

# REDFIELD COLLEGE



## Current Formational & Academic Strategies

# FROM THE HEADMASTER

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We are proud to present the current formational and academic strategies at Redfield College. Many activities and initiatives occur at Redfield and preparing this document has been a challenging but rewarding exercise to quantify and articulate the extent of these strategies.

*The best education is the development of the whole person: head and heart, mind and will. The formation offered at the College aims to challenge your son's intellect and will – essentially to know the truth and to do good. Formation and academics come under the one umbrella – it is all part of the unique holistic package that Redfield has always provided. The sanctification of work is a classic example of this nexus. Each of the four cardinal virtues relates to diligence in studies, whether it be sound judgement, self-control, courage or responsibility.*

Some traditions like Father and Son Camps have existed for more than 30 years, while other initiatives like the Peer Mentoring Program have only been in place since 2014.

We realise that there are many initiatives at the College that parents are not aware of, so **this compilation presents in a nutshell what we currently do, hence making our mission a reality – to closely support parents in their role as the primary educators of their children.** This is a wonderful responsibility that we as parents have: a God-given vocation to raise men of strong character who have a personal relationship with God, are solid professionals in whichever career they choose, and who bring honour to their families.

The teachers and tutors are committed to supporting you in the important role of character formation and, like parenting, the strategies are in a constant state of flux to ensure effective improvement and to promote personal best effort in all the boys' endeavours.

**George Cavanna**  
Headmaster



## MISSION STATEMENT

*Redfield works in close partnership with parents in their role as primary educators. We aim to help form each student's character, enabling him to achieve his personal best in all fields of endeavour. We challenge them to live a life of virtue and faith and use their initiative to take their place in society as responsible citizens.*

## KEY VIRTUES

**Faith** is a belief in God, and in the truth of His revelation

**Hope** is expectation of and desire of receiving; refraining from despair and capability of not giving up

**Charity** is a supernatural virtue that helps us love God and our neighbours, more than ourselves

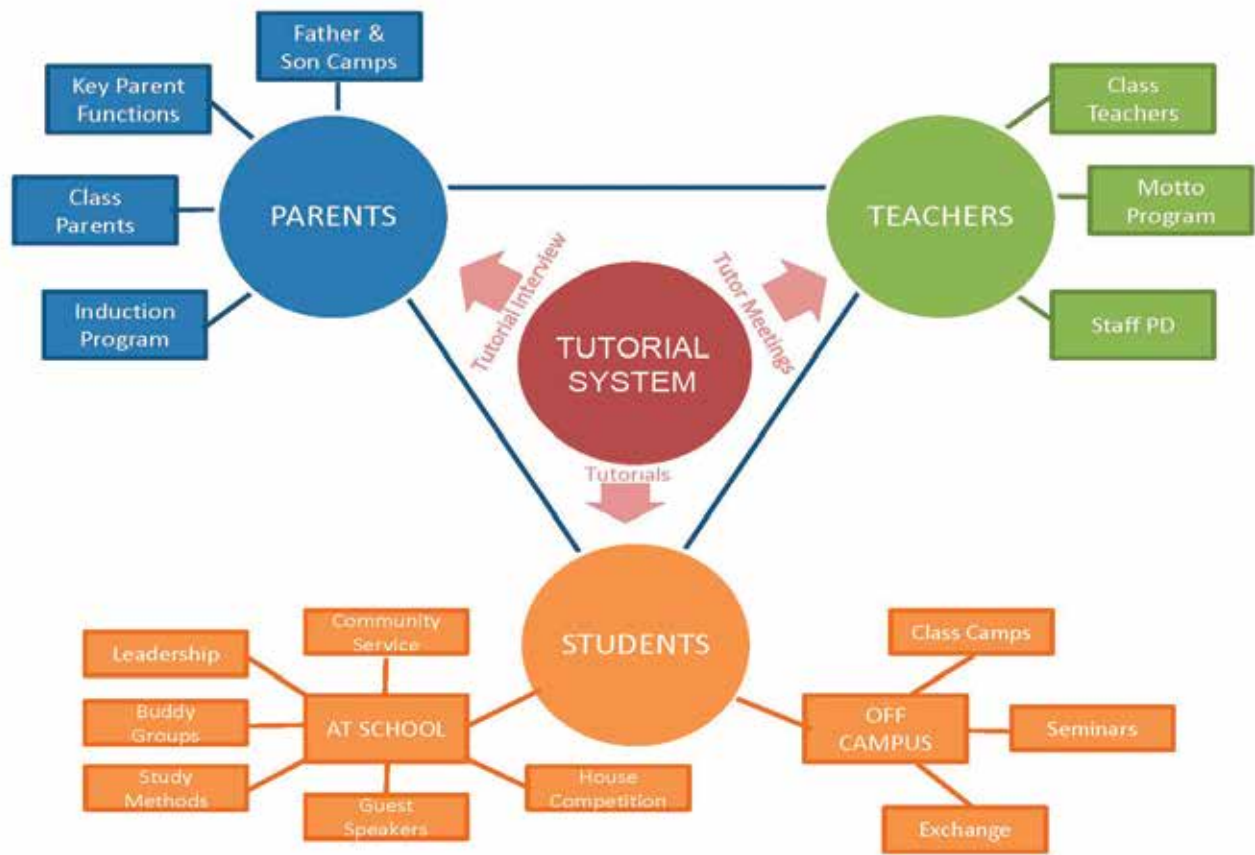
**Prudence** In work and in dealings with other people, prudent people assess in the light of right standards: they weigh the favourable and unfavourable consequences for themselves and others prior to taking a decision and then they act or refrain from acting, in keeping with the decisions they have made

**Justice** People who are just strive constantly to give others what is their due, so that they can exercise their rights and responsibilities (the right to life, to own property, political freedom, etc.), as parents, as children, as citizens, as workers, as rulers – and they also try to see that others do likewise

**Temperance** People who are temperate distinguish what is reasonable and what is self-indulgent; and they make reasonable use of their senses, their time, their money and their efforts in accordance with true and upright principles

**Fortitude** In situations which make it difficult to improve, courageous people resist harmful influences, withstand difficulties and strive to act positively to overcome obstacles and undertake great deeds. (David Isaacs, *Character Building: A Guide for Parents and Teachers*. 2001, P267-270)

# FORMATION



*Redfield College is proud of its delivery of formation for parents, teachers and students. We are striving to continue fostering the spirit of Opus Dei by aiming to sanctify the ordinary life. Formational activities include:*

- Tutor-parent meetings
- Key Parent Functions
- Class Parents
- Father and Son Camps (Years 2-8)
- Monthly recollections for fathers
- Retreats
- Parenting groups
- Family Education Australia courses on parenting (eg. First Steps, Teenager Course)
- Parenting tips and reading
- Chaplains
- Redfield community
- Links with the Old Boys Association (careers, interviews, work camp, sport)
- Presentations on formational topics to staff (eg. sanctification of work, marriage, etc.)
- Tutorial system
- Seminars (Years 9-12)
- Philosophy Program and Religion classes
- Camps (Years 4-10)
- Guest speakers on formative topics (Jason Evert, Leah Darrow, Tim Staples, Chris Stefanick, Deacon Harold, Sam Clear, John Pridmore, Raymond Desouza, Matthew Arnold)
- Student Exchange Program with Uruguay
- First Friday Exposition
- May Pilgrimages to a Shrine of Our Lady
- Regular Sacraments
- Formation Week and regular community service
- Fundraising for disadvantaged schools overseas
- Motto program
- Mitchell Youth Leadership Forum
- Young Healthy Minds Forum
- Class Councils









# CURRENT ACADEMIC STRATEGIES

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*The Current Academic Strategies at Redfield College developed over the last five years continue to evolve, with Redfield parents, teachers and tutors continuing to have a significant role in future educational outcomes.*

*Below is a number of current school-based initiatives in various areas which are actively enhancing the academic performance of all students.*

## Working with DATA to improve outcomes

### 1. Results Analysis Package (RAP)

Once the HSC results are published, all Redfield HSC teachers study the NESA (NSW Education Standards Authority) Results Analysis Package (RAP) and provide local analysis to their Head of Department (HOD) and the Director of Studies (DOS). RAP analysis enables teachers to compare their school's performance in a course to the performance of the whole-state candidature on either a whole course mark or performance band basis, and on a question-by-question basis (called item analysis). All teachers fine tune their teaching and learning strategies based on this analysis.

### 2. External Educational Consultancy Services

Consultant Jennifer Michalski has vast experience in working as a Liaison Officer for NESA, previously the Board of Studies. She has been working closely with HODs and the wider staff to monitor effectiveness in formatting assessments, exams and feedback mechanisms.

### 3. Tracking of Year 11 and 12 Students

The Deputy Headmaster tracks the performance of Year 11 and 12 students. This includes giving subject selection advice, analysing report performance and ATAR estimators, monitoring probable and possible Band 6 HSC results, conducting interviews with students and liaising with HODs, parents and tutors.

### 4. Feedback from Students

Staff receive workshops on formative assessment – the process of obtaining feedback on student understanding each lesson through questioning techniques; collecting and analysing student feedback at the end of units of work and also formally through Year 10 and 12 online surveys.

### 5. Feedback from Tutors

Tutors are continuing to work closely with students and parents on goal setting, study schedules and establishing priorities. Tutors have access to the latest marks via the electronic mark book and so that results can be provided during the parent-tutor interviews.

### 6. Feedback from Parents

Each December, the School Committee combs through the results of the parent surveys to establish priorities and plan for the following academic year.

### 7. Feedback from NAPLAN

Teachers are prioritising the completion of past papers prior to NAPLAN tests so students have greater familiarity with question styles. In August, analysis of the results occurs to integrate areas that require improvement into the teaching and learning programs for English and Mathematics. The rate of student improvement over consecutive NAPLAN tests is also tracked. The aim is to also increase the number of teachers marking NAPLAN to gain a more comprehensive understanding of the process and develop teaching and learning in key areas.

## Increased Student Support to Improve Outcomes

### 8. Creation of Head of Middle School role

A new academic and pedagogical position has been created for the 2017 school year, with Ian Morrison taking on the role of Head of Middle School. This management role concerns Years 7 to 9 and oversees areas including discipline, homework, student performance and leadership. Ian will network closely with tutors, teachers and parents to ensure students perform to the best of their ability.

### 9. Learning Support Team

The Learning Support Team is continuing to promote differentiated learning in the classroom via Individual Programs (IPs). Students are provided with extra support in numeracy, literacy and classroom tasks.

# CURRENT ACADEMIC STRATEGIES



## **10. Supervised Study Sessions in the Library**

Senior study culture is being actively supported in the school. Well-populated study periods in the library have a teacher rostered on for supervision to foster an optimal working environment for Year 11 and 12 students.

## **11. Study Skills**

Elevate Education facilitate study skills seminars for students in Years 7 to 12 throughout Terms 1 and 2. Redfield adopts a holistic approach to these seminars with parents, teachers and tutors being emailed the Elevate booklets to maximise follow-up and implementation of new skills. Study skills are also presented to Years 5 and 6 students in the lead-up to their Mid-Year and Yearly Exams.

## **12. Secondary School Essay Writing Workshops**

Experienced English teacher Rogan Jacobson presents popular after-school Essay Writing Workshops for Secondary students during the lead-up to exam periods.

## **13. Formation Seminars**

In Term 1, Years 9 to 12 students attend seminars featuring guest speakers who cover study skills, motivation, goal setting, leadership and formational topics.

## **14. Academic Extension Program**

Students from Primary to Year 10 who demonstrate aptitude across key learning areas are encouraged to participate in the Academic Extension Program (AEP). The programs for English, Mathematics, Science and History typically include the production of a body of work, advanced analytical thinking and higher-order problem solving.

## **15. Information about Early Entry to Universities**

Year 12 students who are offered early entry university courses are interviewed and monitored so that they continue to work to their full potential.

## **16. Careers**

Students have access to a comprehensive Redfield careers webpage with extensive links. The Careers Advisor will continue to provide interviews for students and assist in mapping out career paths with tools like Morrisby testing. Old Boys regularly visit the College to present on careers and the skills required to succeed in the modern workforce.

## **17. Guest Speakers**

Each term, the College presents guest speakers to students in upper Primary and Secondary. Speakers like Glen Gerreyn and Jonathan Doyle have engaged and challenged students to have high ideals and develop the tools to realise them.

## **18. Key Parent Functions**

KPFs regularly target academic topics to equip parents with the tools to encourage academic improvement at home.

## **19. Buddy Groups**

Year 12 students coordinate Buddy Groups for Years 7 and 8 students. Meetings are three times per term during Wednesday mornings and cover topics including motivation, goal setting, study skills, managing distractions and bullying.



# CURRENT ACADEMIC STRATEGIES



## **20. Study Club**

The library hosts supervised study every Tuesday to Thursday from 3.30 to 5.00pm, free of charge. As many as 60 students are in attendance.

## **21. Study Guides**

Years 5 to 12 receive study guides prior to exams. The notices are now distributed four weeks beforehand. This effectively promotes a stronger culture of revision and gives even greater profile to exams.

## **22. Expansion of Presentation Night Awards to Further Recognise Academic Effort**

The range of academic awards will expand for Presentation Night so that application and improvement are given more recognition.

## **23. Student Incentives**

Students have the opportunity to receive Merit Cards for academic diligence and be recognised at school assemblies. Merit Cards contribute points towards the House Competition Cup and Term Barbecues.

## **24. External Exams and Competitions**

Students have the opportunity to sit the ICAS tests in all key learning areas and The Australian Maths Competition Test.

## **25. College Library**

The College Library is further developing support for staff with the creation of workspaces for resources and teaching and learning centres.

## **26. Logos Program**

The Philosophy Department is enhancing studies for Year 11 students with the inclusion of the Logos program at the University of Notre Dame to further promote analytical thinking and ethical decision making.

## **Safe and Effective Technology at Redfield**

### **27. Laptops and LAN School**

Teachers have access to LAN School software that enables staff to monitor which websites students visit. Websites can be blocked and screens blacked out if necessary to ensure students remain engaged with work and distraction-free.

### **28. Mobile Phones and Laptops**

Student mobile phones are collected each morning by the Class Teacher and returned at dismissal to remove distractions in class.

### **29. Screen Smart**

In 2016, the PARED schools launched Screen Smart, a document with IT guidelines for parents developed from the collective wisdom of parents, teachers and tutors.

### **30. Expanded Use of Canvas**

Teachers are further developing Canvas sites to include past papers, quizzes, collaborative tasks and other functions. When quizzes are completed by students, the marks link on Canvas is a useful tool for parents to track ongoing progress.



# CURRENT ACADEMIC STRATEGIES

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## 31. Computer Literacy Extension

Redfield hosts Camp Code in the holidays for students who have an interest in the ever more important skill of computer programming. Redfield also runs in-house extension programs using Arduino open-source electronic prototyping platforms, enabling users to create interactive electronic objects.

## Staff Professional Development

## 32. Peer Mentoring Program

Teachers share their knowledge and expertise with each other in Faculty groups. Each term all staff are to observe and be observed by a fellow teacher in their Peer Mentoring Group. Three steps are involved in every observation: teachers engage in a pre-observation meeting to establish pedagogical goals for the lesson, a live report is made during the observation, then finally a professional debrief takes place to discuss the lesson's strengths and areas for professional improvement.

## 33. Australian Institute for Teaching and School Leadership (AITSL)

Redfield has embraced the AITSL platform for extensive professional goal-setting and staff development. AITSL provides national leadership for the Australian states & territories in promoting excellence in the profession of teaching and school leadership. Ian Morrison, Andrew Murray and James Ramos coordinate the AITSL process via interviews, documentation and evidence of leadership and best-practice teaching and learning strategies, and school leadership.

## 34. HSC Marking

HSC marking is probably the best professional development a teacher can undertake. An increased number of Secondary staff is now involved in HSC marking and Redfield provides time support for all teachers to take part if they wish.

## 35. Professional Learning Teams

A Professional Learning Team supports all staff by evaluating particular academic areas. The first team created is targeting formal assessment tasks and offering advice to promote high order thinking and precise marking criteria. With time, additional teams will target other priority areas.

## 36. Staff Presentations

On a regular basis, staff present on best practice to enhance teaching and learning among colleagues. Topics include classroom management, connecting with boys and promoting variety in the classroom. This occurs throughout the year during whole staff meetings and Department meetings.

## 37. Teaching and Learning

There is a greater focus on effective pedagogical strategies including project-based learning, cooperative learning, debates, inquiry-based methodologies and the flipped classroom. This adds variety to the mix of teaching and learning strategies.

## 38. Staff Professional Development

Staff attend regular workshops on various topics, including on how to integrate technology in the classroom while limiting distractions.

## 39. External Professional Development Conferences

The Association of Independent Schools (AIS) and other organisations present conferences for teachers. Redfield tracks each teacher's completion of external PD to drive improvement.

## 40. Staff Recognition

Each semester a teacher from Primary and Secondary is publicly acknowledged for his excellent work.







*"The Truth will set you free"*  
(Jn 8:32)



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