



REDFIELD
COLLEGE

Annual Report 2024



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Messages from Key Bodies

Welcome from the Headmaster of Redfield College

It has been a wonderfully successful year here at Redfield College, from being 43rd in the state, the redevelopment and significant upgrade to the COLA where basketball can now be officially played, the new Hill Zone sporting comp and north west rugby competition that Nick Georgiou and Juilen Perrottet so ably manufactured with energy and passion and many more that time does not permit. These are but a few of the highlights of an overwhelmingly positive year, this is why we are the school of choice. Next year we will be the largest we have been in our history. Clear evidence that families recognise the difference that we make. What is that difference, our students? As I mentioned this year New Wallabies coach Joe Schmidt being asked about what makes a good rugby player he stated Talent sets the floor, character sets the ceiling.

Whilst we set our sights on helping our sons achieve great results, it is great people that great results. That is why for us great results are the cherry on the top of the cake. There is so much effort and character development that parents, mentors, teachers and students put in that helps them, that helps us become great people who get great results.

Tonight, I want to talk about the virtue of magnanimity, which means greatness of soul. It's the quality of aspiring to do and be something greater, not for self-glory, but for the good of others. To illustrate this virtue, I'd like to share the life of a man who embodied it fully: St. John Paul II.

Born in 1920 in Poland, Karol Józef Wojtyła—whom we know as John Paul II—lived through some of the darkest moments in modern history. Orphaned at 20, he faced the loss of his family while his country endured Nazi occupation. He worked in a quarry by day and studied in secret by night, risking his life to pursue knowledge and spiritual formation.

This resilience is magnanimity in action. John Paul II could have surrendered to despair, but instead, he aspired to greatness for the sake of others. He knew his life was not just about surviving but about preparing to serve.

As pope, John Paul II led with an extraordinary vision. He traveled to over 100 countries, reaching millions with his message of hope, dignity, and the value of every human life. But his greatness lay not in his global fame; it lay in his unshakable belief in the potential of others.

He once said, "Do not be afraid to be saints." He challenged young people to dream big, live boldly, and aim for holiness—a challenge that is as relevant to us today as it was then.

Students, when you hear the story of St. John Paul II, you might think, "How could I ever live a life like that?" But greatness begins with small,

faithful steps. It begins with saying “yes” to studying when it’s easier to procrastinate, “yes” to helping a friend when you’d rather not, and “yes” to standing up for what is right, even when it costs you.

Magnanimity doesn’t mean being perfect. It means striving. It means not settling for mediocrity because you were made for more.

To the parents and staff here tonight, we too are called to magnanimity. In your sacrifices—often unseen—you shape the future. Like John Paul II’s early mentors who encouraged his intellectual and spiritual growth, you are the hands that guide these young people toward their potential.

Your efforts may not always feel heroic, but they are. You are building the foundation upon which students will stand, just as John Paul II stood on the shoulders of those who nurtured his calling.

In the spirit of St. John Paul II, I challenge each of us to embrace magnanimity. Students, dream bigger than you think you can achieve. Parents continue to sow seeds of love, faith, and wisdom. Staff, lead with courage and vision.

Let us not be afraid to aim high—not for fame or fortune, but for the good of others and the glory of God. Imagine a school, a community, a world where each of us lived this virtue daily.

John Paul II’s life teaches us that greatness is not reserved for the extraordinary; it is possible for all who embrace the ordinary with extraordinary love and courage.

As we celebrate this year’s achievements, let us carry forward this lesson: that our lives, no matter how small or great, can leave a profound impact.

**Matthew Aldous,
Headmaster**

Message from the Chair of the Board

The past year has been one of continued momentum and meaningful progress at Redfield. We have seen a steady rise in enrolments, reflecting growing confidence in the educational experience we offer. As the quality of our teaching and the achievements of our students reach new heights, more families are recognising the value of being part of our school community.

In 2024, we completed a major redevelopment to the COLA that has significantly enhanced the campus and provided improved spaces for learning and community engagement. Alongside this, we expanded our co-curricular offerings with the introduction of new sporting competitions,

giving students more opportunities to participate, grow, and represent the school in a variety of contexts.

These developments reflect the deep dedication of staff and the enthusiasm of students. Together, we are building a culture defined by high standards, strong relationships, and a shared pursuit of excellence.

We are excited about the journey ahead and deeply grateful for your ongoing trust and support.

**Gary Doherty,
Chairman of the Board
Pared Foundation**

Message from the School Captain

At the start of year 12, the 2024 Leadership team decided that the goal for 2024 would be to have fun. To create an enjoyable and exciting environment where all students feel welcomed and included, which would further alleviate stress during exam periods. And with great joy, I can proudly look back and affirm that this goal was achieved.

From our earliest days in the playgrounds and classrooms to our final HSC exams, the Class of 2024 has walked a path shaped by friendship, faith, and formation. Our story has been written not just by our achievements, but by the people who have walked with us—our families, our teachers, our mentors, and each other.

We express our heartfelt thanks to our parents. Your sacrifices, encouragement, and presence—whether it was at the sidelines of a football match, at parent-teacher interviews, or in quiet conversations at home—have been the foundation of our growth. To our teachers, thank you for pushing us beyond the textbook, for seeing our potential, and for reminding us—day in and day out—that excellence is not just academic but personal and moral.

We owe much 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.

This year, the Class of 2024 strove to serve the school community with humility and initiative. The growth in school spirit, whether at rugby, basketball or soccer games, has been immense - a special acknowledgement to Mr Julian Perrottet and Mr Nick Georgiou for their dedications to making that possible.

This leadership team has been honoured to lead this exceptional group of young men. The Class of 2024 has shown what it means to strive for greatness while lifting others with you. As we look to the future, I carry deep hope and confidence that the friendships, values, and faith we cultivated here will continue to shape our lives beyond the gates of Redfield.

Redfield College has given us more than just an education—it has helped mould toddlers into strong-hearted men, and for that, we are forever grateful. I am confident that Redfield will continue to live with the collaborative spirit that the Class of 2024 has been welcomed with.

We hope we've left Redfield even a little better than we found it. But more than that, we hope we've inspired others to do the same.

Gabriel Choi
2024 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 2024, 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 2024, 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 2024 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 2024.

Interpreting the table:

above-average

well above-average

Year 3 – Average NAPLAN result at Redfield College in 2024

Test	Reading		Writing		Spelling		Grammar		Numeracy	
Mark	439		466		466		475		465	
Range	418-461		448-484		446-486		452-498		446-483	
Comparison	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	438	404	443	416	436	401	451	409	438	404

Year 5 - Average NAPLAN result at Redfield College in 2024

Test	Reading		Writing		Spelling		Grammar		Numeracy	
Mark	545		535		563		578		556	
Range	524-567		514-555		543-582		555-601		538-575	
Comparison	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	538	492	521	485	531	486	544	498	536	489

Year 7 – Average NAPLAN result at Redfield College in 2024

Test	Reading		Writing		Spelling		Grammar		Numeracy	
Mark	558		582		592		579		591	
Range	543-573		565-599		577-608		562-596		576-606	
Comparision	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	575	535	579	540	575	540	582	537	586	540

Year 9 – Average NAPLAN result at Redfield College in 2024

Test	Reading		Writing		Spelling		Grammar		Numeracy	
Mark	593		608		599		603		623	
Range	577-610		586-629		581-617		584-622		608-639	
Comparision	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	605	565	615	574	595	567	602	555	614	565

In 2024, 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 continues to uphold its mission of forming young men of character, equipping them to achieve their personal best across all areas of life. Academic achievement remains a key part of this formation. For this reason, raising academic standards continues to be a clear and active goal across the College.

In 2024, staff maintained a strong focus on refining teaching programs and classroom practice. All departments continued aligning their scope and sequence documents with the College's Teaching and Learning Framework, embedding strategies that move students from surface to deep and transfer learning. This consistent approach has supported a culture of academic growth across all year levels and subjects.

Year 12 students were supported through a range of academic initiatives, including individual mentoring, after-school study sessions, and workshops led by former high-performing HSC students. These initiatives complemented the ongoing work of classroom teachers and contributed to a culture of academic care and perseverance.

The results of the 2024 HSC cohort were a strong reflection of these efforts. The College ranked 93rd in the state, with many subjects performing above the state average. In some cases, over 80% of students achieved in the top two bands (Band 5 or 6), reflecting both strong content knowledge and exam preparation.

Beyond the rankings, it's important to recognise the stories behind the numbers. Some of the most significant achievements came from students whose academic paths were not without challenge. Their progress and ultimate success highlight the value of character formation, consistent support, and a shared commitment to high expectations.

The principles of growth and improvement continue to shape Redfield's academic culture. As our programs develop and staff deepen their professional practice, we remain committed to helping every student strive toward their personal best in 2025 and beyond.

Jason Ursino,
Head of Curriculum

The Granting of Records of School Achievement

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

Vocational Outcomes

In 2024, 13% of the Year 12 cohort participated in vocational or trade training.

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

In 2024, 100% of year 12 students achieved their HSC Certificate and (4%) students gained an AQF Certificate III or above.



Highlights of the Higher School Certificate in 2024

The 2024 HSC cohort produced a strong set of results, with the College achieving a final ranking of 93rd in the state, one of our highest placements in many years. A total of 50 students sat 180 examinations across 20 courses, earning 32 Distinguished Achiever results (Band 6 or higher), representing 17.8% of all examinations.

Across all subjects, 99% of candidates achieved a Band 2 or higher (a mark of 50+), and 73% of all course results were in Bands 5 or 6 (marks between 80 and 100).

Most subjects performed above the state average, with standout performances in the following areas (percentage points above the state mean shown in brackets):
Mathematics Advanced (+12%), Mathematics Standard (+11%), Ancient History (+11%), Modern History (+11%), Music 1 (+11%), Mathematics Extension 1 (+9%), Mathematics Extension 2 (+8%), Visual Arts (+8%), Chemistry (+7%), Biology (+6%), English Standard (+5%), Geography (+5%).

The top Redfield HSC graduate achieved an ATAR of 97.70.

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 2019	2020	2021	2022	2023	2024	State 2024
Ancient History	67	71	40	88	100	100	37
Biology	40	30	20	17	100	50	35
Business Studies	40	39	13	37	47	52	37
Chemistry	100	43	0	0	67	80	39
Design & Technology	0	N/A	75	47	67	80	48
Economics	25	17	45	83	50	38	51
English Standard	16	10	71	36	10	17	13
English Advanced	86	90	19	62	95	70	68
English Ext 1	100	100	100	100	100	100	95
English Ext 2	N/A	N/A	100	N/A	33	100	87
Geography	45	60	13	63	18	36	38

Course Name	Redfield 2019	2020	2021	2022	2023	2024	State 2024
Mathematics Standard	62	59	50	71	75	67	29
Mathematics Advanced	57	100	50	100	100	100	50
Mathematics Ext 1	100	100	0	100	90	100	80
Mathematics Ext 2	80	100	N/A	100	100	100	86
Modern History	50	100	75	60	67	100	39
Music 1	100	100	100	100	100	100	67
Music 2	100	100	N/A	N/A	N/A	N/A	N/A
Music Extension	N/A	100	N/A	N/A	N/A	N/A	N/A
PDHPE	40	19	0	20	38	25	35
Physics	60	43	17	33	60	50	38
Visual Arts	100	100	80	100	100	100	67
Average	65.1%	54.4%	45.7%	64.0%	70.8%	73.3%	52.0%
League table rank	71	140	210	127	43	93	N/A

Teacher Qualifications and Professional Learning and Workforce Composition

46

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

Workforce Composition

The workforce composition at Redfield College for 2024

69

Full time equivalent
teaching staff

40

Teaching Staff

36

Non-Teaching
Staff

12

Full-time
equivalent non-
teaching staff

Conditional	4
Provisional	2
Proficient Teacher	44
Highly Accomplished teacher (voluntary accreditation)	-
Lead Teacher (voluntary accreditation)	-

Description of the Professional Learning Activity	Number of staff participating
New Syllabus incoming 2025 - New Human Movement Science Course	1
History Conference and PD Day	1
Curriculum Leaders Conference '24	2
Primary Curriculum Adjustments Webinar	1
AIS Visual Arts ConferenceFuture Focused Visual Arts Education	1
HSC Economics Conference 2024	1
Literacy Course - Literacy instruction to support our Diverse Learning Needs	1
AISNSW Diversity and Inclusion - Student Service Conference	1
Staff Day (T.1/24)	52
CPR / Staff Day 2	45
Staff Meeting	49
Staff Meeting	37
Staff Meeting	28
Staff Meeting	32

Description of the Professional Learning Activity	Number of staff participating
Staff Meeting	33
Staff Day	49
Staff Meeting	23
Staff Meeting	37
Staff Meeting	
Professional Learning: Classical Education	1
Staff Day	51
Planning for new H&MS Course	1
Staff Meeting	19
Professional Learning: Law for School Counsellors NSW 2024	1
Professional Learning: Dealing with Difficult Parents	1
Professional Learning: Financial Acumen for Principals and Board Members	1

Student Attendance & Non-Attendance





The listing on the right shows in percentages the students attendance rates by year level in 2024.

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. 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 "unexplained" 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 'Application for Exemption from Attendance at School' or 'Application for Extended Leave', can do so 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:

Destination	Course
Australian Catholic University	Bachelor of Exercise and Sports Science
	Bachelor of Law and Commerce
	Bachelor of Psychology
	Bachelor of Business Administration
	Bachelor of Finance
Macquarie University	Bachelor of Clinical Science
	Bachelor of Secondary Education
	Bachelor of Science Majoring in Biological Technology
	Bachelor of Exercise and Sports Science
	Bachelor in Engineering
University of Technology Sydney	Bachelor of Business
	Master in Teaching Secondary Education
	Bachelor of Property Economics
	Bachelor of Civil Engineering
Univeristy of Sydney	Bachelor of Exercise and Sport Science
University of New South Wales	Bachelor of Aviation Management
Univeristy of Western Sydney	Construction Management
TAFE	Electrotechnology
	Landscape Construction

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 2024, various 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 online, in the School Diary and in Student Assessment Manuals.

Policy	Link
Anti Bullying	https://redfield.policyconnect.com.au/module/1954/page/README.md
Child Protection	https://redfield.policyconnect.com.au/module/265/page/0f61e87a-c3bb-4e02-b2af-c47c55d3d347.md
Discipline	https://redfield.policyconnect.com.au/module/1698/page/README.md
Enrolment	https://redfield.policyconnect.com.au/module/2434/page/README.md
Managing Complaints	https://redfield.policyconnect.com.au/module/1627/page/README.md

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

Redfield College is an amazing school there are some teachers that make school fun like Mr Williams. My Teacher Mr Nolan is a fun, energetic and he includes every one in his Lessons!

This school is one of the best Catholic schools in Australia as the teachers are actually great Catholics.

As a whole, this is a great school.

Parents

Study club is excellent and so are sports holiday camps. Primary teachers and mentors are also excellent and there is a big change in the primary school compared to 8 years ago which is all positive.

I find refreshing St Josemaria's perspective on schools where the priorities are in the order of parents, teachers then students. It is an important balance for Redfield to aim for - to be the growing bubble for parents, teachers and students.

My son has thrived since commencing at Redfield. Very happy with the school, parents, community and progress.

Teachers

There is a great amount of potential at Redfield College.

Students appear happy for the most part, and they are our priority.

Summary of Financial Information

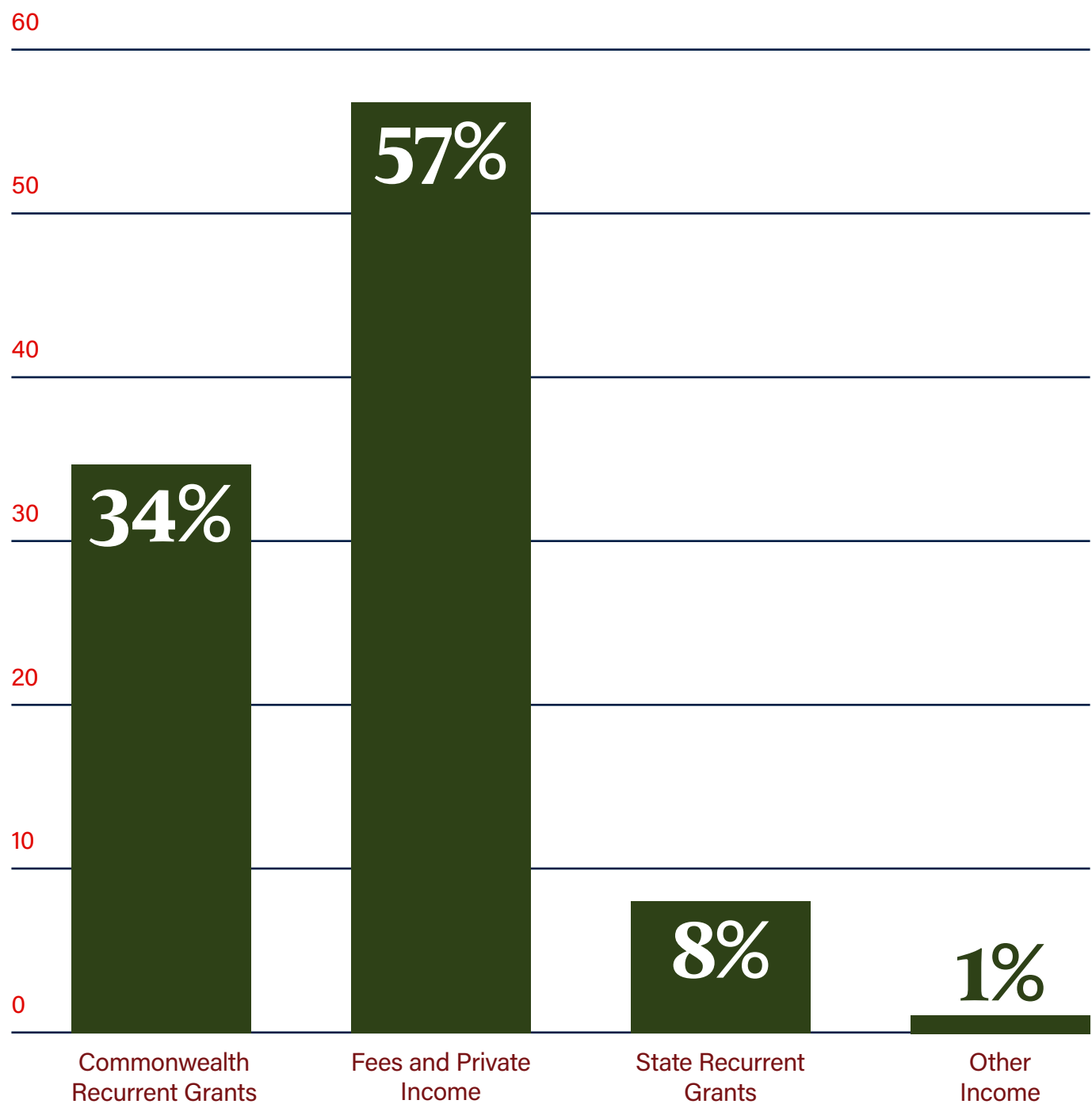
Recurrent Income 2024

Fees and Private Income	57%	\$6,766,296.58
Commonwealth Recurrent Grants	34%	\$4,008,762.00
State Recurrent Grants	8%	\$1,002,808.19
Other Income	1%	\$132,049.88

Recurrent/Capital Expenditure 2024

Salaries, Allowances, Related Expenditure	59%	\$7,445,689.93
Non-Salary Expenses	37%	\$4,674,003.08
Capital Expenditure	4%	\$495,827.36

Redfield Recurrent Income 2024



Redfield Recurrent Income / Capital Expenditure 2024

