates, teachers and their school.
- to educate the students in how to participate effectively in meetings and the dynamics and procedures of such gatherings.
- to help students respect other people's opinions.

Objectives:

- to ensure the good functioning of the class.
- to discuss problems in the class and attempt to find effective solutions for them.

Minutes are taken at each meeting and sent to the Redfield School Committee as well as Directors of Administration and Formation.

A group of **Year 11 students** attend the Mitchell Youth Leadership Forum each year. This is a bipartisan non-political leadership forum hosted by the member for Mitchell. It runs over two days and features team building activities, group work and keynote speakers. The students who attend this report back to their year group in a two-hour forum debrief.

Each year, students from the **Year 9 and 10 Class Councils** attend the Young Healthy Minds Forum. This conference addresses topics such as depression, leadership, anxiety and mental health. The students presented to their classes on the following Wednesday during the motto period.

Community service:

Community Service is an expanding area in the College curriculum, aiming at bringing out the virtues of generosity and sincerity in every student. The College seeks to expand the imagination, foster the spirit of giving and promote respect for diversity within the community. Over the years, diverse and significant projects have been undertaken. Students from Years 2-12 are involved in a wide variety of community service experiences.

The overall aim of the community service at the school is to develop in the boys a spirit of generosity in thinking about the needs of others. The programs require the boys to give up some of their time to do something for others in the community.

The Programs:

The staff coordinator works to ensure all boys are involved in a wide variety of experiences that include:

The aims of community service include:

- To foster generosity and a spirit of service in the boys
- Appreciate the gifts they have by experiencing the difficulties others face
- Encourage team work and unity in the class
- Boost fortitude and overcoming discomfort / challenges

- To see Jesus Christ in the people they serve

Year 10 Work camp. A live-in one-week camp where the boys in the class carry out a defined construction or maintenance task in the service of a community needing assistance. Locations have included Bourke, Trangie, Brewarrina, Cobar, Wilcannia and Griffith.

Years 7 to 12 students are required each term to complete at least one project of community service. Boys are asked to use their initiative to carry out community service tasks. Students are expected to register these contributions in an online submission form with contact details pertaining to the service provided. The goal of the program is to facilitate practical support for those in need around us and to foster in each student positive habits and experiences of service to others. The community service teacher is responsible for reviewing the tasks selected by students and incorporate tallies for House points.

Through the various service activities the school hopes that the boys will learn to develop an awareness of the needs of those around them and of the community, whereby they then feel confident in addressing those needs in later life.

Years 7-11: All students on campus during the last week of each semester participate in a number of formation days. This involves workshops, guest speakers, bush walks and life skills along with community service in different locations.

Community service awards may be given at the Presentation Night in recognition of special initiative, effort or leadership demonstrated by students in carrying out particularly noteworthy tasks. The winner in 2018 was a student who had raised his own money to work in an third world country in Southeast Asia over the summer holidays.

12. Parent, student and teacher satisfaction

At Redfield, we take pride in our open door policy where all our constituents are provided with an avenue to give feedback. Active communication is encouraged both formal and informal. We have a formal end of year survey given to all parents and staff covering all areas in teaching, relationships and management of the college. Here are some selected parts / results of the survey conducted in 2017.

STAFF SATISFACTION

Throughout 2018, staff were in regular meetings with the Executive Committee members. While establishing and monitoring priorities in these interviews, feedback was also obtained on staff satisfaction. Redfield has had a very low staff turnover rate over the years ranging between 2% and 5% each year.

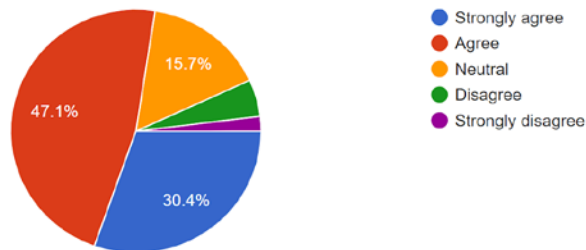
Feedback from staff indicates strong satisfaction with the environment and support at the College. Openness to their ideas and suggestions is high and though staff feel they are pressed for the time, they have the support networks for them to achieve the expectations. Student satisfaction is high from the subject specific feedback obtained from Year 10 and 12 students via the Director of Studies. Use of Canvas could improve in some Secondary subjects to better support students.

PARENT SATISFACTION

Below are some results of the survey to Redfield parents in December 2018. Parent satisfaction is strong as evidenced by the high proportion of responses in the strongly agree and agree categories.

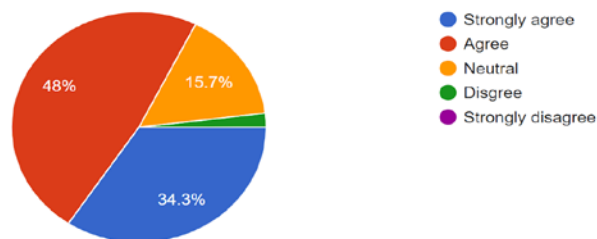
1. Redfield provides high quality education for my son.

102 responses



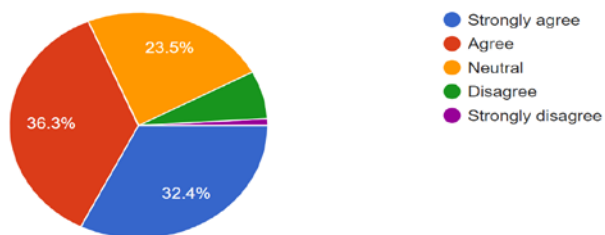
2. Students are taught to be independent and critical thinkers at Redfield.

102 responses



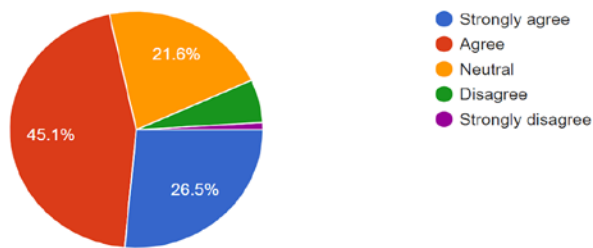
3. There is a high standard of teaching at Redfield.

102 responses



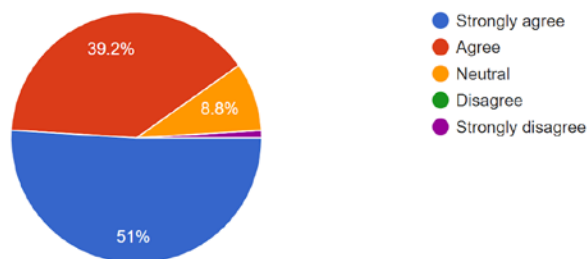
4. My son's teachers manage the classroom well so they are effective learning environments.

102 responses



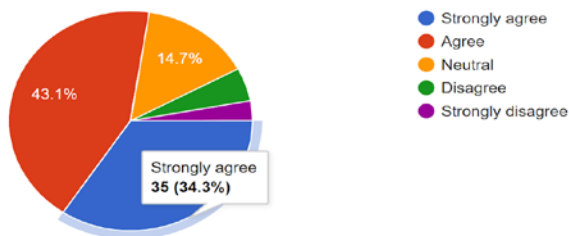
9. The teaching staff at Redfield are approachable and helpful.

102 responses



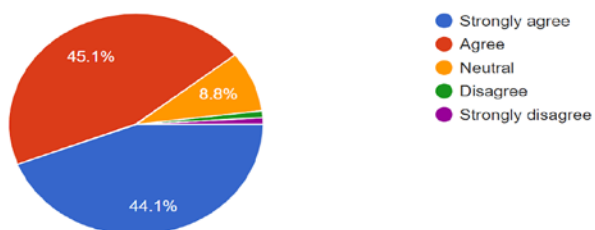
11. The approach to school discipline is fair and supports students to develop as young men.

102 responses



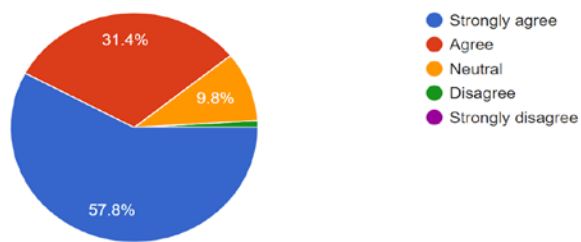
12. Redfield supports students to develop a spirit of service towards their peers, their family and their communities.

102 responses



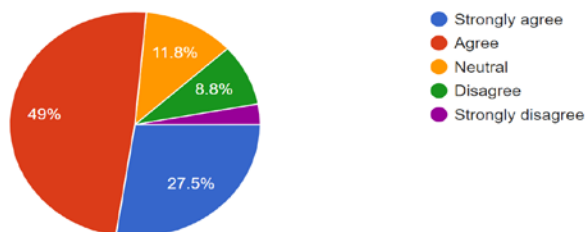
13. Our tutor has been a positive support in helping to form our son's character.

102 responses



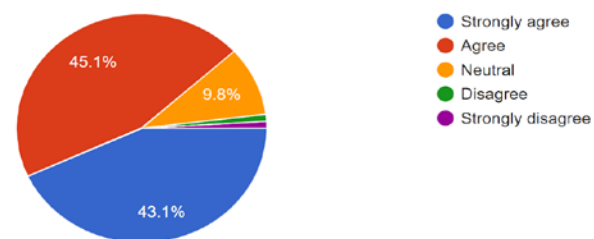
16. Redfield communicates effectively with parents.

102 responses



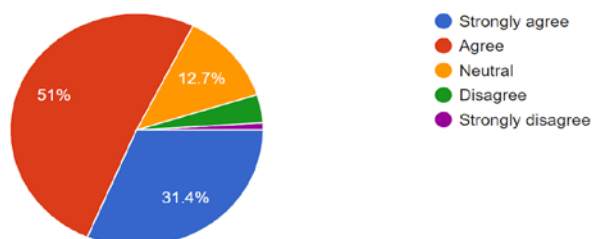
20. I feel welcome as a parent at Redfield.

102 responses



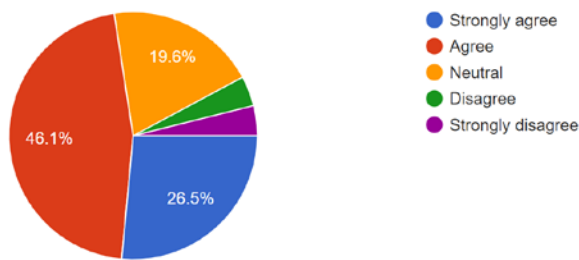
21. If I have a concern or complaint, Redfield handles this effectively and in a timely manner.

102 responses



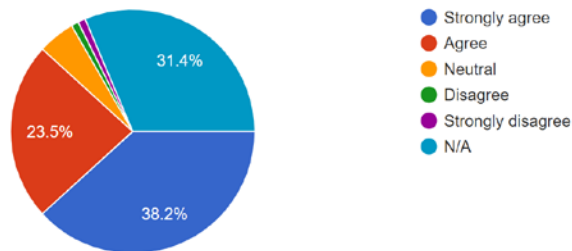
22. Redfield is open to constructive feedback.

102 responses



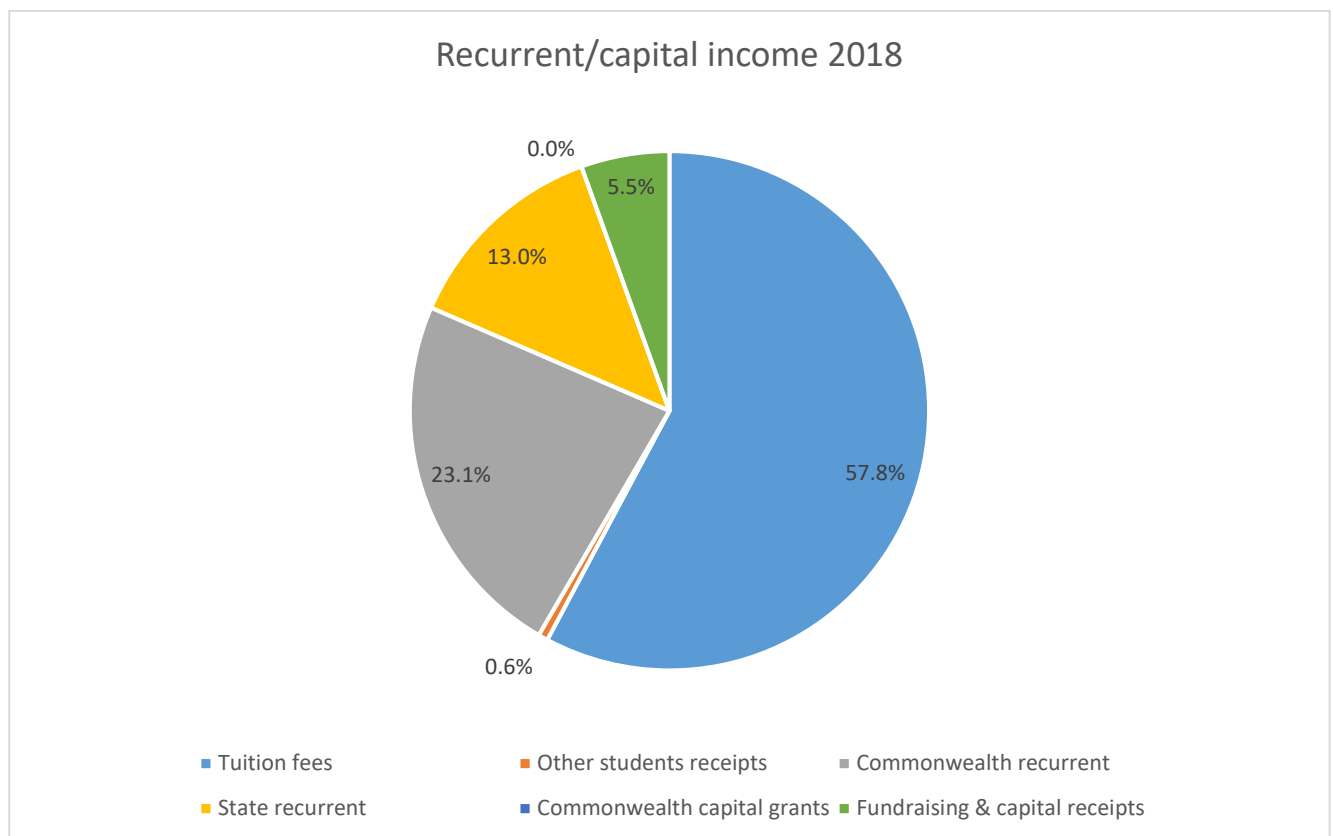
23. The Secondary parent-teacher night provided effective communication and feedback.

102 responses



13. Summary of Financial Information 2018

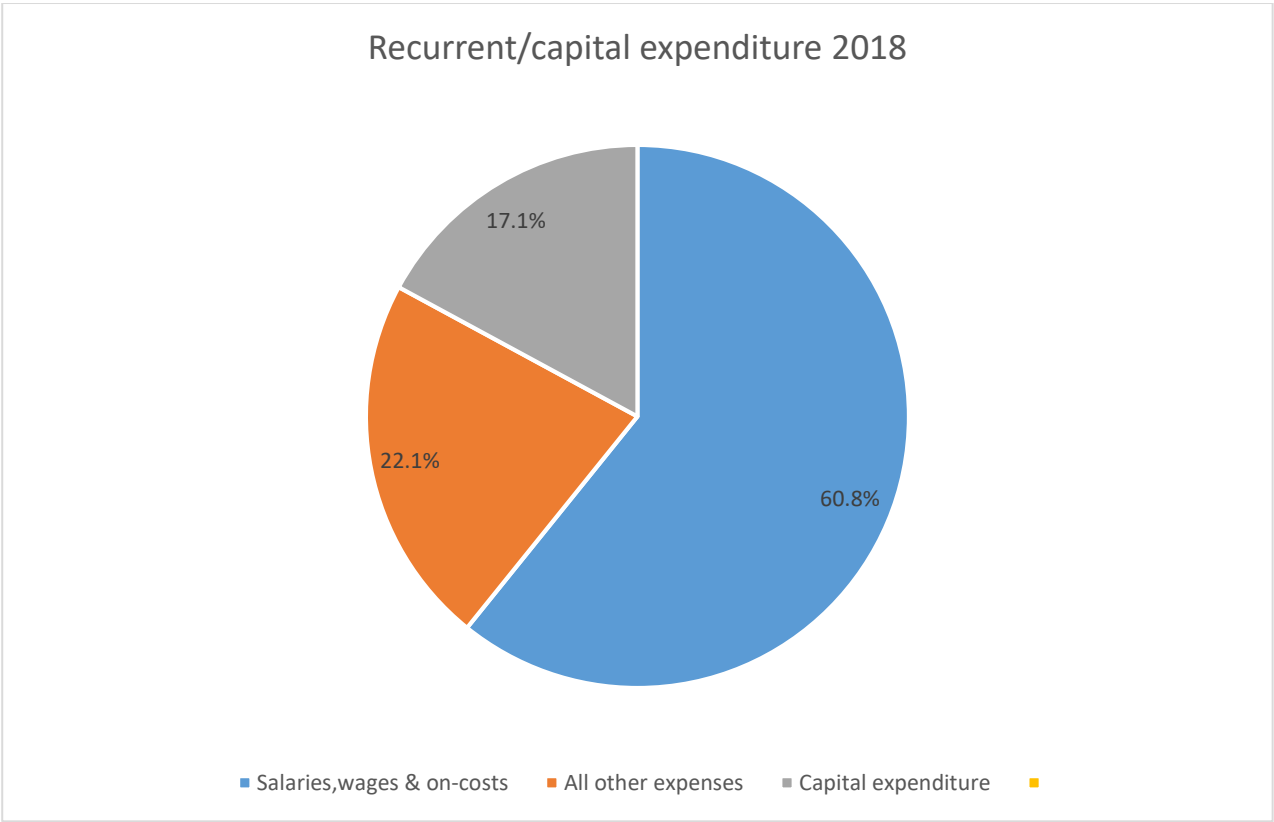
COLLEGE INCOME



Recurrent/capital income 2018

Tuition fees	57.8%
Other students receipts	0.6%
Commonwealth recurrent	23.1%
State recurrent	13.0%
Commonwealth capital grants	0.0%
Fundraising & capital receipts	5.5%

COLLEGE EXPENDITURE



Recurrent/capital expenditure 2018	
Salaries, wages & on-costs	60.8%
All other expenses	22.1%
Capital expenditure	17.1%