

Radford Report 2015

Volume 30 | No 1



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Some diary dates for Term 3

19 September	Welcome Back Function / Reunion (Classes 1995 and 2005)
20 October	Collegians Annual General Meeting
7 November 23 November	Radford Fete Year 12 Graduation
8 December	Secondary Awards Night and Junior School Speech Night

Please also check dates on both the Bulletin and website calendars.

FSC Logo PRINTER TO ADD

Editorial team: Miss L Cook, Miss C Lindsay Cover: Senior students guide ELC students in planting daffodils on Foundation Day Principal Photographers: Ms J Mackey, Mr A Lee, Ms J Hillman, Mr G Huitker, Mr A Henry Design: CRE8IVE, Canberra Graphics, layout and typesetting: QOTE! Canberra Printing: Paragon Printers



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FROM THE Chairman



Mr Ian Morison

Radford College Limited (RCL) is an incorporated not-for-profit company. It has an Australian Company Number (ACN) and an Australian Business Number (ABN). It is subject to all the usual laws relating to incorporated entities including under company law and taxation law. Of course, being a 'not-for-profit', it does not pay income tax, nor can it pay dividends. Any surplus – and we do budget for a small surplus each year – is simply left in RCL for future development and activities, and in case of a 'rainy day'.

RCL was set up by the Anglican Diocese of Canberra and Goulburn in 1980, and the majority of its Board of Directors are appointed with the approval of our local bishop.

The current Board is listed below. Board members are selected on the basis of the skills they bring. There is a mix of people with children formerly at Radford, those with children currently at Radford and those with no direct connection.

Chairman	lan Morison Lawyer and Businessman
Deputy Chair	Dr Monica Kennedy Educator
Director	Steve Baker Accountant
Director	Mary Brennan Lawyer
Director	Joel Copeland Teacher Staff Nominee
Director	Brian Douglas Rector, St Paul's Manuka
Director	Mariana Galinec Project Manager
Director	Malcolm Lamb Principal (retired)
Director	Dr Caroline Luke Doctor
Director	Rodney Moss Architect (retired)
Director	Peter Quiggin PSM Agency Head
Director	Genevieve Quilty ceo Collegian
Director	Mark Whitby Businessman Collegian
Director	Fiona Godfrey Principal Ex Officio
Secretary	Simon Wallace Business Manager Ex Officio

Being an RCL Director involves much time and dedication. The Board meets about eight times a year. The true role of a board, including the RCL Board, is to oversee the strategic direction of the entity and to ensure its ongoing viability. We have an excellent management team, led by our principal, Fiona Godfrey, which runs College operations and reports to the Board at meetings.

Much work is also performed by the Committees of the Board – education and wellbeing, finance and risk, and buildings and grounds. These Committees also meet about eight times a year and each Director sits on one or more Committees. The Committees also have other members selected for their special skills, and who may in time become Directors of RCL.

Directors and Committee members are unpaid, providing their services for the common good. They are an extraordinarily dedicated group.

I often say or write that I am a very proud Chairman of our College. The governance and oversight of RCL, as well as its management, is in very sound hands. Though, that status must be re-earned each day as the gates re-open for another day of educating our young.

The Directors and Committee members are an extraordinarily dedicated group.

FROM THE **Principal**



This is an exciting year for the College as we make plans for the future.

Mrs Fiona Godfrey

On a number of fronts, the first half of 2015 has been a time of reflection and review for Radford College. With the undertaking of both a strategic planning exercise and the mandatory re-registration process, the College has devoted a huge amount of time and resources to obtaining feedback from a range of stakeholders in terms of the strategic plan, and to preparing ourselves adequately for the registration panel review and visit.

The registration process, which has meant we have had to align all policies and procedures with current Acts of both the ACT and Federal Governments, has certainly been a worthwhile process. But unfortunately, like all accountability requirements, it has taken the Senior Executive away from the things we love to do – being with the student body.

However, some of the exercises we have had to conduct have informed other processes. For example, as part of the re-registration process, we have had to undertake a 'school improvement plan', which will, in all likelihood, become yet another Federal Government accountability requirement in time. But going through this exercise has helped us to examine closely the 'teaching and learning' aspects of our strategic plan.

While I am not pre-empting the outcome of the registration process, I feel very confident at this stage that we have done everything expected and required of us as a school.

The development of the new strategic plan (2016–2020) has been an extremely worthwhile and informative process, not only because it has allowed all community members to have full and frank input into the direction of the College, but also because it has allowed us to hear, first hand, the thoughts, ideas and vision of all sections of the College (PK-12). To date, we have surveyed parents and staff and have held focus group meetings with staff, parents and students. In addition, we have also conducted three sessions with the Board and have held a weekend retreat with the Strategic Planning Working Group.

The review and discussion about the future of Radford College has centred on some major themes which, over the course of the plan, will be investigated and evaluated. These include questions





about: the optimal size of the College and related intake years; the range of subjects and courses offered, particularly in the senior years; the range of cocurricular offerings, especially the sports program; the opportunities that exist to make better connections with other local educational organisations; and the ability to truly embed internationalism into the culture of Radford. Feedback and discussion has also centred on the need for the College to continue looking to improve the pastoral care program, better use data to inform differentiated learning practices in the classroom, encourage greater parental engagement at all levels of the College, and develop targeted professional learning opportunities which will see improved pedagogical approaches in the use of ICT.

At this stage, it is envisaged that the strategic plan will be released early in Term 4, and I am confident it will cover the areas that need to be considered and, where appropriate, addressed over the next five years. However, it is important to note that any strategic plan is an organic document that will, over time, require adjustments and refinements. Things will not remain constant over that period of time and it is important that we are prepared to respond to things as they arise.

Over the course of this year, the College will also be developing a new master plan. Obviously, the new strategic plan will inform this process as it is important we have the appropriate facilities to allow for optimal teaching and learning programs. Details of the new master plan will be released to the community as soon as available, later in the year.

This is an exciting year for the College as we make plans for the future. I thank all members of the community for their input into this process and I look forward to working together to execute our strategic plan in the coming years. *Below: The Radford College Strategic Plan 2011–2015*





New Staff

Fiona Evans Human Resources Manager

Senior Staff

Ms Fiona Evans Human Resources Manager

Fiona Evans joined Radford after seven years with the Housing Industry Association (HIA). Her role was Human Resources Manager and she managed Human Resources for all 22 offices across Australia, while based at the national office in Campbell, ACT.

Prior to HIA, Fiona worked in Human Resources at the University of Canberra, where she completed her tertiary studies in HR.

Fiona was a member of the Royal Australian Air Force from 1990 to 1997, where she worked in logistics.

Mick Bunworth Communications Manager

Prior to his appointment at Radford, Mick Bunworth was Head of Communications for Australia's Chief Scientist.

Mick was a journalist for 25 years, completing his cadetship at the *Warrnambool Standard* newspaper before moving into television, working for Channel Seven and the ABC. He was a reporter, producer and executive producer for national current affairs programs and he has won a Walkley Award.

For five-and-a-half years, Mick worked for AI Jazeera English as Executive Producer of Programmes (Asia) and Deputy Head of Current Affairs.

Teaching staff

Secondary School

Miss Clare Dawson *BMusic*, *GradDipEd* Music Ms Garance Detering *Master in Design*, *GradDip* Graphics and Design Semester 1 Rev Judy Douglas *DipMinistry*, *BTheology*, *GradDipEd* RaVE Mr Alexander Henry *BA/BMedia* Arts and *Production*, *DipEd*(Secondary) ADT Ms Donna Hettinger *BEd*, *DipTeach* English Ms Jennie Hitchen *BSc*, *GradDipEd* Science Mrs Patricia Morton *BAppSc*, *GradDipEd* Science Mrs Alicia Polman *BA*, *Grad BEd*(Secondary) English Mrs Yevette Reed *BEd* SoSE and History Ms Keri Rehfisch *BA*, *MEd* English Mrs Barbara Spottiswood *BA*, *BEd* French (on exchange from Canada)

Junior School

Ms Carol Caughey BEd, MEd, DipTeach(Primary) Year 3 Ms Lillian Halford BA(Education), DipTeach

Junior School Teacher – Individual Needs Mrs Hayley Irwin *BA/BEd* Year 3 Miss Chelsea Rees *BEd* (Primary) Year 5

Short Term Contracts

Ms Emily McIntyre BAppPsy(Hons) Counsellor Ms Claire Taylor BEd(Primary) Junior School Music Teacher Ms Jillian Wisbey BA, DipEd, GradDipEd, MAppSci(TL) Teacher Librarian

Support Staff

Ms Debbie Banks Payroll and Accounts Officer Ms Jacqueline Bodel Library Technician Ms Emily Perriman BA Outside School Age Care Director Mrs Sally Wyers AssDipSocialSci Junior School Teacher Assistant

Language Assistants

Ms Anaïs Duparc French Mr Masakuni Suetsugu Japanese

Gap Student

Ms Gabriela Vargas Semester 1

Returning Staff

Mr Graeme Brown *BEd, MLit, DipTech(Sc)* Science Ms Ingrid Sloan *BEd* Junior School Art Teacher for Term 3







It is with great excitement that we move forward into the rest of the school year.



Vision for the year

Tilan Rajapakse, Hannah Nutt College Captains

We are humbled and excited to have been appointed your College Captains for 2015. In this role we hope to uphold the school's values and work to increase the already-strong sense of community within Radford.

We began the year with a trivia night for Years 11 and 12, welcoming the Year 11s into the Senior School and helping to build early bonds between the year groups. This evening was a huge success, filled with trivia, music, food and great new friendships. Everyone really got into the 'Friday the 13th' theme – Mrs Robards even pulled out her pumpkin costume for the occasion!

Following this event, we took up the challenge of coordinating the RAS charity fundraiser. This is the College's main annual fundraising event and extends across all areas. This important Radford event allows us to support and build connections with a variety of charities and organisations. We would like to congratulate the community on raising over \$44,000 for a variety of amazing organisations. We have continued to strengthen our links with Crossing the Divide, a program which helps Aboriginal youth learn practical skills, and Pegasus, which provides horse-riding opportunities for the disabled, to name just two. The senior students did a particularly remarkable job this year, raising over \$28,000 for the Cancer Council and

the Leukaemia Foundation. This was mainly through extensive participation in the Relay for Life and World's Greatest Shave events. The latter even saw some Radford boys shaving their heads just before winter to raise cancer awareness.

Throughout the remainder of this year, we hope to increase engagement at assemblies and create activities that will bring together students from across the College. A number of inter-year soccer games have already taken place between Years 7 and 8 - a product of the efforts of the whole leadership team - and many senior students have begun to assist in Junior School classrooms and activities. The Thursday Jams musical program will also allow the student body to gather and celebrate our talented ensembles.

We hope that, along with the rest of the leadership team, we will be able to create more of these opportunities in the future, developing and celebrating our College community. It is with great excitement that we move forward into the rest of the school year.

Student Leaders 2015



L-R: Sam Browning (Vice-Captain), Hannah Nutt (Captain), Mr P O'Regan, Mrs F Godfrey, Tilan Rajapaske (Captain), Laura Roden (Vice-Captain)

Prefects			
Academic	Oliver Garland An Huynh	School Liaisons – Jnr School	Henry Holt Chloe Jaggers
Community Development	Dominic Nguyen Thomas Martiniello	School Liaisons –	Madelaine Shevlin Brad Baker
Media And Communications	Oliver Bate Howard Palmer	Secondary School	Michael Robey Rachel Wilson
Music	Callum Sambridge Taylor Carty	Spiritual	Jaimee Forster Sophie Van Dijk
Performing Arts	Jonathan Wedgwood	Sport	Alexis Currier Connal Burslem
Service Learning	Upuli Kommala Freya Brent Louisa Trigge Evie McNee	Student Representative Council	Ananya Kaza



House	Captains	Vice-Captains
Acacia Ms G Pajot	Noah Geleris, Rachel Graham	Akshay Nangrani, Hannah Janssens
Banksia Mr C Brennan	Declan Conlon, Kayla Scott	Edward Cardew-Hall, Lorna Arkell
Boronia Mrs K Hoy	Sebastian Cuschieri, Caitlin Cantrill	Shiban Shahid, Samantha Howitt
Huon Ms V D'Alton	Ryan Bagust, Rory Graham	Benjamin Carman, Annie Webeck
Jarrah Ms R Cashmere	Samuel Tredgold, Isabella Mail	Harry Black, Julia Cooper
Karri Mr C Bleys	Corey Kovacs, Elloise McClusky	Edwin Simon, Rebecca Mount
Kurrajong Ms A Maier	Tyler Smethills, Charlotte Stone	Mikus Eversons, Madeline Wallace
Wandoo Mr T Quain	James Wanjura, Emma Dragh	Nelson Wong, Sophie Lorimer

Junior School Leaders

House	Name
Acacia	Josh Dias (6JO), Courtney Jacopino (6NC), Freya Kenna (6MB), Robert McColl (6MB), Angus Abbott (6HB), Sophie Kennedy (6HB), Benjamin Scott (6HB)
Banksia	Charlie Notley (6JO), Joseph Wilson (6JO), Amy Cai (6NC), Madeleine Holt (6HB), Angus Walker (6HB), Bradley Clench (6HB)
Boronia	Danielle Ewer (6JO), Mia Senti (6NC), Noah King (6NC), Hannah Berger (6MB), Josh Hogg (6MB)
Huon	Phoebe Passioura (6JO), Brayden Purvis-Smith (6JO), Jonty Harris (6NC), Anna Mai (6MB), Emma Worthaisong (6MB), Scarlett Slater (6MB), Jordi Canadell (6HB)
Jarrah	Jarrah Anderson (6JO), Harrison Lonsdale (6JO), Lisa Hutchinson (6NC), Lincoln Batt (6MB), Sonia Vlatkovic (6MB), Megan Russell (6HB), George Grieves (6HB)
Karri	Emily Gilding (6JO), Olivia Seymour (6JO), Emma Brenna (6NC), Sam Frost (6NC), Victoria Nikias (6HB)
Kurrajong	Harry Bellchambers (6JO), Evie Georgalis (6NC), Maggie Potter (6NC), Tom Kearins (6HB), Minette Kirkegaard (6HB), Tahnee Vivian (6HB)
Wandoo	Cameron Colvin (6JO), Alexa Kalogeropoulos (6JO), Isabelle Morrison (6NC), Ruby Ewens (6NC), Genevieve Lo (6MB), Owen Street (6MB), Tim Carroll (6HB)



Secondary School

Mr Phillip O'Regan Head of Secondary School

The Radford classroom stretches well beyond the school day and the school gates.

In 2015, a focus of conversation among our teaching staff has been the practice of teachers and the influence we have on the learning and understanding of each of our students. Learning sits at the centre of all we do and is certainly not confined to the traditional classroom. It is well acknowledged at Radford that learning outside formal lessons contributes substantially to the development of our students' character and thinking. The College has sought to provide an abundance of opportunities for our students to be actively involved in performance, service, sport, adventure and outdoor pursuits, and we have high levels of participation across the College. Radford students are also active across the week, where they regularly travel throughout Canberra and into the broader region.

As we plan for the future, we continually seek to ensure the learning experiences

in the Co-curricular program are of the highest quality. A review is well underway within the College, analysing the perceived operational effectiveness of the current co-curricular structure, the custom and practice at similar independent schools, and the advantages and issues of concern in regard to current practice at Radford. The intention of the review is to develop a series of recommendations and an action plan to guide the operation of co-curricular activities into the future.

Extensive service learning opportunities, particularly in the upper section of the Secondary School, continue to have a profound impact on our students' thinking and responses to important social issues. Through service, students develop a sincere appreciation of difference and diversity, and these service experiences contribute considerably to developing the intended character dispositions and values of the College: Truth, Compassion













Radford Secondary School students partaking in a variety of Service Learning opportunities.

and Wisdom. Our students provide service with and alongside, rather than for. They give willingly and benefit enormously from their service experiences. This effective model of civic engagement is a form of experiential education aimed at enhancing and enriching learning, with a focus on developing the skills and dispositions of reflection, problem solving and forming meaningful and authentic relationships. Under the leadership of the Director of Service Learning, the next iteration of the service pedagogy will see the program broaden in scope and engage more closely with students in Years 7–9, both within and beyond the formal curriculum.

The College's strengths are closely linked to the many opportunities offered to our students, as well as to the drive to deliver a well-rounded education that recognises and promotes individual strengths. The interaction and connection of our students is part of the process helping them develop into young people of great character. Quality teaching supported by evidence-based research, personalisation of learning and strong partnerships with the school community are desired characteristics of schools for the future. These approaches are central to positively influencing our students' learning. In seeking to personalise the learning and enhance the connection between student, home and school, we are exploring intuitive technology platforms that will provide parents, students and teachers an electronic window into each student's learning, achievements and areas to be addressed, and accumulates across not only an academic year, but a number of years.

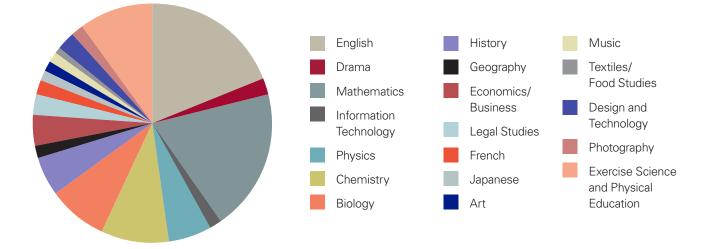
Each year, students experience many new beginnings. Perhaps no change is more substantial, though, than that experienced by the 176 students who join the Radford Secondary School community. This is a time of great transformation and challenge that sees our students take risks in their learning, begin forming new relationships and develop their sense of self. To assist in this transition, the team of Year 7 tutors and the Head of Year have developed an intentional program of support, which targets skills and behaviours through dedicated future connections classes and tutor lessons. In this first semester, Year 7 students have explored learning with subject specialists, utilised their personal technology devices in learning, begun the journey of developing skills in time management and organisation and been introduced to community-service learning philosophies and experiences. These experiences and those to come will provide the platform for the journey from dependence to independence.

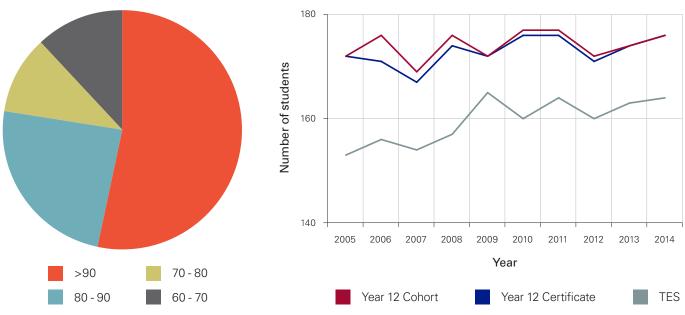
Year 12 Results 2014

Summary of Certification

Graduating Cohort	Females	Males	Total
ACT Senior Secondary Certificate	85	91	176 (100%)
Tertiary Entrance Statement	83	81	164 (93.2%)

Courses studied (Tertiary or Accredited) 2014





ATAR for Tertiary Students

ATAR over 99 – top 1% of NSW/ACT	13 students (8% of Tertiary students)
ATAR over 95 – top 5% of NSW/ACT	55 students (34% of Tertiary students)
ATAR over 90 – top 10% of NSW/ACT	86 students (52% of Tertiary students)

High-performing students included:

- Rosemary Kirk (Dux of 2014)
- Carmelo Macri
- Jamie McColl
- Nikita Parkash
- William Green
- Mary Xu
- Stefan Qin
- Lucy Pittar
- Julia Lonsdale
- Felicity Longland
- Willis Lo
- Seneli Kommala
- Harriet Jarrett

Academic results of Tertiary students Ten-year comparison table

(Percentage of Radford College Tertiary students in each performance band)

2013 ATAR4%25%44%87.402012 ATAR7%31%46%89.152011 ATAR8%28%49%89.102010 ATAR4%32%57%92.002009 ATAR10%25%44%87.302008 UAI8%25%43%87.702007 UAI11%33%53%91.852006 UAI8%33%52%90.45	Year	> 99 Top 1%	> 95 Top 5%	> 90 Top 10%	Median ATAR
2012 ATAR7%31%46%89.152011 ATAR8%28%49%89.102010 ATAR4%32%57%92.002009 ATAR10%25%44%87.302008 UAI8%25%43%87.702007 UAI11%33%53%91.852006 UAI8%33%52%90.45	2014 ATAR	8%	34%	52%	90.80
2011 ATAR8%28%49%89.102010 ATAR4%32%57%92.002009 ATAR10%25%44%87.302008 UAI8%25%43%87.702007 UAI11%33%53%91.852006 UAI8%33%52%90.45	2013 ATAR	4%	25%	44%	87.40
2010 ATAR4%32%57%92.002009 ATAR10%25%44%87.302008 UAI8%25%43%87.702007 UAI11%33%53%91.852006 UAI8%33%52%90.45	2012 ATAR	7%	31%	46%	89.15
2009 ATAR10%25%44%87.302008 UAI8%25%43%87.702007 UAI11%33%53%91.852006 UAI8%33%52%90.45	2011 ATAR	8%	28%	49%	89.10
2008 UAI 8% 25% 43% 87.70 2007 UAI 11% 33% 53% 91.85 2006 UAI 8% 33% 52% 90.45	2010 ATAR	4%	32%	57%	92.00
2007 UAI 11% 33% 53% 91.85 2006 UAI 8% 33% 52% 90.45	2009 ATAR	10%	25%	44%	87.30
2006 UAI 8% 33% 52% 90.45	2008 UAI	8%	25%	43%	87.70
	2007 UAI	11%	33%	53%	91.85
2005 UAI 6% 31% 46% 88.90	2006 UAI	8%	33%	52%	90.45
	2005 UAI	6%	31%	46%	88.90



We seek to educate the whole child for the childhood in which they live now ...

Junior School

Mr Paul Southwell Head of Junior School

Are we making enough mistakes?

At the commencement of the school year I talked to Junior School staff about maintaining a 'culture of coaching the whole child'. Lonsdale and Anderson in their ACER Occasional Essay 'Preparing 21st Century Learners' note: 'Schools are expected to prepare students for a complex and changing world. In addition to teaching subject content, schools are expected to develop young people who are information and media literate; critical thinkers and problem solvers, communicators and team players ... Schools are seen to have an important role in enhancing wellbeing so that students can realise their full potential, cope with the stresses of life and participate fully in their communities.'

I feel many schools and communities perhaps now see the junior school years as preparation for adulthood – an adulthood we cannot yet even imagine. Instead, we at Radford seek to educate the whole child for the childhood in which they live now – educating them to embrace childhood and grow towards adulthood. Not measuring successes in these years against a concept of being an adult, but using both age-appropriate and research-based appropriate approaches/technologies to truly educate the child.

Our Primary Years Programme (PYP) framework is at the heart of this. As the International Baccalaureate (IB) notes, PYP learning is:

- an approach that involves both teachers and children in the learning process, building skills together
- a learning process that involves inquiry learning, which allows children to develop questioning, inquisitive minds
- inquiry learning that leads to knowledge growth, which leads to reflection, action and future learning goals, meaning the PYP is constantly improving
- a framework, not a curriculum a framework where learning is current, global and crosses traditional disciplines. A framework that seeks to support the development of both academic and pastoral growth for the primary years.

While our framework is the heart of our approach, in 2015 we continue to build upon *how* this approach can be best supported within our Junior School setting.



Junior School students experiment with new ways of thinking and doing.





For us, this includes the need for a growth mindset. A Junior School where ideas of failure and resilience are celebrated, where student expectations are high and failing well is seen as a step in our progress. This year, we have moved to increase this focus and we commenced our year with a strong focus on making mistakes.

A Year 1 teacher mentioned that at an inquiry school it is particularly important to have a growth mindset for us to understand and appreciate that:

- we need to be risk-takers (within a safe environment) to continually learn from our mistakes and be open-minded enough to experiment with new ways of thinking and doing
- we need to be responsible for our own learning and be prepared to challenge ourselves through inquiry in order to answer our wonderings
- teachers must model being life-long learners and having a growth mindset.

It is important to recognise we are all (teachers, parents and students) learning together. We keep on learning throughout our lives. Students practise the skills they learn at school via our home learning. At home, parents learn from students about classroom thinking and learning.

It is also important we embrace technology and, in so doing, raise the teacher's role from content-deliverer to guider of skills development. Our ICT Innovator P–6 writes that in doing this, we find:

 both collaborative and selfinitiated inquiry learning is more frequent, with students interacting online safely and with educational purpose

- teacher capacity to differentiate and gain formative data and digitally communicate ideas in various ways is increased, while also catering to students' learning styles
- amplified motivation and engagement in learning, which extends beyond the traditional classroom environment.

According to the IB framework and our Year 4 team: 'It is vital that a school seeks to develop the whole child.' Accordingly, the IB has included 'attitudes' in its five essential elements. Through explicitly teaching and encouraging the 12 attitudes, a PYP school focuses on developing students' attitudes towards people, the environment and learning.

According to a Year 6 teacher this looks like:

- providing collaboration, appealing to students' need to be social
- pushing students to be seekers of knowledge
- fostering thinking and reflecting skills, leading to deeper comprehension
- allowing students to pursue areas of personal interest
- promoting ownership of learning.

To these aims, we have celebrated 'Hopes and Dreams' meetings, 1-to-1 iPad introduction, inquiry circles, attitudes acknowledged in our celebration times, reading challenges, slow days, volatile parliaments, Jackson Pollock artists, weekend 'Fierce Conversations' workshops, swam/sprinted and ran, grandfriends, reading strategies with parents, biking to school, the use of Canberra as a primary resource through excursions and incursions and happy grams home.

We aren't there yet, we have a way to go. We aren't making enough mistakes yet!



The ultimate goal of school improvement is to improve outcomes for students, including levels of achievement and wellbeing.

— National School Improvement Tool

Improving Learning Outcomes for our Students

Ms Louise Wallace-Richards Director of Teaching and Learning

Over the past semester, Radford Secondary School has been developing plans to improve learning outcomes for our students. The cornerstone for these plans has been the devising of the learner attributes we wish to nurture in our students. In Semester 2 and beyond, we will be embedding these learner attributes in all facets of teaching and learning in the Secondary School, including the curriculum, pedagogy, and assessment and reporting processes in Years 7–12.

The Australian Curriculum's General Capabilities and *16 Habits of Mind* have informed the development of the *Secondary School Learner Attributes*, while the Junior School's *International Baccalaureate (IB) Learner Profile* has played a significant role in the identification of what the Secondary School seeks to promote in our Year 7–12 learners. The *Junior School Learner Profile* and the *Secondary School Learner Attributes* complement each other and reflect that we are two schools and one College.

The attributes have been developed collaboratively through:

- seeking input about what makes an effective learner from all College staff during the January professional learning days
- gathering feedback from Heads of Department and Heads of Year about the attributes generated from the whole-College session
- refining the attributes through the formation of a team of teachers including:
 - me, Director of Teaching and Learning
 - Head of Secondary School, Phillip O'Regan

- Head of History, Nick Ewbank
- Head of Library, Curtis Watson
- Head of Year 12, Kathleen Notley
- Year 1 teachers Julianne Hay and Ros Barlow
- seeking further feedback from senior secondary students and other senior staff on the refined attributes, before presenting them to the Senior Executive team for approval.

The six attributes to date are: *Principled, Thinkers, Open Minded, Dedicated, Self Managed* and *Skilled Communicators.* Each of the attributes also has a list of descriptors to provide a deeper understanding of what they mean for the College's Secondary School. Though these will undergo further refinement, they do identify the key attributes we wish to develop in our students in the classroom, in the playground, on the field and in the community.

The pedagogies and assessment modes needed to develop these attributes in our students will see further changes in the way teachers use ICT in the classroom. Already, with the introduction of the 1-to-1 program, we have seen departments using ICT to augment, modify and redefine learning,





Secondary School students reflect on the Learner Attributes.

All young people in Australia should be supported to become successful learners, confident and creative individuals, and active and informed citizens. — Australian Curriculum, ACARA promoting critical and creative thinking as well as open mindedness. In Semester 1 the music department used *Skype* to engage with composers and performers all over the world, and drama used live streaming in Year 10–12 classes, allowing students to question actors about their performances. Many departments are using *Radford Online* to enable the creation of collaborative documents and to give feedback on formative and summative tasks through the submission of work online.

From Semester 2, 2015, these attributes will also inform how teachers, tutors and Heads of Year write their descriptive comments for semester reports, in much the same way that Junior School teachers use the *Primary Years Program IB Learner Profile* to identify attributes that students are clearly demonstrating both inside and outside the classroom.

The biggest effects on student learning occur when teachers become learners of their own teaching, and when students become their own teachers.

— John Hattie, Visible Learning, 2008.

To assist teachers in nurturing these learner attributes in our students, in 2016 the Secondary School will be investing in professional learning opportunities to develop the skills of all teachers to differentiate in the classroom, thereby giving all students the best possible chance of learning. This teaching and learning focus will be informed by the 2015 *Pre K–12 Learning Support Review*, which will be concluded at the end of Term 3, and the data obtained about our students' learning needs through educational testing, also planned for collection in Term 3.

A balance will also be achieved between whole school and personal teaching and learning goals through the implementation of a formal mentoring/ coaching program across the Secondary School in 2016. As Dan Pink, in his 2009 text *Drive: The Surprising Truth about What Motivates Us*, commented, humans are motivated by the need to direct our own lives, to learn and create new things, and to do better by ourselves and our world. The *Peer Mentor Program* developed and led by Jen Bateman, teacher mentor, will inform any coaching model the Secondary School adopts.



'Next Practice' for Student Wellbeing at Radford

Ms Claire Melloy Director of Student Development

Pastoral care at Radford means everywhere, all the time.

'Pastoral Care is the 'oil of learning' — Professor Donna Cross

Pastoral care means every class, on the playground, every co-curricular activity, trip and service. It must reflect the College values while simultaneously empowering students by giving them the skills to solve their own problems, build healthy relationships and have a sense of purpose and hope. As the College values suggest, Radford aims to develop confident and *compassionate* students who are effective contributors to society, successful learners and responsible citizens.

'Intelligence plus character – that is the goal of true education.' — Martin Luther King Jr

In short, pastoral care at Radford is about nurturing and nourishing *students of character.* Character is the foundation of improved attainment and human flourishing. To flourish is not simply to be happy, but to fulfill one's potential. Character development involves caring for and respecting others as well as caring for and respecting oneself. What is clear is that young people who 'own' and manage themselves are more confident and competent when interacting with and responding to others. This, in turn, can have a significant impact on their health and wellbeing.

As our College continues to grow, it is time to develop a PK-12 age-appropriate pastoral care framework, with a common language, that honours the excellent work already being done but also sets that work in a scope and sequence as part of an explicit curriculum. Our 2015 action plan has involved the establishment of a College-wide pastoral care framework committee, a survey to review staff wellbeing, a survey to review student wellbeing outcomes, the analysis of this data to assess current practice, the mapping of policies and practices against outcomes, school visits, research and professional learning in the areas of positive education, character education, social and emotional learning, emotional regulation and mindfulness.

We are currently in the design phase, which involves mapping ageappropriate interventions, skills and content across the College. Our aim is to have this curriculum ready for 2016 implementation. It will deliver pastoral care that addresses student wellbeing not merely as a complementary standalone practice. It will see policy and practices fully integrated into the academic and structural organisation of the College, meeting the personal, social and academic needs of students (and staff). 'Education without values, as useful as it is, seems rather to make man a more clever devil.' — C.S. Lewis

This framework and curriculum must have a moral framework at heart. In fact, philosophy, psychology and neuroscience agree on the role of virtue in achieving a well-lived and happy life. Recent developments in understandings of the brain show the hardwiring of good habits and the neural bases of character are demonstrable.

A virtuous person is someone both master of and enriched by emotions. The capacity for emotional regulation is at the heart of virtue because our emotions can easily lead to poor decision making. According to Dr Andrew Mullins in his article 'The Neuroscience of Character Development', the state of virtue is characterised by an integration of systems in the brain that creates the 'pathways for emotional regulation, sound cognitive decision making, consideration of consequences, of imitation and empathy, of attention (which is also linked to willpower) and of habit formation itself.'

'Educating the mind without educating the heart is no education at all.'

— Aristotle

This neuroscience gives us important insights into what should be at the heart of our pastoral care. We know learning is triggered by positive effects. We can use positive emotional experiences to teach important life lessons. We also know that high expectations and encouragement are a powerful combination.

We know young people are impressionable, and we know our emotions affect others. As adults, both at school and at home, we must try to manage our own emotional responses. When necessary we must try to correct calmly.

Our collective priority as parents and staff must be to empower our young people to take responsibility for the formation of their own characters. This is a long-term process, but raising young people to be autonomous, to be able to manage themselves and their emotions in order to foster deep and respectful relationships with others must be at the core of everything we do. 'Education is not preparation for life; education is life itself. Education, therefore, is a process of living and not a preparation for future living.'

— John Dewey

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Australian War Memorial Director Dr Brendan Nelson speaks to students at Radford's Anzac Day Commemorations.

2015 Anzac Day Commemorations

Mr Mick Bunworth Communications Manager

The College gathered on the first day of Term 2 to commemorate the centenary of the Anzac landing at Gallipoli.

Australian War Memorial Director Dr Brendan Nelson and a number of veterans joined students and staff to reflect on the sacrifices made by Australia's previous generations.

Principal Fiona Godfrey asked the whole College to think about the Anzacs and their families who suffered the tragedy of their fathers, sons, brothers, uncles and cousins not returning to them. Those families felt the impact of that loss every day.

And we also remember the families of those who did come home, but bearing scars, visible and invisible, for the rest of their lives. As we think about our own families, we think about what it must have been like for all of them.

In his speech, Dr Nelson spoke about the supreme sacrifices made by previous generations and the importance of remembering them. Radford College Year 3 and 4 Songsters' rendition of *Here* *You Lie* and the Camerata and Chorale performance provided two beautiful, reflective interludes to the proceedings.

Vice-Captain Laura Roden's speech offered some wonderful insights into why students around Australia continue to honour those who have served in Australia's armed forces.

To mark the impact of war on the Canberra and Radford communities, wreaths were laid by World War II veteran Edward Fleming, Vietnam veteran Howard Dalton, and Radford College students Lisa Hutchinson, whose father Edward served in Iraq, and Molly Kennedy, whose father Mitch served in Afghanistan.

College Chaplain Father Richard Browning gave the blessing, asking those gathered to go in peace, bringing to a close a moving commemoration of those who had sought to make that peace possible.



ANZAC Spirit Prize

Attending the 100th-anniversary Gallipoli Dawn Service is an experience Year 11 student Angela Liao will never forget.

Angela was one of four recipients of the ACT Chief Minister's ANZAC Spirit Prize. Earlier in the year, Angela had entered the ANZAC Spirit Prize competition, designed to give young Australians the opportunity to learn and reflect on the significance of the First World War and Australia's role during the conflict.

Her prize-winning entry was in the form of a poster (shown, right) and captured the essence of the Anzac Spirit, drawing inspiration from the stained glass windows of the Shrine of Remembrance at the Australian War Memorial.

These values include loyalty, comradeship and devotion. Angela's work showed a deep understanding of the significance of these values and of Anzac generally, as well as displaying a very strong artistic talent.

Angela wrote to Principal Fiona Godfrey shortly after her return from Gallipoli. Mrs Godfrey said she was impressed by how beautifully the letter, reproduced below, captured all that Angela experienced and learnt whilst on the tour.

Mrs Godfrey said while it was wonderful to receive gratitude, it was even better to receive acknowledgement that the experience had left such a lasting legacy on at least one young Australian.

Dear Mrs Godfrey,

I am writing to thank you for the school's support in my application for the Chief Minister's ANZAC Spirit Prize Study Tour and to share some of my experiences during the trip.

A single photo will never do justice to the memory because it fails to truly capture the context, emotion and personal reflection. To summarise such a lifechanging experience in a few mere sentences would belittle the lasting legacy this journey will have upon me. My personal development has been deepened by an understanding of both Turkish culture and the Gallipoli campaign. The new friendships I formed through a



rollercoaster of emotions will forever motivate me to work towards a harmonious global community. If I have learnt anything from the amazing group of people I have been fortunate enough to share this trip with, it is that our generation has both the drive and talent to create global peace. For this, I am truly grateful.

Remembrance itself does not fulfil the commitment we made to the ANZACs a century ago; lest we forget is not in itself enough, but merely a beginning. In order to truly fulfil our promise to the ANZACs, we must go beyond mere words and ceremonies to become proactive advocates for global peace and equality. If we don't, future generations may suffer the fate our ANZACs sacrificed their lives to prevent. ANZAC Day is only one day each year, yet it takes the combined and concerted effort of every citizen of our global community to put aside prejudice and to embrace an era of peace.

I fully recommend that this opportunity be extended to other students in years to come so that they too may partake in such an experience. One of the best things about Radford is the assortment of opportunities provided to students. Attached are a few small gifts from my travels. The Turkish tea glass is for you, to thank you for your personal support. The commemorative spoons are for the school, as a memento from the occasion. I hope that the school community continues its acknowledgement of the sacrifices of both Turkish and ANZAC servicemen and women during World War 1.

Yours sincerely, Angela Liao





Foundation Day Concert

Mr Joel Copeland Acting Head of Music and Director of Choirs

The Foundation Day Concert is always a special occasion on the music calendar and the 2015 concert was no exception.

The venue was the National Arboretum, with our beautiful city casting a scenic backdrop to what was a truly magical evening of music. The Ritornelli Ensemble opened the concert with two pieces musically depicting the nature of our venue. This ensemble has risen to become one of the most accomplished and professional groups within the Radford music program and once again delivered a high-class performance.

Megan Hobson and Katrina Wiseman followed Ritornelli, performing a rendition of the 'Flower Duet' from Giacomo Puccini's opera, *Madama Butterfly*. Both exceptional soloists in their own right, Megan and Katrina combined to provide the audience with a breathtaking operatic experience.

Year 10 cellist Jacob Jaksa was called into the concert program at the last minute and didn't disappoint. Jacob is an extremely talented young musician and certainly one to watch for the future. Meriel Owen, our guest artist for the evening, gave the audience and our students an insight into an instrument that is not commonly found in school music programs – the harp. Meriel's performance was simply stunning and we were extremely grateful to her for volunteering her services for the evening.

The combined Radford Chorale and Camerata choirs, accompanied by the Corelli Chamber String Orchestra, were set to close the concert, performing the *Sunrise Mass* composed by Ola Gjeilo. This symphonic mass took the audience on a metaphysical journey from the heavens to Earth, from the echo of The Spheres (Kyrie) to Identity and the Ground (Sanctus) with its earthly themes. All the students involved in this performance did great justice to this exquisite work and should be tremendously proud of their achievements. A truly moving performance.

Congratulations again to the Radford musicians who performed on the evening and thank you to the many staff involved in bringing this event to life.

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Musical 'How to Succeed In Business without Really Trying'

Mr Nick Akhurst Head of Curriculum Drama and Co-curricular Drama/Dance Oratory

Radford College presented the musical 'How to Succeed in Business without Really Trying' over three nights: 30 April–2 May 2015.

A huge amount of effort and time is required from the cast, crew and orchestra, under the guidance of staff, to create such a complex show. What makes Radford musicals unique is having our students design and create elements of our productions, and the high standard they achieve.

Over 100 students were involved in creating this vibrant production. As is common with the performing arts at Radford, our students were vital in developing the production. Students who played such critical roles included Hannah Nutt (choreography), Jonathan Wedgwood (lighting) and Oliver Bate (sound). The Year 12 Revue gave the Radford community further opportunity to see what our talented students are capable of creating, and the Senior Drama production will do the same.

A comment from guest director Timothy Sekuless

This is one of the few musicals to win more awards for its story than for its songs. And yet, critics of modern revivals frequently lambaste the 'ironic sexism' that underpins the dated plot.

In our production, we presented the female characters as independent decision makers, equal to their male counterparts in every regard, save for the freedom to pursue an executive career. Although denied a seat at the board, they are the power behind the throne.

The real irony is that the authors of the book and the musical thought they were parodying sexism in corporate culture while implicitly endorsing typical gender roles and male power structures.

What gives me hope for the future is the egalitarian determination displayed by the students of Radford College. It was a privilege to work with these exceptional young leaders and creators. I'm proud of what they have done and I look forward to what they will achieve next.







Summer Sports Review

BASKETBALL

Mr Brad Luhrs Sports Administrator

Radford basketball again proved hugely popular during the 2014/15 summer season, with 44 teams participating in the Basketball ACT competition. These teams included nearly 400 students across 23 boys' teams and 21 girls' teams.

While excellent levels of participation, spirit and sportsmanship bring the College most pride, several teams also achieved significant success in their results. The Radford Spartans claimed the U19 Boys' Division 5 Premiership, while the following teams all made it to their respective grand finals: the U12 Girls' Division 1 Kookaburras, U14 Girls' Division 3 Panthers, U14 Boys' Division 4 Raiders, U16 Girls' Division 2 Wildcats and the U16 Girls' Division 4 Comets.

As well as so many positive team experiences, there have been a number of notable individual achievements already this year. Ruby Cooper represented the ACT U18 Girls, along with James Martin representing the ACT U18 Boys, at April's National Championships in Ballarat. Victoria. David Cox and Rahul Arsakulasuriya were selected in the ACT Boys' team to compete in the U16 National Championships in Ulverstone, Tasmania, in July.

2015 will end in spectacular style for 22 lucky students, ranging from Years 8–11, who have the opportunity to tour the USA over 19 exciting days.

CRICKET

Mr Peter Wallensky Sports Administrator

Radford cricket enjoyed a successful season with our U15 Division 2 boys winning their T20 grand final, and then finishing runners-up in the two-day competition. The team lost in a close game against St Edmund's in the grand final.

The teams in the younger age groups continue to show promise and embody the spirit of cricket that exists within our program.

A team of 10 Radford Year 5 and 6 students had the experience of a lifetime, travelling to Melbourne to play on the MCG and take part in the final of the Milo T20 Blast competition. The boys won the ACT/Southern NSW School Cup final in Canberra, before advancing to the National School Cup final in Melbourne.

MOUNTAIN BIKING

Mr Tim Minehan Mountain Biking Coordinator

Cross country mountain biking has had an active season so far, with students, parents and teachers taking advantage of this dynamic co-curricular.

Riders experienced an excellent weekend of riding Thredbo's 'Gravity Trail' and Thredbo Valley Track as a reward for the efforts of training around Bruce Ridge.

We are looking at fielding a number of teams in the ACT School Championships later in Term 3 and possibly a daytrip to Thredbo in Term 4 after the spring melt.

We are exceptionally lucky to have such a brilliant selection of places to ride in the ACT and I encourage any competent riders to join us when the activity begins again in earnest late in Term 3.





OZTAG

Mr Peter Wallensky Sports Administrator

Radford Oztag continues to increase in popularity. This season, Radford registered eight teams – three more than last season.

Oztag is proving a popular choice among the students with games played on Wednesday evenings. It's the latest craze in recreational sport that now has competitions running all over Australia.

It's a great sport that anyone can play and have fun at the same time. The season saw two Radford teams make it through to the semi-finals, but narrowly miss out on a place in their respective grand finals.



ROWING

Ms Bernadette Leger Sports Administrator

This season was a great success for Radford rowing, in terms of fun as well as podium finishes.

The rowing shed housed 101 participants – rowers and coxswains. The season started in October 2014 with the blessing of the rowers and fleet. This is always a great day which brings past and present rowers, coaches, parents and caregivers back to the Radford shed to embark on what will hopefully be an enjoyable season for all.

Last season, two sets of Radford parents successfully bid to name two new doubles. At the blessing of the fleet, we welcomed 'Radford Snowsports', won by David Hartwig and Hannah Baudert, and 'Gavagna', won by Steve and Lheana Gavagna.

We are lucky to have a very dedicated director, Mr Winkworth, plus 19 wonderful coaches who assisted with the three training sessions per week for all squads. Season highlights include:

- NSW Championships, Sydney

 Radford entered 17 students
 in the following crews: 1 x SG
 Quad, 1 x U17 Girls' Double, 1 x
 SG Double, 2 x SB Quad and 1 x
 SB Double. All crews competed
 extremely well, with our Schoolgirl
 Double, Schoolboy Double and
 Schoolboy Quad all qualifying for
 national championships.
- Schoolboy and Schoolgirl Heads of the River, Sydney – Radford competed in many races across both weekends and it was an enjoyable experience for all.
- Rowing National Championships, Sydney – The Boys' Doubles competed in the U19 Men and the Girls' Doubles competed in the U19 Women. Unfortunately, our girls were eliminated in the repechage and the boys came in fifth in the A final. The schoolboy quad came in third in the A final and won the bronze medal.





Facilities Report

Mr Robert Harris Facilities Manager

The Radford maintenance and facilities area has been busy as ever during semester one.

The largest project by far is our new Haydon Drive entrance. It became operational on Monday, 8 June, though bicycle traffic had to wait a couple of extra days. Staff and students have made good use of the road, and its success can easily be measured by the reduction in time entering and exiting Radford in the two peak periods. This has been particularly noticeable at the existing College Street entrance. The improved traffic flow has met, if not exceeded, expectations.

Our recently completed extension to the boatshed mezzanine will provide much-needed space and versatility for the rowing community. We have continued painting the entire College. The locker painting in the Years 5/6/7 area and the internal main library area have been of particular interest. Improvements have been made to the newly named Year 8 Studio, with considerable financial assistance from the P&F. When furniture is installed, this area, with its softfall floor, will surely become a popular undercover haunt.

External consultants were brought in for both a full work health and safety report and an accessibility report. The relevant recommendations will be implemented as required. The College also returned a 'clean bill of health' in an asbestos materials survey conducted during the year.

A sandstone courtyard, with seating, in the Year 8 area was just one of several major upgrades undertaken by Radford's experienced grounds staff. This was followed by a beautification exercise in the pond adjacent to the College Street entrance. We are presently working on a major overhaul of the Junior School playing spaces, including an upgraded grass area and a bush-style play space. Maintenance staff have completed a major construction in the room 16 media space, featuring new lights and with dividing curtains to come. We have also completed an upgrade of the Early Learning Centre toilets and assisted in the room 42/SOSE staffroom renovation.

In addition to regular activities, such as setting up the TB Millar Hall for exams, assemblies, dinners, Easter events and many others, staff have been busy with a number of classroom and office moves, parcel and paper deliveries, bus driving, rubbish collection and much more. As usual, our security and weekend sport commitments have been well looked after by our caretaker and others.

The team takes great pride in the College and surrounds and are to be commended on the manner in which they complete their many and varied tasks.









Above: P&F President John Shevlin addresses Art Show attendees, as guest speaker Denise Ferris and Principal Fiona Godfrey look on.



31st P&F Art Show

Miss Celia Lindsay Community Relations Manager

The 31st P&F Art Show was held 29–31 May 2015. The event was officially launched by Denise Ferris, Head of the ANU School of Art, at a gala opening where guests enjoyed fabulous food and music as they tried to make sure that no-one else bought that special art work before they did.

The red sash staff were kept busy applying the all-important red spot (sold) tags and ushering buyers to the sales desk. With more than 300 art works, and more than a hundred items of pottery, ceramics, glass and craft, there was no shortage of choice.

Artists and visitors all commented on how expertly curator Angharad Dean, herself an artist, had created a coherent and engaging exhibition, all done in about eight hours of work.

The legendary catering skills of Denise Cardew-Hall and her team ensured the canapes and sweet treats were enticing, and John Chong and the team on the bar took care that no-one went thirsty. There was a wonderful selection of smooth jazz numbers echoing through TB Millar Hall all night from MP4, comprising Ross Clarke (piano), Mike Parker (guitar), Collegian Hayden Fritzlaff (drums) and staff member Alan Lee (bass).

Saturday and Sunday saw Leeann Dunne running the elegant Art Show Cafe (with a red rose on every table), providing delicious fare for patrons and volunteers, as well as the soccer and cricket visitors. Student musicians entertained visitors with a delightful range of music. Other students assisted with the event by the preparation of display plinths, and by working as cafe volunteers.

P&F President John Shevlin and a faithful band of parent volunteers worked hard throughout the show, staffing the sales desk and in other roles, and P&F Treasurer, Kim Harrison, managed the many financial aspects in her usual calm and capable way. Greg Hewitson provided expert assistance with design and printing of materials, and put in many hours before, during and after the show with logistics and old-fashioned manual labour.

As always, the amazing College Facilities staff played a huge role in making the Art Show possible. Among many other tasks, they were responsible for transforming TB Millar Hall from an assembly venue on Wednesday into an art gallery on Thursday, ready for the exhibition to be hung, and then disassembling everything on Monday morning.

Many thanks to the generous Art Show sponsors: Heartstory Photography, QOTE! Design and Print Management, Aarwun Gallery, National Gallery of Australia, Blue Pod Coffee and Capital Indoor Plants.



The Life Beyond the ATAR event featured a panel of recent Radford Collegians, including dancer/doctor Ange Gowland (Class of 2001), banker/builder Campbell Smith (Class of 1999), Hiba Abbas (Class of 2012), Lucas Pender (Class of 2009) and company director Mark Whitby (Class of 2000) talking about their experiences at the end of secondary school and beyond.

Collegians' Association

Mr Mark Whitby President

Planning for the future

The Executive Committee's strategic review aimed to energise and reinvigorate Radford Collegians' Association (RCA). This gave us a fantastic opportunity to discuss what we want the association to become and set some key actions to help us get there.

To build a strong, visible, engaging and community-minded RCA that will prompt former students to re-engage with the College at various points in their lives beyond Radford, we have introduced a variety of key actions:

- we are leveraging social media to build member engagement and have more than doubled our Facebook fan base to over 1,100
- we created a balanced and diverse Collegian panel for a new Senior School mentor workshop. 'Life Beyond the ATAR' focused on themes of resilience, finding your way, and all facets of learning and development beyond Radford

- we are looking at introducing yearlevel ambassadors and Year 12 Collegian Captains
- we launched new branding in 2014, introducing the slogan 'Rewarding Connections'
- we created a part-time position in May 2014 focused solely on Collegians' administration and activities to help bring these goals to fruition and build a more active Collegian presence within the College.

In addition to this new forward-looking agenda, the RCA continues to be involved in Radford events and support College initiatives. We are working to establish greater involvement and partnership with the P&F at events and continue to direct RCA support of College activities and outreach programs. We also continue to give significant gifts to the College during milestone birthday years.







The RCA is always keen to hear ideas and receive feedback.

To share your views or become involved in any way, email collegians@radford.act.edu.au

Where Are You Now?

We know that since leaving Radford College many Collegians have experienced significant change. The challenge we face is keeping in touch with everyone as life beyond Radford changes.

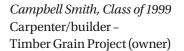
The RCA's 'Where are you now?' campaign reaches out to our Collegian members and former students. We invite you to share your stories and news and check to make sure your details are up to date. Simply visit radford.act.edu.au/ community/collegians/ collegians-membership/ to update your details and let us know what's changed. And if you have done something that is interesting, exciting, rewarding or challenging, or just about anything else – we'd love to know about it!

On the following pages you will find brief snapshots of three former students and their lives beyond Radford.





Rewarding connections.



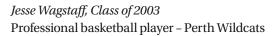
Campbell Smith owns the small business Timber Grain Project. The company builds outdoor garden items such as decks, planter boxes, garden walls and pergolas, and has just finished its first prefabricated building. Campbell has been involved in a number of green roof projects in Sydney where community gardens aim to increase employee wellbeing and help to empower staff to grow at home, improve diet and green our cities.

What does life look like for you now? I am 33 years old and recently married the love of my life, Biz. We live near the beach in Wollongong. We grow veggies, have chickens and wear shoes as little as possible. I'm lucky enough to surf several times a week, have a good work/life balance (most of the time) and have healthy relationships with those around me.

The items we build at Timber Grain Project are prefabricated in our Wollongong workshop then transported to Sydney and installed on-site. We work with homeowners, cafés and, more recently, corporate clients. It seems to be successful because of the limited time required on-site compared with the usual building process.

What is your favourite Radford moment? Year 9 Camp with Outward Bound was fantastic. I felt very comfortable in that environment, which gave me a chance to come out of my shell a bit. The trip gave me a lot more confidence at school for years after.





After studying engineering while playing basketball in Australia, Jesse accepted an offer to play basketball in the U.S. city of Denver, Colorado, where he met his wife. The couple returned to Australia where Jesse now plays for the Perth Wildcats. He has an MBA, and is studying a Master of Traffic Engineering.

How easy was it to decide what to do in life? I think perhaps the greatest misconception about 'life' is that you have to have it all figured out. I have recently turned 29 and still don't know what I want to do in life or what I want to be when I grow up.

After leaving Radford I was accepted into the ANU Engineering program. After a year, I was offered an Athletic Scholarship at a Denver college. I studied and played there for four years, intending to receive my degree, return to Australia and pursue an engineering career. Fortunately, after completing my studies, I was offered an NBL contract with the Perth Wildcats.

What do you know now that you wish you'd known when you were at Radford? As important as High School/College is, it does not define you. Feel free to try new things, do what makes *you* happy and stick out from the crowd if need be.



Sally Faulks, Class of 1999 Medical Officer, Royal Australian Air Force

This year, two-and-a-half years after finishing her undergraduate medical degree at the University of Queensland, Sally graduated from the RAAF Officers' Training School with the Physical Training Instructor Award. She now works as a Medical Officer at RAAF Base Williamtown and is studying to become a GP.

How easy was it to decide what to do in life? For me, it wasn't easy to decide what to do. I knew I was interested in science at school, but I also enjoyed reading and English.

I had the marks to get into medicine straight out of Radford, but it took me nearly 10 years to figure out what I wanted to do.

What advice do you have for current students? There is no right path to get to where you want to go – if you want to get there badly enough there will be a way. It's ok to not know what you want to do yet. It's also ok if you can't get into a career path you're interested in straight away. I don't feel disadvantaged in any way from doing a few different things before medicine, and eventually everyone finds what they want to do. Try to enjoy high school while you can!



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