

REDFIELD
COLLEGE

Annual Report 2021

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Messages from Key Bodies

Welcome from the headmaster of Redfield College

"It was the best of times;
it was the worst of times..."

These words from *A Tale of Two Cities*, the great novel by Charles Dickens, can easily be said about the year that we are about to finish. Although we can read in the Bible (and not a few popular songs) that "there is nothing new under the sun; that what is happening now has happened before, and it will happen again", very few of us could have imagined or predicted the impact of COVID-19 in 2021. It has caused death and suffering, it has affected family life and work patterns, and it has left its shadow on the walls of Redfield, too.

But reflecting on the year about to end, and glancing over the horizon at the new year that will inevitably come rolling in in a few weeks, I would like to suggest to you a one-word motto that should be on our lips and in our hearts in the coming weeks, and that is "optimism". Yes, I think optimism conveys perfectly well the mood that I sense in the minds and hearts of the boys and teachers in front of me, and the mums and dads watching this at home.

As you know, optimism is not wishful thinking, it's not simply hoping that somehow the material and moral evil we have all witnessed in one way or another this year will just go away if we clap our hands. Nor is it the product of the lazy who think they can hope to do well in life by doing the minimum and cutting corners. Optimism is hope in action. It is a virtue for the faithful, the loving, and the industrious, and it comes from knowing that the same God who created us and keeps us in existence brings good out of everything, even disasters, suffering and pain. It is also a virtue for the brave who know that sometimes their best is not good enough. And they know that they will

be called upon, sooner or later, to do better than their best, regardless of the cost. And I think we have all witnessed this in some form or another this year. Seeing and hearing how others have outdone themselves in generosity inspires us. It moves us to contemplate the true worth of the people and things around us, and for the brave, it inspires them to action above and beyond.

The COVID-19 virus has affected us in many ways. We have seen, heard and perhaps been touched by much suffering. I still vividly remember seeing on my phone an image of an elderly lady with her head on an empty supermarket shelf crying. She may have seen in those shelves, stripped bare of essential items, her only chance of surviving a lock-down slipping away. "I don't think I will make it," she may have thought. And as you know, some didn't make it. But I have also witnessed many creative responses to the situation that were inspired by love. I have heard of patients on respirators who handed over their oxygen masks to those they thought had a better chance of survival. I have read of countless volunteers who organised food parcels and even the transportation of urgent medical supplies to hospitals in developing countries. I have even read of a private hospital in Argentina where a group of volunteers built and equipped a 44-bed, stand-alone COVID wing in two months to care for those who had no health insurance. And they said that they cared equally for those who had the possibility of recovery and those who didn't. What really caught my eye, however, was a website with the curious title "Corona: use it don't lose it!" Behind the site were young men and women who decided to make the most of the tricky situation that they and the rest of the world were in in order to make a difference. Amongst their countless initiatives was a letter-writing campaign to elderly nursing home patients who, because of the various lockdown mandates, were alone and quite possibly afraid. It is quite consoling to imagine the joy that these vulnerable senior citizens would have felt when reading about the

simple, everyday tales of what was happening in the lives of unknown young writers who shared their lives and thoughts with them.

My challenge to you this summer is the same: "Corona, use it don't lose it!" Get in touch with a nursing home in Sydney or on the other side of the state or even in another country (your parents will know how to get this started) and write to them every week. Don't expect a reply, don't expect thanks, and don't expect that it will not cost a bit of effort. But do expect that you will have made a difference, that you will have done good, and that you will fill your holidays with more joy than you could have imagined.

One more indelible image from this year is when, on 27 March, Pope Francis, carrying the heavy monstrance holding the Blessed Eucharist, blessed the world from the steps of St Peter's. If you haven't already seen it, search for it on YouTube under *Urbi et Orbi* (loosely translated as "To the City of Rome and to the Entire World"). That blessing also reached the Hills Shire, to you and to me. That blessing, like most, came with the Sign of the Cross. Many years ago on the outskirts of Rome, an army led by Constantine was preparing for a battle that would eventually see the abolition of 300 years of state-sponsored persecution of the Church. On the eve of the battle Constantine was made to see that he would be victorious under the Sign of the Cross. The optimism that I spoke of earlier comes wrapped in this sign, but joy also shares the same roots. So let's take up the challenge this summer. Let's give ourselves to others, let's not think of our own comfort, and, as a consequence of this attitude, let's return to school in 2022 knowing that the world has been made a better place by us because of what each of us will have done in the next six weeks.

**Matt Aldous,
Headmaster**

Message from the Chair of the Board

The difficulties that the Australian community has faced over the COVID-19 years has reinforced to me the importance of instilling in our students the virtue of resilience, the capacity to recover quickly from difficulties. Our Australian Saint Mary McKillop was an exemplar of this virtue, when she was excommunicated by an overzealous Bishop, she waited patiently for vindication and still kept her education mission moving forward.

In my observation, those who had faith were often better able to work through adversity and become stronger for it. The example of families and the school community being able to cope with and survive the inconveniences, restrictions and difficulties over this period and emerge with energy and optimism is a lived example to the students of this virtue.

**Gary Doherty,
Chairman**

Message from the School Captain

The Class of 2021 should be remembered for their outstanding resilience and perseverance throughout this year. Through challenge after

challenge, each of my brothers has demonstrated inspiring strength and courage to press on, achieving remarkably for themselves.

However, this class has never been defined by what we each achieve for ourselves. Individual greatness was never enough for the Class of 2021. What we wanted was much more: to take those around us on the path to greatness. What truly defines these fine young men, and the values they have demonstrated, is what they have achieved with each other, for each other. Why? Because where there is unity, there is victory. I cannot truly express what an honour it has been to be the College Captain and I hope that, in my service, I have done the school proud. I wish everyone all the best.

For myself and the Class of 2021, this year has been defined by a sense of lost normality, lost opportunities, lost experiences and even lost friends.

However, with these immense challenges have come an overwhelming outpouring of support and a sense of true solidarity and community from our selfless teachers, from our perpetually devoted parents and, perhaps most impactfully, from my brothers of the Class of 2021.

The sense of friendship, love and sacrifice I have personally felt from these young men this year has truly been a blessing and, in many times, a necessary crutch.

Thus, in a year defined by our losses, truly we have still gained so much.

Thank you. It has truly been my honour to serve this school in whatever way I could. I hope I have done it proud.

**Elijah Touma,
2022 School Captain**

Contextual Information about the School and Characteristics 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 mentoring system all underpin family values.

Each boy receives a personal mentor, selected from the teaching staff. The mentor meets fortnightly with the student and with each child's parents every term, reviewing progress and helping with goal-setting. The mentor 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 who are entrusted to his care, 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.

Student Outcomes in Standardised National Literacy and Numeracy Testing

NAPLAN is an annual assessment for all students in Years 3, 5, 7 and 9. It tests the types of skills that are essential for every child to progress through school and life. The tests cover skills in reading, writing, spelling, grammar and punctuation, and numeracy. The assessments are undertaken every year in the second full week in May.

NAPLAN test results provide information 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 other states and territories.

In 2021, NAPLAN at Redfield was undertaken in online mode, except in Year 3, where writing was completed on paper. NAPLAN test results are reported in a number of different ways, including public reports, individual student reports, and reporting on the My School website. This allows schools to measure the growth of students from one test period to the next. Due to the cancellation of NAPLAN in 2020 because of the COVID-19 pandemic, comparisons in the 2021 report are made between 2021 and 2019.

The following tables summarise the school's results in more detail. For comparison, results from students with similar backgrounds or with all Australian students who completed NAPLAN tests are given.

The codes used to identify these comparisons are:

SIM <i>Similar background</i>	ALL <i>All students</i>
students who have a similar background as determined by parental occupation and education, Indigeneity and geographic location. The background of students has been shown to have an impact on NAPLAN results.	all Australian students who completed NAPLAN in 2021.

Year 3 – Average NAPLAN result at Redfield College in 2021

Test	Reading		Writing		Spelling		Grammar		Numeracy	
Mark	497		473		473		469		459	
Range	477 – 518		456 – 490		454 – 491		447 – 490		442 – 476	
Comparison	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	477	438	452	425	456	421	473	433	439	403

Year 5 - Average NAPLAN result at Redfield College in 2021

Test	Reading		Writing		Spelling		Grammar		Numeracy	
Mark	553		504		557		547		543	
Range	536 – 571		487 – 520		541 – 574		528 – 566		527 – 558	
Comparison	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	547	511	508	480	538	504	540	503	531	495

Year 7 - Average NAPLAN result at Redfield College in 2021

Test	Reading		Writing		Spelling		Grammar		Numeracy	
Mark	576		550		598		597		611	
Range	563 – 590		535 – 566		584 – 613		582 – 613		597 – 624	
Comparison	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	574	542	550	522	577	548	571	533	588	550

Year 9 - Average NAPLAN result at Redfield College in 2021

Test	Reading		Writing		Spelling		Grammar		Numeracy	
Mark	602		585		618		607		628	
Range	587 – 618		565 – 606		601 – 634		589 – 624		614 – 642	
Comparison	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	610	577	586	551	610	580	610	573	621	588

***large numbers**

In 2021, the results flagged in large numbers* in the tables above indicate above-average results at Redfield when compared to students with a similar background.

In addition, results from the Australian Curriculum Assessment and Reporting Authority (ACARA), which runs NAPLAN, indicated that the College has made above-average gains in the domain of

reading from Years 5 to 7. This result demonstrates that the literacy initiatives implemented in Stage 3 over the last few years have been effective and successful.

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". Achievement in the field of academic endeavour is regarded by the College as critical in the formation 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 College 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 high-quality teaching by staff ensures that students are engaged in learning, and therefore take active responsibility for their academic development. The academic policies and procedures of the school are reviewed and adjusted on an ongoing basis, in order to make the teaching program more effective. 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 2021, 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 minimised, and that they had the opportunity to achieve their personal

best in the HSC. The HSC results of the Class of 2021 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 whom 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 2021, 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 36% 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 this good work in 2022 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 four students who required a Record of School Achievement to be issued. There were two students in Year 10, and two students in Year 11.

Vocational Outcomes

In 2021, 20% 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
2021	HSC	100%
2021	AQF Certificate III or above	0%

Highlights of the higher school certificate in 2021

The 2021 HSC cohort was able to navigate the unprecedented difficulties of the COVID-19 pandemic and students were able to sit all of their exams face to face. 41 students sat a total of 198 examinations, earning 19 Distinguished Achievers results (a Band 6 or more) in 20 courses.

In total, 98% of candidates across all courses achieved marks of 50 or more (Band 2 or higher) and just over a third of all courses attempted (36%) achieved results in Bands 5 and 6 (marks of between 80 and 100). A high proportion of these results were in the very high Band 5 range.

Results in the majority of subjects were above the state mean, with the following subjects performing particularly well (percentage points above the state mean shown in brackets): Modern History (+11%), Music 1 (+11%), Ancient History (+6%), Mathematics Standard (+7%).

The top Redfield HSC graduate was merit-listed as an HSC Top Achiever in English Advanced, and finished with an ATAR of 97.55.

Results of the higher school certificate and senior secondary outcomes

Table 1 below summarises a comparison over six years of the average Bands 5 and 6 (E3 & E4) results in Redfield courses. 2017 had the highest proportion of Bands 5 and 6 results in the last six years (70.7%).

Percentage of Students in Bands 5 and 6 (an HSC mark over 80%)

Course Name	Redfield 2016	2017	2018	2019	2020	2021	NSW 2021
Ancient History	63	79	100	67	71	40	34
Biology	64	69	50	40	30	20	31
Business Studies	50	33	42	40	39	13	36
Chemistry	67	63	60	100	43	0	40
Design & Technology	0	20	N/A	0	N/A	75	55
Economics	36	50	60	25	17	45	50
English Standard	24	41	61	16	10	71	69
English Advanced	88	93	100	86	90	19	17
English Ext 1	100	100	100	100	100	100	94
English Ext 2	100	100	0	N/A	NA	100	84
Geography	0	60	70	45	60	13	44

Course Name	Redfield 2016	2017	2018	2019	2020	2021	NSW 2021
Mathematics Standard	42	46	48	62	59	50	25
Mathematics 2 Unit	67	75	67	57	100	50	50
Mathematics Ext 1	100	100	38	100	100	0	74
Mathematics Ext 2	100	100	0	80	100	N/A	N/A
Modern History	85	100	100	50	100	75	38
Music 1	100	100	100	100	100	100	64
Music 2	N/A	100	N/A	100	100	N/A	N/A
Music Extension	N/A	100	N/A	N/A	100	N/A	N/A
PDHPE	43	17	72	40	19	0	31
Physics	67	60	16	60	43	17	41
Visual Arts	71	100	67	100	100	80	63
Average	62%	70.7%	60.6%	65.1%	54.4%	45.7%	49.5%
League table rank	59	90	146	71	140	210	N/A

Teacher Qualifications and Professional Learning and Workforce Composition

A summary of the teaching and non-teaching staff at Redfield College in 2021, including staff numbers by role, accreditation and number of staff participating in select training activities.

43

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

0

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

Description of the Professional Learning Activity	Number of staff participating
WRAP Spalding Course	3
Understanding Autism Spectrum Disorder	3
First Aid Training	46

Level of Accreditation	Number of Teachers
Conditional	7
Provisional	4
Proficient Teacher	32
Highly Accomplished Teacher (voluntary accreditation)	42
Lead Teacher (voluntary accreditation)	1

The workforce composition at Redfield College for 2021

38

Full time equivalent
teaching staff

43

Teaching Staff

17

Non-Teaching
Staff

7

Full-time
equivalent
non-teaching
staff

Student Attendance and Retention Rates

Student Population: In 2021 the student population of Redfield was 466

Attendance rates

97

Year 2

96

Year 3

96

Year 4

97

Year 5

97

Year 6

%

96

Year 7

96

Year 8

93

Year 9

95

Year 10

94

Year 11

93

Year 12

The listing on the right shows in percentages the students attendance rates by year level in 2021.

Retention rates

2019	47	87.2	41	2021
2018	43	95	41	2020
2017	33	79	26	2019
2016	37	95 %	35	2018
2015	50	88	44	2017
2014	46	91.3	42	2016
2013	46	91.3	42	2015
2012	44	90.9	40	2014

Attendance Policies

Management of non-attendance

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

Monitoring daily attendance/absence of students

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

Identifying absences from school

For Secondary students, the roll is taken every period throughout the day. For Primary students, the roll is taken before 9:30 am. All Class Teachers mark the roll electronically in the Engage 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 11:00am by SMS. It is the duty of parents to notify the school of reasons for non-attendance at school.

Exemption from Attendance at School

The DET's exemption guidelines state 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 school attendance.

At Redfield College any parent/guardian who wishes to apply for an exemption must contact 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 Portal within Engage. 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 his period of absence from school.

Students who are aged 17 years or over will be marked as "on leave" on the roll under these circumstances. Students of 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 the school receives).

Post-School Destinations

University	Courses	
Macquarie University	Medical Science Bachelor of Commerce Sam Gooley	Double Bachelor of Secondary Teaching Bachelor of Marketing & Media Bachelor of Cybersecurity
Western Sydney University	Mathematics Bachelor of Design	Bachelor of Construction Management
University Of New South Wales	Medical Science	Commerce/Law
University of Technology Sydney	Mechanical Engineering	Bachelor of Property Economics
Notre Dame	Bachelor of Arts	Bachelor of Law
Sydney University	Bachelor of Science (Health) / Master of Nursing	
Australian Catholic University	Bachelor of Secondary Teaching Bachelor of Law Bachelor of Commerce	Bachelor of Arts – Western Civilization Bachelor of Law – Western Civilizations
Apprenticeship	Carpentry Electrotechnology	Construction

Enrolments Policies

Purpose

This policy outlines the enrolment requirements and process Redfield College (“the School”).

Through the application process, the School endeavours to select prospective families who:

1. Are aligned with the philosophy and values of the School.
2. Are seeking a collaborative approach between home and school in the education of their children.
3. Are committed to the regular attendance at meetings with their child/children’s mentor, the Key Parent Functions, and any other events requiring attendance of parents.

**Year 5 is a key entry point as many families use it as a pathway to secure a place in Year 7.*

Key Entry Points

The School accepts applications from students in all grades, however, the key entry points are: Redfield College:

1. Kindergarten
2. Year 2
3. Year 7

Summary of Enrolment Procedures

The Enrolment Procedures are detailed in full in the Enrolments Standard Operating Procedures Manual. However, a summary has been included as a reference point for the guidelines included in this policy.

The Enrolment Process takes part in 5 key stages:

1. Enquiry

Parents who are interested in the School register their interest via an enquiry form to initiate the conversation with the school Enrolments Officer. From there, they are invited to attend the next Open Day, School Tour, or Information Evening before they are invited to apply. This is a requirement before they are invited to apply for enrolment.

2. Application

The Application Form must be completed (in full), all required documentation attached, and non-refundable application fee paid to commence the admission process.

While a formal application is a pre-requisite, it is not a guarantee of admission.

3. Interview and Evaluation

Parents are interviewed by a member of the Interviewing Committee. For Year 2 to Year 12 applications, both parents and the child must be interviewed. For current *Pared* families, the interview must be attended by at least one parent and the child.

Students transferring to Redfield from the Tangara Infants campus are not interviewed again before they transition into Redfield as they were interviewed upon their entry into infants. They'll be guided through an orientation process as they transition from Year 1 to Year 2.

The following documents must be submitted by the family before the interview: Birth Certificate, Immunisation Record, NAPLAN Report, Latest School Report, a photograph, and a complete Application form with Application Fee Paid.

After the interview, the reference check is conducted before the interview report is submitted to the Principal/Enrolments Committee for final review.

4. Enrolment Offer & Acceptance

The Enrolments Officer sends an email to the parents about the application result (either Letter of Offer or notification of unsuccessful application). The Letter of Offer includes links to the Medical Form, Privacy Collection Form and Direct Debit Form.

The Letter of Offer is sent to both parents via the enrolment platform. To accept the enrolment, both parents are required to sign the Letter of Offer and the non-refundable acceptance fee paid. The School is not obliged to hold places until the acceptance fee has been paid.

With the acceptance forms, parents are required to complete several school forms, including the 'Confidential Collection of Student Data Form' and Privacy Policy. If a parent or guardian withholds information relevant to the application/enrolment process, then the Principal reserves the right to refuse or terminate enrolment on that ground.

After the Enrolments Officer has received an acceptance of offer by both parents, a final confirmation is sent to the parents that all requirements have been met for the enrolment.

Upholding the conditions of the enrolment contract and conditions set out in the Letter of Offer are the requirements for continuing enrolment at the School.

5. Orientation

The Enrolments Officer sends welcome letters and packs as part of the Orientation of the Students. Information on uniforms, books and stationery, house, additional handbooks etc. are also communicated prior to the students' first day of school.

Enrolled students are allocated to classes according to a combination of class size and student need.

Enrolment Guidelines

Enrolment Eligibility

1. Applications for enrolment may be made at any time by the parent/carer(s) of prospective students. However, should this time be greater than 2 years from the commencement year or if there are no places available in the cohort for which entry is sought, applicants will be held on a waitlist before progressing through the interview process
2. Students enrolling at school for Kindergarten at Redfield will by five years of age on or before 31 March.

Enrolment Eligibility

The Principal, in consultation with the School Committee, reserves the right to offer a place to any student, irrespective of the date of application.

The School has absolute discretion in determining the weight of each of the factors it considers in determining whether to offer a place for the student.

Applications are processed in order of receipt; however, enrolment priority is given to:

The Family Relationship with the School

1. Siblings of current *Pared* families (siblings already enrolled at a *Pared* School)
2. Children of Alumni from a *Pared* School
3. Children of Staff Members at Redfield will by five years of age on or before 31 March.

The Family's alignment with the School Values

1. Students from families practicing the Catholic faith
2. Character feedback on the Family from the Referees

The Student's

1. Academic ability
2. Character feedback on the Student from the Teachers of the previous school (if applicable)

The School's

1. Ability to support the special needs or abilities of the student
2. The balance of numbers of boys and girls is taken into account in order to ensure that students offered a place in Infants also have a place in Primary onwards (for Prep, Kindergarten and Year 1 only)

Accepting Students from Other Faith Backgrounds

The School may accept students from other faith backgrounds when:

1. There is alignment of values between the School and prospective family
2. The parents are in agreement that the student will participate in Religious education classes, and faith-based activities of the School

Parent Conduct

The School reserves the right to withhold an invitation to apply or to progress further in the application process should any aggressive/abusive behaviour be shown to the Enrolment Officers, interviewers or any members of staff.

Enrolment Process for Prospective Students with a Disability

The same enrolment process and guidelines will apply to all prospective students and their families regardless of whether they have a disability or not. Primarily, the alignment of values and education philosophy between the School and the prospective family is key to a successful application.

When assessing an application for a student with a disability, the School needs to gather information to help identify the student's individual needs and consult health professionals and parents/carers to fully understand any adjustments needed to support those needs. This stage ensures that parents, carers, health professionals and the School are all on the same page, understanding

the needs of the student and how to reach the best outcome for them.

This process also ensures that the School meets their consultation obligations under The Disability Standards for Education 2005 by obtaining written permission from parents/carers for the School to gather information about the needs of the student from a previous school or childcare setting as well as from health professionals.

The School reserves the discretion to decline or defer an application when the parents, having been aware of their child's specific needs, fail to declare those needs or withhold relevant information pertaining to their child. This includes the submission of official documents relating to the diagnosis, any previous work with specialists or previous schools, and any other documentation required to make an assessment about whether or not the School will be able to support the student's needs.

The School also reserves the right to terminate an enrolment where the parents have not declared or have withheld known information pertaining to their child's needs.

Enrolling a Student on a Visa

When the School is considering an application from a student on a visa, it is essential that the correct checks are made to ensure it is appropriate to continue their enrolment process. Student visas hold conditions which may or may not allow a student, or a parent and their dependent, to be received at our School or may impact their status as being eligible for funding from the Commonwealth.

Redfield College is not a CRICOS-registered school. CRICOS refers to the Commonwealth Register of Institutions and Courses for Overseas Students. The School is not a member of this Register, meaning students who are primary holders of a sub-class visa cannot move to Sydney to attend the School. Therefore, the School has decided not to engage in any advertisement opportunities overseas.

The School can accept students who hold visas that do not subject them to CRICOS-registered schools, and their eligibility can be checked by the Enrolments Officer through the Visa Entitlement Verification Online system (VEVO).

Conditions for Continued Enrolment

Continued enrolment at the School is dependent upon:

1. The student making satisfactory academic progress
2. The student attending school consistently and approvals sought to justify any inconsistent attendance as per government regulations in Sections 22, 24 and 25 of the Education Act 1990.
3. The student and the parent/carer(s) observing all behavioural codes of conduct and other requirements of the School which are applicable from time to time.
4. Payment of fees

Deferred Start Dates

Offers are sent taking into account the start Term and Year a prospective family has applied for. Therefore, any families who have been offered a place but choose to defer their start date may forfeit their place if they do not accept based on the original application date.

In rare instances, a deferred start date may be accepted if there is no present waiting list for that cohort and there is no likelihood of filling all available places before the start of the next term/school year.

Fees

Throughout the Enrolment process and during a student's enrolment there are certain fees to be paid. The fees are outlined below:

1. Application Fee: a processing fee and a sign of commitment from the family.
2. Enrolment Fee: a "holding fee" and indicates a family's commitment to the School that they intend to follow through with enrolment, and they want to reserve their child's place, meaning the School forgoes another enrolment.
3. Tuition Fees: ongoing annual fees for a student's education are paid each term.
4. Levies: such as the "Annual Family Building Levy" and the "Annual Curriculum and Technology Levy (CTL)".
5. Extra-curricular Activities: for additional activities such as music, sport, excursions etc.

Returning Families

Any families which have left the School and are returning are required to pay the application and enrolment fees in full as they are re-applying for entry and for a place to be held for the Term and Year of Entry. They will also need to be interviewed again.

Withdrawing an Enrolment

As stated in the Letter of Offer upon enrolment, as well as within the terms and conditions in the annual Fees Letter, any student who is withdrawn from the School must have given a term's notice to the School. If a parent withdraws their child with insufficient notice, they will be charged one term's fees. The date that contact is made with the Principal regarding their students' withdrawal is regarded as the official date of notice.

School Policies and Procedures

Redfield aims to provide a safe and supportive environment where each student can grow to be the best person he can be. In 2021, a number of policies were in place to safeguard the welfare of students and promote their intellectual, cultural, physical and spiritual development. Our policies and procedures are located in the School Diary, Student Assessment Manuals and/or online.

Protocol	Policy	Procedure	Changes made during 2021
<p>Security of Students</p> <p>The Headmaster has a duty of care to ensure that the security of all students is assured.</p>	WHS Policy, Critical Incident Policy, Evacuation Policy, Supervision Policy, Staff Code of Conduct	Regular reminders to staff in staff meetings of duty to report hazards, WHS implementation consultative procedures	Policy defined and expanded, where necessary, in 2021 located in Policies & Documents on the Redfield Staff Intranet
<p>Security of buildings and facilities</p> <p>The Headmaster has a duty to oversee the security of all buildings and facilities.</p>	WHS Policy, Maintenance Policy	Ensuring that repairs and maintenance are conducted on a regular basis and that identified hazards are removed or repaired	Policy defined and expanded, where necessary, located in Policies & Documents on the Redfield Staff Intranet
<p>Evacuation procedures</p> <p>The Headmaster has a duty to ensure that evacuation procedures are in place.</p>	WHS Policy and Emergency Evacuation Policy	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	Policy defined and expanded, where necessary, located in Policies & Documents on the Redfield Staff Intranet
<p>Supervision of students</p> <p>The Headmaster has a duty to ensure that students are supervised.</p>	Discipline Policy, Supervision Policy, Excursion Policy, Staff Code of Conduct	Guidelines for camp, supervision in playground, wet weather supervision	Policy defined and expanded, where necessary, located in Policies & Documents on the Redfield Staff Intranet
<p>Risk management in activities undertaken by students</p> <p>The Headmaster has a duty to ensure that risk management is taken in account in activities undertaken by students.</p>	WHS Policy, Critical Incident Management Plan, Evacuation Policy, Excursion Policy	Excursion procedure	Policy defined and expanded, where necessary, located in Policies & Documents on the Redfield Staff Intranet

Protocol	Policy	Procedure	Changes made during 2021
<p>Codes of conduct for staff</p> <p>The Headmaster has a duty to ensure that staff is aware of the code of conduct they must observe.</p>	Staff Code of Conduct, Child Protection Policy	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	Policy defined and expanded, where necessary, located in Policies & Documents on the Redfield Staff Intranet
<p>Codes of conduct for students</p> <p>The Headmaster has a duty to ensure that students are aware of the code of conduct they must observe.</p>	Student Code of Conduct	Expectations relating to student behaviour, discipline, uniform and the wellbeing of others	Policy defined and expanded, where necessary, located in Policies & Documents on the Redfield Staff Intranet
<p>Management of student behaviour</p> <p>The Headmaster has a duty to ensure that structures are in place for the management of student behaviour.</p>	Student Code of Conduct, Discipline Policy, Child Protection Policy	Detailed protocols and guidelines for sanctions documented in individual Policy & Procedures	Policy defined and expanded, where necessary, located in Policies & Documents on the Redfield Staff Intranet
<p>Anti-bullying procedure</p> <p>The Headmaster has a duty to ensure that each student experiences an environment safe and supportive at both peer and staff level.</p>	Discipline Policy, Anti-Bullying Policy	Documented in the Anti-Bullying and Discipline policies	Policy defined and expanded, where necessary, located in Policies & Documents on the Redfield Staff Intranet
<p>Fostering student leadership in the College</p> <p>The Headmaster has a duty to foster student leadership in the College.</p>	Outlined in the Formation Policy – Leadership, Community Service, School Captains, House Captains, Class Council, and Class Secretaries	Implementation of the Leadership Program in its various dimensions	Policy defined and expanded, where necessary, located in Policies & Documents on the Redfield Staff Intranet

Protocol	Policy	Procedure	Changes made during 2021
<p>Management and reporting of serious incidents</p> <p>The Headmaster has a duty to ensure that structures are in place for the management and reporting of serious incidents.</p>	<p>WHS Procedures, First Aid Policy</p>	<p>Reports as required</p>	<p>Policy defined and expanded, where necessary, located in Policies & Documents on the Redfield Staff Intranet</p>
<p>Complaints and grievances</p> <p>The Headmaster has a duty to respond to matters of concern as and when they are identified.</p>	<p>Staff Grievance Policy, Student/Parents Grievance Guidelines</p>	<p>The Policy Document specifies a process to be applied to such grievances when raised, dealing with the matter on a case-by-case basis</p>	<p>Policy defined and expanded, where necessary, located in Policies & Documents on the Redfield Staff Intranet</p>
<p>Pastoral care</p> <p>The Headmaster has a duty to ensure the pastoral care of the students, staff and parents of the College.</p>	<p>Staff Code of Conduct, Formation Policy</p>	<p>Implementation of the guidelines are reinforced that all teachers are part of the character formation of students by their professional example</p>	<p>Policy defined and expanded, where necessary, located in Policies & Documents on the Redfield Staff Intranet</p>
<p>Student counselling</p> <p>The Headmaster has a duty to ensure the pastoral care of the students, staff and parents of the College.</p>	<p>Formation Policy</p>	<p>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</p>	<p>Policy defined and expanded, where necessary, located in Policies & Documents on the Redfield Staff Intranet</p>
<p>Identification of and provision of support for students with special needs</p> <p>The Headmaster has a duty to ensure that those students with special needs have support in place.</p>	<p>Learning Support Policy, Disability Provisions Policy, Secondary Studies Policy, Primary KLA Policy</p>	<p>The Policy aims to provide information and guidelines for teachers, parents and students about their rights and responsibilities relating to Disability Provisions</p>	<p>Policy defined and expanded, where necessary, located in Policies & Documents on the Redfield Staff Intranet</p>

Protocol	Policy	Procedure	Changes made during 2021
<p>Health, Distribution, and Monitoring of Medication</p> <p>The Headmaster has a duty to ensure the health and welfare of all students.</p>	Illness & Medical Procedure, First Aid Policy	Implementation and improvement of the College's Health & Safety Management Systems	Policy defined and expanded, where necessary, located in Policies & Documents on the Redfield Staff Intranet
<p>Response to serious incidents and emergencies</p> <p>The Headmaster has a duty to ensure that a plan is in place which sets out procedures to respond to serious incidents and emergencies.</p>	Critical Incident Management Plan, Evacuation and Emergency Policy	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	Policy defined and expanded, where necessary, located in Policies & Documents on the Redfield Staff Intranet
<p>Homework Policies</p> <p>The Headmaster has a duty to ensure that all students are familiar with expectations regarding homework.</p>	Homework Policy, Secondary Studies Policy, Primary KLA Policy	Discussed in teacher-mentor meetings and meetings with parents	Policy defined and expanded, where necessary, located in Policies & Documents on the Redfield Staff Intranet
<p>Communication</p> <p>At Redfield College, we strive to maintain excellent ongoing communication between staff and parents.</p>			
<p>Communication within the College</p>	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.	Regular staff meetings and in-service days, Secondary teachers and Primary teachers emailing groups, timetabled teacher-mentor meetings, daily announcements via "The Yellow" staff bulletin	Policy defined and expanded, where necessary, located in the Policies & Documents on the Redfield Staff Intranet

Protocol	Policy	Procedure	Changes made during 2021
Communication between home and school	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 fortnightly newsletter ("The Red") are active and kept up to date. The Red is published on the website and distributed electronically every second Friday. The use of the Student Diary in which staff and parents can write notes is also necessary.	Parents, teachers and mentors have open communication. Particularly through parent-mentor meetings, Key Parent Functions, Class Parent Meetings etc., there is much opportunity to communicate.	Policy defined and expanded, 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	The Headmaster ensures that all discipline is based on procedural fairness as reflected in the Discipline Policy.	Teachers have reference to the staff handbook, code of conduct, briefings in staff/faculty meetings etc. to ensure they are familiar with all aspects of College discipline procedures and expectations.	Policy defined and expanded, located in the Policies & Documents on the Redfield Staff Intranet
Procedural Fairness Guidelines	The Headmaster ensures that all procedural fairness guidelines are applied in the investigation of significant discipline issues and the correction of a student as reflected in both the Discipline Policy and the Student/Parent Grievance Policy	Headmaster to observe policies as noted above.	Policy defined and expanded, located in the 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 the whole College community (staff, parents and students) all share a responsibility for preventing it.

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, during Motto talks and, where possible, in peer support groups;

*Vigilant classroom and playground supervision;
Regular recognition and reward for 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 of 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:

1. 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, or, 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 (where possible not exceeding three working days) to see if the matter has been raised with the teacher directly involved.
2. 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.
3. The Headmaster, or his Deputy, will then contact the student (or parent) and discuss the grievance within three working days.
4. The Headmaster, or his Deputy, will ensure the student (or parent) has a copy of this grievance procedure.
5. 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 mentor will be informed of the grievance and the resolution plan.
6. Documentation of the grievance, of discussions with the student (or parent), and of the resolution plan, is filed in a separate, confidential student file and kept in the Office Manager's office.
7. The resolution plan is implemented.
8. 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 the parents (if applicable) and mentor. This final step may be repeated in order to work towards a solution of the matter.

Commentary on School Determined Improvement Targets

2020 Priorities

Studies of Western Culture was introduced into the Secondary curriculum.

Provision of more material for spiritual reading and prayer in the Chapel, including booklets during Religion lessons in the Chapel.

Achieved in 2021

There was an expansion of staff induction talks to include a wider range of formational topics.

Mornings of staff formation were held every few weeks to offer staff talks from the Chaplains and colleagues on formational and faith topics.

2020 Priorities**Achieved in 2021**

Increased support and formation for Class Parents with the help of an experienced parent Greg Bookallil.

Enhancement of the Years 7-12 Religion programs.

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 organise confessions and communion, as well as First Friday Exposition.

More stringent performance appraisals for mentors via logbooks and statistics reporting, and providing the best tools to be more successful with their mentees.

Frequent leadership courses offered at the College for Primary and Secondary students were offered to student leaders and the broader student community via workshops facilitated by Daniel Assaf.

The Virtuous Leadership Course was provided by Alexander Harvard to parents and teachers and covered the four temperaments and how virtues are needed to form a balanced character.

Executive members frequently interviewed all Years 11 and 12 students to evaluate academic performance and fine-tune goal-setting for specific subjects.

2020 Priorities

Anthropology and Philosophy were introduced into Religion programs throughout Year 7.

Peer mentoring via the Big Brother Program where Years 11 and 12 students help Year 6 students transition into Secondary School.

Presentations from Redfield Formation Department for the *Pared Academy* podcasts.

Mentors developed the document *Resources for Mentors* that facilitated targeted questions in mentor meetings and parent interviews.

Achieved in 2021

A special Key Parent Function was offered in 2021 featuring Maurice Watson, an experienced presenter at parenting seminars from Family Education Australia. The topic was about assisting fathers to talk to their son about respect for women, positive relationships and pornography.

During the extended, challenging periods of lockdown and subsequent remote learning, several speakers (including some international guests) addressed the students online to keep them motivated, positive and engaged.

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

College Mottos

The weekly mottos are published in the Student Diary and in the College newsletter, and give a focus to the week for each group of students at Redfield: Primary, Middle School and Senior School. These mottos reflect 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 focus on the development of the students' character, which is an essential element of their education.

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 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 introduces 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 greater tolerance and respect, enhanced decision-making skills, and they are invariably better able to take risks, to embrace responsibility and more clearly define academic, career and personal goals. Unfortunately, these programs were cancelled due to COVID-19 in 2021.

Class Seminars and Camps

The College places great importance on this program as a way to learn and exercise virtue in a setting outside the classroom. Father & Son Camps are held from Years 2 to 8, with over 90% attendance at these camps. A series of seminars is presented at these camps, with talks giving dads practical advice on how to deal with parenting issues relating specifically to respect and responsibilities relevant to the particular age of their son. The three-day Class Camps in Years 7, 8 and 9 are particularly formative, where students are encouraged to put into practice a spirit of service to their classmates, as well as grow in resilience and learn to care for the environment. The Seminars in Years 9 to 12 are an opportunity for our students to spend some time off campus reflecting on issues such as social responsibility and personal improvement. Fortunately, most of these programs occurred in 2021 despite extended periods of remote learning.

Leadership Program

The Leadership Program is directed to all students at the College and also extends to 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 opportunities 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 and humility. In addition, there are specific acquired skills that contribute to effective leadership: the skills of effective communication, planning, goal-setting, people management, as well as the development of political awareness, etc. The Director of Formation and his assistant continue to coordinate the Leadership Program.

2021 has seen the development of workshops (e.g. fostering resilience), seminars and camps, meetings with staff and parents, and hosting regular guest speakers at the school.

The Redfield College House Competition also brings opportunities for leadership. The four Houses comprise Altair, Castor, Hydrus and Sirius. Each term, there are House meetings and competitions, and healthy rivalry is fostered through a points-based House competition. Events and achievements which contribute towards House points include the swimming, athletics

and cross country carnivals, futsal, basketball, community service, first-class honours, chess, touch footy, cricket and merit stamps. The House with the highest number of points wins a light lunch at the end of the term. The House Captains run House meetings and participation in the competition is encouraged and evaluated every term. Another important aspect of leadership is the Class Council in Years 2 to 7. Each homeroom class elects a Class Council and meetings should be held at least twice each term. A Class Council meeting is often held during class time and during a time convenient to the Class Teacher. Only under extraordinary circumstances should it run for more than forty minutes. The Class Council comprises the Class Teacher, a Class Secretary and Sub-Secretary for each homeroom. Four House captains are elected in Years 8 to 12.

Washington DC Leadership Seminar

For the first time in 2019, Redfield College began participation in the Washington DC Leadership Seminar in July. It comprised a two-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 2021, this was not possible due to COVID-19.

Mitchell Youth Leadership Forum

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 forum report back to their year group in a two-hour debrief. Despite COVID-19, in 2021, the forum sent two delegates to Redfield so that we could have an in-house forum with other schools and speakers via a webinar.

Year 10 Work Camp

In November each year, Year 10 students participate in a one-week camp during which they 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 2021, this was not possible due to COVID-19.

Community Service

Community service is an expanding area in the College curriculum. Our program aims to bring out the virtues of generosity and gratitude in every student and promote respect for diversity within the community, with activities requiring students to give up some of their time to do something for others.

In 2021, Community Service Captains from Year 12 were appointed to give community service events more profile and focus in the College community. These Captains form part of the Year 12 leadership team. Over the years, diverse and significant projects have been undertaken. Students from Years 6 to 12 are involved in a wide variety of community service experiences at locations including nursing homes, parishes, elderly people's homes and preschools.

Through these various activities, the College hopes to develop within students an awareness of the needs of those around them, and to equip them so that they may confidently address those needs in later life. Community service awards may be given at the Presentation Day ceremony in recognition of special initiative, effort or leadership demonstrated by students in carrying out particularly noteworthy tasks.

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—both formal and informal—is encouraged. We have a formal end-of-year survey given to all parents and staff covering all areas in teaching, relationships and the management of the College.

Staff Satisfaction

Throughout 2021, staff were involved in regular meetings with Executive Committee members. While establishing and monitoring priorities in these meetings and interviews, feedback was also obtained on staff satisfaction. Feedback from staff indicates strong satisfaction with the working environment and support provided by the College. Openness to their ideas and

suggestions is high and, although staff often feel they are pressed for time, they indicate that they feel that they have support networks in place to assist them in meeting professional expectations. Quite a number of new mentors were on staff throughout 2021 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. Subject-specific feedback obtained from Years 10 and 12 students via the Director of Teaching & Learning was largely positive, although it

indicated that the use of Canvas could improve in some Secondary subjects to better support students. The Director of Formation 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, so the Formation team devised strategies to address this.

Summary of Financial Information

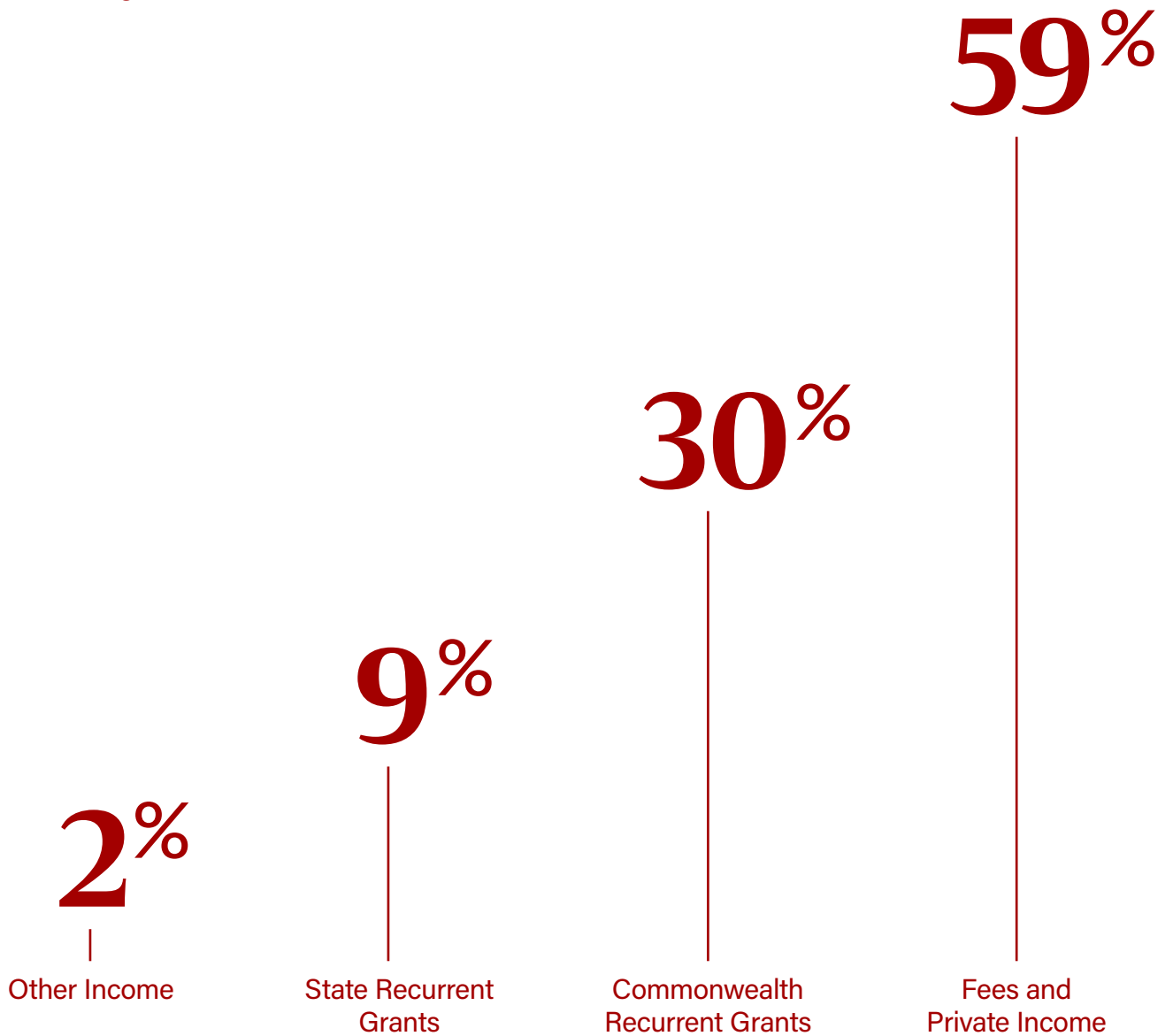
Recurrent/Capital Income

Fees and Private Income	59%	5,363,559
Commonwealth Recurrent Grants	30%	2,769,577
State Recurrent Grants	9%	853,675
Other Income	2%	163,023

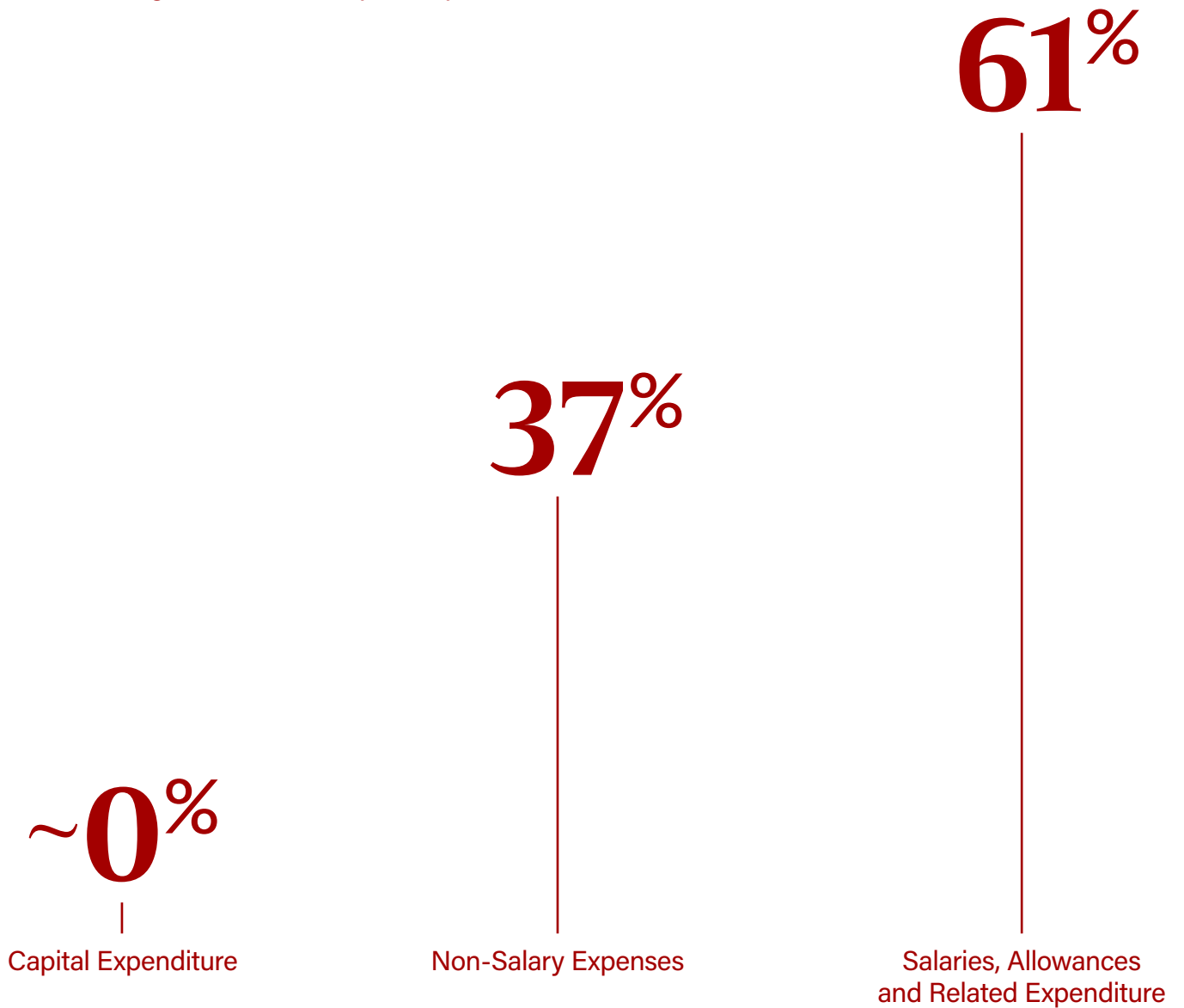
Recurrent/Capital Expenditure

Salaries, allowances, related expenditure	61%	5,712,136
Non-Salary Expenses	37%	3,507,134
Capital Expenditure	~0%	34,626

Redfield College Recurrent Income 2021



Redfield College Recurrent / Capital Expenditure 2021



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