



REDFIELD
COLLEGE

Annual Report 2022

2	Messages from Key Bodies
6	Redfield College School Profile
7	Literacy & Numeracy Outcomes
15	Qualifications & Workforce Composition
18	Attendance & Retention Rates
22	Post School Destinations
23	Enrolments Policy
28	Policies & Procedures
35	Improvement Targets Commentary
36	Respect & Responsibility Initiatives
40	Parent, Student & Teacher Satisfaction
43	Summary of Financial Information

Messages from Key Bodies



Welcome from the Headmaster of Redfield College

Next year, it will be thirty years since Sir Ernest Edward "Weary" Dunlop, a surgeon, Wallaby and Australian war hero died. And as much my Kiwi

heritage makes it painful to talk about a man who played for a team that beat the All Blacks, I believe that a brief glimpse of his life can offer us some interesting ideas about how to assess the year that was and, perhaps, to plan better for the year that will be.

Dunlop was a man of many talents: he left school at the end of Year 10 and graduated with first-class honours in medicine from Melbourne University. There, he played his first game of Rugby for the university fourths: 16 games later, he was playing for the Wallabies. He was knighted by two

counties and awarded the Australian of the Year, and his image is on a 50-cent piece. His state funeral was attended by the then Prime Minister and 10,000 spectators.

One of those 10,000 had no hands. Twice Dunlop saved his life in the war: first by using his exceptional skills on him, and then by placing his own body between his convalescing patient and the bayonet tip of a Japanese soldier who had orders to kill any in the hospital who could not be of immediate service to the Japanese war effort.

Why did Dunlop do that? It's not something you can be paid for and it's not something you can read in a job description, but it is something you can train for. My hope is that each boy in this school could, one day, if the circumstances called for it, be able to do the same. You may think that this is possible only if you are born with an extraordinary measure of natural courage, but I don't think that is the essence of true heroism. I think any man who learns to be really generous could be able to offer his life for another.

But what is the best way that a student can learn to be generous? By working more than you are obligated to. In saying this, I don't mean simply putting in more hours. I mean doing what you are meant to do, doing it to the best of your abilities, but doing it for love. At the end of the day, it is only love that moves us to be generous. It is only love that turns one's eyes to the side to see if one's neighbour needs a hand. Generosity is another name for love. If you look back on your year's work and find that there were only a few times that you thought about the needs of the guys next to you, you now know that you have a necessary goal for 2023.

On the infamous Thai-Burmese Railway where Australian POWs were forced to work in sub-human conditions, Weary Dunlop showed how to be happy under duress. As a doctor, he spent himself trying to keep his men alive. As the Commanding Officer, he was the immovable bulwark between the health and dignity of his men and the life-threatening orders of the Camp Commander. And as a man, he experienced the joy of putting the welfare of others ahead of his own. In later years, he confessed that he felt closest to heaven when he was in the middle of that misery.

If you stop for a minute and think about your happiest moments at school this year—and here I don't mean the fleeting happiness that comes from winning a sports final or the shallow satisfaction you get from getting a better grade on an assignment than someone else—I would dare to say that those moments are inextricably tied to the joy that comes from service. By this, I mean the happiness that you feel in the core of your being and that lasts substantially longer than that which comes from having a nice ice-cream on a hot day. If the goal of your studies does not extend to the good it will do for others, you will not achieve the happiness that Dunlop had in those cholera-infested jungles, even though you might get good grades. To serve, you have to learn to rise above yourself for reasons outside of yourself, and to do this, you have to learn to study with order, intensity and constancy. When at university, Dunlop always got up at 6:00am to study, no matter what time he went to bed the previous night. If you can honour a study timetable and if you can read, play and have fun with your friends according to the demands of a timetable,

then I can assure you that you are ready to take the first steps on the road to thinking of others. If this is still a problem for you, you know you have a goal for 2023.

In 1991, two years before he died, Dunlop was a guest at an Australian/Japanese history conference in Canberra. Also present was 'The Lizard', the Japanese Commanding Officer of the railway who, on the evidence of Dunlop's testimony, was sentenced to death for war crimes. This sentence was later commuted to 20 years in prison, of which he served ten. On this occasion, as a token of his heartfelt sorrow, The Lizard gave Dunlop a gold-engraved watch as a way of asking him for forgiveness. Dunlop, against the wishes of his fellow POWs, took it and readily forgave him: "There's a little bit of God in everybody," he said. You might ask yourself how he could forgive the man responsible for the beatings, the maiming and the deaths of so many of his friends. When the war was almost at its end, Dunlop witnessed a Japanese soldier being accidentally trampled to death by his fellow Japanese soldiers. Previously, this man had had his leg hacked off, and the gangrenous stump was still sticking out. Before Dunlop could get to him to help him, he saw the forlorn look of pain on the man's face. At that precise moment, no longer hated the Japanese.

If you want to be great, you have to learn to serve, but you cannot serve if you don't see the face of Christ in those next to you. And you won't be able to see that if you don't learn to offer your work up to God for your colleagues. And this won't be possible unless you learn to pray. As you unpack your bags tonight, it might be a good moment to reflect on the past four terms and ask yourself

this: Were those boys to your right and to your left in your class friends that you offered your work up for? Or were they little more than fellow students who simply helped you pass your time in the halls and the fields with a bit of good cheer? If the second consideration I just mentioned is more pertinent to you, you probably have a second goal to consider for 2023.

One day, hopefully in the distant future, like Dunlop, it will be the turn for each of you to lie in the dark earth. My wish for each of you is that it can be said of you, as it was said of Dunlop: "this man knew how to serve". If you are generous, if you can learn to work well within the discipline of a timetable—when you feel like it and when you don't—and if you begin to turn your work into prayer by offering it to God for your colleagues, you will be well on the way to living happy lives. Yes, you will make mistakes: Dunlop did. You may or may not have accolades that accompany you in your final resting place, but those who see the peace on your face will know well enough that your life was well lived, that you thought of others!

My thanks go to the school Executive Committee of Andreas Engesser, Darren Corke, Frank Romeo and Daryl Castellino, each of whom show impressive ownership of all that happens in our College. They work exceedingly hard to make things come together.

**Matthew Aldous,
Headmaster**

Message from the Chair of the Board

Redfield has had wonderful success returning after such a disruptive academic year in 2021. With a new Headmaster and emerging from the Covid lockdowns they are enjoying re-engaging with the parent community as they always have.

It always impresses me how this small school and its dedicated professional staff continually help the young men in their care thrive and succeed in so many areas.

It is clear that the new Teaching and Learning framework introduced at Redfield will require a shift of thinking and approach from our staff. But it is understandable that Matthew Aldous and his team are confident that this will certainly continue to improve outcomes for Redfield students.

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

Message from the School Captain

Over the past year, our school community has faced numerous challenges and obstacles. However, thanks to the collaborative support and adaptability of our staff and students, we overcame these hurdles. This led to outstanding achievement and remarkable improvement for the school.

The Class of 2022 should be commended for their effort in the HSC. This cohort can be defined

by our immense sense of unity and brotherhood through trying times. The cohort had to overcome many challenges, including lost opportunities, lost experiences and, most challenging of all, a lost friend. However, despite the sombre milieu, the cohort was able to band together and prevail. While our success cannot be attributed to a single factor, I believe that our bond as classmates and brothers enabled the cohort to overcome adversity and achieve shared greatness. It has been a great honour being the College Captain of 2022, and I hope that my leadership and contribution to the cohort and the school have done the Redfield community proud.

But I cannot take all the credit. I would like to wholeheartedly thank the leadership team of 2022. Together, we implemented and continued various initiatives within the school for the betterment of our fellow peers, and the combined efforts have enacted positive change.

The teaching staff at Redfield also prevailed, whether it was teaching through a screen or in person. The impact of teachers, mentors and other staff was pivotal to the success of the Class of 2022. We thank the teachers for their unwavering support and masterful guidance through a difficult year. I would also like to highlight the bond that emerged between the teachers and students. Over the past year, the teachers have not only provided academic support but also instilled in us a positive mindset. The resulting atmosphere of mentorship and betterment considerably improved our lives.

Finally, I would like to thank the school for its ongoing support during this trying year, and I have no doubt that it will keep going from strength to strength in the future.

I can only describe the sense of brotherhood, friendship and sacrifice that I have gained from the cohort as a blessing.

**Damien Doowage,
2022 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 2022, the assessments were undertaken in the second full week in May.

NAPLAN test results provide information on how students are performing in the areas of literacy and numeracy and support improvement in teaching and learning. The data from NAPLAN test results gives schools and systems the ability to measure their students' achievements against national minimum standards and student performance in other states and territories.

In 2022, 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. Due to the cancellation of NAPLAN in 2020 because of the COVID-19 pandemic, data measuring student progress from 2020–2022 is not available on the My School website.

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

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

The codes used to identify these comparisons are:

SIM

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 2022.

Interpreting the table:

543

extra large numbers indicate *well above-average*¹

459

medium-sized numbers indicate *above-average*²

Year 3 – Average NAPLAN result at Redfield College in 2022

Test	Reading		Writing		Spelling		Grammar		Numeracy	
Mark	503		460		508		509		467	
Range	477 – 526		439 – 481		485 – 531		482 – 536		446 – 488	
Comparison	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	482	438	444	422	462	418	478	433	437	400

Year 5 - Average NAPLAN result at Redfield College in 2022

Test	Reading		Writing		Spelling		Grammar		Numeracy	
Mark	541		519		546		527		541	
Range	523 – 560		502 – 537		527 – 564		505 – 548		524 – 559	
Comparison	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	536	510	509	484	531	505	525	499	519	488

Year 7 - Average NAPLAN result at Redfield College in 2022

Test	Reading		Writing		Spelling		Grammar		Numeracy	
Mark	579		556		587		590		613	
Range	563 – 594		538 – 573		570 – 603		572 – 608		598 – 629	
Comparison	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	577	543	561	530	579	547	569	533	591	546

Year 9 - Average NAPLAN result at Redfield College in 2022

Test	Reading		Writing		Spelling		Grammar		Numeracy	
Mark	620		599		616		624		648	
Range	602 – 637		575 – 622		597 – 635		604 – 644		632 – 664	
Comparison	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	611	578	592	560	603	577	610	573	615	584

In 2022, the results flagged in medium-sized numbers¹ in the tables above indicate *above-average* results at Redfield when compared to students with a similar background.

Extra large numbers² indicate results that are *well above-average* when compared to students with a similar background.

These results indicate that the teaching and learning strategies that have been introduced in Years 2 and 3 are effective, 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, therefore, 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 2022, the introduction of a Years 2-10 Teaching and Learning Framework that informed the development of the school's teaching programs was a particular focus. Staff commenced the development of Progressions of Learning for these 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.

In the wake of the disruptions experienced in previous years during the COVID-19 pandemic, strategies were developed for students in Stage 6 to ensure they were provided with extra support

throughout the year. This included one-to-one academic progress interviews, the provision of supported study sessions after school, and the organisation of specialist subject workshops by high-performing past-HSC students. The HSC results of the Class of 2022 significantly surpassed expectations and are detailed in Section 4.3 below.

It is important to recognise that, amongst the standout achievements of the Class of 2022, there were many students who applied themselves with great strength of character to achieve their personal best. The support provided at Redfield by the mentoring system enables students to maximise their performance, and proves that the focus on character is a key factor in achieving academic excellence.

There were several students in this year's HSC cohort for whom this was certainly the case. These students struggled academically throughout Primary and junior Secondary school, and consistently ranked in the bottom third of their cohort. By the time of their HSC in 2022, with the support of mentors and the professionalism of teaching staff, a number of these students achieved results ranking them in the upper half of the group. A revealing statistic reflecting the strength of this achievement is that over half of all courses attempted achieved a mark of 80% or higher. This is an achievement which the league tables do not measure.

The principle of continual improvement is a key element in the academic growth of students at Redfield. This applies similarly to the College as well. Thanks to the dedication and passion of the teaching staff, the academic program of the school continues to develop and improve. Coupled with the hard work of our students and the commitment of parents to Redfield's ideals and values, this program should enable us to continue this good work in 2023 and see the achievement of many more personal bests.

**Andreas Engesser,
Deputy Headmaster
Teaching & Learning**

The Granting of Records of School Achievement

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

Vocational Outcomes

In 2022, 11% 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 (3%) students gained an AQF Certificate III or above.



Highlights of the Higher School Certificate in 2022

The 2022 HSC cohort surpassed expectations, achieving a final ranking of 127th in the state. 35 students sat a total of 175 examinations in 19 courses, earning 23 Distinguished Achievers results (a Band 6 or more) at an overall rate of 13.14%.

In total, 99% of candidates across all courses achieved marks of 50 or more (Band 2 or higher) and just over a half of all courses attempted (53%) achieved results in Bands 5 and 6 (marks of between 80 and 100). Almost a quarter (22%) 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 (+12%), Mathematics Standard (+12%), Mathematics Advanced (+10%), Modern History (+7%), Mathematics Extension 1 (+6%), Business Studies (+5%), English Standard (+5%), Geography (+5%).

The top Redfield HSC graduate achieved an ATAR of 96.8.

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 2017	2018	2019	2020	2021	2022	NSW 2022
Ancient History	79	100	67	71	40	88	34
Biology	69	50	40	30	20	17	27
Business Studies	33	42	40	39	13	37	35
Chemistry	63	60	100	43	0	0	33
Design & Technology	20	N/A	0	N/A	75	47	47
Economics	50	60	25	17	45	83	49
English Standard	41	61	16	10	71	36	15
English Advanced	93	100	86	90	19	62	67
English Ext 1	100	100	100	100	100	100	93
English Ext 2	100	0	N/A	NA	100	N/A	85
Geography	60	70	45	60	13	63	42

Course Name	Redfield 2017	2018	2019	2020	2021	2022	NSW 2022
Mathematics Standard	46	48	62	59	50	71	29
Mathematics Advanced	75	67	57	100	50	100	49
Mathematics Ext 1	100	38	100	100	0	100	74
Mathematics Ext 2	100	0	80	100	N/A	100	85
Modern History	100	100	50	100	75	60	34
Music 1	100	100	100	100	100	100	70
Music 2	100	N/A	100	100	N/A	N/A	86
Music Extension	100	N/A	N/A	100	N/A	N/A	97
PDHPE	17	72	40	19	0	20	26
Physics	60	16	60	43	17	33	41
Visual Arts	100	67	100	100	80	100	66
Average	70.7%	60.6%	65.1%	54.4%	45.7%	64.0%	53.88%
League table rank	90	146	71	140	210	127	N/A

Teacher Qualifications and Professional Learning and Workforce Composition

41

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

2

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
Redundancies and Managing Restructures (Online)	1
Cardiopulmonary Resuscitation	44
Learning Goals (Progression of Learning) ¹	30
and Written Responses	41
Progression of Learning & Programming	40
Professional Learning Day	1
Preparing for Leadership	4
Planning & Programming	2
Seven Steps to Writing	7
Singaporean Mathematics PL	27
Professional Reading	2
(Chapter One: The New Art and Science of Teaching)	7
AIS NSW Reframing the Discipline of History	30
Behaviour management	19
Staff Professional Learning Meeting Planning	7
Atomi and Professional Reading	2
Student Behaviour	1
AIS NSW Reconnecting and Rebuilding Music in Schools	12

Description of the Professional Learning Activity	Number of staff participating
STA NSW Meet the Markers of the '2021 HSC Science Examinations'	17
Planning & Programming	1
Planning & Programming	31
AISNSW Middle Leaders; leadership	27
Profession Learning Meeting	5
Staff Professional Learning	1
School Executive Planning	4
For LawSense Managing separated Families & Family Law Issues in Schools	1
School Executive Planning Workshop	4

Level of Accreditation	Number of Teachers
Conditional	2
Provisional	0
Proficient Teacher	41
Highly Accomplished teacher (voluntary accreditation)	
Lead Teacher (voluntary accreditation)	

Student Attendance and Retention Rates



Attendance Rates

92%

Year 2

90%

Year 3

89%

Year 4

91%

Year 5

90%

Year 6

92%

Year 7

90%

Year 8

90%

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 2022.

Retention Rates

From year	Number of Students	Percentage	Number of Students	To year
2020	37	95.0%	35	2022
2019	47	87.2%	41	2021
2018	43	95.0%	41	2020
2017	33	79.0%	26	2019
2016	37	95.0%	35	2018
2015	50	88.0%	44	2017
2014	46	91.3%	42	2016
2013	46	91.3%	42	2015

Attendance Policies

Management of non-attendance

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

Monitoring daily attendance/absence of students

The Class Teachers maintain a daily electronic roll of attendance that records reasons for absences. There is a sign-in/sign-out register for students for late arrivals and early departures. 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 11:00am via SMS through 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 that 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 must contact the Headmaster's Secretary who issues the relevant application form: *Application for Exemption from Attendance at School* or *Application for Extended Leave*. These forms are also available on the Parent Portal via Engage. Once this is completed and submitted to the College, and permission is granted by the Headmaster, a *Certificate for Exemption from Attendance at School*, or a *Certificate of Extended Leave – Vacation/Travel* is sent to the parent/guardian.

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

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

Exemption from Attendance at school due to elite sporting or cultural programs

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

Students who are 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, as per any other leave requests received by the school.

Post-School Destinations

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

University	Courses	
Australian Catholic University	Sport Science	Diploma in Sports Science
Macquarie University	Bachelor of Law & Commerce	Bachelor of Commerce & Law, Major in Cyber Security
	Bachelor of Commerce	Business Administration
	Bachelor of Commerce & IT	Medical Science
	Psychology Honours	Bachelor of Law
	Information Technology	Bachelor of Clinical Science
	Bachelor of IT – Cyber Security	Bachelor of Environment
	Music and Psychology	Bachelor of Commerce
Sydney University	Bachelor of Commerce	
TAFE – Hornsby	Apprenticeship/Carpentry	
TAFE – Ultimo	Surveying	
University Of New South Wales	Bachelor of Economics/Computer Science	
University of Notre Dame	Bachelor of Arts	Bachelor of Law
University of Technology Sydney	Bachelor of Business Accounting & Finance	Engineering Business
Western Sydney University	Construction Management	Bachelor in Mechanical Engineering
	Bachelor in Building Design Management	Construction Management
		Industrial 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 2022, 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 Student Diary, Student Assessment Manuals and/or online.

Protocol	Policy	Procedure	Changes made during 2022
<p>Security of Students</p> <p>The Headmaster has a duty of care to ensure that the security of all students is assured.</p>	WHS Policy, Critical Incident Policy, Evacuation Policy, Supervision Policy, Staff Code of Conduct	Regular reminders to staff in staff meetings of duty to report hazards, WHS implementation of consultative procedures	Policy defined and expanded, where necessary. In 2022, this was located in <i>Complispace</i> under <i>Compliance Policy and Risk</i> on the Redfield Staff Intranet.
<p>Security of buildings and facilities</p> <p>The Headmaster has a duty to oversee the security of all buildings and facilities.</p>	WHS Policy, Maintenance Policy	Ensuring that repairs and maintenance are conducted on a regular basis and that identified hazards are removed or repaired	Policy defined and expanded, where necessary. In 2022, this was located in <i>Complispace</i> under <i>Compliance Policy and Risk</i> on the Redfield Staff Intranet.
<p>Evacuation procedures</p> <p>The Headmaster has a duty to ensure that evacuation procedures are in place.</p>	WHS Policy and 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 2022, this was located in <i>Complispace</i> under <i>Compliance Policy and Risk</i> on the Redfield Staff Intranet.
<p>Supervision of students</p> <p>The Headmaster has a duty to ensure that students are supervised.</p>	Discipline Policy, Supervision Policy, Excursion Policy, Staff Code of Conduct	Guidelines for camp, supervision in playground, wet weather supervision	Policy defined and expanded, where necessary. In 2022, this was located in <i>Complispace</i> under <i>Compliance Policy and Risk</i> on the Redfield Staff Intranet.
<p>Risk management in activities undertaken by students</p> <p>The Headmaster has a duty to ensure that risk management is taken in account in activities undertaken by students.</p>	WHS Policy, Critical Incident Management Plan, Evacuation Policy, Excursion Policy	Excursion procedure	Policy defined and expanded, where necessary. In 2022, this was located in <i>Complispace</i> under <i>Compliance Policy and Risk</i> on the Redfield Staff Intranet.

Protocol	Policy	Procedure	Changes made during 2022
<p>Codes of conduct for staff</p> <p>The Headmaster has a duty to ensure that staff is aware of the code of conduct they must observe.</p>	Staff Code of Conduct, Child Protection Policy	The Code places an obligation on all employees to take responsibility for their own conduct and to work with colleagues cooperatively to achieve a consultative and collaborative workplace	Policy defined and expanded, where necessary. In 2022, this was located in <i>Complispace</i> under <i>Compliance Policy and Risk</i> on the Redfield Staff Intranet.
<p>Codes of conduct for students</p> <p>The Headmaster has a duty to ensure that students are aware of the code of conduct they must observe.</p>	Student Code of Conduct	Expectations relating to student behaviour, discipline, uniform and the wellbeing of others	Policy defined and expanded, where necessary. In 2022, this was located in <i>Complispace</i> under <i>Compliance Policy and Risk</i> on the Redfield Staff Intranet.
<p>Management of student behaviour</p> <p>The Headmaster has a duty to ensure that structures are in place for the management of student behaviour.</p>	Student Code of Conduct, Discipline Policy, Child Protection Policy	Detailed protocols and guidelines for sanctions documented in individual Policy & Procedures	Policy defined and expanded, where necessary. In 2022, this was located in <i>Complispace</i> under <i>Compliance Policy and Risk</i> on the Redfield Staff Intranet.
<p>Anti-bullying procedure</p> <p>The Headmaster has a duty to ensure that each student experiences an environment safe and supportive at both peer and staff level.</p>	Discipline Policy, Anti-Bullying Policy	Documented in the Anti-Bullying and Discipline policies	Policy defined and expanded, where necessary. In 2022, this was located in <i>Complispace</i> under <i>Compliance Policy and Risk</i> on the Redfield Staff Intranet.
<p>Fostering student leadership in the College</p> <p>The Headmaster has a duty to foster student leadership in the College.</p>	Outlined in the Formation Policy – 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 2022, this was located in <i>Complispace</i> under <i>Compliance Policy and Risk</i> on the Redfield Staff Intranet.

Protocol	Policy	Procedure	Changes made during 2022
<p>Management and reporting of serious incidents</p> <p>The Headmaster has a duty to ensure that structures are in place for the management and reporting of serious incidents.</p>	<p>WHS Procedures, First Aid Policy</p>	<p>Reports as required</p>	<p>Policy defined and expanded, where necessary. In 2022, this was located in <i>Complispace</i> under <i>Compliance Policy and Risk</i> on the Redfield Staff Intranet.</p>
<p>Complaints and grievances</p> <p>The Headmaster has a duty to respond to matters of concern as and when they are identified.</p>	<p>Staff Grievance Policy, Student/Parents Grievance Guidelines</p>	<p>The Policy Document specifies a process to be applied to such grievances when raised, dealing with the matter on a case-by-case basis</p>	<p>Policy defined and expanded, where necessary. In 2022, this was located in <i>Complispace</i> under <i>Compliance Policy and Risk</i> on the Redfield Staff Intranet.</p>
<p>Pastoral care</p> <p>The Headmaster has a duty to ensure the pastoral care of the students, staff and parents of the College.</p>	<p>Staff Code of Conduct, Formation Policy</p>	<p>Implementation of the guidelines are reinforced that all teachers are part of the character formation of students by their professional example</p>	<p>Policy defined and expanded, where necessary. In 2022, this was located in <i>Complispace</i> under <i>Compliance Policy and Risk</i> on the Redfield Staff Intranet.</p>
<p>Student counselling</p> <p>The Headmaster has a duty to ensure the pastoral care of the students, staff and parents of the College.</p>	<p>Formation Policy</p>	<p>The College engages an external counsellor, the services of whom are available when required, after consultation and on the recommendations of the Headmaster and his delegates</p>	<p>Policy defined and expanded, where necessary. In 2022, this was located in <i>Complispace</i> under <i>Compliance Policy and Risk</i> on the Redfield Staff Intranet.</p>
<p>Identification of and provision of support for students with special needs</p> <p>The Headmaster has a duty to ensure that those students with special needs have support in place.</p>	<p>Learning Support Policy, Disability Provisions Policy, Secondary Studies Policy, Primary KLA Policy</p>	<p>The Policy aims to provide information and guidelines for teachers, parents and students about their rights and responsibilities relating to Disability Provisions</p>	<p>Policy defined and expanded, where necessary. In 2022, this was located in <i>Complispace</i> under <i>Compliance Policy and Risk</i> on the Redfield Staff Intranet.</p>

Protocol	Policy	Procedure	Changes made during 2022
<p>Health, Distribution, and Monitoring of Medication</p> <p>The Headmaster has a duty to ensure the health and welfare of all students.</p>	Illness & Medical Procedure, First Aid Policy	Implementation and improvement of the College's Health & Safety Management Systems	Policy defined and expanded, where necessary. In 2022, this was located in <i>Complispace</i> under <i>Compliance Policy and Risk</i> on the Redfield Staff Intranet.
<p>Response to serious incidents and emergencies</p> <p>The Headmaster has a duty to ensure that a plan is in place which sets out procedures to respond to serious incidents and emergencies.</p>	Critical Incident Management Plan, Evacuation and Emergency Policy	Staff are briefed, and updated on these plans and procedures in staff meetings, faculty meetings, given policy documents and, when practicable, drills are carried out	Policy defined and expanded, where necessary. In 2022, this was located in <i>Complispace</i> under <i>Compliance Policy and Risk</i> on the Redfield Staff Intranet.
<p>Homework Policies</p> <p>The Headmaster has a duty to ensure that all students are familiar with expectations regarding homework.</p>	Homework Policy, Secondary Studies Policy, Primary KLA Policy	Discussed in teacher/mentor meetings and meetings with parents	Policy defined and expanded, where necessary. In 2022, this was located in <i>Complispace</i> under <i>Compliance Policy and Risk</i> on the Redfield Staff Intranet.
<p>Communication</p> <p>At Redfield College, we strive to maintain excellent ongoing communication between staff and parents.</p>			
<p>Communication within the College</p>	With the College's philosophy of parents as partners in education, working together is crucial to an effective outcome for our students. This involves 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 <i>the Yellow</i> bulletin.	Policy defined and expanded, where necessary. In 2022, this was 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 student's success in school. The College website (www.redfield.nsw.edu.au) and the newsletter (The Red) are active and kept up to date. The Red is published on the Engage and distributed electronically every fortnight on a Friday. The use of the Student Diary is a means of communication between school and home, as staff and parents write notes as necessary.	Parents/Teachers/Mentors have open communication, 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 2022, this was 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 the Staff Handbook and Code of Conduct, briefings in staff and faculty meetings to ensure all are familiar with all aspects of the College.	Policy defined and expanded, where necessary. In 2022, this was 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 2022, this was 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 work 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) shares a responsibility for preventing it.

Consequently, we adopt the following strategies:

1. *Teaching of positive behaviours aimed at addressing positive relationships, conflict resolution, resilience and bystander action. This is covered in Religion Classes, in PDHPE classes, in Motto talks and, in Stage 4, in "Buddy Groups".*
2. *Vigilant classroom and playground supervision;*
3. *Regular recognition and acknowledgement of students who demonstrate appropriate behaviours that promote and restore positive relationships.*
4. *Provision of safe and structured playground spaces and activities at break times.*
5. *Strict implementation of the Redfield Anti Bullying Policy. Reporting of complaints and resolving grievances.*

In keeping with the demands of procedural fairness, a process for presentation and determination of action in the case of student or 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, to discuss the issue directly with the staff member concerned.
 - b. alternatively, if they prefer, to put the matter in writing to the staff member involved.

The senior member of staff, to whom the complaint/grievance was made, should follow up in a timely manner (possibly not exceeding three days) to see if the matter has been raised with the teacher directly involved.

2. Should the matter remain unresolved, the student (or parent) is counselled to put the matter in writing for presentation to the Headmaster or, should the matter directly involve the Headmaster, to the Chairman.
3. The Headmaster or his Deputy will then

contact the student (or parent) and discuss the grievance within three working days.

4. The Headmaster or his Deputy will ensure the student (or parent) has a copy of this grievance procedure.
5. The Headmaster or his Deputy will develop a plan of action with the student (or parent) to resolve the grievance within seven working days, with attention to the welfare of all involved. Parents (if applicable) and the student's mentor will be informed of the grievance and the resolution plan.
6. Documentation of the grievance, of discussions with the student (or parent) and of the resolution plan is filed in a separate confidential student'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 confer again with the student (or parent) to consider the option of directly involving parents (if applicable) and mentor. This final step may be repeated in order to work towards a solution to the matter.

School Determined Priority Areas for Improvement

Area	2021 Priorities	Achieved in 2022
Teaching & Learning	<p>Quality programming and assessing.</p> <p>Development of Teaching & Learning Framework and a whole-school approach.</p> <p>MAP Growth testing and data-driven teaching.</p> <p>Establishment of Teaching & Learning team to lead change and mentor other teachers.</p>	<p>Regular PD on Wednesday afternoon focused on programming—development of Progressions of Learning and best practice workshops.</p> <p>Introduction this year of Teaching & Learning Framework.</p> <p>MAP Growth testing has enabled professional conversations to enhance outcomes for students.</p> <p>Team established and goals of the group introduced, team meets every 2 weeks.</p>
Formation/ Student wellbeing	<p>Continued enhancement of parental engagement and communication.</p> <p>Improving automated communication systems with parents.</p> <p>Student awards with virtue/character focus as well as Blue Book notification system.</p>	<p>Enhancements to brand, website, news and social media platforms.</p> <p>Parent Portal in Engage developed and implemented</p> <p>Lion Awards and Bronze, Silver and Gold Lion Awards added to weekly assemblies to reward behaviours demonstrating the virtues as well as recognise academic work, dedication to studies and contribution to College life</p>
Admin & Facilities	<p>Development of and enhancements to master plan.</p> <p>Capital items for prioritising and maintenance.</p> <p>Engage software.</p>	<p>Meetings to focus on key developments for future planning and use of current spaces.</p> <p>Roof restored, carpark examined and prioritised for repair, repaint and fixing of external buildings.</p> <p>More training for staff and day books created for more notes and pastoral use.</p>

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 of their children, so the values promoted at school are the same values reinforced at home.

The Mentoring System

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

College Mottos

The weekly mottos are published in the Student Diary, and give a focus to the week for each group of students at Redfield: Primary, Middle School and Senior School. These mottos reflect aspects of the four cardinal (or classical) virtues, known in modern terms as right judgment, personal toughness, responsibility and self-discipline. Mottos are often quotations from great people in history, giving a glimpse of their character reflected in their leadership qualities. As well as being practical, many of these mottos are inspirational. Class Teachers help to maintain focus on the development of the students' character, which is an essential element of their education.

Student Exchange Programs

A tradition that is greatly cherished at Redfield is the 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, respect and enhanced decision-making skills, and they are invariably better able to take risks, embrace responsibility and more clearly define academic, career and personal goals. In 2022, it was unfortunate that we couldn't host or send students to Uruguay due to COVID-19.

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 sons. 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 at all students at the College and also extends to Old Boys of the school, and is delivered through the curriculum, a wide variety of workshops and visiting speakers, external mentored placements in business, politics and industry, and 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 and people management, as well as the development of political awareness and other important skills. 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 Terms 3 and 4 for students in Years 5 to 12 in 2022 focusing on Virtuous Leadership. The students had an opportunity to develop their leadership skills and plan 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, academic achievements, chess, touch footy, cricket and awards. The House with the highest number of points wins a barbecue lunch at the end of each term. The House Captains run House meetings and participation in the competition is encouraged and evaluated every term. Another important aspect of leadership is the Class Council in Years 2 to 7. Each homeroom class elects a Class Council, and meetings are held regularly each term. A Class Council meeting is often held during class time and during a time convenient to the Class Teacher. Only under extraordinary circumstances should it run for more than forty minutes. The Class Council comprises the Class Teacher, and the Class Secretary and Sub-Secretary for each homeroom. Four House captains are elected in Years 8 to 12.

Washington DC Leadership Seminar

For the first time in 2019, Redfield College began participation in the Washington DC Leadership Seminar in July. It comprised a two-week program predominantly through The Heights School and brings together Year 11 students from other schools. The seminar involves guest speakers, workshops and visits to various companies to discuss leadership ideals and practical applications. In 2022, this was not possible due to COVID-19.

Mitchell Youth Leadership Forum

A group of Year 11 students attends 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. In 2022, this was not possible due to flooding in the region.

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 2022, 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

Parent Feedback

"Redfield has always stood out because the boys that attend leave and graduate as young faithful men. Prayers that this still stays strong—Faith, morals, and virtues. It's the reason why we chose this school."

"Positive and happy interactions between teachers and students during class. Teachers and students show respect and trust to each other."

"More regular communication either through email or a class page (Facebook or WhatsApp) would help parents in primary to understand what is happening in class and what is due. We have received a couple this year but not continuously."

"It would be great creating a calendar for the year showing what activities are happening, and don't change the activities. The father and son camp date was changed a few weeks prior and we couldn't make it."

"There should be more elective variety in years 11 and 12. There should be more consistent skill building eg. essay writing through the high school years before Senior years and regular revision of techniques each year."

Student Feedback

"I wish the school had better resources like more computer labs. Some co-curricular activities are not flexible to let students have a break when there are exams or other things on. For the positive side, I really get along with my mentor and father Phil and other chaplains. I like that we have mass everyday."

"Some teachers are really good. We need a canteen though."

"Increase the amount of hours that study club lasts. 4-8 pm is optimal. Have study clubs more than once a week."

Teacher Feedback

"Faculty time off to plan and implement new programs is greatly appreciated."

"I wish our school would forward plan more often. Many things feel last minute and unplanned. This leads to parents and staff being confused and unsure of future directions."

"Overall, Redfield is well organised with its emphasis on parent/teacher/student cooperation and teamwork. Efforts at ongoing staff development are appreciated."

Summary of Financial Information

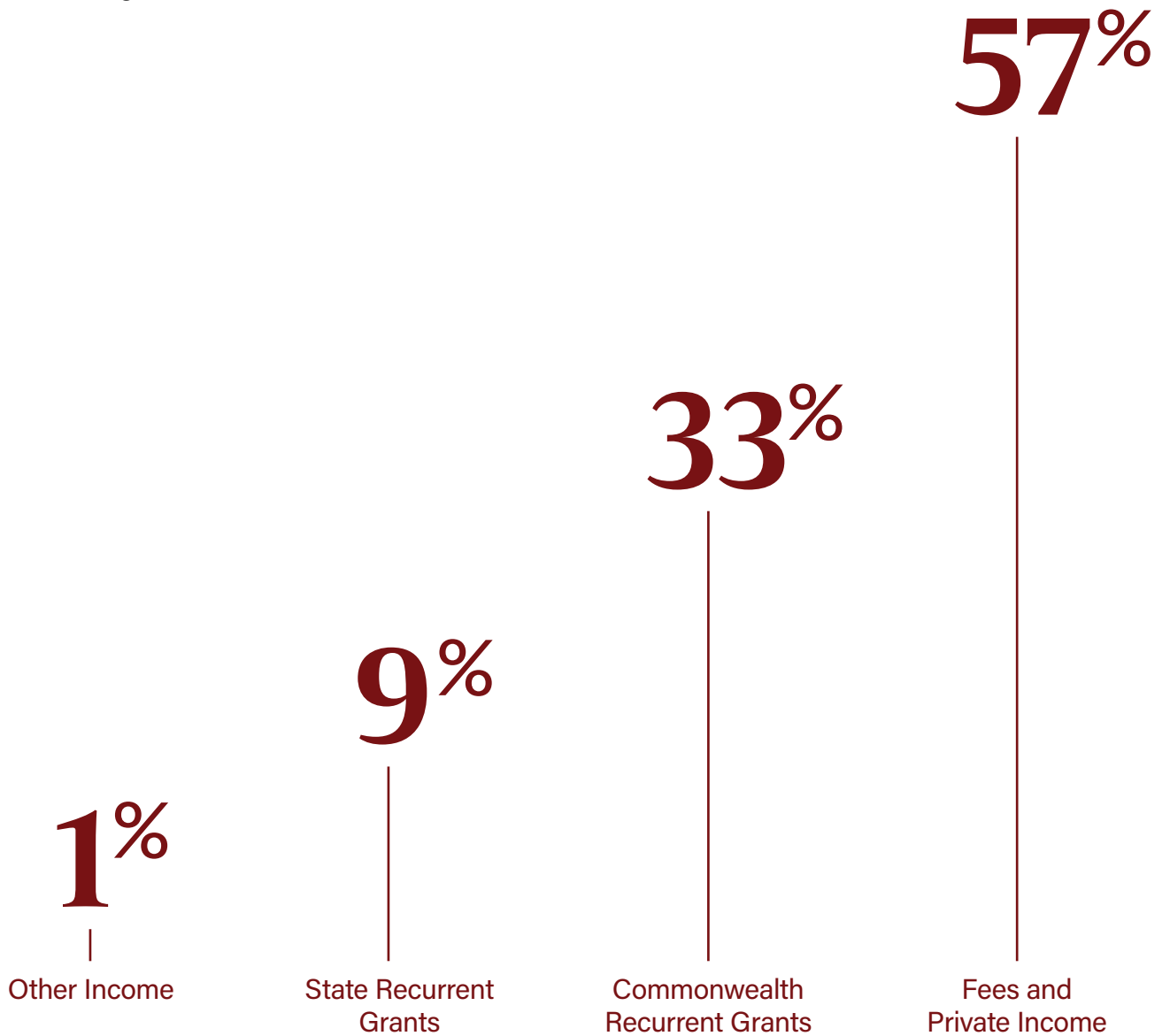
Recurrent Income 2022

Fees and Private Income	57%	\$5,568,519
Commonwealth Recurrent Grants	33%	\$3,234,599
State Recurrent Grants	9%	\$896,464
Other Income	1%	\$57,191

Recurrent/Capital Expenditure 2022

Salaries, Allowances, Related Expenditure	62%	\$5,898,066
Non-Salary Expenses	38%	\$4,924,461
Capital Expenditure	0%	\$2,591

Redfield College Recurrent Income 2022



Redfield College Recurrent / Capital Expenditure 2022

