



REDFIELD
COLLEGE

Annual Report 2023

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Messages from Key Bodies

Welcome from the Headmaster of Redfield College

As our year draws to a close, and we reflect on the mounting unrest surrounding us on the global and local stage, we may ask ourselves the following question: "How can we educate our boys for these times of uncertainty?" I would like to suggest that, firstly, we have to be optimists and realise that our times are no worse than those that have passed. Despite occasional moments of doubt, these are the best times for all of us, and we have to teach our boys to grab them firmly and confidently with both hands. But if you ask me "What do we especially need our boys to have today, above all, to be able to do this?", I would say, without hesitation, that they need to be magnanimous; that is, they need to have great ideals and not be afraid of the effort and pain involved in going after them.

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, but 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 have to 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 can't 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 have to help our boys understand that disinterested, generous self-giving is not possible without the noble human virtue of friendship. We have to find ways to show them - especially by our example - that to give oneself, one has to conquer selfishness. This means that one has to get out of the ivory tower that we all tend to take refuge in, knowing that true friendship doesn't exist unless there is sacrifice. Here, we are talking about a way of living that seeks

to understand and excuse others, an attitude that lends a hand and doesn't exclude anyone, that overcomes touchiness and impertinence, and a far-sighted sacrifice that knows that time improves all people of good will if they are helped.

The friendship that I am talking about is not transitory. It is loyal, and it can be relied upon not to sow discord or intrigue through gossip. It is founded upon a relationship whereby one knows that if something needs to be said, it is said, face-to-face, out of love and not out of anger or scorn. It is an understanding that knows that one's back is covered, and that one can always find in the other a warm reception, especially when it is least deserved but most needed. But we are also talking about something more than just politeness, kindness and not wanting to displease others. To be loyal requires a real and positive concern about others' problems, even though they may not affect us directly.

I think two other foundational virtues are worth highlighting in our quest to help our boys to open themselves to others. They are those of 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. A real opportunity to exercise this arrives in the weeks leading up to Christmas. Here we can help our young ones to realise that celebrating feast days is a human necessity as long as God is not offended. They need to understand that a cheerless social life is isolating. As part of this, I think we need to help the boys avoid becoming judgemental and developing excessively stern attitudes towards others' failings. And here, as we are all aware, our example is king! If, when we do have to judge, we add to the necessary fortitude, good dollops of understanding, real forgiveness and heaps of kindness, our boys will be sure to follow us.

To be grateful is not only a sign of good upbringing, it is a token of selflessness. Our boys have to learn how to give thanks humbly and without affectation for the many favours they receive. Not

only does this show nobleness in their lives, it also provides a bond of unity between them and the one being thanked. It also implies an attitude that is the opposite to that of the one who thinks that everything is owed to him. 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 have to be able to exercise one of the greatest gifts that God has bestowed on them: their freedom! Of course, here I am not advocating what St Augustine called "fugitive freedom", that is, the dark shadow of true freedom that seeks to flee its true end of doing good, and, instead, uses its liberty as an excuse for selfishness and for the giving-in to one's disordered desires. But what can we do, you may ask, to foster this good kind of freedom? Firstly, don't undervalue the effectiveness of our prayers and the formation that we give our boys at home and at school. At the same time, we must never forget that the example of our own struggle to live good lives is a most powerful stimulus to encourage our boys to use their freedom to do good. How effective it is when they see that we are loyal and sincere friends, when they see that we are cheerful, even though they are also aware that there is a constant tension in our lives. Thus, despite our many shortcomings, our boys will come to see that true virtue is attractive, not repulsive.

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.

**Matthew Aldous,
Headmaster**

Message from the Chair of the Board

2023 was another strong year for Redfield. Enrolments have shown a steady and consistent growth. As our academic program, student outcomes and results continue to rise, so does the interest in our wonderful school.

In terms of leadership development, 2023 has seen not only the appointment of a Teaching and Learning team that is focused on a whole school improvement and approach, but our commitment to staff development remains strong through the Professional Growth and Teaching and Learning Framework. This continues to emphasise a 'Culture of Excellence,' all teaching staff are engaged in setting individual goals and collaborating to devise strategies for achieving these goals throughout the year.

These achievements and initiatives are a testament to the dedication and hard work of our staff and students. I am confident that Redfield College will continue to thrive and uphold its reputation for excellence in education.

Thank you for your continued support.

Gary Doherty,
Chairman of the Pared Board

Message from the School Captain

All glory, praise and thanks be to God. These are the words with which I commenced my Graduation Speech, and these are the words which continue to resonate with every reflection that I have in relation to my 14 years of PARED education—from Reception in 2010 to graduating from Redfield College in 2023.

The Class of 2023 is grateful for the support and unity of the parents and Redfield College. I do believe each member of the Class of 2023 would agree that our parents and all staff at Redfield worked tirelessly throughout our years and particularly during the last two years to help us achieve the amazing results which we did—both in the HSC and in extra curricular activities. We are indebted to all the teaching staff and our parents for their unwavering support and efforts. We are also indebted to our School Chaplains—Fr Phillip Elias and Fr Frank Garcia—for their prayers, their mentoring and their guidance particularly during the last two years of our education.

The Class of 2023 introduced and practiced a number of initiatives to Redfield—the Student Representative Council, the Live at Lunch Music Performances, a more competitive Inter-house Sporting Program, the first ever State of Origin (Year 12 Vs Teachers), a strengthened connection between the Primary School and the Year 12 cohort, and many more. These initiatives were based on the belief that every student in both our grade and the entire school has something to contribute to College life.

I was both humbled and privileged to lead the Class of 2023 to graduation and to amazing HSC results, where Redfield College ranked 43rd in NSW. Those results were not limited to a select few. The results were spread across the cohort reflecting an attitude of resilience and culture of true friendship; with each member wanting and helping the other to achieve his best. Studies groups were constant, the whiteboards in the library and various study rooms were exposed to great workouts and the truly collaborative spirit which has existed within the cohort from early days, flourished. This collaborative spirit is the Redfield way.

I conclude with more thanks for all that Redfield has provided to the Class of 2023. I am very confident that as long as there is unity between the parents, teachers and students at this wonderful school Redfield, the College will continue to flourish, helping young boys grow into men who continue to develop as strong-hearted gentlemen and adults.

Amin Abboud
2023 School Captain

Redfield College School Profile

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 as an integral part of the teaching and learning program.

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. In 2023, the assessments were undertaken earlier than in previous years, in March rather than 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 2023, 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 student progress from one test period to the next. Please note, however, that the NAPLAN scale was reset in 2023 (due to the movement of the NAPLAN tests to earlier in the year), and so NAPLAN progress for 2021-2023 is not available on the My School website. It is only for the upcoming period 2023 - 2025 that NAPLAN progress will be reported on again.

The tables on the following page summarise the school's results in 2023 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

Similar background

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

All students

All Australian students who completed NAPLAN in 2023.

Interpreting the table:

 **above-average**

 **well above-average**

Year 3 – Average NAPLAN result at Redfield College in 2023

Test	Reading		Writing		Spelling		Grammar		Numeracy	
Mark	457		451		460		472		470	
Range	438 – 476		435 – 467		443 – 477		451 – 492		454 – 486	
Comparison	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	445	405	446	416	440	404	453	411	446	407

Year 5 - Average NAPLAN result at Redfield College in 2023

Test	Reading		Writing		Spelling		Grammar		Numeracy	
Mark	531		526		539		558		553	
Range	512 – 550		508 – 544		522 – 557		537 – 578		537 – 570	
Comparison	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	529	496	511	483	519	489	531	497	525	488

Year 7 – Average NAPLAN result at Redfield College in 2023

Test	Reading		Writing		Spelling		Grammar		Numeracy	
Mark	589		581		595		594		614	
Range	573 – 604		563 – 598		579 – 611		576 – 612		598 – 629	
Comparision	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	583	536	574	534	577	539	585	539	590	538

Year 9 – Average NAPLAN result at Redfield College in 2023

Test	Reading		Writing		Spelling		Grammar		Numeracy	
Mark	600		603		608		618		640	
Range	586 – 614		585 – 622		593 – 623		602 – 634		627 – 653	
Comparision	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	598	564	599	567	594	568	595	557	607	568

In 2023, the results flagged in light green-shaded boxes in the tables above indicate **above-average** results at Redfield when compared to students with a similar background.

Dark green-shaded boxes indicate results that are **well above-average** when compared to students with a similar background.

These results indicate that in all domains students at Redfield College perform better than students in Australia who have a similar background, and that the domain of Numeracy is a particular strength in all years at Redfield.

Senior Secondary Outcomes

Student Achievement

Redfield College's mission 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, the college ensures that progress is ongoing in this area.

In 2023, the reinforcement of the school's Year 2-10 Teaching and Learning Framework continued to inform the development of the school's teaching programs. Staff developed and refined the Progressions of Learning for all courses, in which they planned strategies for students to engage in Surface, Deep and Transfer learning. Implementation of this Teaching and Learning Framework has facilitated a consistency of approach across all key learning areas.

The strategies that were developed in previous years to support students in Stage 6 were refined further. This included 1:1 academic progress interviews, the provision of supported afternoon

study sessions, and the organisation of specialist subject workshops by high performing past HSC students. The HSC results of the Class of 2023 were outstanding, and are detailed in Section 4.3 below.

It is important to recognise that, amongst the standout achievements of the Class of 2023, there were many students who applied themselves with great determination and 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 many students in the 2023 HSC cohort for whom this was the case. Whilst there were many outstanding individual results, there was a strong academic culture in the Class of 2023, with students of all abilities recognising the value of persevering in their work, despite difficulty, as the key to success. By the time of their HSC exams, most students in this class had completed the work necessary to ensure they had every chance of achieving their personal best. A revealing statistic reflecting the strength of this cohort's achievement is that in well over half of all courses attempted a mark of 80% or higher was achieved. In addition, in almost all courses, the average achieved by Redfield exceeded the average achieved by the state.

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 2024 and see the achievement of many more personal bests.

Andreas Engesser,
Deputy Headmaster
Curriculum

The Granting of Records of School Achievement

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

Vocational Outcomes

In 2023, 12% of the Year 12 cohort participated in vocational or trade training.

Year 12 students attaining Year 12 certificate or equivalent VET qualifications:

In 2022, 100% of year 12 students achieved their HSC Certificate and (5%) students gained an AQF Certificate III or above.



Highlights of the Higher School Certificate in 2023

The 2023 HSC cohort achieved an outstanding final ranking of 43rd in the state. 41 students sat a total of 220 examinations in 20 courses, earning 56 Distinguished Achievers results (a Band 6 or more) at an overall rate of 25.45%.

In total, all candidates across all courses achieved marks of 50 or more (Band 2 or higher) and almost 60% of courses attempted achieved results in Bands 5 and 6 (marks of between 80 and 100). Over a half (51%) of Band 5 results were in the very high Band 5 range.

Results in almost all subjects were above the state mean, with the following subjects performing particularly well (percentage points above the state mean shown in parentheses): Ancient History (+17%), Biology (+17%), Mathematics Standard (+13%), Mathematics Advanced (+13%), Visual Arts (+11%), Chemistry (+10%), Music 1 (+10%), Mathematics Extension 2 (+8%), Physics (+7%), Modern History (+7%), Design & Technology (+6%), Mathematics Extension 1 (+5%)

The top Redfield HSC graduate achieved an ATAR of 99.7.

Results of the Higher School Certificate and Senior Secondary Outcomes

Table 1 on below summarises a comparison over six years of the average Bands 5 and 6 (E3 & E4) results in Redfield courses. The Class of 2023 achieved the highest proportion of Bands 5 and 6 results in the last six years (70.8%).

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

Course Name	Redfield 2018	2019	2020	2021	2022	2023	NSW 2023
Ancient History	100	67	71	40	88	100	32
Biology	50	40	30	20	17	100	32
Business Studies	42	40	39	13	37	47	36
Chemistry	60	100	43	0	0	67	38
Design & Technology	N/A	0	N/A	75	47	67	47
Economics	60	25	17	45	83	50	48
English Standard	61	16	10	71	36	10	13
English Advanced	100	86	90	19	62	95	67
English Ext 1	100	100	100	100	100	100	94
English Ext 2	0	N/A	NA	100	N/A	33	86
Geography	70	45	60	13	63	18	42

Course Name	Redfield 2018	2019	2020	2021	2022	2023	NSW 2023
Mathematics Standard	48	62	59	50	71	75	31
Mathematics Advanced	67	57	100	50	100	100	50
Mathematics Ext 1	38	100	100	0	100	90	72
Mathematics Ext 2	0	80	100	N/A	100	100	86
Modern History	100	50	100	75	60	67	35
Music 1	100	100	100	100	100	100	69
Music 2	N/A	100	100	N/A	N/A	N/A	85
Music Extension	N/A	N/A	100	N/A	N/A	N/A	96
PDHPE	72	40	19	0	20	38	31
Physics	16	60	43	17	33	60	39
Visual Arts	67	100	100	80	100	100	65
Average	60.6%	65.1%	54.4%	45.7%	64.0%	70.8%	54.3%
League table rank	146	71	140	210	127	43	N/A

Teacher Qualifications and Professional Learning and Workforce Composition

42

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

4

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
Supporting Students with Disability in Stage 6 Blended Learning Experience	1
Gender Identity	44
STEM, STEM Conference	41
Teaching The Modern History Core	1
Collaborative & Proactive Solutions Illume Learning – Dr Ross Greene	2
Online Modules – Primary School and Maths and English	27
New Syllabus incoming 2025 – New Human Movement Science Course	7
History Conference and PD Day	19
Curriculum Leaders Conference '24	2
Primary Curriculum Adjustments Webinar	12
AIS Visual Arts Conference	1
HSC Economics Conference2024	27
Literacy Course – Literacy Instruction to support our Diverse Learning Needs	1
AISNSW Diversity and Inclusion Student Service Conference	4
Staff Day	54
Child Protection	53
Staff Meeting	48

Description of the Professional Learning Activity	Number of staff participating
Professional Learning: Discussion about the Cognitive Load Theory	7
Professional Learning Community Learning and Memory	7
Professional Reading: Myth 1 – Facts Prevent Understanding	5
Professional Learning: Workshop – Learning in the Classroom	7
Professional Learning: Workshop – Do Learning Styles Exist?	7
Staff Day (T3/23)	53
Staff Day (T4/24	45
Staff Meeting	46
Staff Meeting – Evac Procedure	54
Staff Meeting	44
Staff Day (T1/24)	52
CPR / Staff Day 2	45
Staff Meeting	49
Staff Meeting	37
Staff Meeting	28
Staff Meeting	32
Staff Meeting	33

Description of the Professional Learning Activity	Number of staff participating
Staff Day	49
Staff Meeting	23
Staff Meeting	37
Staff Meeting	36

School Staff 2023

Level of Accreditation	Number of Teachers
Teaching staff	46
Full-time equivalent teaching staff	42
Non-teaching staff	14
Full-time equivalent non-teaching staff	10

Student Attendance and Retention Rates



Retention Rates

From year	Number of Students	Percentage	Number of Students	To year
2021	47	87%	41	2023

Attendance Rate
2023

95%

Year 1

94%

Year 2

94%

Year 3

95%

Year 4

93%

Year 5

91%

Year 6

96%

Year 7

92%

Year 8

93%

Year 9

91%

Year 10

91%

Year 11

92%

Year 12

The listing on the right shows in percentages the students attendance rates by year level in 2023.

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. For each day students are absent, parents must complete an absence form via the parent portal on Engage. This form must be completed within 7 days of the student's absence, otherwise this is marked as "unjustified" leave. Parents are sent email reminders via Engage, twice a week for submission of absence forms.

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 the 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 via Engage. It is the duty of the parents to notify the school of reasons of non-attendance in 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 the 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 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 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 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 we get at the school.

Post-School Destinations

Details of the destinations/offers of the students who completed their Higher School Certificate:

University	Courses
Australian Catholic University	Bachelor of Western Civilisation & Master of Teaching
	Bachelor of Professional Accounting
	Bachelor of Planning
Macquarie University	Bachelor of Security Studies & Master of Intelligence
	Bachelor of Finance
	Bachelor of Clinical Science
	Bachelor of International Studies & Bachelor of Arts
	Bachelor of Commerce & Media
	Bachelor of Civil Engineering
University of New South Wales	Bachelor of Commerce
	Bachelor of Applied Exercise Science / Master of Clinical Exercise Physiology
	Bachelor of Commerce & Bachelor of Information Systems (Double degree)
University of Wollongong	Bachelor of Nutrition and Dietetics (Honours)
	Bachelor of Science/Dental
	Bachelor of Business Bachelor of Law (Double Degree)
University of Technology Sydney	Bachelor of Design in Product Design, Bachelor of Creative Intelligence and Innovation
	Graduate Diploma in Construction Management
	Bachelor of Design in Product Design

Enrolments Policy

Purpose

This policy outlines the enrolment requirements and process for 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 Redfield College
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:

1. Year 2 (boys transferring from Tangara)
2. Year 5
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 Enrolment 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 two members 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 the School 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 Headmaster/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 acceptable fee must be paid. The School is not obliged to hold places until the acceptable 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 with holds information relevant to the application/enrolment process, then the Headmaster reserves the right to refuse or terminate enrolment on that ground.

After the Enrolments Officer has received an acceptance of the 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 are part of the Orientation of the Students. Information on uniforms, books and stationary, house, additional handbooks, etc are also communicated prior to the students' first day at 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 Tangara will be five years of age on or before the 31 March and four years of age before the 31 March for Prep School.

Offering Enrolment

The Headmaster, 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

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 Enrolments Officers, interviewers or any member 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 a 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. Students visas hold conditions that 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.
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.

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:

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 terms notice to the School. If a parent withdraws their child with insufficient notice, they will be charged one terms fees. The date that contact is made with the Headmaster 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 2023 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 2022
Security of Students The Headmaster has a duty of care to ensure that the security of all students is assured.	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 2023 located in <i>Complispace</i> under <i>Compliance Policy and Risk</i> on the Redfield Staff Intranet.
Security of buildings and facilities The Headmaster has a duty to oversee the security of all buildings and facilities.	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, in 2023 located in <i>Complispace</i> under <i>Compliance Policy and Risk</i> on the Redfield Staff Intranet.
Evacuation procedures The Headmaster has a duty to ensure that evacuation procedures are in place.	WHS Policy and 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, in 2023 located in <i>Complispace</i> under <i>Compliance Policy and Risk</i> on the Redfield Staff Intranet.
Supervision of students The Headmaster has a duty to ensure that students are supervised.	Discipline Policy, Supervision Policy, Excursion Policy, Staff Code of Conduct	Guidelines for camp, supervision in playground, wet weather supervision guidelines	Policy defined and expanded, where necessary, in 2023 located in <i>Complispace</i> under <i>Compliance Policy and Risk</i> on the Redfield Staff Intranet.
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.	WHS Policy, Critical Incident Management Plan, Evacuation Policy, Excursion Policy	Excursion procedure	Policy defined and expanded, where necessary, in 2023 located in <i>Complispace</i> under <i>Compliance Policy and Risk</i> on the Redfield Staff Intranet.

Protocol	Policy	Procedure	Changes made during 2022
Codes of conduct for staff The Headmaster has a duty to ensure that staff is aware of the code of conduct they must observe.	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, in 2023 located in <i>Complispace</i> under <i>Compliance Policy and Risk</i> on the Redfield Staff Intranet.
Codes of conduct for students The Headmaster has a duty to ensure that students are aware of the code of conduct they must observe.	Student Code of Conduct	Expectations relating to student behaviour, discipline, Uniform and the wellbeing of others.	Policy defined and expanded, where necessary, in 2023 located in <i>Complispace</i> under <i>Compliance Policy and Risk</i> on the Redfield Staff Intranet.
Management of student behaviour The Headmaster has a duty to ensure that structures are in place for the management of student behaviour.	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, in 2023 located in <i>Complispace</i> under <i>Compliance Policy and Risk</i> on the Redfield Staff Intranet.
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.	Disciplinary Policy, Anti-Bullying Policy	Documented in the individual Anti-Bullying and Disciplinary policies	Policy defined and expanded, where necessary, in 2023 located in <i>Complispace</i> under <i>Compliance Policy and Risk</i> on the Redfield Staff Intranet.
Fostering student leadership in the College The Headmaster has a duty to foster student leadership in the College.	Outlined in the Formation Policy – School Captains, House Captains, Student Leadership Team and SRC	Implementation of the Leadership Program in its various dimensions.	Policy defined and expanded, where necessary, in 2023 located in <i>Complispace</i> under <i>Compliance Policy and Risk</i> on the Redfield Staff Intranet.

Protocol	Policy	Procedure	Changes made during 2022
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.	WHS Procedures, First Aid Policy	Reports as required.	Policy defined and expanded, where necessary, in 2023 located in <i>Complispace</i> under <i>Compliance Policy and Risk</i> on the Redfield Staff Intranet.
Complaints and grievances The Headmaster has a duty to respond to matters of concern as and when they are identified.	Staff Grievance Policy, Student/Parents Grievance Guidelines	The Policy Document specifies a process to be applied to such grievances when raised, dealing with the matter on a case by case basis.	Policy defined and expanded, where necessary, in 2023 located in <i>Complispace</i> under <i>Compliance Policy and Risk</i> on the Redfield Staff Intranet.
Pastoral care The Headmaster has a duty to ensure the pastoral care of students, staff and parents of the College.	Staff Code of Conduct, Formation Policy	Implementation of the guidelines are reinforced that all teachers are part of the character formation of the boys by their professional example.	Policy defined and expanded, where necessary, in 2023 located in <i>Complispace</i> under <i>Compliance Policy and Risk</i> on the Redfield Staff Intranet.
Student counselling	Formation Policy	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.	Policy defined and expanded, where necessary, in 2023 located in <i>Complispace</i> under <i>Compliance Policy and Risk</i> on the Redfield Staff Intranet.
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.	Learning Support Policy, Disability Provisions Policy, Secondary Studies Policy, Primary KLA Policy	The Policy aims to provide information and guidelines for teachers, parents and students about their rights and responsibilities relating to Disability Provisions	Policy defined and expanded, where necessary, in 2023 located in <i>Complispace</i> under <i>Compliance Policy and Risk</i> on the Redfield Staff Intranet.

Protocol	Policy	Procedure	Changes made during 2022
Health, Distribution, and Monitoring of Medication The Headmaster has a duty to ensure the health and welfare of all students.	Illness & Medical Procedure, First Aid Policy	Implementation and improvement of the College's Health & Safety Management Systems	Policy defined and expanded, where necessary, in 2023 located in <i>Complispace</i> under <i>Compliance Policy and Risk</i> on the Redfield Staff Intranet.
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.	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, in 2023 located in <i>Complispace</i> under <i>Compliance Policy and Risk</i> on the Redfield Staff Intranet.
Homework Policies The Headmaster has a duty to ensure that all students are familiar with expectations regarding homework.	Homework Policy, Secondary Studies Policy, Primary KLA Policy	Discussed in Teacher/ Mentor Meetings and meetings with parents	Policy defined and expanded, where necessary, in 2023 located in <i>Complispace</i> under <i>Compliance Policy and Risk</i> on the Redfield Staff Intranet.
Communication At Redfield College we strive to maintain excellent ongoing communication between staff and parents.			
Communication within the College	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 College Yellow.	Policy defined and expanded, where necessary, in 2023 located in <i>Complispace</i> under <i>Compliance Policy and Risk</i> on the Redfield Staff Intranet.

Protocol	Policy	Procedure	Changes made during 2022
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 weekly newsletter (The Red) are active and kept up to date. The Red is published on the website & distributed electronically every fortnight on a Friday. The use of the Student Diary in which staff and parents will write notes as necessary.	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.	Policy defined and expanded, where necessary, in 2023 located in <i>Complispace</i> under <i>Compliance Policy and Risk</i> 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 staff handbook, code of conduct, briefings in staff/ faculty meetings to ensure they are familiar with all aspects of the College.	Policy defined and expanded, where necessary, in 2023 located in <i>Complispace</i> under <i>Compliance Policy and Risk</i> on the Redfield Staff Intranet.
Procedural Fairness Guidelines	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	Headmaster to observe policies as noted above.	Policy defined and expanded, where necessary, in 2023 located in <i>Complispace</i> under <i>Compliance Policy and Risk</i> 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:

- | | | |
|---|---|--|
| 1. <i>Vertical streaming of Admin groups (once a week) for Middle School (Years 8 and 9) and Senior School (Years 10-12).</i> | <i>resolution, resilience and bystander action. This is done in Religion Classes, in PDHPE classes, at Motto and, in Stage 4 and in "Buddy Groups".</i> | <i>appropriate behaviours that promote and restore positive relationships.</i> |
| 2. <i>Vertical streaming fortnightly assemblies.</i> | 4. <i>Vigilant classroom and playground supervision</i> | 6. <i>Provision of safe and structured playground spaces and activities at break times.</i> |
| 3. <i>Teaching of positive behaviours aimed at addressing positive relationships, conflict</i> | 5. <i>Regular recognition and acknowledgement of students who demonstrate</i> | 7. <i>Strict implementation of the Redfield Anti Bullying Policy. Reporting of Complaints and Resolving Grievances</i> |

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:

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:
 - a. in the first instance, discuss the issue directly with the staff member concerned.
 - b. alternatively, if they prefer, put the matter in writing to the staff member involved.
 - c. 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.
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 tutor will be informed of the grievance and the resolution plan.
6. 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 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 parents (if applicable) and tutor. This final step may be repeated in order to work towards a solution to the matter.

School Determined Priority Areas for Improvement

Area	2022 Priorities	Achieved in 2023
Teaching & Learning	Quality programming and assessing and Development of Teaching & Learning Framework and a whole-school approach.	Regular PD on Tuesday afternoon focused on programming – development of Progressions of Learning and best practice workshops. More time for staff programming.
	Introduce flexible learning areas using MAPS growth data.	Identify students with needs and gifted students and applied appropriate learning plans.
	Expanded our Diverse Learning Team to meet the needs of the range of learners in our school community.	Appointed new Head of Diverse learning and creating more support and PD.
	MAP Growth testing and data-driven teaching.	Stage meetings to analyse and interpret student data and outcomes.
	Revised and updated staff Induction Process.	New induction talks to new staff.
	Growth and development of Teaching & Learning team to lead change and mentor other teachers.	Extra PD and support given to staff in the Team to support others.
Formation/ Student wellbeing	Continued enhancement of parental engagement and communication.	Continued enhancements to brand, website, news and social media platforms.
	Reconnect with Old Boys network.	Annual General meeting held and est new committee and regular meetings.
	Communicated more effectively with our community regarding our academic programs and priorities.	Stage academic meetings giving parent and students clear guidance and direction
Admin & Facilities	Capital items for prioritising and maintenance.	Drainage of COLA and main quad area. Car Park redevelopment. Refresh of classroom spaces. Signage improvements made.

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 fortnightly mottos are discussed at assemblies and are published in the Student Diary and in the College newsletter (The Red), and give a focus to the fortnight 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.

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 7 to 12 are an opportunity for our students to reflect on issues such as social responsibility and personal improvement.

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 coordinated the Leadership Program.

Daniel Assaf (a Redfield College Old Boy) from Lion's Den Coaching ran a leadership program in term 4 for Years 5-12 in 2023 focusing on Virtuous Leadership. The students had an opportunity to develop their leadership skills and plan on ways to make a positive impact in society.

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, chess, touch footy, cricket and Lion awards. The House with the highest number of points wins a light lunch at the end of the term.

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 2023 a group of Year 11 students and two staff members went on the Washington Leadership program.

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.

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.

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 2023, 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.

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 as well as having a more streamlined pastoral care system in the secondary school. Student feedback showed that students would like more leadership development and opportunities in College life, so the Formation team devised strategies to address this.

Staff Satisfaction

Throughout 2023, 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 2023 and feedback from these mentors is that they felt well supported and developed to handle their roles.

Summary of Financial Information

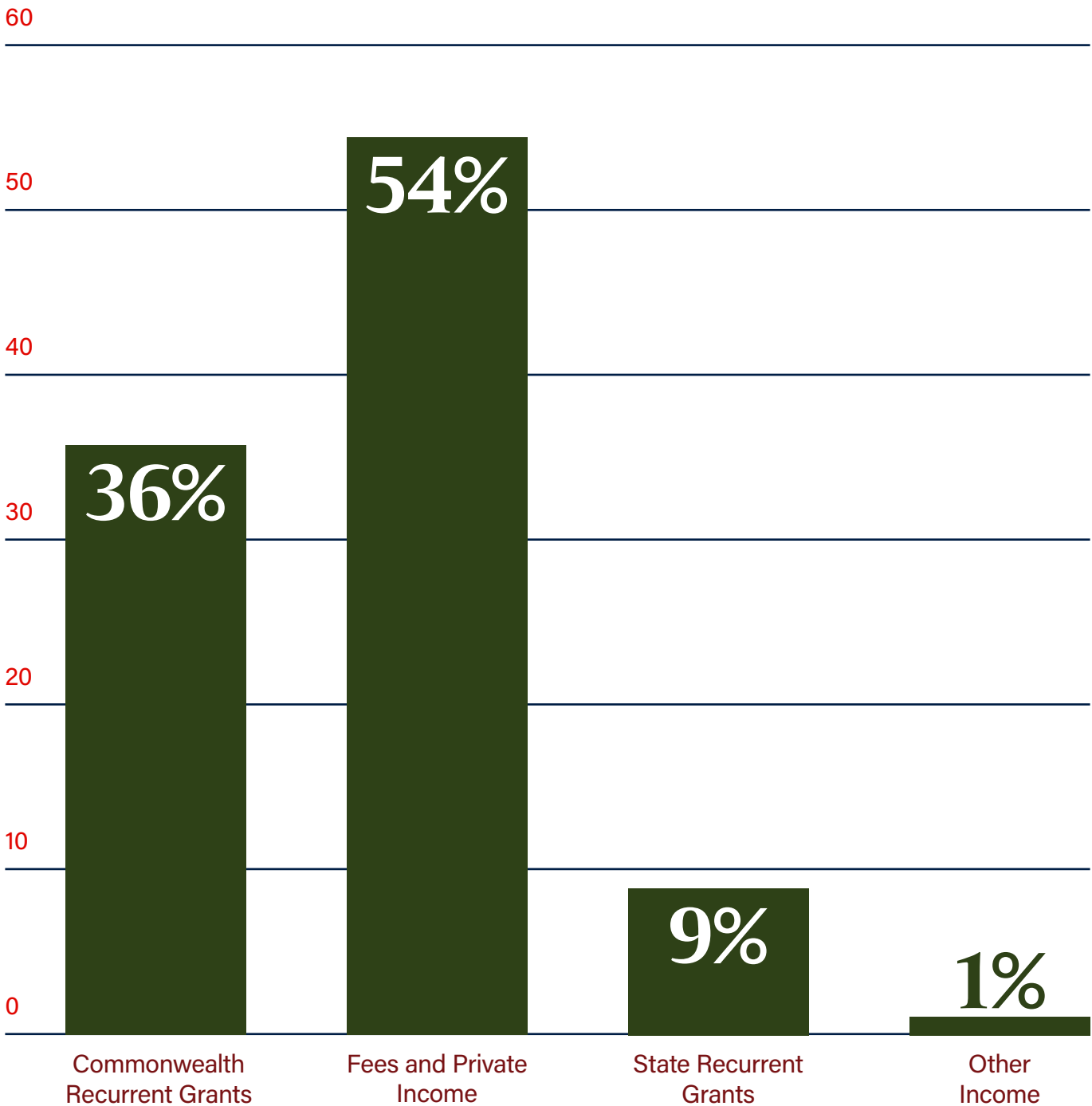
Recurrent Income 2023

Fees and Private Income	54%	\$5,831,769.85
Commonwealth Recurrent Grants	36%	\$3,818,280.53
State Recurrent Grants	9%	\$961,071.90
Other Income	1%	\$96,581.29

Recurrent/Capital Expenditure 2023

Salaries, Allowances, Related Expenditure	58%	\$6,720,307.11
Non-Salary Expenses	37%	\$4,309,092.85
Capital Expenditure	5%	\$549,708.00

Redfield Recurrent Income 2023



Redfield Recurrent Income / Capital Expenditure 2023

