



Redfield College

ANNUAL REPORT 2020

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Message from The Headmaster



I am especially fond of drawing on the inspiration of Caroline Chisholm, whose charming image once adorned our five-dollar note. Over 150 years ago, she saw a pressing need to help immigrant families, and especially single women, to find their feet on our fledgling shores. This mother of eight, whose process of beatification is gaining momentum, had a big heart, and she used it. Not only did she love her own family tremendously, when she saw that others also needed her, she knew how to forget herself, roll up her sleeves, and get on with whatever had to be done to fix the problem.

I think we must help our boys to have similar great ideals. We need to foster in them a determination to give the very best that they have. For this to become a reality, we must help them to see that they cannot be content with simply getting a good job that allows them to earn enough for themselves and their families, and their future retirement. This short-sighted and stingy attitude can often reveal self-centredness. Our boys need to learn to be generous without considering how much it will cost them. They need to be able to contribute to, and to rejoice in, other people's improvement -be that professional, material, or spiritual.

That is, as we read in the gospel, they need to be able to turn their one, five or ten talents into profitable service in whatever field of endeavour they choose. I think that we must help the boys understand that disinterested, generous self-giving is not possible without the noble human virtue of friendship. We must find ways to show the boys -especially with our example! - that to give oneself, one must conquer selfishness. This means one must get out of the ivory tower that we all tend to take refuge in, knowing that true friendship does not exist unless there is sacrifice.

But we are also talking about something more than just politeness, kindness and not wanting to displease the other. To be loyal requires a real positive concern about the others' problems, even though they may not affect us directly. I think two other foundation virtues are worth highlighting in our quest to help our boys to open themselves to others. They are cheerfulness and gratitude. As you probably know from experience, a generous soul is never sad or disagreeable. And so, we need to help our boys to see that they do a lot of good when they exhibit true joy.

So, as one small example, let us not overlook the great benefit in teaching our boys to give thanks before and after meals. To enable our boys to be true friends who are generous, loyal, cheerful, and grateful, they must be able to exercise one of the greatest gifts that God has bestowed on them: their freedom!

One of Caroline Chisholm's biographies is named after the twenty-one pieces of wedding cake that grateful girls sent to her in appreciation for her work in helping them to find a spouse and begin the wonderful journey that is family life. Our boys may not have the same refined way of showing us their appreciation when they begin their own familial journeys, but knowing many of them so well, I am sure that they will find their own manner of showing their gratitude, and I am also sure that our own big-hearted efforts to lead the way will bear abundant fruit.

Mr Matthew Aldous
Headmaster

Message from the Chairman



Highlights of the college for 2020 include:

Successful management of the COVID-19 health issue with the adaptation of the school community to a more complex teaching and learning environment combined with the assistance of families facing COVID-19 related challenges.

The commissioning and implementation of computer software management of the school and its interaction with parents and teachers.

A revision of reporting lines and role description for key school executives.

Mr Gary Doherty
Chairman

Message from The School Captain



During this past year there have been many hurdles that we as a school have had to overcome. It is having only been through the combined support of staff and students to adapt to the situation that we have been able to do this.

A key goal during this year for my grade was to foster unity within our grade despite being socially distant. During the year we engaged in classes together and kept in contact to make sure that every member of the class was able to reach their goals in the HSC, and our fantastic results are evidence of the effectiveness of this.

Our role as the class of 2020 was not simply adapt to change, but to do our best to use that change to better ourselves and the school. We managed to initiate the Senior Mentoring Program where year 12's helped younger students with their homework in the afternoons at study club. This along with our other initiatives had the purpose of promoting a culture of work at the school that can allow our students to reach their potential as reputable students and is a means of leaving something that will help students now and, in the years, to come.

Redfield is not simply about achieving in terms of academics but in every facet of our lives. In fact, at this school, we can extend the value of study beyond achieving high marks to becoming a means of coming closer to God. This, through the sanctification of work, makes Redfield unique and worthwhile. Furthermore, through the introduction of co-curricular points the school emphasises the need to join a team and be active outside of school, whether it be a sport, music, public speaking or otherwise. This reflects the college's is very encouraging towards students achieving their potential both during and after school.

Finally, I would like to thank the school for your continuous support and countless opportunities that you have provided the Class of 2020, despite every barrier that we faced.

Peter Gosper
2020 School Captain



Contextual Information about the School and Characteristic of the Student Body

Redfield College is an independent school for boys from Year 2 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 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 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 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.

Student Outcomes in Standardised National Literacy and Numeracy Testing

NAPLAN

Due to COVID-19, the National Assessment Program – Literacy and Numeracy (NAPLAN) did not proceed in 2020.





Senior Secondary Outcomes (student achievement)

A key aspect of the College's Mission Statement is "to form each student's character, enabling him to achieve his personal best in all fields of endeavour". Academic endeavour is regarded by the College as the foremost of these fields, and achievement in this area is seen as critical in the development of student character.

Improving the academic performance of all students is high on the list of priorities at Redfield. Staff at all levels, from the School Executive Committee to graduate teachers taking their first steps in the profession, are actively engaged in the implementation of better teaching practices. The pursuit of quality teaching by staff ensures that students are engaged in learning, and therefore take active responsibility for their academic development. Policies and procedures in the academic program of the school are reviewed and adjusted on an ongoing basis, to make them clearer and easier to follow for staff and students alike. By equipping teachers and students with the skills and resources needed to achieve high-quality outcomes together, there is pleasing progress being made in this area.

In 2020, the disruption of the COVID-19 Pandemic was a significant challenge to Redfield's aim of maximising the academic performance of our students. To combat this there was a particular focus on providing Year 12 students with the support and tools needed to ensure that the impact of the pandemic was minimized, and that they had the opportunity to achieve their personal best in the HSC. It was gratifying, therefore, to see the Class of 2020 achieve a ranking of 140th in the state. The HSC results of the Class of 2020 are illustrated below (Section 4.3).

It is important to recognise that amongst the standout achievements of this cohort there were many students who applied themselves with great strength of character to achieve their personal best. The support provided at Redfield by the mentoring system enables students to maximise their performance and proves that the focus on character is a key factor in achieving academic excellence.

There were several students in this year's HSC cohort for which this was certainly the case. These students struggled academically throughout primary and junior secondary school, and consistently ranked in the bottom third of students. By the time of their HSC in 2020, with the support of mentors and the professionalism of teaching staff, a number of these students achieved results ranking them in the upper half of the group. A revealing statistic reflecting the strength of this achievement is that 54% of all courses attempted achieved a mark of 80% or higher. This is a tremendous achievement which the league tables do not measure.

The principle of continual improvement is a key element in the academic growth of students at Redfield. This applies similarly to the College as well. Thanks to the dedication and passion of the teaching staff, the academic program of the school continues to develop and improve. Coupled with the hard work of our students and the commitment of parents to Redfield's ideals and values, this program should enable us to continue the good work in 2021 and see the achievement of many more personal bests.

Andreas Engesser, Deputy Headmaster (Teaching & Learning)

The Granting of Records of School Achievement

The College had two students who required a Record of School Achievement to be issued. There was one student in Year 10, and one student in Year 11.

VOCATIONAL OUTCOMES

In 2020, 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
2020	HSC	100%
2020	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 in 2020

- The results of the 2020 HSC were very impressive in that despite the disruption of the COVID-19 pandemic the cohort reached their potential overall. 41 students sat a total of 206 examinations, earning 25 Distinguished Achievers results (a Band 6 or more) in 20 courses.
- In total, 95% of candidates across all courses achieved marks of 50 or more (Band 2 or higher) and over half of all courses attempted (54%) achieved results in Bands 5 and 6 (80-100 marks). A high proportion of these results 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.
- 100% of students in the following courses achieved a Band 5 or more (an HSC mark of 80% or higher) in 2020 - English Extension 1, Mathematics Advanced, Mathematics Extension 2, Modern History, Music 1, Music 2, Music Extension, Visual Arts.
- Redfield was the fifth ranked school in the Hills and was ranked 140th overall in NSW. The top Redfield HSC graduate was merit-listed as an All-round Achiever (Band 6 results in all subjects) and finished with an ATAR of 99.35. Seven students in total, 17% of the total cohort of 41, achieved ATARs greater than 90.

Table 1 on the following page 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 the last 6 years (70.7%).

Table 1	Percentage of Students in Bands 5 and 6 (an HSC mark over 80%)						
SUBJECT	Redfield 2015	Redfield 2016	Redfield 2017	Redfield 2018	Redfield 2019	Redfield 2020	State 2020
Ancient History	65	63	79	100	67	71	33
Biology	50	64	69	50	40	30	31
Business Studies	75	50	33	42	40	39	35
Chemistry	57	67	63	60	100	43	40
Design & Technology	33	0	20	N/A	0	N/A	47
Economics	67	36	50	60	25	17	51
English Standard	8	24	41	61	16	10	12
English Advanced	50	88	93	100	86	90	63
English Ext 1	100	100	100	100	100	100	93
English Ext 2	N/A	100	100	0	N/A	NA	82
Geography	75	0	60	70	45	60	42
Latin	33	33	N/A	N/A	100	N/A	89
Mathematics Standard	44	42	46	48	62	59	25
Mathematics 2 Unit	54	67	75	67	57	100	52
Mathematics Ext 1	83	100	100	38	100	100	74
Mathematics Ext 2	100	100	100	0	80	100	84
Modern History	50	85	100	100	50	100	37
Music 1	100	100	100	100	100	100	64

Music 2	N/A	N/A	100	N/A	100	100	64
Music Extension	N/A	N/A	100	N/A	N/A	100	97
PDHPE	42	43	17	72	40	19	34
Physics	50	67	60	16	60	43	40
Visual Arts	67	71	100	67	100	100	65
Average	56%	62%	70.7%	60.6%	65.1%	54.4%	52.3%
League table rank	256	59	90	146	71	140	N/A

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.

Teacher accreditation

Level of accreditation	Number of Teachers
Conditional	6
Provisional	4
Proficient Teacher	34
Highly Accomplished Teacher (voluntary accreditation)	
Lead Teacher (voluntary accreditation)	

Teacher qualifications*

Category	Number of Teachers
i. Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	41
ii. Teachers having a bachelor's degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications,	3

PROFESSIONAL LEARNING AND DEVELOPMENT

The following table provides a summary of professional learning undertaken by teachers during the year.

Description of the Learning Activity	Source	Number of Participants
Staff Meeting: School Mission and Values	Internal/Redfield College	52
Staff Meeting – Engage/ConnX orientation	Internal/Redfield College/IT	44
Learning/Critical Thinking	AIS	37
CPR update Training	Surf Lifesaving Australia	41
Creating Safer Independent Schools (Child Protection)	AIS	47
Staff Meeting – Mentoring Guidelines and Child Protection	Internal/Redfield College	34
Secondary Meeting – Off-Campus Lessons 16/2/20	Internal/Redfield College	25
Braveheart's Online Course in Child Protection		8
Child Protection	Internal / Chris Tanna	8
Child Protection	Internal /Chris Tanna	1
Child Protection	Online	2
Staff Meeting	Internal/Redfield College	48
Engage Meeting #1	Internal/Redfield College	48
Engage Meeting #2	Internal/Redfield College	48
Redfield Staff Values Workshop	Internal	20
Middle Leaders Program	AIS Leadership Centre	2
Middle Leaders Program	AIS Leadership Centre	2
MQ Ancient History Teachers Conference	Macquarie University	1
Seven Steps to Writing Success – online over 3 days	Seven Steps to Writing Success	2
Supervisors Day	NSW School of Languages	1
Teaching the Preliminary Course (Yr.11) in Business Studies	Economics and Business Education	1

New Careers Advisor Day/UAC Day for New Careers Advisors	CAA	1
Redfield Staff Values Workshop	Internal/Redfield College	43
Primary Back to School Day	Internal	1
WRAP Course	The Hills Regional Skills centre	1
Supervisors Day	NSW school of Leadership	1

Workforce Composition

School Staff 2020	
Teaching Staff	44
Full-time equivalent teaching staff	32.32
Non-teaching staff	21
Full-time equivalent non-teaching staff	15.43



Student Attendance, Retention Rates, and Post School Destinations

The following table shows in percentage the students attendance rates by Year Level in 2020.

Class Year	Attendance Rates
Year 2	95%
Year 3	96%
Year 4	96%
Year 5	95%
Year 6	95 %
Year 7	95%
Year 8	94%
Year 9	94%
Year 10	92%
Year 11	93%
Year 12	95%

School Retention Rates

2018 - 2020	43	41	95%
2017- 2019	33	26	79%
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%

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 Admin 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 sent via Skoolbag to the student services officer, for filing.

Throughout the COVID pandemic, the attendance of all students was maintained. For students in Years 2-9 parents completed an acknowledgement form to acknowledge that online learning will take place. They were also required to complete an absence form on Skoolbag for any student who was unable to complete the work set for them due to illness or other reasons. For students in Years 10-12, class attendance was marked by subject teachers each period through Engage - the standard roll marking platform. For students who attended school during the online learning period, rolls were marked by staff on campus.

Identifying absences from school

For Secondary students, the roll is taken during the Admin period at the commencement of the day. For Primary students, the roll is taken prior to 9.30 am. All Admin teachers mark the roll electronically in the 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 states that all requests for absence from school by a student must be made in writing. Upon receipt of the application, the Education Act 1990, states that the Minister may grant a *Certificate of Exemption* or a *Certificate of Extended Leave – Vacation/Travel*. This power is delegated, and in our instance, it is the headmaster who may grant an exemption from school attendance.

At Redfield College any parent/guardian who wishes to apply for an exemption contacts the Headmaster's Secretary who issues the relevant application form: '*Application for Exemption from Attendance at School*' or '*Application for Extended Leave*'. These forms are also available on the Parent's Portal under "Documentation". Once this is completed and submitted to the College, and permission is granted by the Headmaster, a *Certificate for Exemption from Attendance at School, or a Certificate of Extended Leave - Vacation/Travel* is sent to the parent/guardian.

All records of the exercise of the above delegation, including copies of all certificates issued under the delegation must be retained for a minimum of 7 years.

If no extended leave request has been made to the headmaster's secretary, the Student Services Officer is to provide absentee information upon the student's return to school. The headmaster's secretary is to contact the parents to follow up any reason for absence. If the absence is due to a vacation, an application form is to be completed retrospectively.

Exemption from Attendance at School due to elite sporting or cultural programs:

Applications for lengthy absences from school for students to attend an elite sporting or cultural program must be approved by the headmaster. During the time that the student is absent he must be provided with an educational program to cover their period of absence from school.

Students who are 17 years or over will be marked as "on leave" in the roll under these circumstances. Students at compulsory school age will be marked as "Leave with the permission of the principal" or simply "Absent" depending on whether permission is granted or not i.e., just like for any other leave requests we get at the school.



POST SCHOOL DESTINATIONS

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

University	Courses
Macquarie University	Bachelor of Commerce Accounting and Law
	Bachelor of Commerce Finance and Accounting
	Bachelor of Commerce and Psychology
	Bachelor of Marketing and Media
	Bachelor of Psychology
Western Sydney University	Health Science
	Construction Management
	Nursing
University of New South Wales	Bachelor of Commerce
University of Technology Sydney	Bachelor of Communication in Film and Media
	Bachelor of Construction and
	Mechatronic Engineering
	Civil Engineering
Notre Dame	Bachelor of Business
	Human Resources
	Bachelor of Software Engineering (Honours)
Sydney University	Arts and Law
	Bachelor of Commerce
Australian Catholic University	Sports & Exercise
	History of Western Civilisation x 2
	Exercise Sports Science
Campion College	Liberal Arts x 2
Academy of Interactive Entertainment	Diploma of IT
Apprenticeship	Real Estate
	Carpentry & Joinery
	Carpentry & Waterproofing

Enrolment Policy

In 2020 Redfield College enrolled students in accordance with the School's Enrolment Policy, set out below:

Purpose

This policy and procedure outline the enrolment process at Redfield College. Redfield College boys' school teaching the Catholic faith, situated on 23 acres in Dural, in the north-west Sydney.

Redfield aims to work with parents in the education of their children.

Scope

Redfield College

Policy Statement

Redfield 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 better able to use their freedom to make the right choices in life. Human and civic virtues are fostered.

Home and school are united. The College supports parents in their role as "primary educators" of their children through a variety of programs designed to assist them in this most important task.

All applications are processed in order of receipt and consideration is given to the applicant's support for the ethos and philosophy of the school, and the attendance of siblings at one of the PARED Schools.

The primary purpose of the enrolment process is to ensure, as far as possible, that the applicant family understands the philosophy of education of the PARED Schools, and to reasonably ensure that the school 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 school, especially through the Mentoring System, through regular attendance at Key Parent Functions and through the support of standing College policies.

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.

Procedures

Parents are required to attend an Open Day or a Personal Tour of the School.

Prior to making formal application, parents who enquire about enrolment are encouraged to attend an Open Day, a Tour of the School, or an Information Evening, or to talk personally with a senior member of staff. They then receive a copy of the School Prospectus and submit the Application for Enrolment documentation.

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, 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.

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 School Manager or Accountant takes place. The aim of this interview is to reach an agreement on actual fee arrangements with the family. All families are asked to commit themselves, according to the scale of fees, in proportion to their means. The results of the financial interview are held in strictest confidence. This policy applies to tuition fees.

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.



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
<u>Changes made during Year</u>	Policy defined and expanded, where necessary, in 2020 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 2020 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 2020 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 2020 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 2020 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 2020 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 2020 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 2020 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 polies
<u>Changes made during Year</u>	Policy defined and expanded, where necessary, in 2020 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 2020 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 2020 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 2020 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 2020 located in Policies & Documents on the Redfield Staff Intranet
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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 2020 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 2020 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 2020 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 2020 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/Mentor Meetings and meetings with parents
<u>Changes made during Year</u>	Policy defined and expanded, where necessary, in 2020 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 2020 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 Wednesday. The use of the Student Diary in which staff and parents will write notes, as necessary.
<u>Procedure:</u>	Parents/Teachers/Mentors 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 2020 located in the Policies & Documents on the Redfield Staff Intranet

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 handbook, code of conduct, briefings in staff/faculty meetings to ensure they are familiar with all aspects of the College
<u>Changes made during Year</u>	Policy defined and expanded, where necessary, in 2020 Policies & Documents on the Redfield Staff Intranet

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 2020 Policies & Documents on the Redfield Staff Intranet

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”.
- 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.

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 to work towards a solution of the matter.

School Determined Improvement Targets

ACHIEVEMENT OF PRIORITIES IDENTIFIED IN 2019

Area	2019 priorities	Achieved in 2020
Teaching and Learning	Effective preparation for 2020 NESA Registration and Accreditation Inspection.	NESA Inspection process completed, and renewed Registration and Accreditation achieved. Focus area for the inspection was the delivery of hours and content/outcomes for Stage 4 Spanish, Stages 4 and 5 PDHPE, and Stage 6 HSC Extension courses.
	Restructure of Leadership and student management systems in the secondary school.	Introduction of the Heads of Middle School and Senior School, and the removal of the Master of Discipline Position.
	Reinvigoration of the Heads of Department role. Heads to be given greater overall responsibility & accountability for the running of their departments.	Regular Heads of Department follow up by the Director Of Teaching & Learning, in 1:1 meetings and in scheduled Heads of department meetings.
	Parent/Teacher Evenings to expand to include Primary.	Active focus on good classroom pedagogy, driven by Heads of Dept.
	Strategies to transform classroom engagement and culture in Stage 4 & 5	Schedule of 1:1 Year 11 & 12 Student Interviews by the School Leadership Team to monitor performance and address areas for improvement.
	Academic tracking in Year 12 to ensure all students achieve to potential.	

	<p>Improve Staff Induction to ensure all processes are thorough and completed in a timely manner.</p> <p>Support and reinforcement of teacher morale, including recognition of contribution and service.</p>	<p>“Possibles & Probables” tracking of high performing Year 12 students. Quarterly assessment of progress with a view to converting “Possibles” to “Probables” regarding Band 6 performance.</p> <p>Review and redraft of the Staff Induction Policy, to create a clear and thorough process, with input from all key stakeholders.</p> <p>Institution of regular staff social functions to reward and publicly recognise teacher performance, as well as the introduction of service awards for major milestones.</p>
Formation/ Student Welfare	<p>Improve procedures for monitoring and reporting and follow-up of student issues, behaviour incidents.</p> <p>Professional mentor training programme including real situation training and case studies.</p> <p>More stringent performance appraisals for mentors, statistics reporting via mentor logbooks.</p> <p>Rethink selection of year leadership group and how it operates (Secretary and sub-Secretary in Years 7-10).</p> <p>Issuing of respect and cooperation contracts to various students to improve classroom engagement of the students. Head of Middle School to actively follow up students to ensure a productive work environment.</p> <p>Mentor meetings to occur with the Director of Formation to focus on students in need of 1-1</p>	<p>Mentors developed the document <i>resources for mentors</i> that facilitated targeted questions in mentorials and parent interviews.</p> <p>Addition of a second full time Chaplain (Fr Frank Garcia) to focus on Primary years. Two priests have been present at Mass each day to help better organize confessions and communion as well as First Friday Exposition.</p> <p>Anthropology and Philosophy in was introduced into Religion programs throughout Year 7. Increased support and formation for class parents with the help of an experienced parent (Greg Bookallil).</p> <p>Presentations from Redfield Formation Department for the PARED Academy podcasts. Enhancement of the Years 7-12 Religion programs.</p> <p>Provision of more material for spiritual reading and prayer in the Chapel, including booklets during the Religion lessons in the Chapel.</p>

	<p>support. Action plans to be devised, implemented, and monitored.</p> <p>Workshops to occur for students and staff (e.g., Daniel Merza) that addressed bullying and fostering positive relationships at school.</p> <p>Introduction of the Washington D.C. Leadership Seminar for selected Year 11 students.</p>	<p>Peer mentoring via the big brother program where Year 11s and 12s help Year 6s transition into Secondary School.</p> <p>More stringent performance appraisals for mentors via logbooks and statistics reporting and providing the best tools to be more successful with their mentees.</p>
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Initiatives Undertaken by the School to Promote Respect and Responsibility

Fundamental to the school's overall philosophy of respect and responsibility 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 personalized 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 schoolwork 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 or classical 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. Unfortunately, these programs were cancelled due to COVID-19.

Class Seminars and Camps

The College places great importance in this program 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 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. Most of these programs occurred in 2020 though some were cancelled due to COVID-19.

Leadership Program

The leadership 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 emphasizes 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 and humility. 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 and his Assistant continue to coordinate the Leadership Program.

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 meetings and competitions 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 earns a light lunch 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 and sub-secretary for each homeroom. Four team House captains are elected in Years 11 and 12.

For the first time in 2019, Redfield College began participation in the Washington DC Leadership Seminar in July. It comprised a 2-week program predominantly through The Heights School and brings together Year 11 students from other schools. The Seminar involves guest speakers, workshops, and visits to various companies to discuss leadership ideals and practical applications. In 2020 this was not possible due to COVID-19.

A group of Year 11 students attend the Mitchell Youth Leadership Forum each year in October. 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. Despite COVID-19, the Forum sent two delegates to Redfield so that we could have an in-house forum and webinar with other schools and speakers.

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. In 2020 this was not possible to run due to COVID-19.

Community Service

In 2020, Community service captains from Year 12 are now appointed each year to give this more profile and focus on the School Community. These Captains form part of the Year 12 Leadership team. Community Service is an expanding area in the College curriculum, aiming at bringing out the virtues of generosity and gratitude 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 6-12 are involved in a wide variety of community service experiences. Locations include nursing homes, parishes, elderly people's homes, and preschools. The overall aim of the community service program 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.

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. 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 2020 was Peter Stoodley for his outstanding effort across a wide range of community service areas.



Parent, Student, Staff 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.

Staff Satisfaction

Throughout 2020, 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. 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 time; they have the support networks for them to achieve the expectations. Quite several new mentors were on staff throughout 2020 and feedback from these mentors is that they felt well supported and developed to handle their roles.

Student Satisfaction

Student satisfaction is collected regularly. Subject teachers typically obtain student feedback after units of work are completed. In addition, feedback is collected on a formal basis at the end of Years 10 and 12 via Google forms. This feedback is then shared with the relevant Heads of Department and subject teachers. Results in 2020 were 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. Trent Thomas, the Formation Assistant, also sent a google form to all Secondary students to obtain feedback on the formational areas of the College. The overwhelming feedback was that students would like more leadership development and opportunities in college life and so the Formation team devised strategies to provide this.

Parent Satisfaction

The Redfield Executive distributed a google form survey to all parents in December 2020 and over 100 parents completed the survey. Parent satisfaction was strong as evidenced by the high proportion of responses in the strongly agree and agree categories. Parents were highly satisfied with the quality of education at Redfield College and expressed that there was a high quality of teaching. High results were also obtained in relation to mentoring, the work of the College Chaplains and staff being very approachable. Communication to parents via letters was identified as an area that parents would like to see improve and in 2020 the College Executive devised strategies to enhance this area.

Summary of Financial Information

