



Radford Report 2014

Volume 29, No.1



Contents

FOREWORD

From the Chairman	3
-------------------	---

NEW BEGINNINGS

From the Principal	4
New Staff	6
College Captains	7
Student Leaders	8

SUB-SCHOOL REPORTS

Senior School	10
Technology in the Senior School	11
Class of 2013	12
High School	14
Middle Years	15
Junior School	16
Reading Challenges	17

INTERNATIONAL

Japan Trip 2014	18
Round Square	19

PERFORMING ARTS

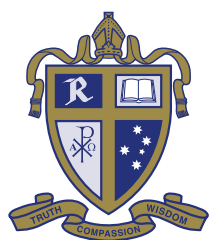
Foundation Day Concert	20
<i>Hating Alison Ashley</i>	22

COMMUNITY

Art Show @ Radford	24
Collegians Association	26

SUMMER SPORTS REVIEW

Summer Sports Review	28
----------------------	----



RADFORD COLLEGE

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

THE RADFORD REPORT
Volume 29, No 1—2014

Editor: Miss Celia Lindsay

Cover: Mr Southwell (Gruffalo) Mr Black (Mouse), Ms Stanton (Owl), Ms Markovic (Snake), and Mr Craddock (Fox), characters from *The Gruffalo* by Julia Donaldson (author) and Axel Scheffler (illustrator).

See **Reading Challenges** story p. 17.

Principal photographers: Ms Jonquil Mackey, Mrs Alan Lee, Mr George Huitker, Ms Jen Hillman.

Design and Publication Management: QOTE! Canberra

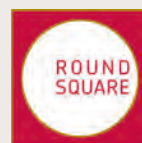
The Radford College community acknowledges the traditional owners of this land, and pays its respects to Elders past and present.

Some diary dates for Term 3

Please confirm dates and details in the College calendar.

Term 3

21 July	Term 3 begins
24-26 July	Year 12 Revue
29 July	Y11 2015 Information Session
1-4 August	Dirrum Dirrum Conference
3 August	Ensembles Workshop/Concert
10 August	Choral Workshop/Concert
14 August	Moderation Day
23 August	Evening of Fine Music
26 August	Rugby Presentation
28 August	Secondary School Athletics Carnival
9-10 September	Performing Arts Night
12 September	Radford Celebrates Music
16 Sept	Netball Presentation
17-19 Sept	Dance Festival
20 Sept	Collegians' Reunion Weekend
26 September	Term 3 ends



From the Chairman

Mr Ian Morison

The appointment of the principal is regarded as the most important job of the College Board.



The appointment of the principal is regarded as the most important job of the College Board.

The principal is the chief executive, responsible for the entire operations of the College. For Radford, that is educating over 1,600 students from 1,100 families, and the careers of 350 valued staff, all undertaken from 19 hectares of land and buildings on our campus in Bruce. The role involves management and administration skills, but also strategic thinking, as we must always be preparing for the challenges of the future.

Early last year, our fifth principal, Phillip Heath, announced he would leave at the end of 2013 to become Principal of Barker College Sydney. Phillip was an outstanding leader and visionary, but we understood his desire to return to Sydney, including for family reasons.

So the Board swung into action. We resolved to undertake a rigorous and thorough selection process to find the right replacement. We engaged an expert recruitment firm and advertised widely.

We received a large number of inquiries and applications from candidates who were local, national and international. The depth of interest was testament to the standing of Radford in the education community.

There were many outstanding applications. We sifted and sorted, we visited schools, we tested referee reports, and also looked to our 'gut instinct'. Ultimately, we came down to our number one choice, in June last year.

We made an offer to Mrs Fiona Godfrey to be our sixth principal, and were thrilled when she accepted. It was all the more exciting for us as, in Radford's thirtieth year, we would have our first female principal.

Mrs Godfrey started on 1 February this year and has 'hit the ground running' as the saying goes. Her initial thoughts were she needed to get to know everyone and everything about Radford. That is well underway.

Now she is embarking on strategic thinking with the Board. Yes, Radford is already a top Australian school, but it will only stay that way if it is forever looking ahead in education. Lots of good ideas will be tested in the coming months and years before we embark on any of them. The Board is delighted to have Mrs Godfrey as our leader for all these tasks.

I am sure you will all enjoy meeting with her and hearing from her over the coming months.

From the Principal

Mrs Fiona Godfrey

I have found the students here at Radford to be delightfully genuine, natural, honest and sincere.



New Beginnings

Welcome to the first edition of the *Radford Report* for 2014. In this issue you will get a taste of some of the 'new beginnings' this year, gain a better understanding of the strategic direction of each of the sub-schools from their respective Heads, learn about some of our international connections and the work of our community groups, and read about the successes of our co-curricular program on both the sporting field and the stage. There is always so much happening here at Radford that it is difficult to know what to cover and what to leave out!

The first semester at Radford College has certainly heralded 'new beginnings' for me. I had to move interstate (albeit back to where I was previously), to re-familiarise myself with the ACT system of education, to get to know the workings of a new school, and most importantly, to try to get to know as many staff, students and parents as possible.

On a number of occasions recently, students have asked me a handful of similar questions, in an attempt to get to know me and explore where the College may head under my leadership. The first question they tend to ask is, 'How is Radford College different from the other schools where you have worked?' That question has been easy to answer: the students of Radford College are the differentiator. Almost without exception, and regardless of age or gender, I have found the students here at Radford to be delightfully genuine, natural, honest and sincere. There is an excellent work ethic amongst the student body and most importantly, they value the opportunities that a good education can provide. When you have such a wonderful group of students, it makes running the College so rewarding. My challenge will be not to lose that culture and to attempt to build on what has already been developed.

The next question I am often asked is, 'What are your goals or hopes for Radford in the coming years?' I try to answer this question in two sections: what I hope to achieve in the near future, and where I hope to take Radford College in the longer term. My initial aim has been to understand the workings of the College, to familiarise myself with processes and programs, and to meet as many people as possible. Over the first two terms, I have been meeting one-on-one with as many staff as possible, from both the teaching and support staff cohorts. This is no mean feat, given we have over 350 staff. I have been asking them to tell me what are the elements of the College that they believe should never change and, more importantly, what are the issues we need to address. While they have identified a number of areas to work on, they have been universally affirmative about Radford College – about the students they teach, their colleagues, the grounds and facilities, the consistently outstanding results, the excellent co-curricular program, and especially the extensive service learning opportunities for students.

The longer term future of Radford College is much harder to predict, given the organic nature of schools and education in general. We know that we need to be innovative in our thinking, proactive in our decisions and responsive in our choices. It is clear that technology is the number one influence over the changing nature of education, and we need to make sure that the judgments we make are considered, not made just for the sake of incorporating technology.

While my first priority this year has been to familiarise myself with the College, it was apparent even before I began my tenure that the school was well and truly ready to move into the next phase of its integration of technology into the teaching



and learning program. In late May, the College publicized that it would be rolling out a 1-to-1 ICT Program over the 2015 and 2016 academic years. This program, which will eventually see all students from Year 4 to Year 12 with their own device, in conjunction with the commencement of Radford Online (Radford's new Intranet and Learning Management System), will transform the way teachers teach and the way our students learn. I believe this is a very exciting development for Radford students and the community as a whole.

Other matters for the longer term include the possibility of alternative curriculum options in the Senior School, the development of a thorough communications plan, a review of languages other than English, implementing recommendations of the recent Pastoral Care Review, reinforcement of the sports program and a strengthening of the House system. As we head toward the development of our new Strategic Plan in mid-2015, the priorities and goals for the College will become clearer and more defined. In the meantime, I warmly welcome the views of our community members on Radford's future direction.

Commissioning of the Principal

Following an earlier whole school assembly, the formal Commissioning of the Principal by Bishop Stuart Robinson took place on Wednesday 19 February, in the Radford Chapel. Mrs Godfrey's husband Dennis and daughter Nicola travelled from South Australia to be present for the occasion. Representatives of the Board, staff (present and former), students, parents, and Collegians attended, as well as principals from other Canberra Schools.



Top to bottom, left to right:
Fiona Godfrey with Bishop Stuart Robinson; Father Richard Browning; Fiona Godfrey with Susanna Pain, rector of Holy Covenant Jamison; Bishop Stuart Robinson with Rev. Nikolai Blaskow; Nicola, Fiona and Dennis Godfrey.

New Staff

Mrs Louise Wallace-Richards **Acting Head of Learning and** **Teaching Semester 1**



Senior Staff

Mrs Fiona Godfrey *BSc, DipEd, MEdMan, GAICD* **Principal**

Immediately prior to her appointment at Radford, Fiona Godfrey was principal of St Peter's Collegiate Girls' School in Adelaide for six years. Mrs Godfrey has enjoyed a distinguished career in a range of schools. In 1989 she was appointed the first female Head of Science at St Kevin's College, a large and successful boys' school in Melbourne. From 1998-2002, she was Head of House at Westbourne Grammar School, a co-educational school, also in Melbourne. She served in two schools as Deputy Principal from 2003 to 2007, namely Fintona Girls' School and then Canberra Girls' Grammar School.

In addition to her qualifications in Education and Science, Mrs Godfrey is also a graduate of the Australian Institute of Company Directors. In 2011 she was named South Australian Business Woman of the Year - Community and Government sector. Mrs Godfrey is also President of Anglican Schools Australia.

Ms Amanda Andlee Poland *MVA, BEd Fine Arts, DipT* **Head of Art, Design and Technology**

Ms Poland was previously Manager of Learning Programs and Education at the National Portrait Gallery, and formerly Head of Art at the Wilderness School in Adelaide. She is an experienced Exhibition Manager and an exhibiting artist in solo and group exhibitions.

Teaching Staff

Secondary

Mr Nicholas Crisp, *BA(Hons), GradDipEd* - English
Mrs Alison Steven, *BA, BEc, BTeach* - Geography
Mr Graeme Hutton, *BEd(Hons), JD* - Graphics/Engineering
Ms Vivienne Sheridan, *BEd* - Mathematics

Junior School

Miss Jessica Bowers, *BEd* - Year 4
Ms Jenna Goggin, *BEd* - Year 5
Ms Jacinda Vaughan, *BA, PostGradDipTeach* - PreKindergarten
Mr Jonathon Craddock, *BA, DipEd* - Year 3

Support Staff

Ms Georgina Clementz, *BA(Hons), DipEd, Dip Book Editing & Publishing* -
Literacy Assistant (Years 7-12)
Ms Angela Maher, *BEd* - Junior School Teacher Assistant
Mr David Nurmi - Facilities
Mr Dominic Cattoi - Facilities

Language Assistants

Mr Felix Godicheau - French
Ms Asuka Sakamoto - Japanese, Term 1
Ms Ying Shan Pan - Chinese, Semester I
Mr Yuhei Yoshida - Japanese

Returning Staff

Radford welcomed back the following teachers:
Mrs Bronwyn Potter - Junior School Music - Years 4-6
Mrs Pene Macdonald - Secondary Mathematics
Ms Jennifer Wright - Drama

College Captains

Marni Mount, Matthew Cohen

Cherish your privilege, embrace your responsibilities and love every minute of your time at Radford.



Aims for 2014

We are both equally humbled and honoured to have been granted the positions we now hold, and along with our excitement about being College Captains this year, we are highly conscious of our responsibility to the Radford community.

We are keenly aware of the incredible privilege we have been afforded in attending this school, one which places such a high value on not only its academic program, but also its service opportunities and co-curricular involvement. Adding to this privilege, we now have an opportunity to give something more of ourselves to the school we admire so much.

Given the outstanding reputation of Radford - to which we can attest - the underlying aim of our year as captains is to uphold the College ethos: the foundations that have been laid by Collegians and previous captains alike. However, it is surprisingly difficult to identify, outside our personal goals, clear-cut aims for our contribution to the College, because this involves change, and at a school like Radford, aspects that need changing are very hard to find.

As captains of one of Canberra's best educational institutions, we aspire to leave behind a legacy - to make a change that is uniquely ours. We have to appreciate, however, that we are but a small part of a greater legacy, and that the actions and opportunities that we do or do not take, form a part of Radford's history. It would be folly to underestimate this influence, and, knowing this, we seek to support and promote the best aspects of the College by being the best of ourselves.

We aim to be leaders students can relate to. With this in mind, one way to have an ongoing effect on the school environment around us is to lead by example. We aim to make the most of the time and opportunities available to us, in order to instill an awareness of the great privilege we are afforded here, and to emphasise the value of participating wholly in all aspects of the College.

We also seek to ensure strong student advocacy in the actions of the broader College. We both value the extensive student leadership program available here and the opportunities for students to influence College decisions through things like RAS, and would like to make the best of our role in this area, with the incredible team of Captains, Prefects, and other student leaders around us.

Lastly, and certainly not least, we aim to *enjoy* this year. It's easy to get caught up in the 'nitty-gritties' and formalities of this job, when the reality is that the best years of our lives should be filled to the brim with enjoyment.

Students, if you are to learn anything from your captains: cherish your privilege, embrace your responsibilities and love every minute of your time at Radford.

Student Leaders 2014

College Captains



Dougal Mordike (Vice-Captain), Marni Mount (Captain), Mrs Fiona Godfrey (Principal), Matthew Cohen (Captain), Sarah Trigge (Vice-Captain)

College Prefects

College Prefects			
Rowan Blake	James Graham	Lily Mazurkiewicz	Jessica Wallace
Liam Braithwaite	William Green	James McColl	Robert Wallace
James Carman	Patrick Hassall	Henry Miller	Shannon Webeck
Rachel Cooper	Amy Hatton	Anna Milligan	Mary Xu
Rachael Cox	Amelia Kennedy	Nikita Parkash	
Edward Davies	Rosemary Kirk	Laura Pham	
Thomas Earle	Willis Lo	Andrew Ray	

House Captains



Secondary School House Leaders 2014



Junior School House Leaders 2014

	Secondary School		Junior School	
Acacia	Cameron Hill	Jessica Lilley	Joshua Devine	Holly George
Banksia	Olympia Maselos	James Willett	Joseph Walker	Katherine Begley
Boronia	Julia Lonsdale	Alisdair Robertson	Spencer Burns	Nina Lindenmayer
Huon	Anthea Hoshovsky	Stefan Qin	Xander Doshi	Ashley Fernandez
Jarrah	Danusia Sipa Borgeaud	Mark Wilson	Dylan Fernando	Sophie Smart
Karri	Hannah McClusky	James McClelland	Finn Clarke	Isobel McDonald
Kurrajong	Emma Langworthy	Matthew Cohen	Henry Wallace	Lily Simpson
Wandoo	Akansha Sharma	Charles Ellingham	Mitchell Foster	Zarah Jagers

Senior School

Mr Allan Shaw Head of Senior School

The Senior School building provides a superb learning environment for young adults.



Senior students in Years 11 and 12 at Radford College like to see themselves as successful and are usually prepared to work hard to gain that success. Academic success is allied with all manner of co-curricular activities, leadership, service, human relationships and friendship as worthy of success. It is 'cool' to do well!

The two years of senior secondary education are a transition from teenage years into young adulthood. Most students have turned 18 as they depart the College and so are technically and legally adult. Neuroscience tells us, however, that the 18-year-old brain is yet to complete its development, and thus the experiences of these two years are an important formative influence on this development.

The Senior School building provides a superb learning environment, for young adults both inside and out in the senior quadrangle. The classroom spaces are 'state of the art', loaded with varying technologies to assist teaching and learning. Staff and students enjoy taking advantage of these resources to promote quality learning.

The Learning Commons areas have wonderful views out to the north and west, looking past the Robert Foster's sculpture of the earth, called *Blue Mantle*. This anodized aluminum globe activates the void in the building to great effect, as a constant reminder to the students of the fragility of the earth, how small it seems to be in the much larger space, and of the stewardship required of us all.

At Radford College we reflect upon and adjust our Year 11 and Year 12 pedagogies and learning structures to prepare our students best for the next phase of their lives as young adults, usually involving tertiary study. To assist in this development, we place considerable significance on the advice gained from parents and students on the key attributes Year 12 students should exhibit upon graduation from the College.

The list of key student attributes gathered from parents and students over 2012 and 2013 are:

- » Confident » Compassionate » Hardworking
- » Motivated » Balanced » Independent
- » Resilient » Organised » Responsible
- » Community-minded.

In response to this list, we have designed and commenced a system of 'flex' study periods. The system focuses on the skills of time management, organisation and independence for students. At the same time we are cognisant that development of an 18-year-old brain is not complete, and students require the proximity of adult assistance.

Flex study periods include what were commonly known as 'free periods' plus one additional period from each subject a student studies, allowing for the availability of teachers at all times in the Learning Commons. Students have some designated work to complete in a timely fashion during flex study periods, but can plan their workloads according to their individual needs, giving consideration to when peers are available for assistance if required. The spaces and the style of use of teacher resources make a significant contribution to preparation for life after school, especially university study.

Relationships between students and teacher are beginning to deepen and gain adult sophistication through the provision of teachers as tutors to assist students with their study. The role of tutor in the Learning Commons is slightly different from that of a teacher and is appreciated by students. The new Senior School building and the implementation of 'flex' study periods have been a complementary success.

Into this sophisticated academic mix is added high-quality opportunities in a wide range of other aspects of life such as community service, leadership, sport, the visual and performing arts, mentoring, and coaching. These experiences should not be underestimated. They are crucially important.

Movement from Year 10 through the Senior School to life beyond school is a period of significant change and development socially, emotionally, intellectually, legally, physically and spiritually. The community at Radford College is attuned to these changes and students are almost invariably successful.



Technology in the Senior School

The new Senior School building was designed and constructed to include state-of-the-art technology for learning and teaching. The introduction of new technology required significant focus on professional development for technical and teaching staff. The professional development days held in July 2013, prior to the official opening, involved sessions for teachers conducted by professional learning group, ELH.

While the nine-screen 'wonderwall' in the Lecture Theatre is the perhaps the most visually obvious element of the technology, there are many other features in the classrooms, and for student use in their independent learning, including seamless wireless.

Some of the many practical applications of this technology are:

- » Teachers and students can participate in video-conferencing – for example, Year 10 students recently participated in a video conference link with Questacon and Miraihan (Japan's National Museum of Emerging Science and Innovation) as a Questacon virtual excursion.
- » Document camera technology allows quick and easy projection of non-electronic texts to the entire class, providing greater flexibility and immediacy in analysing texts.
- » Touch-screen technology assists teachers and students when making presentations. Presenters can move around the room and not interrupt presentations to return to a computer to change displays.
- » Recording technology is used to capture class discussion, to be saved for later use in revising.
- » Digital screens can be used as a 'whiteboard' and simultaneously record and save material to Radford Online for everyone to access.
- » The technology allows film study classes to quickly and seamlessly jump from audio analysis, to film footage, to captured images, to written questions, while studying a scene from film.
- » The access to a fast and reliable network has proved really useful in sharing video clips, presentations and accessing longer programs on ClickView or YouTube.



Class of 2013 – academic achievement

Ms Suzanne van Strien
Director of Studies - Senior School

The College congratulates the Class of 2013 on its academic achievement. The cohort comprised 174 students (87 boys and 87 girls), 100% of whom were awarded a Year 12 certificate, compared with an ACT systemic figure of 65.5% of students.

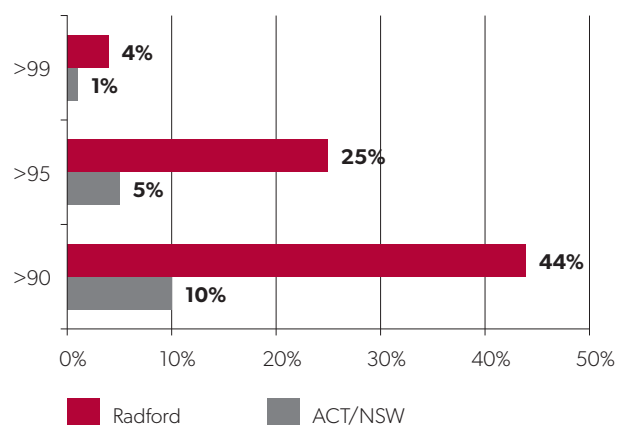
Year 12 certificate awarded

2013 Cohort	Boys	Girls
Radford	100%	100%
Non-Government Students ACT	72.3%	91.9%
Government Students ACT	52.1%	56.7%

**Data source: BSSS Year 12 Certification Study 2013*

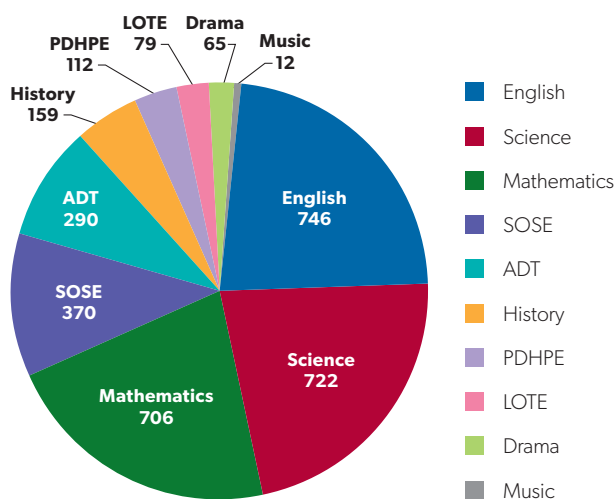
ATARs >90

Of the Radford cohort, 163 students (93.7%) received an Australian Tertiary Admission Rank (ATAR), with a median ATAR score of 87.40. The table below shows the ATAR performance of Radford students against the NSW/ACT performance for ATAR score bands >99, >95 and >90.



Tertiary Units studied by the 2013 Graduating Cohort

Radford students studied a total of 3673 units, comprising 404 Accredited (A) units and 3269 Tertiary (T) units.



Individual achievements

The following students achieved an ATAR over 99. Full details of their academic, co-curricular and service-learning achievements may be found in the Valette section of *Radfordian* 2013.



JA Mackinnon Dux of 2013

Jo-Wai Douglas Wang

Course: Bachelor of Philosophy (Honours)

University: ANU

Prefect; 2013 subject prizes Chemistry (T), Mathematics Specialist (T) Canberra Maths Association Medal, Physics (T).



Daniel Ergas

Course: Bachelor of Arts
University: Sydney

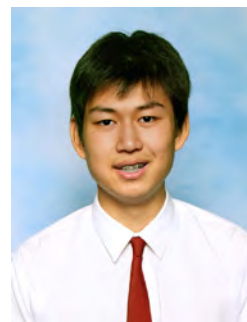
College Captain; Prefect; BSSS Award
Community Services; 2013 subject prizes
Duesbury Nexia Award Economics,
History (T).



Nathaniel Jende

**Course: Bachelor of Politics and
Economics/Juris Doctor**
University: ANU

Debating Captain



James Li

Course details not provided.

Ensembles Captain



George Liao

Course: Bachelor Dental Science
University: Queensland

Boronia House Captain



James Crowley

**Course: Bachelor of Philosophy
(Honours)**
University: ANU



Emma Roff

**Course: Bachelor of Arts/
Bachelor of Laws (2015)**
University: ANU

Prefect; Snedden Hall Gallop Law
Scholarship; 2013 subject prizes
Legal Studies (T), Mathematics Applications (T).

High School

Mr Peter Dodd Head of High School

Foundational to the High School experience is the intent to create a holistic, educational, age-specific program.



The Year 9 and Year 10 High School is designed to provide a unique experience as part of a student's overall journey through the College. Drawing upon the Radford Learner Dispositions, *Think Connect Transform*, the High School aims to engage students while developing their academic skills to the highest level possible. Foundational to the High School experience is the intent to create a holistic, educational, age-specific program. At Radford, Year 9 offers students deep experiential learning under several overarching themes, while Year 10 focuses on academic preparation, leadership, community and service.

Year 9 Overview

Year 9 is a time for experiential learning – providing rigorous learning experiences that link academic, pastoral, spiritual and social themes. Students study a strong core curriculum. They then choose three elective subjects that will allow them to experience a range of learning and thinking styles. In addition, overarching experiences are used to provide a unifying perspective. Examples of these experiences are listed below. Some are integrated into existing courses, while others stand alone.

Theme 1: Empathy

Worn Soles is an experience designed to develop an understanding of the issues surrounding refugees. It considers what it is like to be a refugee and what it means to be a member of an International Community. It links to all academic subjects, incorporates guest speakers, invites participation in a Mock United Nations Assembly and provides many experiences to build empathy.

Theme 2: Compassion

From empathy comes compassion. Building upon the experiences of *Worn Soles*, an understanding of diversity is developed, especially through the Religious and Values Education (RaVE) program. Students work with people in the ACT who are disadvantaged or have a disability.

Theme 3: Service

In Semester II of Year 9, students build towards the Year 10 focus of service to others. The Year 9 Camp is an ideal setting to help students see beyond self and look towards others.

Theme 4: Adventure

In Semester I the overnight refugee experience that is a part of *Worn Soles* provides an adventure focus. The Year 9 Camp provides the central focus in Semester II.

Year 10 Overview

The academic aim of Year 10 is to prepare students for senior studies, as well as they can be prepared. Courses are specifically designed with this in mind, as students tailor their programs and begin to consider their future aspirations. A strong core curriculum continues, and students study two elective subjects, both in greater depth than was possible in Year 9.

The major pastoral focuses for Year 10 are service and leadership. Each Year 10 student is expected to undertake community service. There will be many opportunities for service within school time and an expectation that students will work outside of school time, within the ACT community. A special emphasis will be to work with those who have a disability or who are disadvantaged. In 2013, for the first time each Year 10 student formally presented a reflection of their service learning journey.

Opportunities are also provided for students to develop leadership skills. This is done within the co-curricular and Service Learning programs and by utilising the College House structure, working within the Junior School and providing specific, targeted leadership training.

Middle Years

Ms Claire Melloy Head of Middle Years



Every student, every opportunity.

Our Middle Years adage of 'every student, every opportunity' is a constant reminder to us of why we do what we do. This semester students have listened, written, calculated, camped, worked, played, danced, experimented, travelled, performed, reflected, respected, imagined, wondered and more.

Year 7

Year 7 is a critical year in building foundational skills and values. *Future Connections* is the vehicle for much of this. In Term 1, students focused on wellbeing, with the aim of building a culture of inclusivity and 'upstanding' as opposed to 'bystanding' behaviour. The Year 7 pastoral team, with the support and guidance of our Senior Psychologist Gayelene Clews and her team, have begun the *Owning Up* program as a part of the *Future Connections* line. This program aims to empower students to acknowledge and respond appropriately to inappropriate behaviour within the year group. The program incorporates leadership opportunities, with the appointment of *Owning Up* leaders.

In Term 2, students were introduced to the Radford learner profile, *Think Connect Transform*. This is central to all learning at Radford and forms the basis of the *Future Solving Framework* that helps students think about their thinking. Students focused on Asia and came away with more of an international perspective about issues in the region.

One student's reflection on *Future Connections*:

Solving problems is hard. Communication errors were the worst problem. However, we worked through the issues together. There are many things that I have learnt about myself which include how I work in a team, how fast I need to work to get things done on time and that you get a better understanding when you listen to everyone's point of view.

There were Year 7 enrolments from 44 different primary schools, and each student has approached their transition with enthusiasm, diligence and open-mindedness to the academic rigours and co-curricular activities presented to them. The dedication of our fantastic pastoral team, beginning with the tutors, has been an integral part of this success. The Year 7 camp was a rewarding but challenging opportunity for each tutor group to bond and get to know their tutor.

The Year 7-9 Drama Production *Hating Alison Ashley* provided another opportunity for our Middle Years students to become involved in the wider life of the College by acting, constructing the set, or assisting in a technical capacity.

Year 8

Tutor groups continue to be a primary vehicle for building culture in Year 8, as students built new relationships with their tutors, prefects and peers. Each tutor group runs a Year 8 assembly, giving students an avenue for leadership.

Other opportunities for Year 8 students include Round Square Exchanges which allow students to learn about other parts of Australia, other school systems and other routines. Students find these opportunities hugely valuable. Some 28 students are going to spend two weeks experiencing life at another Round Square school. For the first time ever we will be hosting Year 8 Exchange students from schools in Singapore and Thailand, as we continue to build authentic intercultural understanding.

Our Middle Years SRC hosted a 'Biggest Morning Tea', where guests were invited to 'raise a cup' to help support Cancer Research. Year 8 students are also engaging in activities to support the work of Anglicare's Winter Appeal. Each activity serves to not only provide leadership opportunity for our students, but also the opportunity to walk in another's shoes, to remind us just how incredibly lucky we are to be part of the bigger family that is Radford College.

Junior School

Mr Paul Southwell Head of Junior School

The main purpose of primary schooling is ensuring that all children learn, and that they gain a love of learning.



Junior Schools are not only providers of education, but also the first vehicle in which all our children experience social and intellectual life. This eight year phase of schooling at Radford College, PreK to Year 6, is directly matched to particular stages of development in the lives of our children, as we support and develop them from our Early Years Framework, as four-year-olds, to the early phase of middle schooling as twelve-year-olds.

They grow from their time in our ELC to our leadership year in Year 6. They begin to see themselves as a part of a wider community. This is also our most crucial period for skill development. Without success at this stage, students will often struggle throughout their school experience. The main purpose of primary schooling is ensuring that all children learn, and that they gain a love of learning.

During these years, children form a strong sense of self, establish independent relationships, gain resilience, enhance their sense of right and wrong and begin the process of understanding themselves, their strengths and weaknesses. Here in this PreK to Year 12 College, this happens safely and in measured steps.

To meet this purpose, we utilise an International Curriculum Framework (IB PYP), with an International Philosophy (Reggio) in our ELC. This not only incorporates our curriculum, but leads our common approach to personal and social development. Our staff and students are guided by a learner profile and attitudes, as we seek common attributes that we want our Year 6 students to display as they make the transition to Year 7.

Our framework allows us to retain the heart of primary schooling - English literacy (fundamental to virtually all other learning) and Mathematics - but also to include the excitement of inquiry in other domains, of learning knowledge across disciplines, problem solving, analysis, synthesis, communication, creativity, innovation, skills that cross all disciplines and are significant. Equipping our Junior School students to play a part in the world beyond school. Something that sets us apart.

In our Junior School I have surrounded myself with talent to provide us with leadership from within. All our teachers, both classroom and specialist, have a rich set of skills and capacities. They have a deep understanding of how children learn, and how they learn about learning. They have a depth of understanding of core curriculum. They combine careful attention to the stage of development of each individual student with high expectations and a concern to set high standards for all. They balance the need for explicit teaching of core concepts, skills and knowledge, with innovative ways of encouraging cooperative work, research, problem solving and student management of elements of their learning. They truly know and respect your sons and daughters.

In addition, we are extremely fortunate to be able to access excellent and properly trained specialist staff in Visual Arts, Music, Physical Education and Mandarin Chinese, something that is not common to most primary schools.

It is indeed our culture which sets us apart:

- » our widely shared sense of purpose and values
- » our focus upon continuous learning improvement
- » a real sense of responsibility for the learning of all our students
- » collaborative and collegial relationships between us – sharing ideas, problems and arguments
- » our enjoyment and ability to 'have a go' each day – to make mistakes
- » growing reflection, traditions and ceremonies
- » a strong vision.



Reading Challenges

I'm often asked 'Why reading challenges?' Our reading challenges allow us to welcome our students, and families, old and new, into our culture. We acknowledge early in our school year what we see as important: reading, family support, a sense of competition, challenge, self-management, following through, having a go, being a part of a team, and building relationships.

Initially challenges were based on the number of pages read, but this didn't allow for deeper engagement and differentiation. Over the past few years I have found that challenging students to read for a total prescribed amount of time is far better. Our boys and girls read at their level, share with parents and are focused upon reading for longer, rather than on the number of pages.

I first commenced these challenges at Toowoomba Grammar School, and then introduced them at Radford Junior School when it opened. The enthusiasm of the Radford readers to win the challenges has seen me on the roof dressed as a hippo eating cake, riding 'around Australia' on a treadmill bike, dressed in an 'All Black' jumper (a particular challenge for a former Wallaby), slimed, dunked, dressed as a clown/an egg, Mr Clickity Cane, and in 2014, walking from Radford to the National Library dressed as the Gruffalo, with friends! (see cover image.) To achieve this, our junior school students had to read for over a million minutes in less than 10 weeks...an amazing way to welcome our new families into our College.

Schools, Junior Schools in particular, should be happy places, places of respect and relationships, places where we can look back and remember all the good things about reading. Perhaps that's why I love being Head of Junior School here at Radford College.





Student Reflection: Callum McClusky Year 10

The first stop in our 18-day adventure was in Kure. We were eagerly waiting to meet our host family. There was a combination of nerves and excitement. Over the seven days in Kure we were able to experience new cultures and test our Japanese skills with our families. Experiences like going to Miyajima Island and going to school at KNCT helped us. During our time at the KNCT we were able to help Japanese students develop their English skills and they helped us develop our Japanese skills.

At the end of the tour, in Tokyo, we realized we had had 18 days of adventure and new experiences, and of making new friends, which had suddenly come to an end. No one wanted to leave, but our time in Japan was over.

Japan Trip 2014

Ms Dianne Fitzpatrick
Head of LOTE

The Japan trip this year was special for two reasons: firstly, all the Year 10 students studying Japanese were able to go, and secondly, we started a new 'Sister School' relationship with Kure National College of Technology (KNCT). The hospitality extended to us by KNCT was wonderful. We were able to attend English classes at the school, used a laser-cutter machine to make models, made our own 3D name stamps and attended *kendo* and *sado* (tea making ceremony) after school, during Club Activities. The homestay families were so kind and by the end of the time, everybody wished they had a Japanese mother to make them *obento* (Japanese lunch box) everyday! It was so exciting to see the students embrace learning a language in a real life setting.

In addition to our marvellous time in Kure, there were many other special experiences during our tour of Japan. We visited the Miyajima Island and the Atomic War Museum in Hiroshima. We travelled to Kyoto and Nara, immersing ourselves in history through temples and castles. We had an audience with two *maiko* (trainee *geisha*).

In contrast to the city life of Tokyo, we experienced country life in Takayama. There we ate local produce and were treated to making *mochi* (rice cakes), *soba* (Japanese noodles) homemade Japanese style pizzas. We planted potatoes and caught fish in the local river with our bare hands. Our hosts in the *Minshuku* were a lovely '70+ Grandma and Grandad', whose care and cooking were outstanding. I was encouraged to see so many of the students try a wide variety of foods while we staying in the *minshuku*.

By the end of the trip, in Tokyo, we definitely were engrossed in the magic and lure of all things Japanese (*kawaii*). The students' new friends in Japan, through social media, have become part of their everyday communication. Thanks to Ms Sharp and Mr Haynes for their tireless efforts in helping in all aspects of the tour.



Round Square

Ms Beth Girvan
Round Square Coordinator

The annual Round Square meeting for Heads of Schools and representatives was held in Singapore at the awe-inspiring United World College of SE Asia (UWCEA). This provided our new Principal, Fiona Godfrey, an introduction to the direction of Round Square in the Australasian Region for 2014.

Negotiations began at this meeting for Radford's very first international Year 8 exchanges. Students in Year 8 have been placed for exchanges at schools across Australia and Tasmania, and discussions are continuing with The Regent's School in Bangkok. We hope that exchange placements will be found for all 25 Year 8 students who have applied.

Five very lucky Year 10 students will participate in the Australasian Service project to be held in Namuamua, Viti Levu, a mountainous jungle island in Fiji. The project will commence in the September/October vacation period, and serve to assist with further rebuilding/regeneration from the past cyclone.

Mr Glenn Demery accompanied a group of five students to New Zealand for the Junior Round Square Conference, held at The Kings College in Auckland. The five student delegates enjoyed themselves and made some very good friends from Australia and beyond. They participated in a preconference tour which saw them visit the Waitomo Glowworm caves, Rotorua and Hobbitown. The delegates participated in workshops on leadership, volunteering, the environment, and on how to make change happen. Activities included working at a local school by removing weeds from the adjacent creek system, knitting 'Suzie squares' to make blankets for newborn babies of underprivileged mothers, practical leadership experiences, and a water adventure day where delegates were encouraged to get out of their comfort zone and try something new. During the week it was very pleasing to see all the delegates improve in confidence and take on leadership roles in their groups.

Radford will send a delegation to the International conference at Sanskaar Valley School in Bhopal, India, during the October vacation period. It will be their first trip to India for each of the delegates – an exciting experience to share with the Round Square family.



During the last week of October, Radford will host the Australasian Young Round Square Conference. Delegates will be accommodated at the Birrigai residential outdoor and environmental education centre at Tidbinbilla, where they will engage in leadership activities. This conference further helps to establish Radford as a Round Square school, and serves also to provide leadership opportunities, particularly for our younger students.

The 2014 Senior Conference will be held at the CheongShim (sic) International Academy in Seoul, Korea, during the Australian Christmas vacation period. The Radford delegation will be announced shortly.

Apart from providing opportunities for our students, Round Square International service projects also provide opportunities for staff. Ms Victoria D'Alton travelled to South Africa in July to assist with a service project in the township community of Kabokweni, near White River, Mpumalanga. The project is building a much-needed classroom for the Lwaleng School, which currently has to teach two classes under the shade of a tree, as classroom space is inadequate. I am confident that Ms D'Alton will gain much from the experience and become an ambassador for involvement in all that Round Square offers the entire College community.



Foundation Day Concert

Miss Celia Lindsay
Community Relations Manager

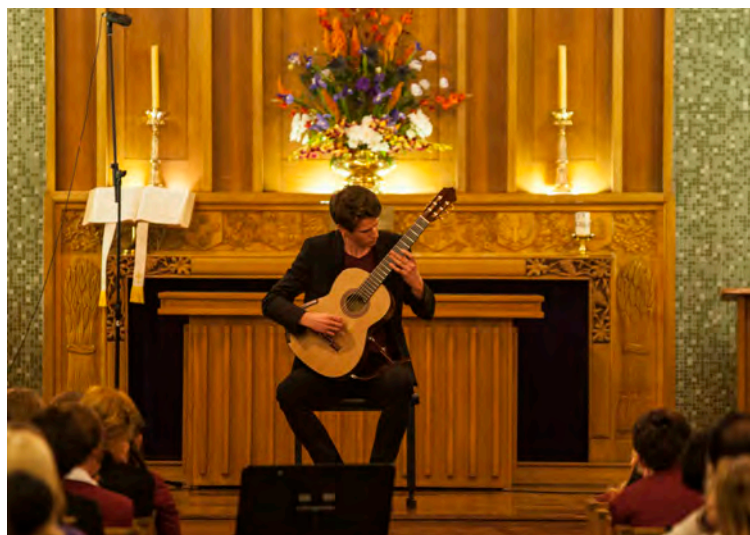
The Foundation Day Concert is always a highlight of the outstanding music calendar at Radford. The 2014 concert had a special significance, as it was one of a number of events welcoming the new Principal, Mrs Fiona Godfrey.

This year's concert was titled *Joy and Sorrow*, and the program was chosen to present a set of musical contrasts between light and dark, warmth and cold, joy and sorrow. A number of the pieces presented are not often performed, but the scene was set for each work by the detailed and fascinating program notes specially prepared by Ben Nielsen for the event.

The concert opened with the Camerata Choir and Brass Ensemble performance of a selection from Purcell's 'Music for the Funeral of Queen Mary', and the solemnity of this was counterbalanced by the romance of the next work,

movements from Berthomieu's 'Suite Eolienne', which demonstrated the delightful choral qualities of the flute ensemble.

Ian Mallett and Andrew Ray presented a moving rendition of the Irish lament 'Has Sorrow Thy Young Days Shaded', which was followed by trio sonatas by Quantz and Loeillet, performed with distinction by the Ritornelli Ensemble. The Vocalettes and Choristers then closed the first half of the concert with 'Clouds', by Sobiech. The fine program notes set the sombre context for this contemporary piece, released as a YouTube video six months before Sobiech's death from cancer, at the age of just 18, and performed in Canberra by Radford College students in memory of Collegian Lachlan Smith (Class of 2005), who also died tragically young from a rare cancer.



The second half of the concert began with the world première performance by the Camerata Choir, Radford Chorale, Vocalettes and Choristers, of Daniel Brinsmead's 'Anthem for Wisdom'. Daniel is a talented local performer, composer, arranger and conductor, with a special interest in classical choral composition. This piece had been commissioned by the Music Department to celebrate Fiona Godfrey's appointment as Principal, and Mrs Godfrey was presented with a framed sheet from the score of the work to commemorate the first performance of this splendid work.

The Radford Chorale then transformed the mood from ceremonial to celebratory, with an energetic and fun-filled performance of 'Joyful, Joyful'. The music was written by Beethoven, but the piece was 'morphed' into modern popularity in the hip-hop style arrangement by Warren, as featured in the film *Sister Act 2*.

The only solo performance of the evening was by internationally acclaimed guitarist, Collegian Callum Henshaw

(Class of 2008). Callum graduated in 2013 from ANU School of Music with first class honours in guitar performance, having won first prize in the 2012 International Guitar Competition in Córdoba, Spain. Callum performed three movements from 'Collectici íntim' by Asencio. After this emotive work, the evening concluded with a performance by the Camerata Choir of the first movement of Rutter's 'Magnificat', a piece described by Ben Nielsen in his program notes as a 'colourful festival'.

As always, the Radford Music staff worked tirelessly with the students in preparation for this wonderful concert:

Conductors: Leanne McKean (Head of Music) and Joel Copeland (Head of Co-curricular Music)
 Accompanist/keyboards: Bronwyn Brown
 Brass Ensemble Director: Ben Marston
 Flute Ensemble Director: Kiri Solis
 Ritornelli Ensemble Director: Louise Butler.



Year 7-9 Drama *Hating Alison Ashley*

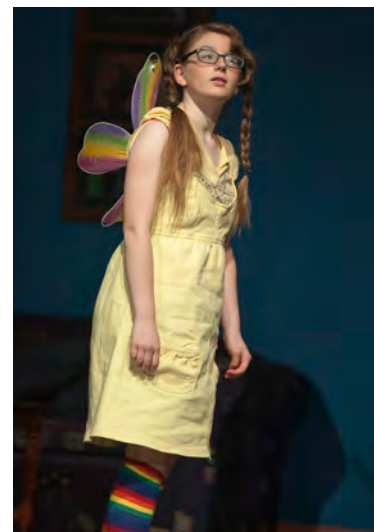
Ms Jennifer Wright – Director
Claudia Lyons and Adellene Fitzsimmons –
Drama Captains for Y7-Y9

The Y7-Y9 theatre production of Robin Klein's *Hating Alison Ashley* was directed by Jennifer Wright, with the awesome assistance of the Drama Captains for Years 7-9, Claudia Lyons and Adellene Fitzsimmons (both in Year 12).

Erica Yurken, played by Brianna Fitzsimmons (Year 9), is an aspiring want-to-be actress. She lives in Barringa East with her mum, played by Anastasia Onorato (Year 9), her mum's boyfriend Lennie, played by Hugh McDonald-Crowley (Year 9), and three siblings. Lucy Muller (Year 7) played the youngest sibling, a horse-mad girl named Jedda. Elise Jackson (Year 7) played the rebellious teenager Valjoy, who studies metal work at CIT. Erica's brother, and out-of-work guitarist, was played by Chester Beattie

(Year 7). Beautiful chemistry developed between Lennie and Mum as they were often dancing around the stage in movements choreographed by Dancefest Captain Dougal Mordike (Year 12).

Erica attends Barringa East High School and prides herself on being the smartest kid in the class. Her life becomes complicated as a new girl Alison Ashley, played by Sophie McGready (Year 9) arrives. Alison quickly proves to be smarter and prettier than Erica, seemingly having everything in her life that Erica wants. She fluently answers questions posed by Ms Belmont, played by Andrea Edmondson (Year 9). She impresses Ms Latimore with her originality. Clare Graham (Year 8) expertly adopted the character of Ms Latimore with flair and originality. Ethan Nyguen (Year 7) played the PE teacher Mr Kennard.

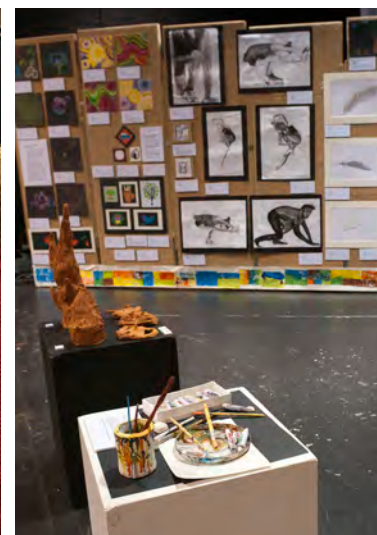


Erica's classmates are instantly impressed by Alison and develop a new respect for perfection. The two beauty queens, Wendy and Diane, played by Matisse Sipa Borgeaud and Philippa Conlon, strut their stuff on the catwalk, while Barry Hollis the school bully, played by Alex Brinsmead (Year 8), puts Oscar in a garbage bin. Oscar, played by Blake Reid (Year 8), is obsessed with Dr Who and all things Sci Fi. The last of Erica's classmates is 'Margeart'. Lara Holt (Year 8) creatively interpreted the character of Margeart by making her whimsical and quirky.

Eventually a friendship ensues, as Erica finds her true calling and realizes that a loving and caring family trumps material wealth.

The production went brilliantly and the students outdid themselves, and had an amazing time. They developed lasting friendships and built their theatrical skills. Everyone was incredibly proud of his or her achievements. The piece would not have been such a success without the help of the Tech Crew and the support of the families.





Art Show @ Radford

Miss Celia Lindsay **Community Relations Manager**

The Radford Art Show turned thirty in 2014 and continues to prove its popularity as a wonderful community and local event.

We were honoured to have Ms Harriet Elvin as guest of honour at the Gala Opening. Ms Elvin is CEO of the Cultural Facilities Corporation, which manages the ACT's premier cultural assets including the Canberra Theatre Centre and the Canberra Museum and Gallery, together with historic sites Lanyon, Calthorpe's House and Mugga-Mugga. In her engaging address, Ms Elvin spoke about the energising effect of experiencing art, whether visual art or performing art, and the importance of maintaining creativity throughout our lives. She provides an excellent model of this herself, since, despite the demands of her work, she finds time for performing music and writing for theatre.

The works on display were diverse in terms of media as well as subject matter, with oils, watercolour, charcoal, acrylic, photography and digital art, and also some encaustic art, an ancient technique that involves using heated beeswax to which coloured pigments are added. As well as visual art, there was pottery, glassware, ceramics, jewellery, woodwork and handmade clothing items such as felted hats and scarves.

Preparing the Art Show is a major undertaking which begins almost six months ahead of the event. There were 580 separate items for sale in this year's show, contributed by 133 artists. Administration involves artist liaison, cataloguing, labelling and hanging/displaying the works, obtaining sponsorship and promoting the event in the media, and a range of treasury duties for fees, commissions and sales. The catering for opening night and for the weekend café is also a major undertaking. The Art Show Committee, under the leadership of convenor Hannah Baudert, has a highly refined and effective project management system, as is necessary to run an event of this kind so successfully.



A highlight of the show over recent years has been the student art display, expertly curated by the ADT staff and Junior School specialist teachers, and displayed with the help of the ADT Art Assistant.

The Art Show involves a lot of behind-the-scenes work by other College staff also, particularly our fabulous Facilities staff, who transformed TB Millar Hall into an instant gallery for the weekend, and then turned it back into a hall by Monday. Many other staff assisted with tasks including printing of programs and catalogues, coordination of student volunteers for café tasks, music for the weekend café, Tech Crew help and provision of catering equipment. Even the talented Jazz Quartet M4, which performed on opening night, included two staff members, Alan Lee and Allan Pennicook, and on Sunday afternoon, I spotted one of the Board members hard at work assisting buyers with their purchases. It is truly a wonderful team effort, as well as making a significant contribution to the P&F funds which are donated to the College.





Collegians Association

Mrs Kate Potter
President

Blue Mantle – a special donation to the College

To celebrate the College's 30th anniversary, the Collegians Association donated a magnificent sculpture to the College to be part of the new Senior School precinct. Made by Canberra artist and craftsman, Robert Foster, and titled *Blue Mantle*, the sculpture has a 1.8 m diameter and comprises 180 pieces of painted anodised steel, gathered to form the shape of the earth. It hangs in the 10 m void above the Learning Commons in the new Senior School building. *Blue Mantle* aims to remind senior students of their obligation to tend and nurture our earth and to take their part in shaping the future.

Reunions

In September, the Association hosted a 10 and 20 year 'Welcome Back Day' at the College for the 1993 and 2003 graduating classes. As always, the event was well attended by many Collegians, happy to remember their time at the College and to see how much everything has changed. 'Welcome Back Day' was also the occasion of the annual Collegians v Radford First XI Soccer match, which eventually saw the Collegians achieve a narrow victory.

Support for College programs

As part of the Association's ongoing activities, there is a significant focus on community outreach. In 2013 the Association provided funding to assist with the School's involvement in the Gamilaraay service learning program and the teamSUPPORT initiative. The Association also continued to fund annual awards to current students at Awards Night, as well as providing Community Outreach Grants to assist some graduating students to undertake community service projects in Australia and overseas.

An 'all-Radford' wedding

On New Year's Eve 2013, Radford Chapel was the scene of the 'all-Radford' wedding of Scott Wrigley and Alex Avent (both Class of 2006). The bridal party included Louise Avent (Class of 2009) and Luke Wrigley (Class of 2005). Scott and Luke are the sons of Andrew Wrigley, AIS ACT Executive Director and former Radford teacher. The service was conducted by Chaplain Nikolai Blaskow and his wife Susanna Pain, Rector of Holy Covenant Church Jamison. Master of Ceremonies was Pat 'Crash' Craddock, also a former Radford teacher. (Photographs courtesy of Mel Hill Photography).



Other Collegian activities

A number of Collegians who assisted with Service Learning projects in teamSUPPORT while they were at school are continuing to make a contribution as part of the YMCA RAID Basketball team. This program provides recreational activities for people with intellectual disabilities, and current students who are teamSUPPORT members assist each week with the games, which are played at Radford. Since leaving school, Aram Geleris, Ryan Dalrymple and Ashwin Chandekar (all Class of 2012) have joined the YMCA RAID team to assist as referees, and in other ways, with this excellent program.

Distinguished guitarist, Collegian Callum Henshaw (Class of 2008), was a special guest performer at the 2014 Foundation Day Concert (see full report page 20), and other Collegians who were notable for their contributions to Music while at school have just returned from a concert tour of Europe.

Dan Weber (tuba, 2009), Nick Weber (trombone, 2012), Owain Bolt (trumpet/tuba 2012) and Diana Tulip (vocals, 2012), all members of *Canberra Brass*, went to France and Belgium as part of the composite band *Eastern Australian Brass* on a 17-concert tour from 17 June to 1 July 2014 to commemorate the centenary of the commencement of WW1 in 1914. The band was guest performer at the relighting of the Flame of Remembrance at the Arc de Triomphe in Paris, and at the Ceremony of the Last Post at the Menin Gate at Ypres in Belgium. Other performances included concerts at the Australian Embassy in Paris and at Mons, Reims, Laon, Vignacourt, Villers-Bretonneux, the Somme and Amiens. Band members also conducted music workshops with school students while in Mons.

Members of the 'indie/electronic' band Safia, Harry Sayers, Benjamin Joseph (Woolner-Kirkham) and Michael Bell (all Class of 2010), have been enjoying a lot of success and attention lately in Canberra and further afield. They won the 2013 Triple J 'Unearthed Groovin' the Moo' competition and performed at the inaugural Fashfest event also. They were chosen as a 2014 support act for international star Lorde, though her tour was subsequently postponed, due to ill health.

Collegian Reunion Details - 2014

**Welcome Back Function -
TB Millar Hall, Radford College
Date: Saturday 20 September,
4.00pm - 6.00pm**

Former students and their families, along with former and current staff, are warmly welcomed to this event. Light refreshment and tours of the College will be available. Separate reunion functions will follow for our 10 and 20 Year reunion classes.

Web page: <http://www.radford.act.edu.au/Community/collegians.html>

Email: collegians@radford.act.edu.au



Summer Sports Review

Basketball

Mr Brad Luhrs
Sports Administrator

Radford College is the largest Basketball club in the ACT. Over the summer season Radford entered 47 teams into the Basketball ACT competition. These teams included 412 students across 24 boys' teams and 23 girls' teams. This meant that it was hard to find a time on a Friday evening, Saturday or Sunday when you could visit the Belconnen or Tuggeranong stadiums without seeing our students representing the College with pride.

The summer season culminated in two Radford teams claiming premierships. The Radford Swifts team won the U14 Girls Division 5 premiership and the Radford Sharks won the U19 Boys Division 5, but the real success is the positive team sporting experience that such a large number of students are enjoying.

There have also been a number of notable individual achievements already this year. Meg Dowley and Morgan Elvin represented ACT in U20 Girls, and James Willett represented ACT in U20 Boys at the National Championships in Perth. Ruby Cooper was a member of the ACT U18 Girls team which played their National Championships in Canberra in April.



Cricket

Mr Peter Wallensky
Sports Administrator

The 2013/14 Cricket season was extremely successful for Radford, with some great results produced for all age groups, and the U14 boys made it through to the Grand Final but were beaten by a better team on the day.

Blake Macdonald was an ACT Representative in U15 and U17 teams, and Daniel Leerdam was also an ACT Representative in U15.

We have again been extremely fortunate with our playing facilities. Radford's Mackinnon Oval was selected to host the U15 National Schoolboys Carnival held in February. The visiting interstate teams were more than complimentary with the host facilities and condition of the oval.

Many thanks are extended to all of our senior and junior coaches for another fantastic season of commitment, ensuring enjoyment and development for our up-and-coming cricketers.





Oztag

Mr Peter Wallensky
Sports Administrator

In a shift from the traditional pattern of weekend sport, Radford made the decision a couple of years ago to compete in the ACT Oztag competition. With both training and games played mid-week, our families now have the option of keeping weekends free of sport – or perhaps playing even more sport on the weekends! Radford was well represented during the Summer competition with five teams competing in the ACT Junior Oztag competition held at the Kaleen playing fields.

The students should be commended on the way they conducted themselves on and off the field while representing the school. The students were always respectful to the referees and to their opposition. The atmosphere amongst the teams was always enjoyable, with a wide mix of skills on display, across all teams.



Rowing

Ms Bernadette Leger
Sports Administrator

Radford Rowing had a very successful 2013/14 season. The season started with the blessing of a new quad boat named after our very own Facilities Manager, Mr Robert Harris, at a ceremony held on 26 October 2013.

This season the Radford shed housed 116 students - rowers and coxswains - and 27 coaches. The students train three times a week at Black Mountain Peninsula and compete in local and interstate regattas. This season Radford came second in the Premiership point scores for the ACT. The success of our Rowing program is largely due to our Director of Rowing, Philip Winkworth. Philip puts incredible hours down at the shed, it's basically his second home.

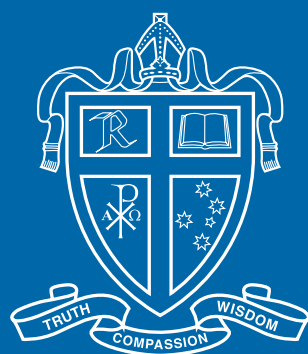
This season the following crews competed at NSW Championships:

- 1 x Year 10 Boys crew
- 5 x Year 10 Girls crews
- 3 x Senior Boys crews
- 1 x Senior Girls crew.

All crews performed well, with our number 1 Senior Boys squad progressing to compete at Nationals, where they eventually finished a very credible 5th in the Australian Schoolboys Senior Coxed Quad.

Many thanks to everyone who contributed to Radford's success this season; we look forward to the 2014-15 season.





RADFORD COLLEGE

College Street Bruce ACT 2617

T 02 6162 6200

F 02 6162 6263

www.radford.act.edu.au