

2017

ANNUAL REPORT



Table of Contents

1. Messages from Key School Bodies	3
1.1 Message from the Chairman	3
1.2 Message from the Headmaster	4
1.3 Message from School Captain	6
2. Contextual Information about the School	7
3. Student Outcomes in Standardised National Literacy and Numeracy Testing	7
3.1 NAPLAN Results	8
4. Senior Secondary Outcomes	10
4.1 For full details see www.myschool.edu.au	11
4.1 Year 10 Record of School Achievement	11
4.2 The Higher School Certificate	12
5. Professional Learning and Teacher Standards	14
5.1 Teacher Qualifications	14
5.2 Professional Learning and Development	14
6. Workforce Composition	17
7. Student Attendance, Retention Rates, Post School Destinations	18
7.1 Student Attendance	18
7.2 Retention Rates	18
7.3 Management of Non-Attendance	19
7.4 Post School Destination	20
8. Enrolment Policies	20
8.1 Enrolment Procedures	20
8.2 Student Population	22
9. School Policies	22
9.1 Student Welfare	23
9.2 Student Discipline	28
9.3 Anti-bullying	29
9.4 Reporting Complaints and Resolving Grievances	29
10. School Determined Improvement Targets	30
10.1 Achievement of Priorities Identified in 2017	30
11. Initiatives Promoting Respect & Responsibility	32
12. Parent Student & Teacher Satisfaction	35
12.1 Staff Satisfaction	35
12.2 Parent Satisfaction	38
13. Summary of Financial Information	43
13.1 College Income	43
13.2 College Expenditure	43

1. Messages from Key School Bodies

1.1 MESSAGE FROM THE CHAIRMAN

I attended the New Parents Function at Redfield at the beginning of the school year on a bright summer day with our "lake" looking pristine and the Redfield Cricket teams at play. A number of the new parents remarked how they were impressed by the school grounds and buildings, which made me, reflect on the history of how Redfield's home became Old Northern Road, Dural.

The school grounds comprise 23 acres: 10 acres were previously a wholesale nursery and 13 acres were a disused farm with an old slab house erected on it. There were many turns in the road to acquire the sites, fund the acquisition, gain approval for the use, masterplan the land and adapt its natural features into what exists today.

Well-maintained grounds and significant buildings do not make a school but they do make a statement that the school is orderly, well run and here to stay! With the enclosure of the COLA and the construction of the Chapel, the next phase of our building program provides the opportunity for the current generation of families to build on the legacy of the first Redfield parents.

Gary Doherty
PARED Board Chairman

1.2 MESSAGE FROM THE HEADMASTER

It has been a great privilege and a genuine pleasure to have led Redfield College in 2017 for the first time. The verb 'lead' is very appropriate because it does imply substantial support from all who follow. That has clearly been the case this year. And so it should be – Redfield is a dedicated and generous community in which we all partake in the preparation of the boys for effective contribution to the improvement of our society in years to come.

And that is no easy feat. Today, we live in a society that is in need of direction, barely hanging on to its moral compass forged in the Judeo-Christian tradition. The onslaught has been relentless, from the insidious slow creep of the moral degradation of our social norms to the barely-defeated euthanasia bill to the result of the latest referendum vote.

These are but a few of the challenges ahead for our fine young Redfield men. Aristotle, in his early wisdom, tells us *"it is during our darkest moments that we must focus to see the light"*. This is pertinent and reminds me of the current Year 12 Motto:

"non commodum sed iustum"

(Not the easy thing but the just thing.)

The easy thing would be to fall into line with what is politically and socially correct, not to make waves but rather fit in with the barbecue crowd or the feel-good brigade. The easy thing would be to say that euthanasia on request is acceptable, regardless of where that path might lead, and the easy thing would be to say that anything goes with the sanctity of marriage, which is the catalyst for the family unit at the core of our society and has been for millennia. None of this is right or just. Likewise, on a day-to-day basis, the easy thing would be for you, as parents, to give in to your son's whims, for us to not challenge and test him and for him not to meet his obligations at school.

Yet, I look back on 2017 and ask myself what it is that I see which helps bolster your son's chance of fighting this good cause.

I see parents who are committed to their growing families, some of you stretched beyond your comfort zone but still helping to grow the school, so willing to give of your time and energy. I see you promoting the College at every opportunity. In addition, I see parents heavily involved in a number of activities, like our four big team sports, coaching, managing, transporting, your presence a clear sign of your unbending support. I also take this opportunity to thank your generous financial support. Commencement of the COLA works will begin early next year and are scheduled to be completed by the end of Term 3.

Yet there are so many other signs that bring hope and cheer as we look towards 2018. I also see the dedication of our staff who have a genuine concern for your son, driving the message home in class, sharing a joke while on duty, looking after his welfare and providing caring support when he needs it and being firm but just when the moment calls for resilience. Most importantly, I see the opportunity for your son to avail himself of the Faith every day. In the mix, I see Father Felix in the distance, a smile with plenty of energy to engage and encourage your son. And I see how positively students respond to both parents and teachers, becoming more generous in turn, wanting to help others.

If we, as parents and teachers, want our students to respond, we must lead by example. It starts at home when your son witnesses your own faith and sacrifice. It continues at school when he sees his teachers take an interest that goes well beyond the requirements of the job. It is solidified by the personal relationships he builds with his tutor who is there to keep a careful eye on him and to listen, give advice and help where possible.

Ultimately, our mission is our boys' resilience and tenacity, and for them to be driving hard at the vanguard with a clear moral vision, tempered ever so much by that generosity of spirit. That goal has to be achieved - every inch fought very hard now, here at school, in the formative years – If we want our young Redfield men to lead by example and become beacons of hope and strength in a challenging future.

Of course, the message which I have tried to share from Day 1 has been a clear one. And that clear message has a historical consistency that reveals itself in early Pared documents when Redfield was still very much in its embryotic state:

- that education be personalised, treating each student as an individual who has specific strengths, weaknesses and needs;
- that students be encouraged to acquire all the human virtues as desired and fostered by their parents;
- that every child be encouraged to strive for excellence;
- that students are given the preparation they will need to contribute effectively and generously to the improvement of society.

That consistent message could have been put together yesterday. It continues to resonate so that people know what we stand for, and that we stand for these things with conviction. We received this email from a primary parent earlier this year:

"I just wanted to let you know that this weekend I got some encouraging feedback about Redfield! After Mass, our son was asked by a seminarian what school he goes to and he proudly said Redfield College, so I was encouraged when the seminarian smiled and said, "Ah yes, the one school that truly teaches about the Catholic Faith."

People know what we stand for!

But the essence of Redfield College is realised in its people, the relationships that are built. Helen Keller tells us that *"the best and most beautiful things in the world cannot be seen or even touched – they must be felt with the heart"*. These best and most beautiful things are the minor events that touch the heart in the life of a school, measure its beat, determine its values, values that can't be measured by any league tables, NAPLAN results or ATARs. Remember that life is made up of little things, and that smiles, kindnesses and small obligations are what preserve the heart and soul and accomplish the impossible. Francis of Assisi tells us that *"we start by doing what is necessary, from the heart, then do what's possible; and suddenly, you are doing the impossible"*.

At Redfield College, we want our boys to do what, at this moment, seems impossible.

George Cavanna
Headmaster

1.3 MESSAGE FROM THE SCHOOL CAPTAIN

It has been a great honour to serve the Redfield College community as the 2017 College Captain. I have also had the privilege of enjoying the support of the Vice-Captain, Michael Carrington, who assisted me in directing the Student Leadership Team and the Year 12 cohort. Together, we were able to reach our broad commitment of endeavouring to lead Redfield to greater heights. With a diverse and impressive student body behind us, we have been guided by our motto, *non commodum sed iustum* (“not the easy thing but the just thing”).

The admirable spirit and constant self-giving of Redfield students throughout their ventures have been evident this past year, with a clear aim to live out the cardinal virtues of prudence, temperance, justice, and fortitude. These pillars of our College crest direct us to strive towards virtuous paths in our spiritual and academic lives.

A great strength of the College has been the widespread commitment of students to extracurricular and community service tasks. One could hardly miss their passion for Rugby, their devotion to Football and their addiction to Basketball. Similarly, student engagement in a wide range of community service projects this year has been admirable. Michael and I have strived to encourage all students to take part in as many extracurricular activities as possible to bolster school spirit.

I have been humbled by the opportunity to direct, represent and lead the graduating Class of 2017, a unique group of young men who constantly proved themselves ready to take on the challenges of the HSC. I am proud of each and every one of them. Our schooling journey has been a constant rollercoaster of ups, downs and a whole lot in the middle, yet we have come out stronger than ever, ready for the next stage of our lives.

Robert Menzies expressed the mantra “never, never, never give up” in his Forgotten Peoples Speech. To all students I say, never give up on each other, never give up on your faith and never give up on this school. Soon you will learn that Redfield teaches the truth and only the truth will set you free – *veritas liberabit vos*.

John-Paul Baladi
School 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 tutorial system all underpin family values.

Each boy receives a personal mentor, or tutor, selected from the teaching staff. The tutor 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 tutor takes a personal interest in the progress of the boys whom he tutors, 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

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 2017, 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	47.2	16.7	47.2	50.0	40.0
	State	29.2	14.5	28.3	38.5	23.0
5	Redfield	25.0	41.7	36.1	25.0	25.7
	State	21.8	38.7	24.4	26.2	20.3
4	Redfield	19.4	30.6	2.8	11.1	25.7
	State	22.7	23.1	21.1	14.4	27.3
3	Redfield	0.0	8.5	5.6	5.6	5.7
	State	15.7	17.7	14.1	10.7	17.0
2	Redfield	2.8	2.8	8.3	5.6	2.9
	State	6.5	4.3	9.1	6.9	9.6
1	Redfield	5.6	0.0	0.0	2.8	0.0
	State	4.0	1.6	3.1	6.0	2.9

Table 2: Percentage of Redfield Year 5 students in each band (3-8) vs state						
Band		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
8	Redfield	24.5	9.4	22.6	30.2	15.1
	State	18.4	5.3	17.4	21.8	13.4
7	Redfield	32.1	11.3	20.8	11.3	28.3
	State	21.3	12.8	20.8	14.4	19.1
6	Redfield	18.9	30.2	26.4	26.4	30.2

	State	26.1	30.0	29.5	25.7	29.3
5	Redfield	13.2	41.5	26.4	17.0	11.3
	State	17.0	36.0	19.3	16.0	23.6
4	Redfield	9.4	1.9	3.8	13.2	11.3
	State	12.7	9.3	8.1	15.6	11.6
3	Redfield	1.9	5.7	0.0	1.9	0.0
	State	4.5	6.5	5.0	6.4	3.0
Table 3: Percentage of Redfield Year 7 students in each band (4-9) vs state						
Band		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
9	Redfield	9.8	4.9	7.3	7.3	29.3
	State	11.8	5.4	14.3	12.8	17.1
8	Redfield	26.8	14.6	36.6	24.4	19.3
	State	18.8	15.9	27.0	17.3	33.3
7	Redfield	34.1	31.7	31.7	41.5	17.1
	State	29.6	21.6	26.9	30.2	29.0
6	Redfield	22.0	26.8	14.6	14.6	22.0
	State	23.5	27.3	17.3	21.5	22.2
5	Redfield	7.3	17.1	4.9	9.8	2.4
	State	11.1	21.1	9.8	10.5	11.6
4	Redfield	0.0	4.9	4.9	2.4	0.0
	State	5.2	8.7	4.7	7.8	2.4

Table 4: Percentage of Redfield Year 9 students in each band (5-10) vs state						
Band		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
10	Redfield	12.2	2.4	7.3	9.8	19.5
	State	7.6	7.3	9.1	11.1	12.1
9	Redfield	19.5	9.8	34.1	26.8	36.6
	State	17.1	10.7	22.0	13.7	17.7
8	Redfield	43.9	46.3	31.7	41.5	31.7
	State	33.7	27.2	24.0	26.7	28.7
7	Redfield	12.2	29.3	22.0	17.1	7.3
	State	21.1	20.0	25.8	24.6	25.9
6	Redfield	12.2	12.2	4.9	4.9	4.9
	State	14.9	18.7	12.8	15.3	14.6
5	Redfield	0.0	0.0	0.0	0.0	0.0
	State	5.6	16.1	6.2	8.5	1.0

In 2017, 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 which 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 teachers 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. From scrutinising the progress of each and every student to organising informative workshops delivered by a former Board of Studies Liaison Officer, we worked intensely on maximising the boys' HSC results. It was most gratifying, therefore, to see the Class of 2017 attain a ranking of 90th 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.

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 2018 and see the achievement of many more personal bests.

Chris Tanna, *Director of Studies*

The granting of Records of School Achievement

4.1 RECORD OF SCHOOL ACHIEVEMENT

The College had three students who required the issuance of a Record of School Achievement (one in Year 12 and two in Year 11).

4.2 VOCATIONAL OUTCOMES

In 2017, 2.2% 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
2017	HSC	100%
2017	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

4.3 THE HIGHER SCHOOL CERTIFICATE 2017:

Table 1 below summarises a comparison over six years of the Average Band 5 & 6 (E3 & E4) Result in Redfield courses. 2017 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
Ancient History	68	56	85	65	63	78.93
Biology	55	70	50	50	64	69.23
Business Studies	60	69	60	75	50	33
Chemistry	50	53	50	57	67	62.5
Design and Technology	0	40	N/A	33.33	0	20
Economics	77	17	25	67	36	50
English Standard	50	18	20	8	24	41.38
English Advanced	95	70	55	50	88	93.33
English Ext 1	100	100	100	100	100	100
English Ext 2	100	100	33	N/A	100	100

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

5. Teacher Qualifications and Professional Learning

5.1 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	43
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

5.2 PROFESSIONAL LEARNING AND DEVELOPMENT

In 2017, the school continued to provide relevant professional learning and support for our teachers and staff. Professional development was conducted in-house and outsourced. In 2017, 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		
Anaphylaxis Training for NSW Schools	ASCIA	20
2017 HSC Economics Professional Development Day	ELC	1
Canvas Commons	Inhouse	9
Canvas Updates and Annual Rollover	In House	4
Children with Autism in the Secondary Years	Autism Spectrum Australia	2
Diving into Sport	AIS	1
Economics Teachers' Conference 2017	Economics Literary Centre	1
Edrolo	Edrolo	12
ETA State Conference	ETA NSW	1
Familiarisation of the Revised Stage 6 Mathematics Syllabus	AIS	3
Finance for Principals	AIS Leadership Centre	1
IT Training - Canvas in Practice	In-house	12
IT Training - Flipped Classroom Learning	In House	23
IT Training - Pechakucha and Google Drive	In house	7
IT Training - Secondary: Peer Reviews	In house	5
IT Training - Using Canvas in the Classroom	In-house	3
IT Training – World Book	In house	15
NAPLAN Marking Training Program	Pearson Education	1
Presenting/Attending 2017 AATE/ALEA Conference	Aust Assn for the Teaching of English	1
Principal Induction Program	AIS Leadership Centre	1
Reinvigorating History: Excellence in Leading Learning	AIS	1

Finance for Principals	AIS Leadership Centre	1
The AIS Governance Symposium	AIS Leadership Centre	1
Return to Work	Easy HR	1
Senior Physics Professional Development Day	ANSTO	1
STANSW Physics Teachers' Conference 2017	Science Teachers' Association	1
Stimulating 21stC Geographers: Exploring Learning through Fieldwork	AIS	2
VADEA Regional Inspire & Indulge	VADEA Regional & Indulge	1
Writing for NAPLAN	ETA NSW	1
Primary		
Anaphylaxis Training for NSW Schools	ASCIA	14
"Attention Please" Seminar	Learning Difficulties Coalition	1
12 Tactics of Effective Numeracy Instruction	AIS	1
Canvas Commons	In house	1
Edrolo Training	Edrolo	1
Evidence-based Classroom Behaviour	AIS	3
IT Training - Pechakucha and Google Drive	In house	4
IT Training - Canvas in Practice	In House	8
IT Training - Using Canvas in the Classroom	In house	6
Learning Support for Students on the Autism Spectrum	Aspect Practice Autism	1
IT Training - Games as Learning Experience Part 2 Creating	Inhouse	1
Strategies to Support Students with Reading & Language Disorders	Learning Difficulties Coalition	1
IT Training - World Book	Inhouse	6
12 Tactics of Effective Numeracy Instruction	AIS	1
Light up your Classroom: Full STEM Ahead	AIS	1
Literacy & Learning Difficulties: Strategies to support students	Learning Difficulties Coalition	1

Seminar on Technology and Effects on Student Learning	Learning Difficulties Coalition	1
Strategies for Teaching Problem Solving in Maths	Australaiaian Problem Solving Mathematical Olympiad	2
Strategies to Support Students with Reading & Language Disorders	Learning Difficulties Coalition	1
Supporting School Improvement	AIS	1

6. Workforce Composition

In 2017, we have a total of fifty seven staff with the following breakdown:

School Staff 2017	57
Teaching Staff	43
Non-Teaching Staff	14

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

7.1 STUDENT ATTENDANCE

The following table shows in percentage the students attendance rates by Year Level in 2017

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

7.2 SCHOOL RETENTION RATES

Eighty eight per cent of those students in Year 10 in 2015 completed Year 12, 2017 at the College.

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%

Based on the information provided to the school when students leave, it would appear that the few students who may leave at the end of Year 10 or during Year 11 do so because of family circumstances or to pursue employment or vocational training.

7.3 MANAGEMENT OF NON-ATTENDANCE

As required by the NSW Education Act, Class Rolls are always marked accurately so as 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.

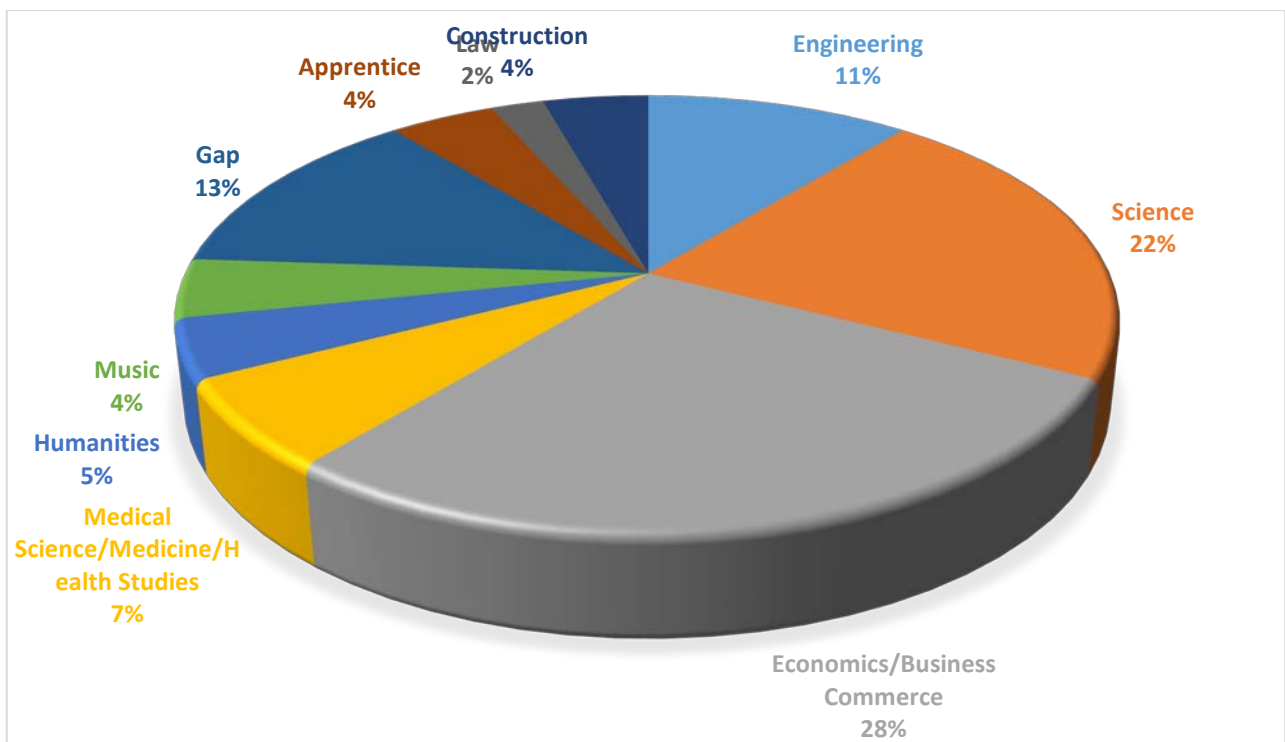
Exemption from Attendance at School

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.

7.4 POST SCHOOL DESTINATIONS

100% of our 2017 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.



8. Enrolment Policy

8.1 ENROLMENT PROCEDURES

ENTRY INTO THE COLLEGE

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

- the tutorial 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

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 be in agreement 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.

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.

School reports from the applicant's existing school will be assessed by the College 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.

IMMUNISATION REQUIREMENTS FOR SCHOOL ENROLMENT

The College acknowledges its responsibilities under the Public Health (Amendment) Act 1992 (The Act) in relation to the control of vaccine-preventable diseases.

Under the Public Health Act 2010 and the Public Health Regulation 2012, primary schools must obtain and record the immunisation status of each enrolled child.

The Immunisation History Statement which is issued by the Australian Childhood Immunisation Register (ACIR) is required as proof of immunisation status for enrolment at school under the NSW

Public Health Act 2010. The Personal Health Record (Blue Book) is not acceptable evidence. Parents can request a copy of the History Statement by calling the ACIR on 1800 653 809, requesting a statement by emailing acir@medicareaustralia.gov.au or visiting Medicare Online Services at www.medicareaustralia.gov.au/online or a local Medicare office. (The Immunisation Certificate must cover all vaccines required by 5 years of age).

In the event of an outbreak of a vaccine-preventable disease, the College upholds the provisions of the Act requiring that un-immunised children are excluded from the school for the duration of the outbreak. The word “outbreak” in The Act is used in the context of a child enrolled at the school or facility suffering from a vaccine-preventable disease.

Email: info@redfield.nsw.edu.au

8.2 STUDENT POPULATION

In 2017 the student population of Redfield was 454.

9. School Policies

9.1 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
<u>Changes made during Year</u>	Policy defined and expanded, where necessary, in 2017 located in Policies & Documents on the Redfield Staff Intranet

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
<u>Changes made during Year</u>	Policy defined and expanded, where necessary, in 2017 located in Policies & Documents on the Redfield Staff Intranet

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.
<u>Changes made during Year</u>	Policy defined and expanded, where necessary, in 2017 located in Policies & Documents on the Redfield Staff Intranet

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
<u>Changes made during Year</u>	Policy defined and expanded, where necessary, in 2017 located in Policies & Documents on the Redfield Staff Intranet

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
<u>Changes made during Year</u>	Policy defined and expanded, where necessary, in 2017 located in Policies & Documents on the Redfield Staff Intranet

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
----------------	--

<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
<u>Changes made during Year</u>	Policy defined and expanded, where necessary, in 2017 located in Policies & Documents on the Redfield Staff Intranet

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
<u>Changes made during Year</u>	Policy defined and expanded, where necessary, in 2017 located in Policies & Documents on the Redfield Staff Intranet

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
<u>Changes made during Year</u>	Policy defined and expanded, where necessary, in 2017 located in Policies & Documents on the Redfield Staff Intranet

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
<u>Changes made during Year</u>	Policy defined and expanded, where necessary, in 2017 located in Policies & Documents on the Redfield Staff Intranet

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.
<u>Changes made during Year</u>	Policy defined and expanded, where necessary, in 2017 located in Policies & Documents on the Redfield Staff Intranet

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
<u>Changes made during Year</u>	Policy defined and expanded, where necessary, in 2017 located in Policies & Documents on the Redfield Staff Intranet

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
<u>Changes made during Year</u>	Policy defined and expanded, where necessary, in 2017 located in Policies & Documents on the Redfield Staff Intranet

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
<u>Changes made during Year</u>	Policy defined and expanded, where necessary, in 2017 located in Policies & Documents on the Redfield Staff Intranet

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, in 2017 located in Policies & Documents on the Redfield Staff Intranet

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
<u>Changes made during Year</u>	Policy defined and expanded, where necessary, in 2017 located in Policies & Documents on the Redfield Staff Intranet

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
<u>Changes made during Year</u>	Policy defined and expanded, where necessary, in 2017 located in the Policies & Documents on the Redfield Staff Intranet

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 in 2017 located in the Policies & Documents on the Redfield Staff Intranet

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
<u>Changes made during Year</u>	Policy defined and expanded, where necessary, in 2017 located in the Policies & Documents on the Redfield Staff Intranet

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.
<u>Changes made during Year</u>	Policy defined and expanded, where necessary, in 2017 located in the Policies & Documents on the Redfield Staff Intranet

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.
<u>Procedure:</u>	Parents/Teachers/Tutors have open communication and particularly through Parent/Tutor Meetings, Key Parent functions, Class Parent Meetings etc. There is much opportunity to communicate.
<u>Changes made during Year</u>	Policy defined and expanded in 2017 located in the Policies & Documents on the Redfield Staff Intranet

9.2 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
<u>Changes made during Year</u>	Policy defined and expanded, where necessary, in 2017 a Head of Middle School appointed whose role included assisting the Discipline master especially with years 7-9, and a revision of the Anti Bullying policy.

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, in 2017 Policies & Documents on the Redfield Staff Intranet
---------------------------------	---

9.3 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, 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 students behaviour needs to be modified.
- Anti Bullying week activities in term 1 that coincided with world anti bullying day.

9.4 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. (or, 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

10.1 Achievement of Priorities Identified in 2017

Area	2017 Priorities	Achieved in 2017
Teaching and Learning	<p>Primary: Focus on Problem Solving / Working Mathematically. Establish a common Problem Solving morning across the Primary using consistent strategies.</p> <p>Primary: Continue boosting home reading routines. Focus on increased Premier's Reading Challenge participation.</p> <p>Primary: Successfully implement new Geography and History syllabuses</p> <p>Secondary: Quality of in-class teaching and learning via respect and cooperation contract and improved classroom environment - Follow up appointment of Head of Middle School to monitor and develop this.</p> <p>Secondary/Primary Peer Mentoring PD process to enhance the quality of in-class teaching</p> <p>Secondary D&T programs, facilities and personnel reassessed, upgraded, and</p>	<p>Established weekly Problem Solving period across all grades. Developed curriculum and support materials to suit.</p> <p>Successfully boosted Premiers Reading Challenge participation. Completion rate rose to 93% of Primary School.</p> <p>New Geography and History syllabuses successfully implemented.</p> <p>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</p>

	<p>replaced to kickstart a faculty in need of a revamp.</p> <p>Secondary: Emphasis on writing across all years embedded in programs and across faculties</p>	<p>upgraded with a new wing added to the building.</p> <p>Writing strategies were added to programs across all years and faculties to adopt a whole school approach to literacy.</p>
Formation/Student Welfare	<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. 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>Increased emphasis on the works of mercy - across talks, homilies, reading, class parents and community service.</p> <p>Primary leadership team attended the IPSHA Social Action Expo to gather ideas for service projects.</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>Tutors were raising KPF attendance with defaulting families. A letter also went home to those families who missed two or three KPFs. A student tracking document was established to move student issues more towards formation and less focus on discipline.</p> <p>Tutor 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</p>

	Primary and Secondary Religion programs completed and actively used	optimise their application in the classroom. Religion programs include additional resources and enhanced teaching and learning strategies.
--	---	---

11. Initiatives undertaken by the school to promote respect and responsibility:

The College has embedded in its practice very sound initiatives to promote respect and responsibility within the school.

The Tutorial System

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

College Mottoes

The weekly mottoes 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 mottoes are aspects of the four cardinal virtues, known in modern terms as right judgment, personal toughness, responsibility and self-discipline. Mottoes 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 mottoes 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.

Buddy groups

Year 12s run buddy groups with Year 7 and 8 students. Groups are comprised of four to five boys led by two Year 12s. The groups meet three times a term during Wednesday morning formation periods (8.30-8.50am). Year 12 group leaders are briefed at the commencement of Year 12 by the Director of Formation. There are also briefing sessions before each structured session (e.g. bullying) to ensure the message is consistent with what the school

policies. Meetings are both informal, where the Year 12s listen to the issues that the Year 7 and 8s wish to discuss, and also structured, where topics like bullying, motivation and study skills are addressed. The program aims at benefitting the Year 7s and 8s who are receiving support, as well as the Year 12s who have this leadership opportunity. There is also support and encouragement from the Year 12 group leaders outside of the group sessions.

Year 12s have been instructed that if any delicate issues come up to encourage the Year 7s and 8s to bring it up with their tutor. The buddy groups are there to support the tutorial system and not to supplant it.

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.

Leadership Education is coordinated by the Director of Formation. 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. House meetings are run by the captains and participation in the competition is encouraged and evaluated every term.

Another important aspect of leadership is the Class Council. Each home room class elects a Class Council and meetings should be held at the very minimum, twice each term. A class council 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 6-11: All students on campus during the penultimate week of the year participate in **Formation Days**. This involves workshops, guest speakers, bush walks and life skills. In addition there are two days of community service in different locations at the end of Semesters I and II.

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.

12. Parent, student and teacher satisfaction

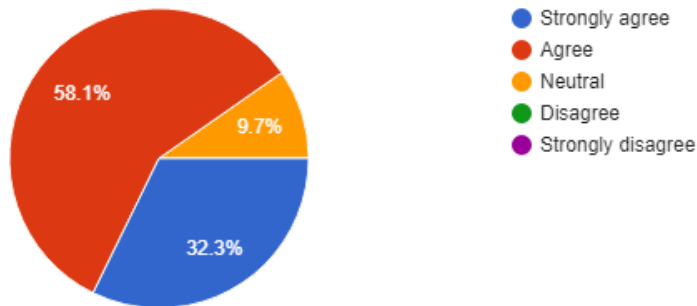
At Redfield, we take pride in our open door policy where all our constituents are provided with an avenue to give feedback. Active communication is encouraged both formal and informal. We have a formal end of year survey given to all parents and staff covering all areas in teaching, relationships and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

12.1 STAFF SATISFACTION

**note: questions randomly selected from the survey*

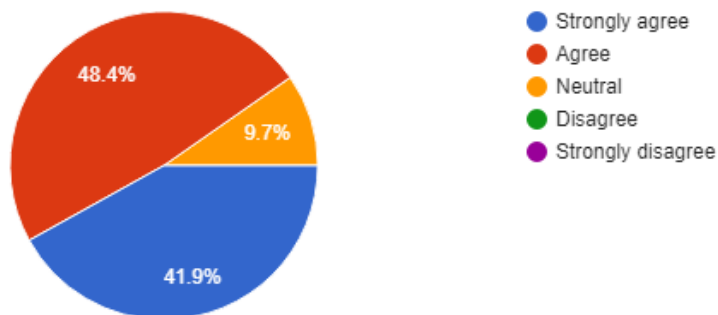
1. I have been satisfied with my year at Redfield.

31 responses



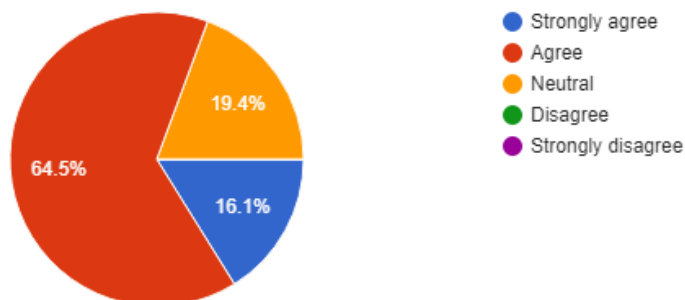
2. I feel I have made progress as a teacher this year.

31 responses



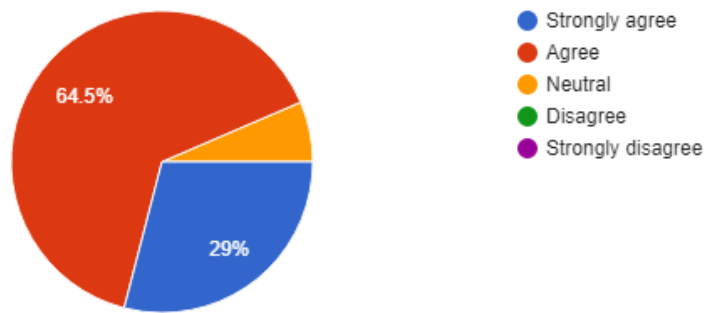
3. I feel I have been supported in my professional progress this year.

31 responses



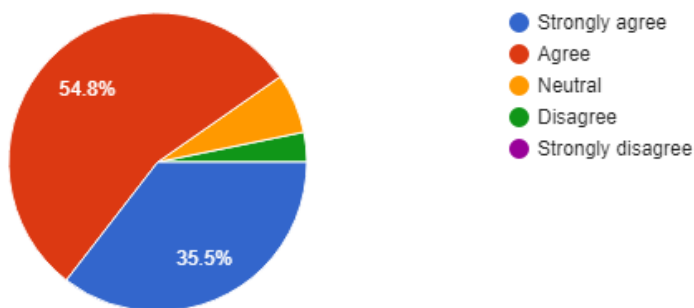
4. I am happy with my relationship with the Redfield executive.

31 responses



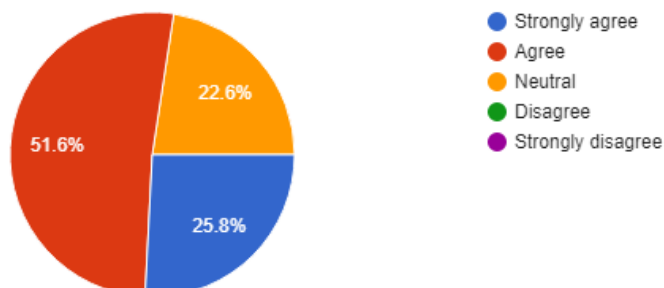
5. The school executive is approachable and responsive.

31 responses



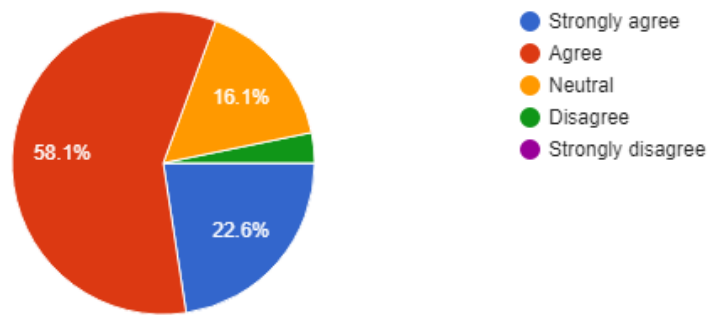
7. I think Redfield is progressing as a provider of overall high quality education.

31 responses



6. Staff morale at Redfield has been high this year.

31 responses

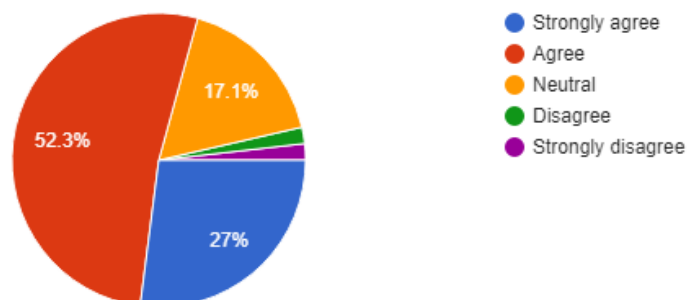


12.2 PARENT SATISFACTION

**note: questions randomly selected from the survey*

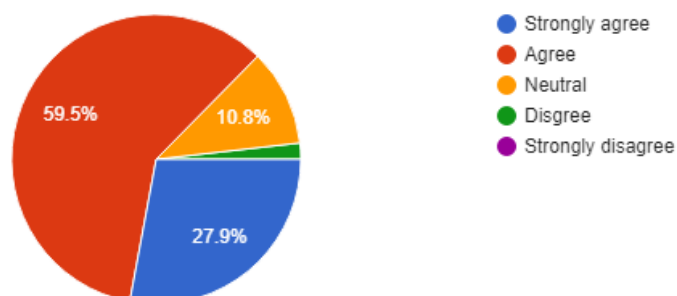
1. Redfield provides high quality education for my son.

111 responses



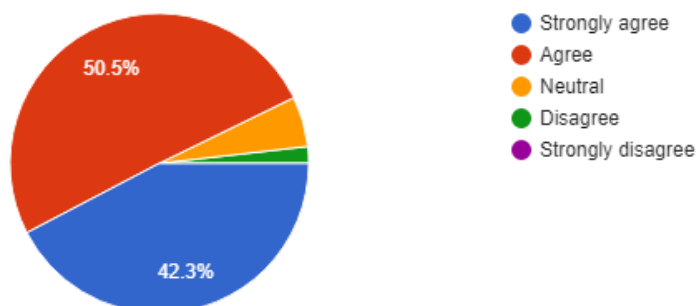
2. Students are taught to be independent and critical thinkers at Redfield.

111 responses



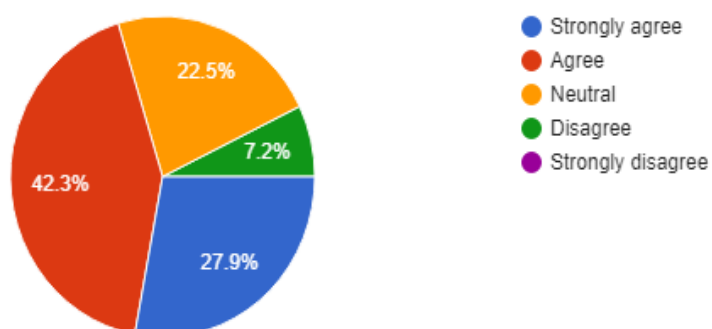
12. Redfield supports students to develop a spirit of service towards their peers, their family and their communities.

111 responses



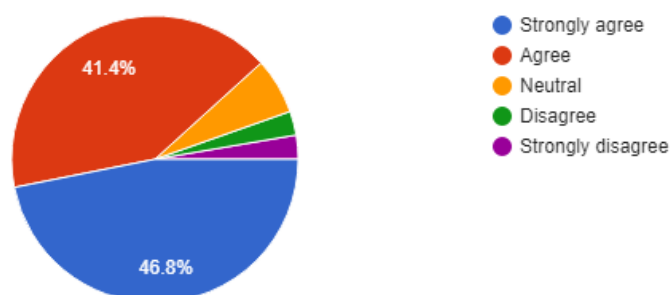
3. There is a high standard of teaching at Redfield.

111 responses



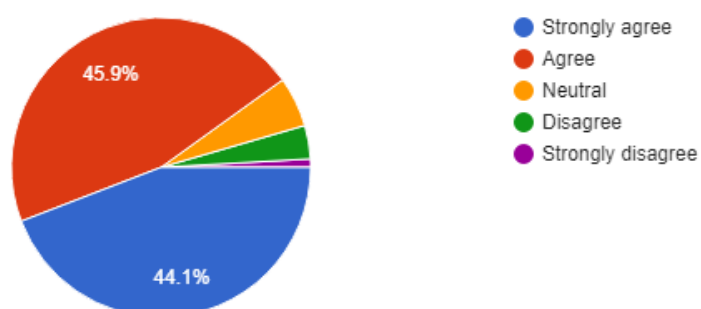
13. Our tutor has been a positive support in helping to form our son's character.

111 responses



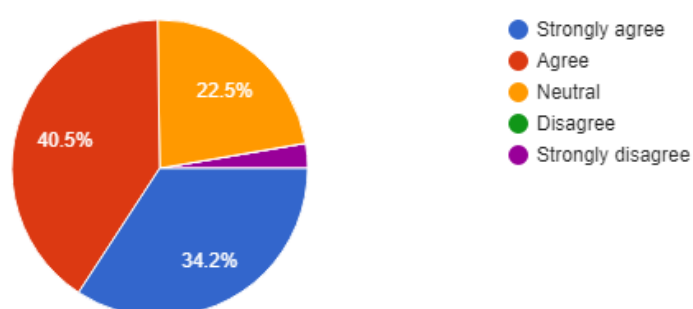
14. The teaching staff at Redfield are approachable and helpful.

111 responses



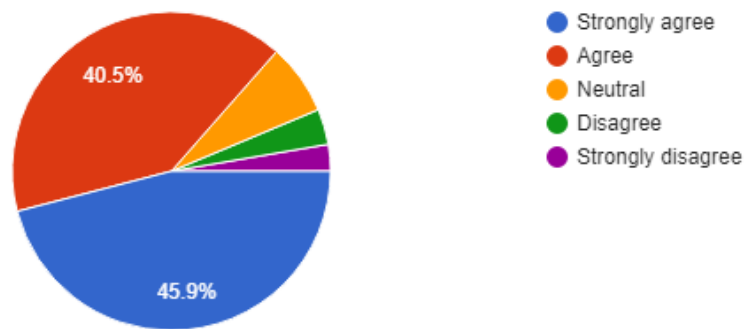
16. The executive at Redfield is approachable and responsive.

111 responses



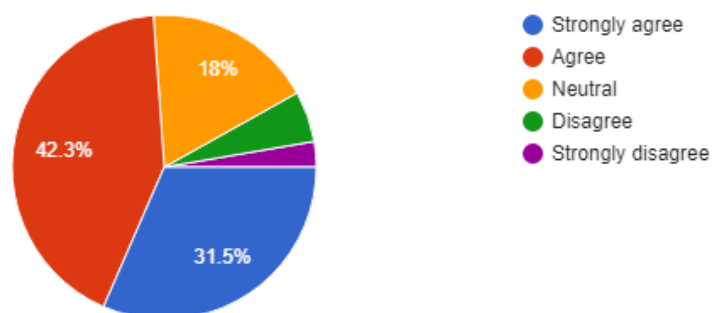
22. I feel welcome as a parent at Redfield.

111 responses



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

111 responses

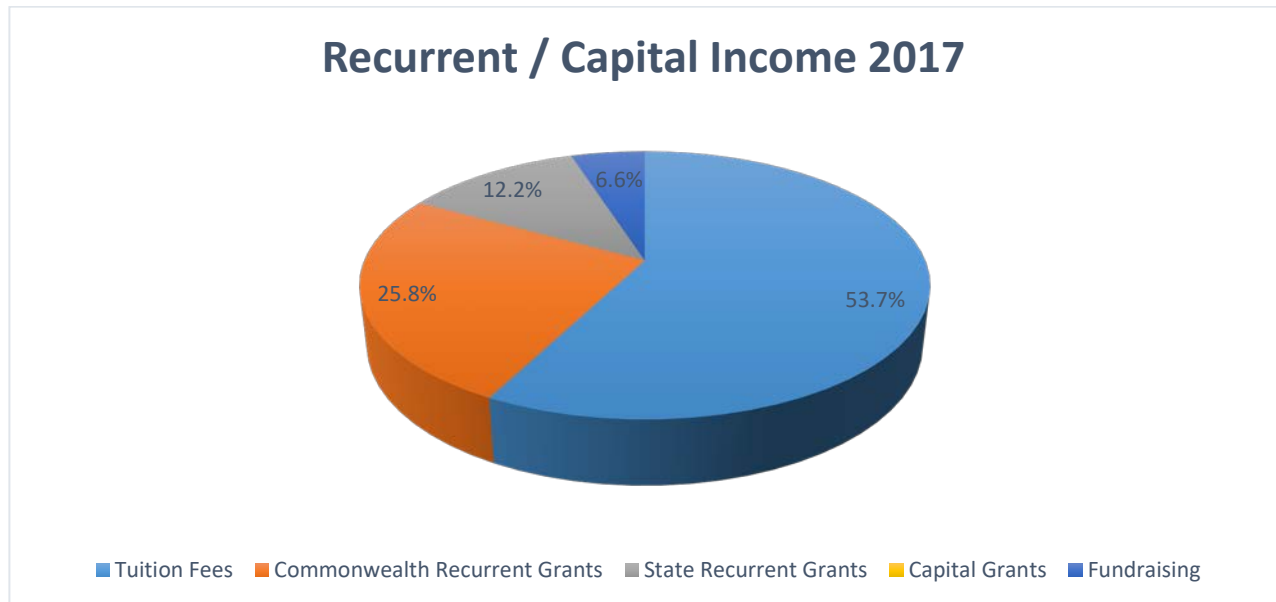


Certain questions were repeated over two years and the numbers indicate the percentage of parents who chose **strongly agree** and **agree**. (Other options were *neutral*, *disagree*, *strongly disagree*). All responses increased in 2017 except Q9 - perhaps because it is more on the radar.

Question:	2016	2017
1. Redfield provides high quality education for my son.	61.7%	80.2%
3. There is a high standard of teaching at Redfield.	62.8%	70.8%
5. Teachers at Redfield provide meaningful assessments.	64.9%	75.5%
6. Teachers at Redfield give high quality feedback to help students improve their work.	52.2%	64.1%
9. There is a strong extra-curricular program at Redfield.	64.9%	64.1%
11. The approach to school discipline is fair and supports students to develop as young men.	64.9%	69.9%
12. Redfield supports students to develop a spirit of service towards their peers, their family and their communities.	87.2%	93.4%
13. Our tutor has been a positive support in helping to form our son's character.	84%	87.7%
14. The teaching staff at Redfield are approachable and helpful.	79.8%	87.7%
15. The administrative staff at Redfield are approachable and helpful.	80.8%	84%
16. The executive at Redfield is approachable and responsive.	69.1%	74.5%
17. Redfield communicates effectively with parents.	62.8%	80.2%
18. The Weekly Red is a useful means of keeping up with life at the College.	83%	89.6%
19. The Redfield website is a useful means of keeping up with life at the College.	50%	59.5%
22. I feel welcome as a parent at Redfield.	86.2%	86.8%
23. If I have a concern or complaint, Redfield handles this effectively and in a timely manner.	68.1%	73.6%
24. Redfield is open to constructive feedback.	61.7%	69.8%

13. Summary of Financial Information

13.1 COLLEGE INCOME



13.2 COLLEGE EXPENDITURE

