



RADFORD COLLEGE

Radford Report 2013

Volume 28, No.2



Contents

From the Principal	3
Official Opening of the new Senior School	4
150th Anniversary of the Diocese	6
Timor-Leste	8
Middle Years Central Australia Trip	10
The G-Trips: Gunawirra and Gamilaraay	12
Inaugural Dirrum Dirrum Conference	14
Senior Drama <i>The Caucasian Chalk Circle</i>	16
Junior Musical <i>Joseph</i>	18
Y6 PYP Exhibition	20
Junior School Family Bushwalks	22



RADFORD COLLEGE
College Street, Bruce ACT 2617
T 02 6162 6200
F 02 6162 6263
www.radford.act.edu.au

THE RADFORD REPORT
Volume 28, No 2—2013

Editor: Miss C Lindsay
Principal Photographers: Ms J Mackey, Mr A Lee, Mr G Huitker, Ms J Hillman
Design and Layout: QOTE! Canberra
Printing: Paragon Printers

The Radford College Community acknowledges the traditional owners of this land, and pays its respects to Elders past and present.

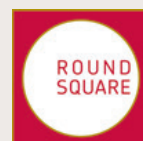
Cover

THE BLACK SEA

Artist: Franki Sparke

Media: relief-print, stencil-print, pigments and shellac on rolled paper

The *Black Sea* installation was originally created by Canberra artist Franki Sparke in 2009, and re-imagined in a new context for the Dirrum Dirrum Conference, to evoke the movement of peoples across the sea throughout time; the lives, cultures and cities they leave behind and carry with them.





One of the College's greatest strengths is found in the vitality of our community life.

From the Principal

Mr Phillip Heath

BA (Hons), MA (Hons), DipEd, FACE, MACEL

One of my happy tasks is to reflect the community back to itself, as if to hold a mirror up to see our own likeness and to understand the features that make us who we are. A journal such as the *Radford Report* is such one way in which this reflection is captured. It is so much more than a chronology of our activities. In a school like Radford, there are many more things happening than we can capture in a publication.

In this edition of the *Report* we celebrate some very significant milestones that distinguish the historical journey of Radford College. During 2013 we marked the College's 30th Anniversary and the Diocesan 150th Anniversary. All of this has occurred, of course, in Canberra's centenary year! We believe that Radford has made a contribution to the formation of the national capital and even to the nation itself. To mark the occasion in our own landscape, we invited the Governor-General to open the new Radford College Senior School precinct. It is a bold vision for the future of education, which builds on the brilliant foundations for learning that the past three decades have set in place.

This year, as you will see from the pages within, we established a bold new vision for the next stage of Service Learning through the *Dirrum Dirrum* Conference. The College has established a Centre for Values, Ethics and Compassion, which is designed to draw together the threads that, when woven together, form an authentic humanity under God. We chose the name *Dirrum Dirrum*, which is a Ngunnawal word meaning 'red', 'of the colour of the earth.' We recognise that our

identity, and even our destiny, is intimately connected with the earth and with all its people.

Our Junior School continues to progress magnificently. We mark the superb International Baccalaureate Primary Years Programme Exhibition undertaken by Year 6 and the magical experience of the Junior School Musical, *Joseph and the Amazing Technicolour Dream Coat*.

The College continues to insist on an outward-looking focus. Although there is so much to celebrate in the Radford Way, we recognise our duty to make a contribution to the world around us. Our Service Learning program fulfils this charter admirably. Yet, we know that Radford learning and teaching cannot exist in a vacuum, sealed from the challenges of the rest of the nation and beyond. We must engage safely with the world in a manner that enriches our students and opens their minds to the possibilities that lie beyond the borders of our own experience.

In my final *Radford Report* greeting to the College community, I offer sincere gratitude to you all for your limitless engagement in the life of Radford College. One of the College's greatest strengths is found in the vitality of our community life. The learning culture here is truly without peer. It is cool to do well, cool to care, cool to strive to be the best you possibly can. It has been a privilege to share this experience these past five years, and I leave with a sense of thankfulness and inspiration. The College I reflect back to you in the pages that follow will fill you with joy and hope for the magnificent future that lies ahead.



Official Opening of the new Senior School

The College's 30th anniversary year, 2013, was a fitting time for the construction of the state-of-the-art new Senior School precinct. No doubt it was a relief to the Y12 Class of 2013 to be able to move into the new building for Semester II, and to put aside any fears that the Class of 2014 would be the first group to take possession!

The official opening was scheduled for the final week of Term 3, in order to allow time for the completion of ancillary works, such as landscaping and the construction of the expansive north-facing decking. The Principal had ensured that the occasion would be a highlight of the 30th anniversary year by securing the Governor-General, Her Excellency the Honourable Quentin Bryce AC CVO, as the guest of honour.

The event was originally planned to take place on the deck, but the sudden onset of cold and windy weather necessitated a last-minute move to the new lecture theatre. The 'silver lining' of the change of venue was that all the guests were given an excellent opportunity to experience the magnificent new theatre.

The Junior School students proved their physical resilience, as well as their enthusiasm, by forming an impressive guard of honour for the Governor-General at the entrance to the College - a welcome she clearly enjoyed. Before the official ceremony, Mrs Bryce was greeted by the Chairman, Ian Morison, and the Principal, Phillip Heath, and was introduced to members of the Board, the Senior Executive and representatives of Cox Architecture, as well as meeting artist Robert Foster, who designed the globe sculpture *Blue Mantle*, which was a 30th anniversary gift from the Collegians Association.



Radford musicians of all ages, from the Warblers to the Camerata Choir, ensured that the space was 'christened' with glorious music. They provided Radford's own 'wonderwall' of sound with a choral item performed across several levels of the central atrium space, as the Governor-General made her way through the building to the theatre.

Before declaring the building officially open, Her Excellency charmed the community with an address which was warm, humorous and wise. In reflecting on the journeys we undertake at school and otherwise in life, she reminded the students and guests that the most important journey is the journey to the centre of ourselves.

Special guests present, each of whom has played a key role in the College's history to date, included:

- » Mr JA Mackinnon AM,
Foundation Principal 1984-1989 & Mrs Mackinnon
- » Mr LJ Willett AO,
Chairman of the Radford College Board 1986-2003
- » Mr RA Young,
Chairman of the Radford College Board 2003-2008

Archivist (and Collegian) Katie Taylor created a unique historical display for the occasion, comprising photographs, documents, newspaper cuttings and artifacts. She also coordinated the major project of the filling and immurement of three time capsules, marking the College's 30th anniversary, the centenary of Canberra and the opening of the Senior School. The capsules are scheduled to be opened in 2033, the 50th anniversary of the foundation of the College.

Miss Celia Lindsay
Community Relations Manager



150th Anniversary of the Anglican Diocese of Canberra and Goulburn

While Canberra celebrated its centenary in 2013, the Anglican Diocese of Canberra and Goulburn celebrated 150 years since Letters Patent were granted to the Diocese by Queen Victoria on 14 March 1863. On 5 August 2013, around 700 students participated in a combined Anglican schools' service, as part of the diocesan celebrations.

The event was coordinated by Radford College and took place at St Saviour's Cathedral Goulburn, with Burgmann Anglican School, Canberra Grammar, Canberra Girls Grammar, St Peter's Anglican College, Sapphire Anglican College and the Riverina Anglican College also represented. Over 150 students from Radford College choirs joined the 250 voice choir singing music by Franck, Vaughan Williams and Rutter.

Bishop Stuart Robinson led the service and noted that as well as being a celebration of the diocesan heritage, it was a unique opportunity to call the next generation of leaders 'to their God-given vocation - that of agents of reconciliation, wholeness and blessing'.

As part of the service there was a blessing of eight *Malus Floribunda* crab-apple trees, one to be planted in the grounds of the Cathedral to mark the occasion, and one for each of the participating schools to plant in their own school grounds, as a reminder that renewal and growth are both the reward and responsibility of being part of a vibrant faith community.

The service featured a beautiful selection of music, including preludes and postludes by JS Bach and Dietrich Buxtehude, and the choral items:



The Call - Come, my way, my truth, my life

Ralph Vaughan Williams

Combined Choirs

I will sing with the Spirit

John Rutter

Combined Choirs

Panis Angelicus

César Franck, arr. Patrick Liebergen

Words by St Thomas Aquinas

Radford College Camerata Choir

Mrs Leanne McKean
Head of Music

Rev. Nikolai Blaskow
Head of RaVE



Timor-Leste

Not to, not for, but with.

The Timor-Leste experience in 2013 was one of incredible opportunity and sincere friendship for all the students and staff. From the very beginning, the sights, sounds and scents, coupled with the warm rain and thick humidity, form the backdrop that accompanies the many smiles and friendships that Radford College has built since first visiting Timor in 2009. The relationships between the students of Radford College and the students of Fatunaba School are built upon the most basic of human interaction – fun and laughter and an innate urge to form friendships and learn from one another. While our students work as teachers amongst the exuberant excitement of the Timorese students, it is the young Timorese children with bright smiles, inquisitive eyes and open hearts who deliver the real lessons; teaching honest respect, truthful listening and daring imagination that lasts a lifetime.

Key work in 2013

- » Student with student, teacher with teacher (Fatunba School)
- » Dili Institute of Technology, hand-held GPS and geocache training with lecturers and DIT students
- » Connection with Nelson de Silva, the prosthetics workshop and the wheelchair sports program (Rehabilitation Centre, Dili)
- » Deepening friendships with Moris Rasik (Microfinance), Santos (Capoeira), Dare Museum and Fatunaba School, Barry and Lena of Atauro Island.

As always, we are deeply indebted to Maria Neves, our guide and host.

Expedition blog: www.radfordtimor.wordpress.com



2013 Participants:

Peter McDonald, Richard Browning, Tina Landos, Nick Moss, Maria Neves, Andrew Crane.

Students: Natasha Anderson, Megan Brocklehurst, Alexander Cardew-Hall, Caroline Easthope, Morgan Groves, Anthea Hoshovsky, Julia Lonsdale, Hugh Morell, Lucy Pittar, Cordelia Rentsch, Eleanor Smith, Jinhee Lee Schneider, David Tilley, Sarah Trigge.

The Timor 2013 students sponsored Nelson de Silva to come to Australia in August and participate in the Sports Matters Conference. He is Timor's first prosthetist and he does amazing work with very little in their Dili workshop. The following is part of the speech given by Julia Lonsdale at the Timorese Embassy on the opening of the conference. It gives a small window into the Timor experience that is forever difficult to encapsulate and describe.

For the past five years Radford has been going to Timor-Leste; however this was the first year that our group worked with Sport Matters. We spent much time preparing for the trip during which we explored the idea 'not to, not for, but with'. As someone who had never been overseas before, this didn't really resonate with me and I didn't realise its relevance or importance.

Upon our arrival in Timor-Leste, one of the first places we went was the Wheelchair Basketball. Here we met Nelson de Silva

and learnt about the amazing work he does, making prosthetics and mobility aids for people with disabilities. However most importantly his work was focused on bringing people with disabilities together and out into the community. A game of wheelchair basketball shortly followed, Australia v TL. Needless to say, Timor-Leste flogged us!

Looking back, I think it was then that we began to see and understand. We weren't there to tell these people how to do something, or to do it for them, because clearly they were able to do it for themselves. We were there to do it with them. That is what is so important about the work of Sport Matters, for sport is an excellent tool to include people with disabilities into community. This can only make for a better and greater community and as the Ambassador has stated so eloquently, 'everybody has the right to access the wealth of the country'.¹

Father Richard Browning Director of Community & Chaplain

(Note: Through the College Board in March 2013, Radford has affirmed its commitment to its relationship with Timor for the next 10 years.)

¹ Abel Guterres, Ambassador for Timor-Leste, later added that is why they fought for independence, 'not so a few can benefit, but that we can share it with all.'



Middle Years Central Australia Trip July 2013

During the July holidays thirty-one students from Years 7 and 8 set off on the inaugural Middle Years Central Australian Trip. The aims of the trip were:

- » to give students opportunities to meet with, and hear stories from, indigenous elders, and thereby begin to develop a sense of the traditional indigenous story. In this way students have some real background, which does provide a foundation for later experiences
- » to inspire students about their country
- » to help students develop self-esteem, take personal responsibility, co-operate with, and respect the needs of, others
- » to extend their personal horizons through greater appreciation and understanding of the world and people around them
- » to provide opportunities to mix with students from another year level.

We flew into Alice Springs and spent some time exploring local attractions. A highlight was visiting the Telegraph Station which was known as The Bungalow between 1932-1942, and became the home of several hundred Aboriginal children taken away from their parents. Alec Ross was one of these children and the students were fortunate to spend the afternoon with Alec as he shared his memories of his childhood there.

The group then headed bush to Wallace Rock Hole and heard traditional stories about significant sites in the area. After a night at Earth Sanctuary star-gazing and seeing Saturn, we then adventured out to Kings Canyon where we walked the rim and the valley.



Finally it was time to head to the students' most anticipated site - Uluru. It did not disappoint. Here locals explained the significance of songlines, which the students impressively reproduced in the red dirt on the way to Cave Hill in SA the next day. Cave Hill is remote and only approximately 200 people are lucky enough to visit each year. Here the students walked part of a songline with elders and were noticeably moved by the experience. The significance of the impressive cave paintings was not lost on our students. The trip finished with the Valley of the Winds walk in Kata Tjuta.

This was a reasonably physically demanding trip for our younger students, in terms of activities and in terms of setting up, pulling down and helping around camp. The students stepped up, helped out and got along - as a result, they were a pleasure to travel with. Several other groups and travellers commented on their excellent humour and good manners when sharing public places.

The following email is typical of the response received from parents on our return:

(Name) had been counting down the days (from 100 days out) to the trip with great excitement and it did not disappoint. She came home full of amazing stories and experiences, a mountain of information in her head, and a sense of inspiration and wonder at what is out there in our country. The trip more than met our hopes for her to have a broadening and memorable experience. She also seems to have formed some close bonds with other students, including Year 8s, which I think will stay with them as a group having shared special experiences.

As the trip more than met our aims, we are planning to run a similar trip in 2014, keeping in mind the view of the local Anangu people of the central desert who believe that, 'culture should be fun, with a mixture of listening, learning, leg-work and laughter.'

Many thanks to Radford staff Dean O'Brien and Brenda Lander, and our two parents Angela Gillman and Craig Howden, for their great company while we were away.

Ms Claire Melloy
Head of Middle Years





The G-Trips: Gunawirra and Gamilaraay

In 2011, around twenty students from Radford College's Senior School travelled to northern NSW to assist at preschools in Armidale, Gunnedah, Inverell, Kootingal, Moree, Quirindi, Tingha and Werris Creek, as a service learning experience. These preschools were affiliated with the Gunawirra organisation, which focuses on early intervention for preschool-aged indigenous students. Radford students spent their time in the preschools, helping out in any way that was needed. The students were accompanied by Radford staff and Collegians, and the G1 trip served as a blueprint for future journeys.

Since that initial G-trip, Radford senior students have visited the same region up to three times a year, for a full week at a time, and participated actively in the daily life of these rural and remote schools. They help staff and children unconditionally and energetically, wherever and whenever they can, while sharing their own life stories and experiences. The students assist with promoting the Gunawirran ideals and programs where applicable, while personally developing a deeper

understanding of the particular needs of indigenous children, as well as learning about Aboriginal culture.

In mid-2013, the G-trips expanded from the original preschools to include other local primary and high schools, as well as *Crossing the Divide*, a program for re-engaging rural youth in education and preparing them for future work. Reflecting this broadening of the program, the new name of Gamilaraay was chosen. Gamilaraay is the language of the Kamilaroi/Gamilaroi nation, the indigenous people from the area which extends from around Singleton in the Hunter Valley through to the Warrumbungle Mountains in the west and up through the present-day centres of Quirindi, Tamworth, Narrabri, Walgett, Moree, Lightning Ridge and Mungindi in New South Wales, to Nindigully in south west Queensland. The Kamilaroi is one of the four largest indigenous nations in Australia.

The Gamilaraay trips are unforgettably rich journeys for all concerned. At the close of their week at the schools, the



G-trippers retreat to the Warrumbungles to reflect on their experience, what they have learned, and where their next footsteps will lead them.

The tradition continues with the Gamilaraay 7 trip, taking place in December 2013, staying in Tingha's magical Green Valley Farm, with around twenty students participating. From there, they will travel each day, for a week, to rural preschools in Armidale, Gilgai, Moree and Tingha as well as primary schools in Armidale, Bundarra and Tingha, and continue forging connections with *Crossing the Divide*, in Bundarra.

These life-changing trips have inspired several Radford Collegians to continue their support of the Gamilaraay trips, with their own G-trip happening in the not too distant future.

Mr Dylan Mordike
Head of Cocurricular

Student reflections on the G-trip experience

I have been fortunate enough to go on two Gamilaraay trips. On both trips there were many different experiences that have affected each individual in their own way. But one thing that has been consistent throughout all the trips is the profound joy and happiness of the children we come to know and love, one which is hard to describe. The acceptance and welcoming of these communities is something you cannot imagine.

One of the most difficult things we, as a group and individuals, struggle to come to terms with, is where these beautiful children may end up and what is on the horizon for them. It is something you would not wish upon anybody and is the very reason we participate in these trips: hoping to give these kids a future, and also to learn from them. These young kids have so much to offer us, which you almost feel guilty for, feeling you could never offer the same in return.

Personally I found that we should not underestimate ourselves. These children, teachers and community appreciate things we would see as nothing, as the most extraordinary thing. They are so grateful for our time and efforts it is hard to comprehend. The kids we interact with see us as adults, and for them to experience adults taking time out of their lives just to be with them and show interest in their lives has an inconceivable effect.

We are not told to promote this trip and recruit, however if you ever get the chance to be a part of this extraordinary experience it is one I would not think twice about recommending. I am so thankful to those who made these trips possible and hope you too can join the journey.

Bonnie

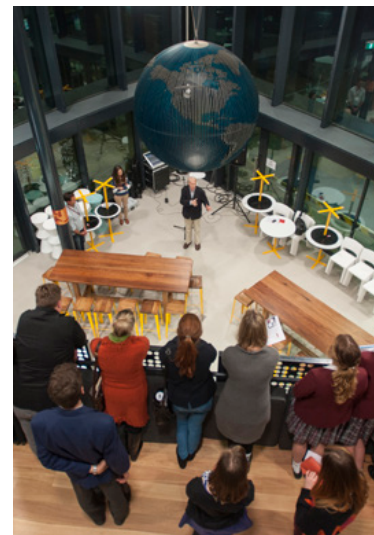
Gamilaraay is an experience that will stay with you for your entire life. Personally my experience on Gamilaraay 4 and Gamilaraay 5 was life changing. I found that the Gamilaraay experience starts as a personal journey to help and experience other cultures, but at the end of my time on my first trip I realised that it was a journey of self-discovery.

At the start of Year 11 in 2012 I found myself in serious trouble at the school, and as part of the consequences, I had to undertake a certain amount of community service. At first I saw it as a punishment for me, that was all. Then, with the encouragement of several teachers, I found myself heading to Green Valley Farm on Gamilaraay 4. I personally thought the entire experience was going to be terrible, and I was going to be counting down those long nine days. Actually those nine days were the best of my life and completely changed me in so many ways. I was sent to Minimbah Primary where I met so many amazing, caring, and thoughtful people. I grew close to so many kids, who, even though they were half my age, had been through twice as many experiences.

Gamilaraay 4 changed my life. In fact, I enjoyed the experience so much that I returned to Minimbah Primary on Gamilaraay 5. This time I was in a different frame of mind, as I was now excited to go on my second trip, hoping to gain a similar experience as the first time. That is exactly what I got. New children, new experience, but the same effect on me.

Gamilaraay is an experience that everyone should have once in their life. I made so many new friends, not only at Gamilaraay but also at Radford. I have gone from being a kid who was going down the wrong track in life, to someone who has a new and different perspective on life, all because of the Gamilaraay experience.

Ryan



Inaugural Dirrum Dirrum Conference *Beyond Good Intentions*

The purpose of the conference was to fire the imagination, to fuel effective action, to move beyond good intentions and to increase the power of others. It took place on 3-4 August, and comprised two events:

Saturday night - Earth and Fire: A bonfire and burning of 'the right giant' [things we need to eliminate] with student-led music and stories; a remarkable evening. *'Inspiring... you can kind of identify more with what a fellow student says.'*

Sunday - Earth and Sky: Over one hundred and fifty delegates attended from a diverse range of backgrounds: current and former students, staff, students and staff from other schools, parents and members of the wider community from as far away as the South Coast and Tumut listened to eight inspirational speakers and then shared ideas with them and each other in small workshops groups.

Speakers at the conference were:

Duncan Smith

Wiradjuri elder, artist, musician and champion of young indigenous people.

Akram Azimi

Young Australian of the Year; refugee, now leader and advocate.

Jackie Lauf

Sport Matters - sport and disability in developing countries, including Timor-Leste.

Francis Owusu

2013 Local Hero, youth leader, artist, originator of *Kulture Break!*

Alesha Brown

YMCA and Canberra Carers, RAID basketball program.

Valerie Browning

Maalika, mother of the Afar - inspirational aid worker and advocate.

Rev. Dr Scott Cowdell

Anglican priest, theologian and writer.

Sharyn Munro

Author, 'common sense activist', passionate advocate for people/planet/profit.



Conference artist Franki Sparke provided a wonderful art installation, *The Black Sea*, designed to techniques to evoke the movement of peoples across the sea throughout time; the lives, cultures and cities they leave behind and carry with them; the fragile, ephemeral nature of the work (created on rolled paper) was intended to suggest our shared vulnerability – especially when we are displaced.

The student conference leadership team comprised: Laura Shevlin, Anna Brookes, Meg Haynes, Daniel Ergas, Anna Philip, Cordelia Rentsch, Ross Davidson, Nanthitha Gunaseelan, Pat Hassall, Marni Mount.

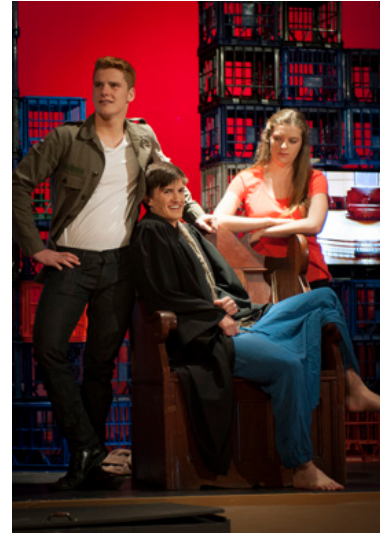
The energy from *Beyond Good Intentions* has led to the formation of a very enthusiastic team of Year 11 students and planning is already well advanced for the Dirrum Dirrum Conference 2014 *Be the change*.

Some of the feedback from delegates:

'Amazing!'
'A triumph.'
'I would have come for just one of the speakers!'
'The format really truly worked!'
'What a fabulous cross-section of speakers.'
'How awesome was it! I loved it. Totally energizing! And you say students ran it! Amazing.'

Videos of sessions from this year's conference are available at www.dirrumconference.com

Father Richard Browning
Chaplain & Director of Community



Senior Drama *The Caucasian Chalk Circle*

Bertolt Brecht's *The Caucasian Chalk Circle* is a challenging, but apt, play for students soon to leave the care and love of family for the bigger world of tooth and claw. The main character, Grusha, the eternal pilgrim, makes a moral choice that is repeatedly tested by hypocrisy and venality. Grusha's character carries the moral weight of the play and Lily Mazukiewicz bore the role ably. Her focus, movement and stillness and grace created a strong centre around which the other characters scheme and bluster.

Director Jason Golding, assisted by Stacy Kernaghan, made the drama more intimate by staging the play on a floor-level circle thrust from the proscenium stage. This suited the flow of actors, narrators and musicians, and changed the audience's perspective, peering down on the actors' comings and goings and struggles with morality and mortality.

Isaac Dugdale energetically and poetically highlighted the struggle in his portrayal of Azdak, the smalltime schemer who, by a whim, was pardoned from execution and appointed as the kingdom's judge.

Brecht made his moral tale more palatable through humour. Kate Goodman as both a schemer and mother-in-law from hell showed fine comic timing and an expressive face as she auctioned off her 'dying' son, played by Will Murphy, whose character, when revived, proved to be just as vile and funny as his stage mother. Patrick Hassall put the buff in buffoon in his broad, loud and salacious depiction of the Corporal.

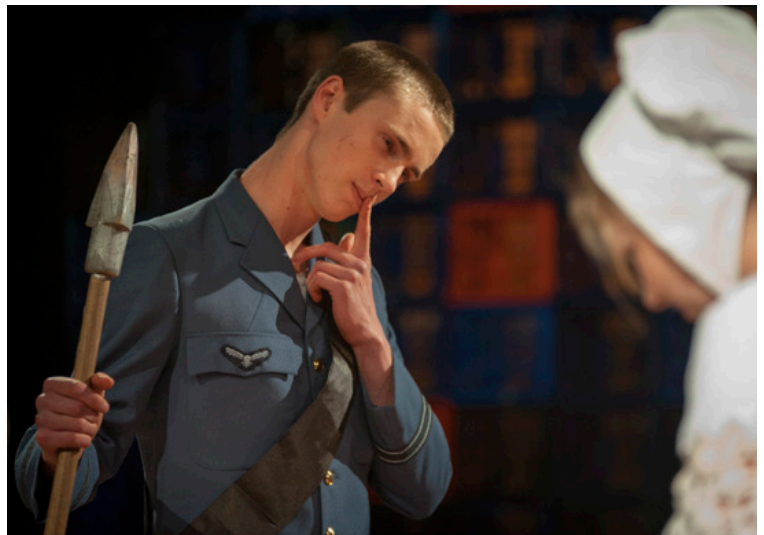
Music and multimedia were inventively used to help the audience reflect on the play's personal and social messages. Tash Anderson's original song, 'Anonymous' and Seneli Kommala and Katie Grubb's singing Ed Sheeran's 'Small Bump' meditated on the character's emotions. Dougal Mordike's multimedia presentations reflected the social issues addressed by the play.



Mr Nick Akhurst's Technical Theatre class designed the sets, lights, properties, costumes and sound, assisted and supported by Tech Crew Captains Sorrell Fuller and Ken Loh, and by Mr Dylan Mordike.

And finally, the production featured Junior School student Sterling Notley, who was awarded two sustained 'Aaawws' from the audience in his performance as Michael. Motherhood, poetry, buffoonery, music, comedy, justice and a good 'Aaaww' or two - what more could we ask from a play?

Mr Daniel Ferri
Drama Teacher





Junior Musical *Joseph & the Amazing Technicolor Dreamcoat*

This year the Junior School undertook the challenge of performing the musical *Joseph & the Amazing Technicolor Dreamcoat*, one of the favourite pieces in musical theatre, especially for a younger cast. It tells the familiar story of an isolated dreamer who doesn't know how to manage his rare gift of insight into the dream world of others. Despite his charming character and his 'winning style', his brothers resent the fact that he is the favourite child and this envy sets up the whole story. Joseph's adventures take him into slavery and then into high office, before a false accusation leaves him in despair wondering why he is so alone. Of course, his powers of insight are put to good use even while in prison, and miraculously he finds himself in the court of the Pharaoh to solve a potentially catastrophic problem for Egypt. Finally, his brothers come to Egypt to seek help, due to the terrible famine, and are amazed to be reconciled with Joseph, who shows that love is deeper than revenge!

Our version welcomed a large cast of singers, dancers and actors. Ninety-eight students were involved in the musical, with the extra 29 'Warblers' (junior choristers) helping at the end.

Everyone had a place. I was so very proud of our students as they rose to the occasion very well. With a daytime preview and three evening shows that were filled to capacity, audience members smiled, clapped and sang along with an incredibly excited cast. I am very grateful to every single student for remembering all they had to do and for being so positive when we were learning every step and each song! It was a joy to hear the children singing such memorable tunes with so much energy. *Joseph* was a wonderful experience for everyone involved.

Staff: Phillip Heath (Director), Michelle Xerri, Tracey Markovic, Nicole Jaggars, Bruce Ferrington, Amy Kelly, Anne Allen, Ellie Price, Jen Hillman, Astrid Herbert, Peter McDonald, Helen Blanch.

Accompanist: Marjorie Lindenmayer

Ms Tracey Markovic
Junior School Teacher



Radford College Junior School Production 2013
Presents

Joseph

And The AMAZING Technicolor DREAMS

Lyrics by Tim Rice
Music by Andrew Lloyd Webber

SHOW DATES

Evening performances:
Wednesday October 23rd @ 6.30pm
Thursday October 24th @ 6.30pm
Friday October 25th @ 6.30pm

Preview Performance:
Tuesday October 22nd @ 12.00pm

TICKET PRICES:

\$5 child
\$10 adult
\$20 family
(2 adults & 2 children)

Tickets available from
<http://www.bvbookings.com/OPDF>

TM& © 1991 The Really Useful Group Limited
By arrangement with ORIGIN™ Theatrical on behalf of The Really Useful Group Limited
Artwork by: Joshua Pollard (Tr. 3), Simon Thai (Tr. 5), Kate Shorro (Tr. 5) & Georgia Waddell-Wood (Tr. 5)





Y6 PYP Exhibition 2013

The Junior School Exhibition is the culmination of the International Baccalaureate's Primary Years Programme (PYP). The unit is undertaken towards the end of Year 6 and provides students with the opportunity to conduct a real life inquiry into an issue of personal significance. Throughout the Exhibition process, students demonstrate their understanding of the five essential elements of the programme – *conceptual understandings, knowledge, approaches to learning (skills), attitudes and action*. This year's Exhibition fell under the Transdisciplinary Theme of *Where we are in place and time*.

The Exhibition process

At the beginning of Exhibition 2013, students were first asked to consider various provocations related to the Transdisciplinary Theme. Some of these provocations stemmed from class discussions earlier in the year, while others were prompted by their teachers. Students then identified a significant personal issue and collaborated in small groups to create their own central ideas, lines of inquiries and concept questions. Each group was assigned a flexible workspace in

their classrooms to display and record their research and thinking throughout the unit, making their learning visible to others at all times. With the support of their teachers, mentors, parents and guest speakers from the wider community, groups were guided throughout the inquiry process in order to develop deep, conceptual understandings of their chosen issues. At the end of the process, students presented their findings to the wider community.

Lifelong learners

Throughout Exhibition, students actively modelled and applied the required skills (approaches to learning) to support their inquiries and become lifelong learners. Research and thinking skills were critical to the development of new ideas, with students being challenged to extend their conceptual understandings and 'go deeper'. Communication skills underpinned the way in which they accessed and communicated their understandings to others, while social and self-management skills were crucial in groups working together and meeting regular targets.



Transdisciplinary learning was evident throughout the entire process, as students used a variety of disciplines and skills to conduct their inquiries. Students applied their English and mathematical knowledge to analyse and present data related to their chosen issues. They accessed various levels of ICT to research, manage and present their findings, and were also challenged to respond to their chosen issues using various elements of the Arts and science.

Exhibition presentations

The breadth of this year's inquiries was truly inspiring. Students identified many issues that challenged not only themselves, but also those who shared in their learning throughout the Exhibition process. Groups inquired into everything from families and the rights of girls and women to modern communication tools and transportation.

As our Year 6 students begin their journey into Year 7, the experiences they have gained in the Junior School, including that of Exhibition, have provided them with the necessary skills to ensure a smooth transition into secondary school.

Mr David Gocentas
PYP Coordinator, Y3-Y6





Junior School Family Bushwalks

Children thrive through strong connections with their environment because of the positive effect that nature has on all human beings...they use their whole body to gather information that includes movement in the senses.

Claire Warden Nurture through Nature

It was this belief, and our shared passion for being in the outdoors that led us to begin organizing the Junior School Family Bushwalks. In 2012, short local outings were planned to gauge the interest within our Radford community. Our first walks, on Black Mountain, offered sumptuous afternoon teas to entice participation, and to our delight, many families attended, with up to 45 children, adults and extended family from across the Junior School.

A parent commented: 'these beautiful places are within minutes of our home and we didn't know they even existed.' Other parents mentioned that they had been keen to share their love of bushwalking with their children but needed the incentive of an 'organized activity.'

It became apparent that the bushwalking experience offered a unique opportunity to add to the existing sense of community in the Junior School, offering new friendships to be formed between parents, children and families. It also provided opportunities for Radford families to enjoy some of what Canberra and its surrounds has to offer in the safety of a supported environment.

In 2013, regular events were planned to include a variety of locations and experiences including:

- » dinner and spotlighting on Black Mountain
- » a bush stroll to the Labyrinth on Mt Ainslie
- » a steep climb on Mt Majura



- » sketching and sunset on Mt Painter
- » a bus trip to Gibraltar Falls, and
- » a camp-out at Honeysuckle Creek.

Dinner served overlooking the evening ‘fairy lights’ of Canberra city provided the backdrop for our spotlighting walk on Black Mountain in April. Children experienced the ‘myriad of different colours, light, shadow and movement’ (Claire Warden) as they wandered along the bush track with torches and large spotlighting beams to attract the attention of unsuspecting ringtail possums, native birds and spiders.

The bus trip to Namadgi provided unexpected wonders: stone hopping in a running stream, the noise and height of a waterfall, balancing on a tree trunk over a pond listening to the sounds of frog calls...

Honeysuckle campout was a highlight and culmination of our family bushwalks.

One of the parents commented:

It really made my heart happy to see the kids all have such a wonderful time, especially as there was not a TV, game system or computer in sight! Cooking marshmallows and damper around the campfire, playing cricket and soccer with the native kangaroos as an audience, bushwalks magically followed by meals I did not prepare...

It brought together everything that the family bushwalks have aimed for: authentic community engagement, opportunities for children to explore and take risks in a safe environment and the provision of experiences that support and encourage a close connection with nature.

Ms Rachelle Hayward
Junior School HPE Wellbeing Teacher Y1-Y3

Ms Brenda Lander
Junior School Music Specialist P-Y2



RADFORD COLLEGE

College Street Bruce ACT 2617

T 02 6162 6200

F 02 6162 6263

www.radford.act.edu.au