



RADFORD COLLEGE

Radford Report 2014

Volume 29 | No 2



Truth
Compassion
Wisdom

Contents

Foreword	
From the Chairman	3
From the Principal	4
Staffing	5
Sub School Reports	
Junior School	6
Year 6 Exhibition	7
<i>How We Organise Ourselves:</i> a Kindergarten Unit of Inquiry	8
Secondary School	10
LOTE Review	11
High School	12
Middle Years	13
Tours	
French Exchange Tour	14
European History of Science Tour	15
Service Learning	
Central Australia Cultural Awareness Tour	16
South East Asia Tour	17
Timor Partnership	18
Gamilaraay	19
International Round Square Conference	20
2014 Dirrum Dirrum Conference	21
Performing Arts	
Choir and Ensembles Workshops and Concerts	22
Evening of Fine Music & Radford Celebrates Music	23
Performing Arts – Semester II	24
Senior Drama – <i>Away</i>	25
Winter Sports Review	
Basketball	26
Netball	26
Rugby	27
Snowsports	27
Community	
Parents & Friends Association	28
Collegians Association	30

Term dates 2015

Term 1 – 2015

Wednesday 4 February 2015

Friday 10 April 2015

Term 2 – 2015

Monday 27 April 2015

Friday 26 June 2015

Term 3 – 2015

Monday 20 July 2015

Friday 25 Sept 2015

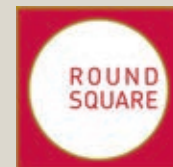
Term 4 – 2015

Monday 12 October 2015

Tuesday 8 December 2015

Please consult the College calendar for dates specific to particular year groups, e.g. Year 12 students.

FSC Logo
PRINTER TO ADD



Editor: Miss C Lindsay

Cover: Radford vocal ensemble *Queen of Spades*

Principal Photographers: Ms J Mackey, Mr A Lee,

Ms J Hillman, Mr G Huitker

Design and Layout: CRE8IVE, Canberra

Printing: Paragon Printers



RADFORD COLLEGE

1 College Street,
Bruce ACT 2617

P 02 6162 6200

F 02 6162 6263

www.radford.act.edu.au

FROM THE Chairman



Ian Morison

Maintaining and adding to our buildings, infrastructure and facilities is an ongoing job for Radford, as it is for any school. In 1982, building works first began on the Radford site, then a large hillside paddock of 17 hectares. Very wet weather delayed progress, but the School opened in early 1984.

In the 32 years since building began, we have built a very impressive campus, with funding mostly been provided by the Building Fund Donations, Government Grants and Parents & Friends Association contributions.

Each year we undertake new projects and refurbishments. Our most recent major building is the new Senior School, a fantastic facility for our Year 11 and 12 Students. It is designed to be a step out of the traditional school classroom learning model, into the tertiary learning model.

Haydon Drive entrance

The major project scheduled for 2015 is the new entry from Haydon Drive, at the Battye St traffic lights. This will provide direct access to the senior school and sports centre precincts. Traffic issues on busy Haydon Drive made this a challenging project to plan and get approved, and we are grateful to the ACT Government for their assistance at all levels of the process.

The Board has recently completed an update to the College site Masterplan, and the Principal, Fiona Godfrey, is working with the Building and Grounds Committee on proposals for several

exciting new facilities. Whatever we build next, our expectation is to maintain the architectural appeal of the site with sympathetic buildings which should last a long time, in accordance with the ethos 'build it well'.

Of course, routine maintenance and upgrades are always going on at Radford. Some of this is obvious to the eye, but other works are not easy to see, such as plumbing, drainage and electrical works, and the rapid increase in technology requirements. Also, much of our day-to-day equipment needs replacing regularly, so classrooms can be 'state of the art'.

Building Fund donations

Building Fund donations by our families are a vital contribution to the cost of building and maintaining the school. The suggested annual contribution has remained at \$1,400 per child since 1992, and those donations are a deductible expense against the taxable income of the donor. The Board is grateful to our parents and carers who give so generously each year. Anticipated Federal and Territory budgetary constraints mean that these contributions will be important than ever for the future development and maintenance of our campus.

**Building Fund
donations by our
families are a vital
contribution**

FROM THE Principal



Mrs Fiona Godfrey

The end of any school year is an opportunity to reflect on achievements, to bid farewell to those who will not be returning, and to start planning priorities, major goals and projects for the new year. So at the end of the semester, my attention was divided between the past, the present and the future.

As I look back over my first year as Principal of Radford College, my overriding feeling is one of achievement, not for what I have achieved, but what the students and teachers have been able to accomplish, whether in the classroom, on the sporting field, or on the stage. At every College event I attended during the course of the year, I was mesmerised by the talents of our students and the way they are supported by the staff. We are certainly blessed to have a wonderful group of students and equally fortunate to have such a committed group of educators.

1-to-1 ICT Program

From the beginning of 2015, all students in Years 5, 6, 7, 9, 11 and 12 will be expected to have their own IT device for all classes. Preparation this year has focussed on IT infrastructure, including installation of new Wi-Fi points on the campus, IT professional learning opportunities for teaching staff, and information for parents about IT requirements and security. Successful integration of technology into classroom instruction means more than teaching basic computer skills

and software programs in a separate computer class. Effective technology integration must happen across the curriculum in ways that research shows deepen and enhance the learning process. In particular, it must support four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts.

Pastoral Care in 2015

The 2013 Pastoral Care Review highlighted opportunities to restructure the secondary section of the College to better provide a sequential, age-appropriate pastoral care curriculum, and ensure knowledge accumulated about a student is not lost as they move from one year to the next. The new Pastoral Care system should see the social, emotional and physical needs of our students better met in the future.

Preparation for this new structure involved creating two roles, Heads of Year and a Director of Student Development, and appointing outstanding personnel to these positions. The Director of Student Development, Ms Claire Melloy, will provide a pastoral care curriculum that

will respond to the needs of our students as they move through the College, with strategies for dealing with the challenges that adolescents routinely face on issues that can adversely affect a student's wellbeing. Claire's work will also involve providing parents with access to education programs and expert guest speakers to help them understand and respond to issues as they arise. On a day-to-day level, the Director of Student Development will have oversight of the Heads of Year, who will have greater autonomy and responsibility in many respects than the Year Level Coordinators under the previous model. From 2015, the Heads of Year will move through the College, along with their team of Tutors, with their particular Year level cohort. Research has shown that this model greatly enhances the flow of information from one year to the next, which in turn has great benefits for the students.

Strategic Plan

Our current Strategic Plan: Think. Connect. Transform expires at the end of 2015, so the College will be undertaking a strategic planning process in 2015 which we hope will involve all stakeholders. I expect all members of our community will want to give feedback about the future of Radford College, and we intend to conduct surveys, focus groups and meetings to give all community members an opportunity to have input.

Finally, I wish you all a very happy and holy Christmas and a safe and relaxing holiday period. I look forward to working with you all in 2015.

Staffing

Miss Celia Lindsay
Community Relations Manager

In a school the size of Radford, every term sees a number of staffing arrivals and departures. Semester II marked a number of changes in the senior staff, as well as in the teaching and support staff areas.

Head of Senior School, Allan Shaw, left Radford at the end of Term 2, and Phillip O'Regan commenced at the start of Term 3 in the new role of Deputy Principal, Head of Secondary School.

Business Manager, Jocelyn Martin, left at the end of Term 3, and was replaced by Simon Wallace in the new role of Chief Operating Officer.

One of Radford's longest-serving staff members, Head of High School, Peter Dodd, also left the College at the end of Term 3, to take long service leave before moving to Queensland at the end of the year. Year 12 marked the occasion by making the setting of the Year 12 Revue 'Doddies Café', the colloquial



L-R: Alex Breeze and Peter Dodd

name for Mr Dodd's distinctive office, also known as The Dodd Pod.

Head of Middle Years, Claire Melloy, took long service leave in Term 4, and will be returning in 2015 to the new role of Director of Student Development.

After a national and international search, Billy Jones was appointed as the Director of ICT, and commenced in November,

after relocating to Australia from the United Kingdom.

In addition to these changes in Semester II, Radford sadly farewelled Alex Breeze and Bernie Tasic, two long-serving members of the invaluable Facilities team which plays a key role in so many events in the College life. We wish them both a very happy and healthy retirement, and a well-earned rest!



Junior School

Paul Southwell
Head of Junior School

Junior School Learning Journeys 2014

Throughout Term 3 and into Term 4, Junior School families have enjoyed the opportunity to visit, sit, talk and be led by their very excited boys and girls. This is provided by our Learning Journey reporting option.

Year levels take the opportunity to present Learning Journeys in a format that best suits that particular Unit of Inquiry, with families visiting during the school day or outside school hours. Year levels chose their Learning Journeys focus from our PYP Transdisciplinary Themes, including *How the World Works*, *How We Express Ourselves*, *Where We are in Place and Time*, *How We Organise Ourselves* and *Sharing The Planet*.

Our families enjoyed three-way conferencing, sharing experiments, partaking in specialist sessions, strange costumes, morning tea with classes,

governments, art exhibitions, video clips, stories and the sharing of what our day looks like.

Not only do our Learning Journeys provide a beautiful glimpse into the wonderful program our boys and girls experience each day, but they also allows our students to truly share the depth of their learning, as they move closer to our IB Primary Years Programme culmination, Year 6 Exhibition.

Students share their Learning Journeys with their families



Year 6 Exhibition

Belinda Reitstatter
PYP Coordinator

There is something quite extraordinary about having your mind opened by a group of children aged 11 and 12.

For those of you who were able to attend our Primary Years Programme (PYP) Exhibition in Term 3, we trust you will appreciate the genuine pride and admiration that we have in our students and teachers of Year 6.

The culmination of the term-long investigation into a globally significant issue was, put simply, overwhelming. Watching our young boys and girls share their knowledge and understandings of an issue that has obvious significance to them was a moment worth cherishing. Their enthusiasm, ownership and drive were remarkable, and are precisely what illustrate what we in the Junior School hold dear: providing children with opportunities to think, wonder and act upon ideas; through considering the past,

present and future, drawing on diverse views and through having the freedom to present their understandings creatively.

Exhibition gave me an insight into the adult world. My group and I studied the impact and changes that AIDS has made and still makes on communities. Learning through Exhibition has really helped me to understand things and issues that go on around our world. Learning about AIDS made me become more tuned in to other diseases that impact large groups, like Ebola. I have been really interested and concerned about this. Exhibition taught me that knowledge can help me to recognise people as individuals. It also taught me how important it is not to judge a person. — Spencer Burns

From the magical chorus of voices, instruments and movement that opened the Exhibition, to the stirring artistic, technological, mathematical, linguistic and dramatic displays, the student voice was strong. The willingness our students exhibited to educate and transform human thoughts and behaviours, in an effort to make a better world and a better future for themselves and others, was inspirational.

My favourite part in Exhibition was presenting the information. Knowing that I was able to finally share all of my understandings about body image, inform people and change peoples' thinking, really motivated me and made the whole experience worthwhile. — Holly George

We often read and hear about education as a way to prepare children for 'real life.' After attending the Year 6 Exhibition I am convinced that the education that our Junior School children enjoy at Radford, is not to prepare them for life, but to actually live life.



Year 6 Exhibition is the culmination of the IB Primary Years Programme

How We Organise Ourselves: a Kindergarten Unit of Inquiry

Belinda Reitstatter
PYP Coordinator

Providing an environment that supports the social, emotional, physical and cognitive needs of a child very much underpins our work as teachers in the Primary Years Programme. If you had walked into our Kindergarten classrooms late in Term 3, you could have believed you were in a large-scale department store in Sydney. Shoes of all shapes and sizes were displayed around the room. Runners, heels, sandals, thongs and boots of all varieties were there to provoke thinking about the human-made systems that help people compare and describe objects. The unit of inquiry *How We Organise Ourselves* was well underway.

Children make connections with prior experiences and knowledge

Similarities and differences were soon identified as the children began sorting and classifying the vast collection of shoes in their rooms. Each child undertook this in their own unique way. There were piles of red shoes, size 8 shoes, Nike shoes and leather shoes. There were heavy shoes, strappy shoes, big shoes and short shoes. This purposefully designed learning experience guided children to

engage with their imagination and pretend, and to make connections with prior experiences and knowledge. It also served as an ideal opportunity for teachers to observe behaviour and acquire information on student understandings. With this, teachers were then able to plan future learning engagements that were meaningful, challenging and relevant to the different learners. Sorting, classifying, comparing and describing similarities and differences in play-based situations supports language acquisition and mathematical thinking. Teachers Melinda Hamilton and Karen Mahar expressed how exciting it was to watch the children completely engaged in play and simultaneously developing new knowledge and understandings about length, measurement and capacity.

Our buddies came over to play with us. There were red high heels that my buddy tried on but they didn't fit her because she is small. The red shoes were too big for her and the ankle bit was all sloppy and loose. That was an ugly stepsister fit. Mrs Mahar fitted the red shoes perfectly. We called that a Cinderella fit. She liked them and paid





for them. We sorted all of the shoes into small, medium and big. We also sorted the colours into pink, white, red and black. I liked when we cleaned the shoes with scrubbing brushes for horses and then polished them up for the shop. Then we painted a big sign that said Shoe Shop. Every day we closed and opened the store. There were two shelves that the shoes went on. Each shoe went with another shoe. That is called a pair. There were adult shoes and baby shoes and kids shoes in pairs. I think there were 23 pairs of shoes. — *Abby*

At the start of the day on Tuesday there were shoes everywhere on the mat. We had to make groups. There were mum groups, dad

groups and I was the kids group. We sorted the shoes into mum, dad and kids shoes. We sorted into biggest to smallest. We checked the sizes of the shoes inside or on the bottom or on the box. There were 5s and 1s, 12s and 8s. We looked at the numbers and put them in groups. We held them next to each other down the bottom and checked if they were the same at the top. If they were the same height they were the same length. If they were different at the top, they were different lengths. We also guessed how much they cost and we wrote that in our books. — *George*

*Play-based situations
support mathematical
thinking*



Secondary School

Phillip O'Regan
Head of Secondary School

Student leadership in the Secondary School has undergone a transformation, intended to extend and enrich the influence of our student leaders.

Student leaders for 2015 will be responsible for designated portfolios which reflect the breadth of experiences across the curricular and co-curricular programs of the College. The following statement captures the essence of the Radford student leader:

Student leaders are expected to live with integrity; embody the values of the College; be wholly themselves and flourish whilst engaged in the service of community. Student leaders are expected to be a model for others to emulate. They do this by their everyday presence and demeanour whilst also fulfilling responsibilities in a meaningful portfolio of work in the company of a staff mentor.

Learning as you are leading is the cornerstone of the student leadership program. The leadership learning seminar series, conducted throughout the year, will provide lived experiences and worked examples from leaders across Canberra. Workshops will address the inner and outer journey of leadership development, engaging and inspiring team members, ethical and servant leadership, as well as relational, distributed, contextual and organisational leadership. Along with the elected student leaders, all students in Years 11 and 12 are invited to attend the lectures. Staff mentors are tasked with nurturing the thinking and behavioural dispositions of the student leader in their care.

Whilst the leadership portfolios of College Captain, Prefect and House Captain are reserved for Year 12 students, abundant opportunities are available to students in Years 7 – 12 to be involved with leadership experiences. Within each year level, students can nominate to lead and participate in committees across the curricular, service and co-curricular life of the College. These year-level representatives, under the guidance of senior leaders, will contribute to the shape and direction of programs and experiences offered to all students at the College.

The College Captains for 2015 are Hannah Nutt and Tilan Rajapakse, Vice-Captains Laura Roden and Sam Browning. *Full details of all the leaders and portfolios for 2015 are available on the Senior School page of Radford Online.*



College Captains 2015

LOTE Review

Mathew Irving

Director of Studies Y7-Y10

At the commencement of Term 3 2014, the College began a review of the study of Languages Other Than English (LOTE) to investigate our current programmes and pedagogies, analyse latest research, and assess our readiness to embrace the International Baccalaureate, the Australian Curriculum and Engagement with Asia policies.

The review has been divided into three parts:

- Part one included a stakeholder survey of parents, students and staff, culminating in a written report delivered to the Principal in Term 4 2014. The survey investigated culture perceptions, attitudes and learning engagement with LOTE across the College. In addition to this, an analysis of student enrolment of LOTE from 2007 to 2014 was included.
- Part two, to be delivered in Term 1 2015, will consist of a number of teaching and class observations at Radford and local feeder schools to determine prevailing pedagogies and resources used in the LOTE classroom. School visits commenced in Term 4 2014.
- Part three, also to be delivered in Term 1 2015, will consist of a literature review and a final report outlining key recommendations for the development of LOTE at Radford.

To ensure each part of the review is consistent and meets its objectives, Terms of Reference, as follows, have been established.

LOTE Review Terms of Reference

- 1 To investigate latest research into the advantages of learning Languages Other Than English (LOTE).
- 2 To investigate 'like schools' and their current practices and language offerings K-12. This will include both coeducational and International Baccalaureate (IB) settings.

At the commencement of Term 3 2014, the College began a review of the study of Languages Other Than English (LOTE)

- 3 To collate statistical analysis of student enrolments in languages at Radford over the past five years and measure student choice against academic expectations, pedagogy and individual motivation.
- 4 To investigate prevailing pedagogies K-12 with the purpose of developing a K-12 'scope and sequence' in the context of the Australian Curriculum, through teacher observation and review of curriculum documentation.
- 5 To investigate the staff and parent support of languages at Radford and cultural understanding of their value.
- 6 To review the IB expectations for languages, investigate the successes of the Junior School IB PYP experience and investigate the College's preparedness for the introduction of the IB Diploma Programme.
- 7 To investigate the development and introduction of beginner and continuing languages at Years 9 and 11, in alignment with current Radford and BSSS policies.
- 8 To investigate possible authentic connections and the strengthening of links beyond the College
- 9 To investigate incentives offered by Universities to students who have studied another language in senior years.
- 10 To review the current LOTE Department's vision, levels of collaboration in the Junior School and Secondary School, pedagogical alignment K-12 and staff morale.



Radford staff and students on tour in Japan



High School

Bradley Greer
Acting Head of High School

Semester II is a very busy time for Radford High School students as it includes two really important milestones – Year 9 Outward Bound Camp to Buchan in Victoria's Snowy Mountains, and Year 10 Graduation from the High School.

The Year 9 Camp is a Radford institution, having been a part of the curriculum for almost as long as the school has existed. I suspect it is one of the activities that all students past and present will remember with many different types of emotion. Feedback from Year 12 exit surveys suggests many students see the Year 9 camp as a rite of passage, a milestone and highlight in their unique education at Radford. Others recognise its value but were very relieved when it was over.

The camp is intended to be a challenging and rewarding experience. Nine days in the wilderness, far from life's accepted luxuries – TV, internet, warm water, a bathroom with flushing toilet, a comfortable bed and, above all else, a

mobile phone – can obviously be very confronting for many students! There are challenges and periods of hardship, as well as great joy and laughter. New friendships are made and some existing ones challenged. These experiences, the good, the bad and the ugly, strengthens us as human beings, and provide lifelong memories.

For Year 10 students, the milestone is leaving the High School and entering the world of Senior School. The Year 10 Graduation is a time to reflect on achievements to begin thinking about future pathways. The transition is, in many ways, an ending but also a new beginning, as the students enter a very different stage of their educational world. Most of their educational and social experiences will occur in our new senior school. They will be studying subjects that they have chosen, and will experience greater flexibility in how they study and learn. Most importantly, they will be subject to the educational requirements and standards set by the Board of Senior School Studies. We are confident that the academic and pastoral care our students receive since entering Radford will enable them to make the most of their opportunities in the Senior School. I wish them every success over the remaining two years of school.



**There are challenges
and periods of
hardship, as well as
great joy and laughter**





Middle Years

Nicholas Moss
Acting Head of Middle Years

Semester II offered a number of exciting opportunities for our Middle Years students, allowing them to broaden their understanding of the curriculum and develop a deeper understanding of pertinent pastoral issues.

The Australian Federal Police gave a comprehensive presentation to students on cyber-bullying and how to stay safe. Brainstorm Productions offered two related educational theatre presentations, titled the *Hurting Game* and *Cyberia*, dealing with issues associated with bullying and the implications of inappropriate use of social media. Both year groups enjoyed these presentations and were encouraged to reflect on their use of social media (including mobile phones) and how they interact with their peers.

The English Department was delighted to welcome Archimede Fusillo to Radford College for a week as Writer-in-Residence. He worked with our Year 7 students, providing a series of workshops focusing

on narrative writing. This event culminated in all Year 7 students undertaking a stimulating Mystery Tour around Canberra to provide them with an opportunity to record their ideas and descriptions for an assessment item.

As a part of the Dirrum Dirrum Conference (see report on page 21), our Year 8s were invited to express their personal story and participate in a collaborative morning at Lake Ginninderra, titled '*People, Paper, Art*', with Year 8 students from *St Francis Xavier College*. This was a highly successful imaginative and interactive event.

As the focus area in Future Connections, the Year 7 students were asked to make a product and run a Market Day stall on the theme of 'reduce, reuse, recycle'. With a range of hand-crafted-items, games, homemade sweets, savoury food, drinks and hot food on offer, it was a highly successful afternoon, strongly supported by students in Years 5 – 12. The Year 7s made a profit of \$3463 and they generously donated their proceeds to UNICEF, to support the Ebola health crisis response, and to the Make-A Wish Foundation.

Year 8 finished Term 3 with their annual Sydney Trip. Accompanied by their pastoral tutors, students spent two days exploring Darling Harbour, The Rocks and Manly. The students enjoyed the additional independence offered to them and the games night, run by the prefects, was an entertaining and fun evening. The students should be congratulated on their behaviour and willingness to support each other and maximise their opportunities.



Clockwise: *People, Paper, Art*;
Year 7 Market Day; Year 8 in Sydney

French Exchange Tour

Jen Bateman
French Teacher

Though potentially a daunting prospect in some ways, our Year 10 French students very soon discovered that participating in an Exchange programme it can be exciting, satisfying, affirming, challenging, great fun and a unique experience, never to be forgotten. The 2014 exchange visit to France was an outstanding success and relationships with our partner school in Le Mans continue to go from strength to strength.

After a few days of sightseeing in Paris, and a very relaxing lunch cruise on the Seine, the students met up with their exchange partners whom they had hosted earlier in the year. Friendships were renewed, and the apprehension and nervousness of meeting again was dispelled. During the first weekend with their families, students visited some of the famous attractions in the Loire Valley and spent their time relaxing and practising their French. When everyone assembled at school on Monday, there were smiles all around as stories were shared enthusiastically.

Most students found their time at the French school quite challenging, in part because of the French system of long school days. The compensation was no lessons on Wednesday afternoons, and students made the most of his time to meet up with friends and to extend their friendship



groups. They learnt a great deal and came away with a greater appreciation of Radford and their teachers. All too soon it was time to say goodbye to host families and to set off on the final stage of the tour. Many tears were shed and there were many promises to return one day.

The tour concluded with a range of fascinating visits to many different places of interest: mushroom caves, Chenonceau Chateau, Amboise, Leonardo da Vinci's home, the Normandy Beaches, the Bayeux Tapestry and Monet's house in Giverny. There was a great deal to appreciate in such a short time but the students are still talking about their wonderful adventure in France, the amazing hospitality that was extended to them, how much their French has improved, and their desire to return as soon as they can.

I loved the whole experience and I wish it had gone on for longer.

It was a fantastic cultural experience with amazing food and wonderful company.

The tour opened my eyes to a different way of life in a very different cultural context.

I just wish I could do it all over again – tomorrow!

I learnt a lot about myself thanks to this wonderful cultural opportunity

It was an experience of a lifetime! Merci beaucoup!





European History of Science Tour

*Richard Wardman, Alan Lee,
Vicki Goss, Jonquil Mackey*
Teachers

Australians are drawn to Europe by its history, politics, culture and architecture. Integral to these, however, is Science, which was a crucible of Western understanding of natural phenomena. Scientific progress cannot be divorced from the cultural and political forces that shape it. This was the theme of the 2014 European History of Science Tour.

Students from Years 10 to 12 participated in a nineteen-day tour of more than twenty of Europe's most important Science museums and scientific facilities across six cities. We visited: the Galileo Museum and the Uffizi Gallery in Florence; the Ferrari Museum in Maranello; a chocolate factory, CERN and the History of Science Museum in Geneva; the Zeppelin and Dornier aircraft

museums in Friedrichshafen; the Deutsches Museum, BMW Museum, Transport Museum, and a sustainable housing development in Munich; the Deutsches Technik Museum, Spectrum and Pergamon in Berlin; and Cambridge University, Bletchley Park, Greenwich Observatory, British Museum, Natural History Museum and the Science Museum in England. At each of these venues, we were immersed in science, technology and history through guides and displays of excellent quality. The students' knowledge of science was expanded by these experiences and their formal studies were enriched as they placed discoveries at particular points in time and space, as well as understanding the influence of culture and politics on the direction of scientific enquiry.

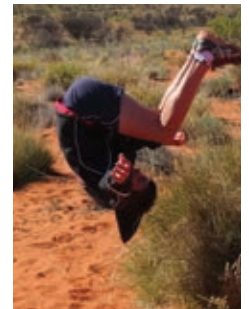
As a result of the rich experiences presented to them, astute Science students could not have failed to gain a greater understanding of the world and its complexities. At the Galileo Museum and the Uffizi, our

students learned of Galileo's belief in the Copernican Solar System and the dominance of the Church's perspective of the nature of the World, in opposition to his theories. The visit to Bletchley Park revealed both the strain and motivation that World War II provided to the code-breakers who unravelled the supposedly unbreakable Enigma Code used by the Germans. Students were surprised to learn that efforts in this regard helped in the initial development of computer technology. The CERN facility in Switzerland, at the cutting edge of scientific enquiry, students learned about ground-breaking studies into the fundamental nature of matter involving the largest particle accelerator on Earth.

This tour is designed for students, in the context of Science, to make real connections with the world and the influences that have shaped human understanding across the ages. We believe this is crucial for all students interested in pursuing Science studies.



Central Australia Cultural Awareness Tour



Jane Lilley
Year 7 Tutor

Eighteen students from Years 7 and 8 and three teachers embarked on an 8 day Cultural Awareness Tour of Central Australia in the mid-year break. Reg Ramsden, owner of Remote Tours, has a close relationship with an Indigenous Community near Kings Canyon and this gave us a chance both to visit the Red Centre and also to learn directly from Indigenous elders about traditional Aboriginal culture. The tour included a community service component that makes a real difference to the local community. For most of the tour members, it was the first time that they had been to Central Australia, and for all, it created long-term memories and an everlasting impression.

A week in reflection
Aaron Passioura

My week in Central Australia was amazing. Right after getting off the plane, we went straight to Uluru and we went on a walk around it. We then watched the setting sun's rays change the colour of the rock. Next day, we made an early start for Kata Tjuta, where there are 36 domes, 12 of which are forbidden. After lunch, we made a 4-hour journey from Alice Springs to the McGill Ranges, to spend time undertaking community service in a small indigenous community. We stayed from Monday to Friday, and there a few tears and many sad goodbyes when we left for Ormiston Gorge. After a visit to a reptile park, and more time on the purple Yummo Bus, we reached the Earth Sanctuary.

We then spent our final night in Alice Springs gazing up at the stars as we fell asleep. The time that we spent was awe-inspiring and amazing. It showed the deep lines in which the aboriginals have already stepped. I recommend doing this trip as it is amazing.

The Stars
Caitlyn Adcock

I think that the one thing that I will always think about is sleeping under the stars. Seeing shooting stars and the moon at its brightest, as it smiles and watches over us, with the beautiful red sand surrounding me and my swag. I can smell the recently lit coals; the smell is like no other. In the night the animals are the sound track I fall asleep to. I slowly fall asleep but I know I am safe as the stars and moon watch over me. This moment I will never forget.

South East Asia Tour

Howard Palmer
Student

Twenty-two senior students travelled to South East Asia to spend sixteen days in the beautiful Asian nations of Vietnam, Laos, and Cambodia. We had heard stories of previous trips, yet none prepared us for the wondrous and bewildering cultural experiences that were to follow.

Our first destination was Hanoi. We visited the Hanoi Temple of Literature, which served as Vietnam's first national university, and the old Hoa Lo Prison, where we observed how harshly Vietnamese traitors and American pilots were treated as prisoners during the Vietnam War. During the remainder of our time in Hanoi we also visited the Museum of Ethnology, where we learned about the 54 different ethnic minority groups recognised in Vietnam.

Our next destination was Sapa, a small rural town in the mountainous

north of Vietnam, where we stayed in old French government quarters. Surrounding the town was a beautiful landscape of rice paddy fields carved into the hills and cloud-covered mountains. In Sapa, we were able to experience a day in the life of the local Hmong people, wandering through the markets filled with their handmade goods in the town, and doing both the long (4 hour) and short (2 hour) trek to their village that most Hmong women do every day.

Next we travelled to Dien Bien Phu, where we visited bunkers and tunnels from the defeat of the French in 1954, as well as a museum that detailed the war and its generals. Once in Laos, we went by boat along the Ou and Mekong rivers to the city of Luang Prabang, where the activities ranged from meditation at a local Buddhist temple and elephant rides, to experiencing the thriving nightlife of the night markets full of beautiful silks and other hand-made goods.

Our final destination was Siem Reap, in Cambodia. After enjoying the luxury of our hotel on our arrival, the next day was spent at the temple of Angkor Wat, the largest religious monument in the world. We admired the sheer vastness of the temple, as well as its history and architecture. In Siem Reap we also visited Angkor Artisans, an institute that taught underprivileged or physically impaired Cambodians to create goods ranging from silk scarves to clay elephants.

On our last day, we visited a local English village school where we gave the children things that were part of day-to-day life for us, but luxuries to them, such as shampoo and toothpaste. We then made our way to the airport, heartbroken that our amazing trip had drawn to a close. Thanks to Mrs. Rentsch and Peter Dodd for their unrelenting efforts in helping in all aspects of the tour, enabling us to experience cultures entirely different from our own.



Timor Partnership

Father Richard Browning
Chaplain

The Timor 2014 group received four invitations during their expedition that will form the basis of work in 2015 and beyond:

- continue and deepen Radford's connection to the school and community at Dare, in particular the teacher/teacher mentoring
- work more closely with the teaching staff and students of the Dili Institute of Technology, especially the hospitality and tourism department
- continue our friendship with MAC and the street Capoeira movement (US\$1000 donated to the development of the resource centre)
- Begin links with Beloi primary and secondary schools and use football for increasing community development, Atauro Island (US\$1000 donated to the outdoor sports court).

Timor 14 group:

Students: Jonathon Anderson, Rachael Cox, Patrick Hassall, Sean Kingham-Edwards, Hannah McClusky, James McColl, Anna Milligan, Marni Mount, Jessica Wallace, Samuel Browning, Jaimee Forster, Georgia Griffiths, Evie McNee, Charlotte Stone, Louisa Trigg.

Staff and friends: Rachelle Hayward, Peter McDonald, Richard Browning, Maria Neves (translator, companion, friend), Franki Sparke (artist), Mark O'Neill (football coach).

For more details about the 2014 visit and the Radford Timor Partnership, visit www.radfordtimor14.wordpress.com

In Timor things just happen. It is not possible to plan an outcome, or even a moment. I found myself being lost in spontaneous encounters. Being immersed in 'now' brings with it a joyfulness I wish to continue back home. — Evie McNee

It is not possible to articulate how thankful the group are I and for Mana Maria Neves – her kindness, compassion, passion and hugs. Without Maria there is no Radford / Timor. — Anna Milligan

Everywhere we went, the Timorese were so eager to learn from us but also share so generously. This really struck me in contrast to home where

we seem so quick to compete against each other or withhold information lest someone gets an advantage. — Sam Browning

So much of what we do comes back to the importance of education, both in Timor and in educating those at home of the history and struggle of the Timorese people. We should be standing in solidarity with the Timorese people, not fighting them over natural resources. Our responsibility is to return to Timor, share what we have found and learnt, and ensure that what we do in Timor is productive and insightful. — Anna M

Football was everywhere, pitches set up on the sides of roads, front yards, beaches, whenever a spare patch of dirt could be found two sticks were too. Not always was a ball in use, sometimes just plastic bottles. Their individual skills were incredible, unlike any I have seen before or played against ... despite football being played in every corner of Dili, girls were a rare sight on the pitch. – Georgia Griffiths

I am bombarded with so many questions. Why do we have the life we have? Do we deserve it? Are we truly the ones that are 'fortunate'? What defines fortune? What am I to change in my life now that I am home? — Jessica Wallace



Gamilaraay

Kim Stonham

Acting Head of Service Learning

Since 2011, Radford senior students have travelled to northern NSW to actively participate in the daily life of rural and remote schools in northern NSW, helping staff unconditionally and energetically. The students share their hopes and dreams with the children, while sharing their own life stories and experiences. They also develop a deeper understanding of the particular needs of indigenous children, as well as learning about Aboriginal culture. The name of the program, Gamilaraay, is the language of the Kamilaroi/Gamilaroi nation of the region, one of the four largest indigenous nations in Australia.

In Semester II, 2014, the G-story continued with the Gamilaraay 9 (G9) trip in October and G10 in December 2014. Each trip involves twenty-four students and four staff, engaging with schools Armidale, Moree, Tingha and Bundarra and continuing to forge connections with Crossing the Divide in Bundarra, a program for re-engaging rural youth in education and preparing them for future work. These inspiring trips have encouraged several Radford Collegians to continue their support of the Gamilaraay trips, with their own G-trip happening the week after G10 return, the first of undoubtedly many more.

This trip has exposed me to many stories that have opened my mind and given me a drive to cause change in the future. On the first Sunday



of the trip when the group went to Myall Creek (site of the 1838 massacre of 30 unarmed indigenous people), a part of our history in which I did not know much about before, I felt a strong connection; it was no longer just a story. The journey there made me realise just how terrible the circumstances were in that time, and although Australia is changing, developing, and recognising indigenous people more than ever before, the divide is still tremendous and action must continue to be done in order to help.

During the week of school visits, stories I had heard from previous G-trip students really came alive for me, and I had human faces to go with them. Combined with my own experiences and the nightly reflections of the other G8 members, I certainly saw a darker and rougher side of Australia that I had never experienced before in front of my

own eyes. Until going away from my own sheltered city life of Canberra, this hadn't ever made substantial impact on me to the point that I want to see and help in aid and change.

A true inspiration is Matt Pye, from Crossing the Divide, who is doing fantastic work in the hope of change. One of the things he said that really jumped out at me, was that many of the kids in poor situations are easily blamed by outsiders saying that if they want to get out of their circumstances all they have to do is work hard, but this is not true. It is a cycle that is seemingly unbreakable without outside intervention, as children follow in the footsteps of their parents and relatives who are in very poor situations. Some may say these people need a second chance in life, but that is wrong. These people never even had a first chance.

It takes time to build a better society, and little steps are not futile. A society cannot change overnight, but small changes build a foundation for the bigger things, like education, healthcare, employment and other vital components of a thriving society. But before anything, there must be a vision, and a will. If there is a will, there is a way. — Tilan Rajapaske



International Round Square Conference

Beth Girvan

Round Square Coordinator 2014

Three student delegates travelled with me to the Round Square International Conference at Sanskaar Valley School in India, and Principal Fiona Godfrey and Board Chairman Ian Morison also joined us in India. On arrival in Delhi, we met up with delegates from St Phillip's, Alice Springs and the excitement of travelling

The speakers urged us to make positive changes in ourselves, to achieve our dreams and improve the world.

in a country that stirs all of one's senses took hold of each traveller. A rickshaw ride through the streets of Old Delhi, followed by an early start the next morning and a train trip on the Shadabi Express to Bhopal was somewhat of an "initiation".

Being immersed in the proceedings of the International Conference at Sanskaar Valley School certainly served to reinforce within us all that it is ultimately the role of each of us to be an agent of change, and to uphold the pillars and philosophy that is Round Square.

I reflected on the two week experience as I was immersed in the spectacle of the full moon over the River Ganges at Varanasi. I knew that Mother India had touched the lives of each of the delegates, and I sensed that their paths in life would take a different turn as they reflected on the messages of life and living that underpinned the sessions at the conference, as well as their other experiences in India.

India was nothing short of extraordinary. Both the Conference and the tour were amazing experiences. During the conference we got the chance to meet people from all over the world, and make some really good friends that I'm sure we will keep in contact with

for years to come. I am so grateful for the opportunity to go on this trip and it is definitely an experience I will never forget. — Dorothy Johnson

The conference's keynote speakers addressed the theme 'we may not have it all together, but together we have it all' and urged us to make positive changes in ourselves to achieve our dreams and improve the world. My short exposure to India's land, history, colour, sights, sounds and smells was almost overwhelming in its difference to my normal life. I sincerely hope I will go back one day. — Megan Hobson

"Wow! What a culture shock... India is one big crazy place. The conference was one to remember, there were delegates from over 50 countries. Meeting so many people from all round the world was such an incredible experience. — Olivia Ransome Gilding

Read more of the delegates' reflections on the Round Square page on Radford Online.



2014 Dirrum Dirrum Conference

Be the change you wish to see in the world

Father Richard Browning
Chaplain

A young boy in Year 5 reflects on the growing news of fear and terror. He says, *'What if we broadcast to the world "Hey, we are all human!"; wouldn't that mean the fighting would stop?'*

This is an idea he has conceived through his questioning mind, growing intelligence, compassionate heart. He articulates the mind and practice behind Dirrum Dirrum. It is a project grounded in Radford's values and declares what to some seems obvious: we are connected, related, inter-dependent.

The Dirrum Dirrum Conference in 2014 took place over four days, and involved around seven hundred participants, an amazing array of speakers, and a dynamic exchange of ideas and practice.

A remarkable group of senior students created the event, led by a Central Organising Committee of Andrew Ray, Sarah Trigge, Dougal Mordike, Nanthitha Gunaseelan.

The flow:

- 1 **Practice** – people.paper.art (read more about this activity in the Middle Years report)
- 2 **Inspiration** – speakers, music, art
- 3 **Networking** – interaction and links
- 4 **Skill development** – whole day workshop with Paul Porteous

Visit the Dirrum Dirrum website www.dirrumdirrum.org to view details and videos of the inspirational events and addresses. Here are a few 'bite-sized' quotations to whet your appetite.

We just want our country back (Timor-Leste). — Maria Neves

Image is powerful enough to change consciousness. — Franki Sparke

Being a part of the team matters – we can afford to end poverty. — Michael Sheldrick

Don't make judgements from a distance; you can find amazing people ANYWHERE. — Fiona Toll

To stop people slipping through cracks (winding up in correctional services, gutters or graves) we can't blame their failure to enter our education 'system', we must work hard to offer alternative pathways to education. — Matt Pye (from Crossing the Divide, see the Gamilaraay report on p. 19.)

The kind of leaders we need do not look for or bring 'solutions'; they look for ways people can learn together; they address the values/beliefs/culture that lies at the root of the issues. — Paul Porteous

Is the triumphant slaying of the dragon the only model for social change? Are there better ways that do not necessitate a hero and a loser? — Sarah Bachelard

Don't just feel good about doing something - build relationships, return. — George Huitker

Sustainability is justice. — Tim Boston



Choir and Ensembles Workshops & Concerts

Joel Copeland

Acting Head of Music, Head of Cocurricular Music & Instrumental Studies

Nicola Bartasek

Director of Ensembles

Heartfelt thanks to all the conductors, managers, musicians and families who supported these important events for our talented choral and ensembles programs.

Ensembles

Musicians involved in the Ensembles Program worked intensively with their directors on known and new repertoire, in the early afternoon, and then performed for family and friends in the concert which followed.

The concert included a wide variety of music, and began and ended with the energy of Radford's two percussion groups, Cross Rhythm and Precision Percussion. Both performances were a lot of fun, featuring everyday objects such as wheelie bins and buckets as percussion instruments. The subtle playing of the Ritornelli Ensemble with the blended sounds of strings, recorder and keyboard provided a real contrast of style, as did

the guitar ensembles, Flute Quartet and String Quintet.

Rock groups have always been a feature of the Ensemble Program. Four groups from Years 7 to 12 performed in a range of styles, from an all-girl vocal group singing the classic *Rollin' in the Deep* to an original composition by the group *Behind the Silhouettes*.

The afternoon was a great success and gave students an opportunity to rehearse and then perform, building their confidence as musicians and sharing their talent and their love of music with others.

Choirs

This was a wonderful opportunity to share the great choral singing happening at Radford with parent, family and friends. The six choirs all performed superbly, and the highlight was over 250 students combining to lift the roof in their rendition of *The Storm is passing over*.

Some of the many wonderful performances at the concert included:

Chorale – Two wonderfully contrasting pieces – *Happy* and *The Seal Lullaby*

Camerata – A challenging repertoire including *Do not stand at my grave and weep* by Joseph Twist

Chorale & Camerata – *Warri and Yatunga*, an amazing Australian narrative piece by Paul Jarman

Vocallettes – *The Bare Necessities*, from their favourite songs from the movies

Choristers – *Climbin' up the mountain*, a spiritual featuring a combination of changed and unchanged voices.

Songsters – A varied repertoire displaying complex part-singing, and a haunting rendition of Finnish folk song *Who can sail*.

Warblers – Enthusiastic renditions of traditional songs, *Shake the Papaya down* and *Haida*



Evening of Fine Music and Radford Celebrates Music

Joel Copeland

Acting Head of Music, Head of Cocurricular Music & Instrumental Studies

“Music is the expressive tool of the human soul which is equally accessible to everyone, no matter what one-sided education is available to them.” Zoltan Kodály



Evening of Fine Music, 23 August 2014

Audience members were treated to a simply stunning Evening of Fine Music by Year 12 students Laura Pham, Ross Davidson, Roderick Bolt, Greg Weber, James Stuchbery and Harriet Jarrett.

The concert also included the Radford Symphony Orchestra, Big Band and Bird Jazz Ensemble, and guest artists for the evening, Christina Wilson and Alan Hicks. There was a wide array of genres and ensembles on display and the musicianship was of the highest calibre.

Many thanks must go to the directors of music, conductors and managers and to all the volunteers who supported the evening including: Stu Gilding and the Friends of Radford Music for transforming TB Millar Hall into a fine venue, fit for the quality of music on display; the evening's eloquent MC, Head of Secondary School, Phillip O'Regan; Tim Minehan and Dylan Mordike for stunning camera shots fed live to the screens in the hall; and as always, we are indebted to Head of Drama, Nick Akhurst, and the Drama Technical Crew for their support with staging and lights.

The Evening of Fine Music was a wonderful opportunity to celebrate the success of some of our outstanding Year 12 musicians and the amazing contributions they have made to Radford Music over a number of years. This concert marks the end of their musical journeys here at the College, and we wish them every success for the future.

Radford Celebrates Music, 12 September 2014

Over 400 students from Years 1-12 converged on Llewellyn Hall at the ANU School of Music to celebrate what it means to be moved by music.

After a busy day of rehearsals, the students performed for parents and friends to much acclaim. The two concerts featured a wide array of ensembles including concert bands, rock groups, string orchestras and choirs. Each concert concluded with all students singing a rendition of the gospel tune, *The Storm is Passing Over*, a memorable musical finale to an evening of true celebration!

The College Captains, Marni Mount and Matthew Cohen, assumed the duties of MC/ hosts with grace, and ensured that the audience was well informed throughout the night. Radford Principal, Fiona Godfrey, spoke about the power and importance of music education and was delighted to witness the whole Radford music community uniting to celebrate the achievements of our students.

We are truly blessed to have exceptionally fine conductors, accompanists, instrumental staff and managers working in Radford's music program, and we are extremely grateful for their commitment to assisting our students to achieve their musical goals.

Congratulations to all the students from across the College who were involved in bringing this event to life. Your commitment and dedication to music is inspiring and we hope that you continue to hold music close to your heart, and treasure these memories for years to come.

Performing Arts – Semester II

Nick Akhurst
Head of Drama

Semester II is a busy time, filled with a variety of productions showcasing the performance and technical abilities of a wide age group of students.

The Year 12 Revue is wholly created by Year 12 students, to showcase the variety of skills in the year group. In 2014, this group created a wonderful performance, *Much Revue About Nothing*, about a mysterious murder in Doddies Café. The Year 12s are to be commended on an entertaining performance, and on the innovation of a market place outside the hall selling with delicious food.

Soon after Revue, it was time for Radford Performing Arts Night (RADPAN), which was expanded this year to include House performances, along with Dance Festival performances, Year 12 Revue acts and numerous dance and singing acts. We were treated to a unique *Singles Ladies* impression and Mary Poppins visited with *Practically Perfect*. The passionate House performances were judges to provide points for the

House Cup competition. Many thanks to our judges from the Senior Executive, Fiona Godfrey, Phillip O'Regan and Dearne Marrapodi.

One week after RADPAN, the three Dance Festival groups performed at the Canberra Theatre with over thirty other schools. The Radford groups from Year 7-8, Year 9-10 and Year 11-12 had an amazing experience working with the professional dancers and theatre technicians, and performing in the main theatre.

Term 4 started with the Senior Drama Production of the classic Australian play *Away* by Michael Gow (see report page 24). The cast created a moving and beautiful performance that highlighted the depth of acting talent here at Radford. The Technical Theatre class also worked hard to turn the TB Millar Hall into a theatre by creating an emotive entrance way to the hall, and using all aspects of theatre to create the beautiful visuals through costumes, lighting, multimedia and set.

The culmination of the Drama program each year is the Year 10 Shakespeare performance. This requires students to adapt and transform the works of Shakespeare to suit and imaginative and often unexpected theme. This year it was an Ode to an Ogre – *Shrekspeare*. As always, Year 10 managed to provide their audience with a new perspective on the classics – in 2014 it was a green one.



Senior Drama – *Away*

Louise Wallace-Richards
Head of English

The Senior Drama production of Michael Gow's play *Away*, directed by Jason Golding, was one of the College's best performing arts nights of the year.

Through a multi-modal approach, using music and television footage from the 1960s, the production enabled all members of the audience to engage with the context of the play, including the suffering caused by the Vietnam War, and the "lottery" that chose which young men should "go off to fight the commos".

The set, devised by Rowan Winmill and Mikael Abbasi, helped to develop Gow's premise of three families going away on holidays for the summer. Selected pieces such as a laminate sideboard and a Formica table were reminiscent of the 1960s and gave an authenticity to the set, as did the bubble-like caravans. The costuming featured colourful shift dresses and upswept hairstyles for the females, and uncomfortable collar shirts and ties on the men who danced the "Swim"

and the "Crocodile". Lighting was used particularly effectively in the production, notably in the beach scene, the site for Gwen and Coral's healing.

All members of the cast delivered fine performances that brought their characters to life and generated a palpable sense of the conflict within their families. In particular, Charlie Ellingham's Tom, the hero of the play, was the character the audience empathised and laughed with, felt embarrassment for at other times, and then felt his courage.

Away is a great Australian play about our ritual end-of-year holidays and one that a chance to reflect on those we love and to remember to make the most of our lives while we can.

Principal performers:

<i>Gwen</i>	Anthea Hoshovsky	<i>Tom</i>	Charlie Ellingham
<i>Jim</i>	Tom Earle	<i>Vic</i>	Claudia Lyons
<i>Meg</i>	Eliza Slattery	<i>Harry</i>	Oliver Kuskie
<i>Coral</i>	Marni Mount	<i>Amateur Night MC</i>	Andrew Ray
<i>Roy</i>	Mitchell Chambers	<i>Leonie (dancer)</i>	Hannah Nutt
<i>Rick</i>	Mark Wilson	<i>Singers</i>	Seneli Kommala and Sarah Parsons



**All members of
the cast delivered
fine performances
that brought their
characters to life**

Sports Review

BASKETBALL

Brad Luhrs

Sports Administrator

Radford College is the largest Basketball Club in the ACT. Over the 2014 winter season, Radford entered 41 teams into the Basketball ACT competition, were 21 boys teams and 20 girls teams.

Eighteen of our teams reached the semi-final, and eight teams reached the Grand Final, with the U19 Girls Division 4 Thunder claiming a premiership. Special mention also goes to the following teams for finishing runners-up in their competition:

U12 Boys Division 3 Tigers	U16 Boys Division 5 Titans
U14 Girls Division 3 Rave	U19 Girls Division 3 breakers
U14 Girls Division 4 Panthers	U19 Boys Division 5 Giants
U16 Girls Division 2 Mystics	



NETBALL

Bernadette Leger

Sports Administrator

Radford entered 18 teams in the Canberra Netball Association Competition for the 2014 winter season. All teams competed well in their respective age group categories. The season comprised three rounds of grading and fourteen rounds of games, with individual players and teams showing great improvement in the course of the season.

Modified teams (3) do not compete in finals and 10 of the remaining 15 teams reached the semi-finals, which is a fantastic result. One team went straight through to Grand Final and four teams were in play-offs.

Congratulations to Radford Blue & Radford Orange on making it to the Grand Final. Both teams represented the College with great sportsmanship, Radford Orange emerging as winners, defeating INNC Jungle Cats 20 – 13, with Radford Blue defeated by GNC Rainbow Quartz 14 – 26 after a well-played game.

Thank you to all of the coaches and umpires who gave up their time week in and week out to assist. Thank you also to all the parents and spectators for your support over the season.



1. U19 Boys Basketball final
2. Premiers Radford Orange Netball
3. Runners-up Radford Blue Netball



RUGBY

Brad Luhrs
Sports Administrator

Three Radford College teams were entered into the ACTJRU competitions for the 2014 season, in U13s, U16s and the First XV. All three teams played in Division 2 of their respective age groups, and there were positive signs for the future of Radford Rugby with all three teams making their semi-finals. The First XV ended their season with a narrow loss to Marist in the semi-finals. The U13s were defeated by Trinity in their Grand Final, with Patrick Leerdam awarded player of the match. The U16s finished their season as Premiers, with a 19-15 win over Marist. Daniel Leerdam was awarded player of the match in the final.



SNOWSPORTS

Jonathan Mandl
Coach

Radford Snowsports recorded exceptional participation levels from Junior to Senior schools in 2014 and outstanding results to match that completed a highly successful season for our snowboarders and skiers.

Snowsports Camp in July allowed the team an important opportunity to bond across the entire age-range from Year 3 to Year 12, a tribute to the successful diversity and support the program facilitates. Younger athletes have ready access to senior athlete role models who they see in action and regularly engage in conversations allowing them to 'connect', learn and gain inspiration. This continues through the season and builds year-on-year, forging strong bonds and enduring friendships.

Season highlights included:

- ACT/Southern NSW Interschools Championships – 4 gold, 4 silver and 3 bronze team medals and 4 gold, 5 silver and 5 bronze individual medals.
- *Straight Line* ACT Schools Cup - Boys' Secondary Schools Cup, 3 gold, 3 silver and 3 bronze team medals and 3 gold, 5 silver and 5 bronze individual medals.
- Australian Interschools Championships - Radford College claimed a highly regarded 8th place (from 21) overall in the Secondary Co-ed Schools rankings (from 21 schools). Max Mandl achieved a podium finish with 2nd in the Division 2 Snowboard GS event.



1. Premiers U16 Rugby
2. Runners-up U13 Rugby
3. Dylan Grubb
4. Max Mandl

Parents & Friends Association

Hannah Baudert
President

Thanks to the 2013 P&F Committee, the 2014 P&F year started with a healthy bank balance and some very useful groundwork which allowed the newly elected 2014 committee to address some key strategic issues. P&F organisations around Australia are impacted by the increasingly busy lives of parents which puts pressure on volunteering time and calls into question how P&Fs can best serve the parents and the broader school community. Radford's P&F organisation has some unique strengths in that it is buoyed by a strong sense of community spirit and a close working relationship with the school executive and board. By the end of first term, the Radford P&F had agreed a strategy focused on demonstrating

and maintaining relevance to parents and students over a multi-year horizon. Improving communications on how the P&F contributes, committing funds to pertinent community projects and raising the P&F profile in measurable ways are all part of the plan going forward.

The major community and fundraising events of the P&F continue to be the Annual Art Show in Semester I, and the Fete in Semester II. These activities require significant volunteer involvement, from overall co-ordination through to baking scones and sorting books. Despite the busy schedules of all involved, and the odd crisis, it comes together on the day with goodwill and a shared spirit of creating and giving. Many thanks to everyone who has contributed in whatever small (or large) way.

The Radford Art show celebrated its 30th anniversary in May with over 600 pieces of art on show by over 120 artists. The opening night was headlined by Ms Harriet Elvin CEO ACT Cultural Facilities Corporation and the weekend that followed





This year the P&F committed more than \$100,000 to a wide range of projects to benefit students



This year the P&F committed more than \$100,000 to a wide range of projects to benefit students at the College. These projects included sponsorship of the Dirrum Dirrum

The people that make up a committee are its strength, especially at the end of a long and busy day. Deep gratitude to the entire committee for sharing their time, foresight, patience and humour, especially the Executive members: Vice-President Anthony Troy, Secretary Heidi Norton, Treasurer Kim Harrison, and Assistant Treasurer Scott Hickey.

Collegians Association

Mark Whitby
President and Board Nominee

Thanks to past President Kate Potter

The Collegians Association offers its heartfelt thanks to Kate Potter for her seven years' service on the Collegian Committee as President. Kate took over from Tegan Walker (Class 92) in 2007 when David Mulford was Principal. During her time as President, she has attended a wide range of College events and functions, including Awards Nights and Y12 Graduations (at which she presented Collegian awards to students), Foundation Days, commencement ceremonies, Fetes (who hasn't enjoyed the Collegians Devonshire Tea Stall?) and reunion functions. She has also overseen the many significant gifts to the College by the Collegians Association, including solar panels, the Collegians Circle at the Junior School, the vegie patch at the ELC, and the sculpture *Blue Mantle* for the Senior School.

Collegian Events

In September the Association hosted a Welcome Back Function with the College for the classes of 1994 and 2004. This function was well attended by many Collegians. They enjoyed perfect spring weather, catching up with friends and touring the College grounds, before heading off to their reunion functions.

The Collegians also hosted two soccer matches prior to the Welcome Back



Past President Kate Potter and current President and Board Nominee Mark Whitby



function, playing against Radford's U18/1 Boys and U17 Girls teams in perfect weather. Congratulations to the Collegian girls for their inaugural win, while the Radford boys 1st XI prevailed against the Collegian boys. The Collegians wish to thank those students who offered up their time to come along and play against former students. The matches were enjoyed by players and their families and concluded with a BBQ for all.

'Where Are You Now?' Campaign

The Collegians invite all former students to visit Radford's new website. We are excited by the possibilities the Collegian pages will give former students, helping them to stay in touch with each other and share their news/achievements/photos. Please take the time to update your details or alternatively, you can email directly to collegians@radford.act.edu.au. We also welcome receiving your photos.



Radford v Collegians men's and women's soccer teams

Collegian Achievements

Michael Byrne (Class of 1996)

Michael recently launched a new book titled *New & Selected Poems*. Previous publications by Michael include:

- *The Indigo Book of Australian Prose Poems*, (ed.), Indigo, 2011
- *A Man of Emails*, Ginninderra Press, 2010
- *On Common Water*, (ed.), Ginninderra Press, 2006
- *Southbound*, Ginninderra Press, 2005
- *Estuary at Dusk: Poems 1995–2000*, Ginninderra Press, 2001

Michael's website is poetrybymichaelbyrne.wordpress.com

Michael Bell, Harry Sayers, Ben Woolner, (Class 2010) – SAFIA

Indie Electro band Safia has been killing it lately with popular club shows throughout 2014 as well as headlining with Lorde for her Australian tour in

September. They are receiving well-deserved radio play and much attention not only here in Australia, but overseas as well. In 2013 their single *Listen to Soul*, *Listen to Blues* made it into Triple J's top 100. The boys are currently in New York kicking up a storm.

Tori Walker (Class 2010)

Since graduating from Radford, Tori has pursued a career in acting, studying in Sydney at both the National Institute of Dramatic Art (NIDA) and Actor Centre Australia (ACA).

After a competitive audition process, Tori was one of twelve actors in the world offered a place to study acting full-time at the Bristol Old Vic Theatre School (BOVTS) in England. BOVTS is one of the most highly regarded classical acting schools in the world. It was established by Sir Laurence Olivier in 1946, and graduates of this course include Daniel Day Lewis, Jeremy Irons and Patrick Stewart. It is also part of England's prestigious Conservatoire of Dance and

Drama. Applicants from many countries auditioned, including England, America, Canada, New Zealand and Australia.

Tori was also offered a place at London's Royal Academy of Dramatic Art (RADA) to complete three months intensive studies in Shakespeare before beginning at BOVTS.

Community Outreach Award – Genevieve Aisbett (Class 2012)

Genevieve Aisbett received a Collegians Community Outreach Award to travel overseas to work as a volunteer with the organisation Lattitude. Civil unrest meant that her intended placement was no longer possible, and she was reassigned to a school at Kullu, in the foothills of the Himalayas, to assist in teaching English to classes of 50 children. Visit the Collegians page on the College website to read Genevieve's account of her experiences during her four-month stay at Kullu.



RADFORD COLLEGE

1 College Street
Bruce ACT 2617 Australia

TELEPHONE +61 (0)2 6162 6200
FACSIMILE +61 (0)2 6162 6263

WEB www.radford.act.edu.au