



RADFORD COLLEGE

# Radford Report 2015

Volume 30 | No 2



Truth  
Compassion  
Wisdom

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## Term dates 2016

Term 1 – 2016      Wednesday 3 February 2016  
Friday 8 April 2016

Term 2 – 2016      Tuesday 26 April 2016  
Friday 24 June 2016

Term 3 – 2016      Monday 18 July 2016  
Friday 23 September 2016

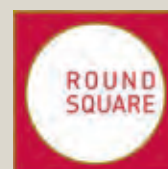
Term 4 – 2016      Monday 10 October 2016  
Tuesday 6 December 2016

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



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## FROM THE Chairman



**It is our people – the students, staff, families and broader Radford community – that make our College the place it is, and can be.**

### Mr Ian Morison

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**The Radford College Board provides high-level strategic direction, policy development and governance in order to support our stated intention of always being a leading school in Australia.**

The Board meets regularly for open and focused discussions, balancing a respect for tradition with a vision for the future.

Even though Radford College Limited (RCL) is an incorporated not-for-profit company, a constant consideration for the Board is technology and how that might impact the College, as well as present new opportunities to improve teaching, communicate better, operate more efficiently and easily retain information.

I know our excellent management team, led by our principal, Fiona Godfrey, is focused on ensuring that the College is able to fully utilise current and emerging technologies, in both education and operations.

The rollout of the College's 1-to-1 Program has enhanced learning and allowed teaching to reflect the best of contemporary practice. Advances in technology will never replace excellent pedagogy, but technology will extend it and keep it relevant as our teachers prepare our students for an increasingly interconnected and digital world.

At the same time, the technology required to best support the operations of the College is an area that has required attention. Technology improvements are usually quite

expensive, and not easy to see compared with, say, a new building, however keeping up-to-date is essential.

The College recently embarked on the progressive rollout of a new system to manage attendance, student welfare, lesson planning, curriculum mapping, marking and academic reporting, as well as providing parents with the opportunity to easily monitor their child's progress online.

The installation of two complementary information management systems in 2016 will provide an improved student and family database, and streamline HR and payroll for staff.

These new systems have also required significant investment in our IT infrastructure, a commitment, as I say above, that is often not immediately obvious to the observer. The maintenance and upgrade of this infrastructure requires diligence and regular review, to ensure the College remains at the cutting edge of excellence in both education and operational efficiency.

Ultimately, it is our people – the students, staff, families and broader Radford community – that make our College the place it is, and can be. One of the best ways for us to support our people is to continue to explore and engage with the changes made possible by technology.

## FROM THE Principal



**We recognise the contributions that families can make to schools and the importance of constant interactions between home and school.**

### Mrs Fiona Godfrey

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As we conclude yet another highly successful year at Radford College, it is timely to look back on all that has been achieved but, at the same time, also start to plan the way forward for the next few years. This is an opportunity to look back with pride and a chance to look ahead with optimism and excitement. So as we stand at the juncture of reflection and intention, it is apt that the theme for this edition of the *Radford Report* is 'Broadening Horizons'.

Over the course of this year, a great deal has been achieved by our students both inside and outside the classroom. We have again achieved outstanding academic results, most notably in those years where our students were involved in benchmark testing for NAPLAN and in our senior years where the students have again excelled. On the sporting field, Radford College has had one of its most successful years in a long time, with many of our football, netball, basketball, rugby and cricket teams playing in grand finals and individuals and teams doing very well in rowing, snowsports and orienteering. There has been a constant range of stunning performances in the performing arts, including the Junior School play *Peter Pan*, the Year 12 Revue *Red Bricks to Rio*, the school musical *How to Succeed in Business Without Really Trying*, the Senior Drama production *An Ideal Husband*, RadPAN and Dance Festival, just to name a few. Rivalry amongst the Houses saw fierce competition this year in the Cross Country, Swimming and Athletics Carnivals, and the introduction of the RadPAC (Radford

Performing Arts Competition) gave some Houses a chance to savour success for the first time in a number of years. Finally, Radford College has continued to consolidate relationships with organisations involved in our Service Learning programs, including Round Square, G-trips, our Timor-Leste partnership, Black Mountain School, Cranleigh School and Pegasus Riding for the Disabled.

Trying to summarise all that happens in a place like Radford over the course of the year is very difficult, but the aforementioned list of achievements and successes does highlight the commitment of both our staff and students. Without the strong relationships that have been built up year after year, we would not be able to achieve all that we do. I am extremely grateful to all the teachers and support staff for the long hours of service they have given to Radford this year, and I am buoyed by the enthusiasm that our students give to every event. We are indeed fortunate that this combination gives rise to a highly successful and vibrant school.





Planning for the future has undoubtedly been a feature of this year, with a large part it being given over to developing the *Radford College Strategic Plan 2016–2020*. Mapping out a blueprint for our future has been an exciting but at times challenging process, which has included input from all community sectors, including parents, students, staff, the College Board and some collegians.

In an historical sense, strategic planning is a relatively new phenomenon for schools. Decades ago there was not the constant change and regulatory demands that exist today and can challenge a school's very existence. We now take our strategic planning process very seriously because we know that in order to be successful we need to define our strategy or direction and make decisions on allocating our resources to pursue these strategies. In order to determine the direction of the College, it is necessary to understand its current position and the possible avenues through which we can pursue a particular course of action.

As seems to be a common starting point for most strategic planning processes, the challenge in the first instance was to determine the College's purpose (often referred to as the Mission or Vision). The process was overseen by a facilitator who objectively analysed data obtained through surveys and focus groups and then worked collaboratively with the Strategic Planning Committee to delineate the major themes and detail the College's purpose and the strategic priorities.

In developing the major themes, or domains, around which we would group our strategic priorities, we have been able to narrow the list to five major areas of the College's operations. Not surprisingly, as they are our main focus, the first domain is entitled *Our Students*. The goal for this domain is to develop students who are resilient, well-rounded and principled, who are committed to personal excellence, academic achievement and making a meaningful contribution to the world, while living the Radford values.

The College is cognisant of the research that shows the quality of the teacher is the single most important factor to influence the quality of learning within schools. With this in mind, the second domain listed in the plan is *Our Staff*. We want to provide a work environment that attracts, develops and retains the best possible staff and inspires them to consistently strive to do their best for our students and the College as a whole.

The feedback received as part of the strategic planning process strongly indicated that one of the most favourable aspects of the College is the sense of community that exists at all levels. We recognise the contributions that families can make to schools and the importance of constant interactions between home and school. The third domain, *Our Families*, details that our families are an integral part of College life. Their views are highly valued, communication between home and school is strong and our families'

understanding of, and involvement in, all aspects of College life is welcomed, expected and valued.

Further feedback also highlighted the desire for Radford to continue to look for mechanisms to make further connections with our local community, as well as building on national and international experiences and organisations. The fourth domain, *Our Community*, details our desire for the Radford community to contribute meaningfully, both locally and globally – balancing a respect for tradition with a vision for the future and being open to new partnerships.

There is no doubt that the College requires the services, infrastructure, resources and financial capacity to deliver our strategic goals. The fifth and final domain, *Our Governance*, details the need for us to have in place a prudent financial management process that allows for a progressive Masterplan, an effective and reliable ICT system, and an ongoing system of maintenance and refurbishment. These will be underpinned by good corporate governance principles and practices, which include thorough and regular risk assessments.

Now that we have finalised the College's blueprint for the next five years, our ongoing work will be determining the nature and resourcing of the operational requirements that will come out of the Strategic Plan. All of this bodes well for an exciting time at Radford College over the next few years!



## Junior School

*Mr Paul Southwell*  
Head of Junior School

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**Broadening our horizons in today's world is still all about the teacher.**

Our Junior School places great importance on our 'whole-child' focus, yet as I write this article I'm strongly reminded that one of the greatest influences upon all children is their teachers – it's about us!

A Primary Years Program (PYP) school such as ours is extremely different from other schools. Our whole approach to teaching and learning requires teachers to change long-held thinking and/or approaches to teaching. It's a vastly different pedagogy, built around a vastly different Curriculum Framework.

Our PYP Framework isn't personality driven, it doesn't give us the answers. Instead, it drives us to continually look at *how* we teach, something that has traditionally been done separately.

The Primary Years Programme speaks of:

- transdisciplinary themes of universal significance
- developing critical thinkers
- inquiry as 'taking a student from where they are in their understanding and using inquiry to further develop their knowledge and understanding'
- prior knowledge, provocations, reflection and consolidation.

In our PYP setting, teachers must be able not only to embrace change, but also model how to deal with change to best support the growth of our 566 *whole children*. Our teachers must learn to make mistakes, to be vulnerable, to approach change and mistakes with

a growth mindset, all with 566 faces watching and mimicking. Our teachers must model how to listen, question and provoke, they must reflect upon where each of their students starts their journey, and how they best support each student's progress and understanding. They must grow their capacity to utilise 21<sup>st</sup>-century technology in personalising the learning experience of each one of our 566 students.

To continue to improve, we don't seek to work harder (I don't think that's possible), or smarter, but simply to work together! Our student outcomes throughout this year have been stronger and stronger. Our teacher growth in embracing change, mistakes and a growth mindset has been the catalyst.

We will continue to expand our instructional coaching and mentoring of our teachers by watching their classes and by growing our understanding of those wonderful 'aha' moments – those developmental and understanding moments. To make meaningful changes to build upon our mistakes, our teachers – our models – need practical ongoing support in a manner similar to top-level sporting teams. This needs to take place where it matters most for us, in our classrooms.

If we always do what we've always done, we will always be where we always were.

In our PYP school it rests with our teachers to broaden their horizons to best enable our whole-child development.

*Below, top: Year 3 students explore place value through maths games.*

*Below, bottom: Year 6 students develop their central ideas for Exhibition.*







## Year 6 Exhibition

*Mr Peter McDonald*  
PYP Coordinator Y3–Y6

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Exhibition is an integral part of the Primary Years Programme and forms the culminating learning experience at PYP schools. It is a challenging, rigorous and enjoyable opportunity for Year 6 learners, but above all, Exhibition is a joyous community celebration of young people's ability to direct their own learning, collaborate and make a difference to the world around them.

**Exhibition was really enjoyable, but it was also a challenge.**

— Noah

Exhibition challenges our students to synthesise and apply the essential elements of the PYP, directing their own student-led transdisciplinary inquiry into a globally significant issue or topic of their choice. Exhibition can be held under any of the PYP's six themes, and this year our students chose *How We Express Ourselves*. This theme was a first for Radford College and unquestionably allowed our students to approach Exhibition in new, creative ways.

**It was fantastic we got to choose our own theme and issue. You can learn about what you're really interested in.**

— Tim

Students investigated significant global, national and local issues, challenging personal ideas and beliefs as they constructed deep understandings of their topic. The diversity of topics investigated this year was excellent, and included food culture, street art and martial arts. Throughout the process, students engaged numerous literacy, mathematical and metacognitive thinking capabilities. They applied a raft of social and interpersonal skills, respectfully negotiating differences of opinion amongst their groups. Each student grew in independence and self-managed their time to direct their own learning.

**Managing your time is really important; my advice would be to use it wisely. The research part of Exhibition is a big job, but you learn a lot.**

— Georgia

Our Year 6 learners constructed new and interesting knowledge, in the process revealing mature attitudes and personal characteristics. Confidently applying what they learned, they maintained enthusiasm and engaged in every aspect of the learning process. They gave thoughtful, balanced consideration to their learning, critically self-assessing their work to further support their understanding and personal development.

**Exhibition can be hard, working with a group, but you get through it and build new friendships.**

— Lewis

Significantly, each group used their inquiry to take meaningful community-based action. They successfully used a framework for action to support their Exhibition, with various groups advocating for change or raising awareness of their topic. These small but powerful forms of action are evidence of a truly participative learning experience, and an indicator of another successful Radford College PYP Exhibition.





## Secondary School

*Mr Phillip O'Regan*  
Head of Secondary School

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**Radford students picture their place in the world well beyond the borders of the Canberra precinct.**



An ongoing consideration for all teachers is how we expand the minds of our students to the possibilities offered through new horizons. Learning must stretch thinking and challenge each student to consider their contribution as members of many communities, be they local or global. This focus is embedded in all aspects of Radford Secondary School life through an abundance of offerings in the curriculum and co-curriculum.

The interplay of discipline and interdisciplinary subject-specific investigation in Year 7 introduces students to a world of specialisation and provides an opportunity to explore ideas with greater depth and rigour. In 2015, a showcase was the shared project development program which extended across the year. This project explored many new ideas – promoting entrepreneurship and innovation, investigation and reflection, and seeing beyond the known by understanding need and difference in communities outside the students' own.

A highlight in Year 8 is seeing students revel in collaborative tasks as they employ teamwork principles to solve learning challenges at school, throughout Canberra, and as a crucial element of their Sydney trip. Through these programs the students have been introduced to concepts that have challenged them to move from their 'comfort zone' into the 'challenge zone', with a focus on problem-solving, communication and co-operation.

As a feature of the Dirrum Dirrum Conference and within the theme of #belcobeyondborders, Year 8 students were encouraged to express their personal stories on paper, be it through words, graphics, cartoons or collages. These stories were shared within the

group and opportunities for closer connections with other students from the Belconnen region were established through a shared activities program. The students were engaged in constructing art installations, working collaboratively, reading one another's stories, sharing morning tea, participating in the 'boat launch' and making new connections.

Through the curriculum, Year 9 students explored empathy and understanding by participating in experiential activities designed to challenge their views. Developing an appreciation of diversity by undertaking in-depth studies of disability and issues facing refugees was central to the program. Students learnt to walk a mile in different shoes to 'feel' as well as understand. The experiences included overnight challenges, seminars and workshop activities and a series of visits to Black Mountain School. The program revealed the enormous capacity of Radford students to grapple with complex and confronting issues.

Students in middle adolescence often have a strong sense of what is not right with their world, but at the same time feel least capable of making any positive change to this view (Bandura, 1995). The Year 10 Service Learning Program is a powerful means of connecting students with that world, giving them a sense of meaning and





fostering a belief that they can be active and informed citizens, capable of making changes in their own lives as well as in the lives of others. When our students engage in Service Learning, they not only provide a direct service to the community, they also learn about the context in which this service is provided – the connection between the service and their own learning and their roles as citizens.

As the students prepare to move into senior studies, they have been challenged to think of themselves beyond the here and now, considering the chapter of their lives beyond school, and the skills, behaviours and dispositions required for the best possible transition. In enabling this transition, Year 10 students have heard from keynote speakers who have conducted workshops and seminars exploring themes of motivation, engagement, respectful relationships, developing self-awareness, and becoming a responsible and resilient adult.

In Year 11 there is once more a return to specialisation through the study of individual disciplines. Year 11 students refine their pattern of study to meet their interests and needs. Rather than a narrowing of understanding, senior subjects reveal new thinking and offer enormous insight into the world. Through shared classes with Year 12 students

they quickly appreciate diversity and the need to be open to new thinking. In Year 11 our students explore social justice issues locally, nationally in our Gamilaraay program and internationally in the service experience in Timor-Leste. By engaging with communities through meaningful and valuable service, seeds of understanding and action are sown and an appreciation and celebration of difference is developed.

The focus on the development of the whole student is best showcased in the dispositions and actions of our Year 12 students. As a collective they have displayed creativity, understanding and a critical view of the world through their studies, and have used their skills and understanding to participate on the local, national and international stage. Radford students picture their place in the world well beyond the borders of the Canberra precinct. We consistently see students leading projects and initiatives throughout Australia and in the Asia Pacific region. Their teachers have promoted and supported them to look at global opportunities as they transition into adulthood, and the students have seized these opportunities to see beyond the immediate and known, securing scholarships, internships and ambassadorships with organisations throughout Australia and the world.





## Developing Our Collection and Use of Data

*Ms Louise Wallace-Richards*  
Director of Teaching and Learning

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As part of this year's Registration process, a team from the *Australian Council for Educational Research (ACER)*, examined Radford's teaching and learning programs, using the *National School Improvement Tool* to craft their advice about improving learning outcomes for students.

**Having data for all Year 2–10 students ready at year's end, as teachers begin planning how to meet students' individual needs for the next year, is a superior way to improve learning outcomes.**

The Tool's broad intention is clearly stated:

*The ultimate goal of school improvement is to improve outcomes for students, including levels of achievement and wellbeing. For this reason, direct measures of student outcomes are essential to all school improvement efforts. However, 'school improvement' fundamentally means improving what a school does. The Tool provides evidence about a school's day-to-day work to complement, and possibly shed light on, measures of student outcomes.<sup>1</sup>*

The team advised the College to further develop our collection of data since 'reliable data on student outcomes [is] crucial to [a] school's improvement agenda'.<sup>2</sup>

To identify students' learning needs, the College has been collecting NAPLAN and semester reporting data, and the Junior School has been using *InCAS* data from the University of Western Australia to identify students' literacy and numeracy skills. The *National School Improvement Tool*, though, encouraged us to extend our data collection, and so we have employed *Academic Assessment Services*<sup>3</sup> consultants to assess students in the non-NAPLAN years of 2, 4, 6, 8 and 10.







The NAPLAN data of our Year 3, 5, 7 and 9 students arrives in Term 3 each year, and seeks to indicate to parents and teachers how students have achieved against literacy and numeracy benchmarks. Having data for all Year 2–10 students ready at year's end, as teachers begin planning how to meet students' individual needs for the next year, is a superior way to improve learning outcomes. The Tool also reminds us that professional learning is essential in ensuring teachers use data effectively to improve learning outcomes. All teaching staff will learn how to use the data to achieve this before this academic year concludes, and Secondary School teachers will learn more about personalising learning in the 2016 January PL program.

The *National School Improvement Tool* also highlighted the need for schools to adopt evidence-based pedagogy, or proven teaching strategies, since 'improved teaching is the key to improved student learning'.<sup>4</sup> Heeding this, the Secondary School's focus on our pedagogical practice has begun through the 7–10 Curriculum Review

panels. We have also started to examine preferred styles of pedagogy to maximise students' learning. The first style we have looked at is collaborative learning, since it creates opportunities for students to:

- engage in subject specific discussions with peers
- learn to work cooperatively and support each other
- develop effective teamwork and communication (including interpersonal and cross-cultural awareness) skills
- assimilate multiple views to deepen knowledge and promote critical thinking
- foster individual accountability to the team
- mitigate learner isolation.<sup>5</sup>

Online collaboration offered by our 1-to-1 Program brings additional benefits of 'flexibility, managing student participation and behaviour, trackability and student autonomy'.<sup>6</sup>

In 2016, all teachers will reflect on their practice through an extension of Teacher Mentor Jen Bateman's *Peer Review* program. This will show our commitment to ACER's advice that we implement a College-wide program enabling teachers to improve teaching practices through modelling, evaluating and providing feedback on classroom teaching.<sup>7</sup>

1. State of Queensland (Department of Education, Training and Employment) and the Australian Council for Educational Research 2012.
2. State of Queensland (Department of Education, Training and Employment) and the Australian Council for Educational Research 2012.
3. [www.academicassessment.com.au/](http://www.academicassessment.com.au/)
4. State of Queensland (Department of Education, Training and Employment) and the Australian Council for Educational Research 2012.
5. [https://ctl.curtin.edu.au/teaching\\_learning\\_practice/student\\_centred/collaborative.cfm](https://ctl.curtin.edu.au/teaching_learning_practice/student_centred/collaborative.cfm)
6. [https://ctl.curtin.edu.au/teaching\\_learning\\_practice/student\\_centred/collaborative.cfm](https://ctl.curtin.edu.au/teaching_learning_practice/student_centred/collaborative.cfm)
7. State of Queensland (Department of Education, Training and Employment) and the Australian Council for Educational Research 2012.



## The Benefits of Overseas Learning Experiences for Students

*Ms Claire Melloy*  
Director of Student Development

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Student overseas learning experiences represent just one of many international education opportunities at Radford. Yet, having recently accompanied our Year 10 Japanese students to Japan, I have no doubt these experiences can be life-changing, empowering and can build students' capacities to operate effectively as active and informed local and global citizens.

**Global integration and international mobility have increased rapidly in the past decade. As a consequence, new and exciting opportunities for Australians are emerging. This heightens the need to nurture an appreciation of and respect for social, cultural and religious diversity and a sense of global citizenship.**

— (Melbourne Declaration on Educational Goals for Young Australians: 2008)

The need for our students to be globally aware, informed and connected has never been greater.

Participation in an overseas learning experience enables students to build their personal and social competence, as well as building their intercultural understanding, language and skills. The positive impact of learning in another country is often profound. Students return home with an enhanced sense of self and personal identity; increased independence, maturity, confidence and self-awareness; and enhanced social competence, through confronting challenges beyond their familiar environment and comfort zone and often experiencing opportunities to be College ambassadors. If students participate in a homestay experience, they also often make lasting friendships and form meaningful relationships with overseas communities.

Our students have lost passports, found their way around international cities, navigated complex transport systems,

understood and appreciated the reasons behind different social customs, eaten new things and learnt to co-habit and to be patient. They have also shown themselves that they can go without WiFi, social media and their parents for a couple of days.

Students also move beyond stereotypical views and attitudes, come home with a greater interest in global and international issues and are often motivated to further engage with other cultures through future travel and consideration of employment opportunities overseas. Currently, Emma Webeck (returning into Year 12, 2016) is spending the year in Hiroshima, Japan. She says that while it was a scary thing to do initially, she has found it incredibly empowering and now feels able to solve problems on her own and is much better equipped to tackle the challenges life inevitably throws our way.

I think most of us would agree these are the strengths and abilities that we would want for all our young people.





## Languages other than English (LOTE)

*Mrs Dianne Fitzpatrick*  
Head of LOTE

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This year, a review of the LOTE Department took place, and the department continues to assess its programs and procedures. The Australian Curriculum in Languages was endorsed in 2015, and we are also looking forward to integrating this with our current curriculum in 2016/17. It is pleasing to see students in Year 11 take up distance education opportunities to study languages not offered at that level at Radford (Beginning Japanese, Spanish).

Led by the Director of Teaching and Learning, Louise Wallace-Richards, we have recently spent time as a department developing our vision in conjunction with the College's new strategic plan. Key terms identified in our thinking included:

- Global mindedness
- Intercultural pedagogy
- Global links
- High academic standards
- Collaborative transdisciplinary learning
- Respectful learners
- Independent learners
- Intercultural awareness of the learner
- Confident communicators
- Open-minded ethical view of the world.

The LOTE Department is moving forward, looking at how we can develop strategies as we unpack our vision across the College. It is within this framework we continue to aim for languages to be recognised as integral to the 21st Century learner.

As part of our global outreach, we have contacted our sister schools via Skype and enjoyed sister school visits at Radford. There have been two inaugural visits to new sister schools in China and Japan. We have also hosted two Language Assistants from Japan and France.

Through Radford's Bulletin we have highlighted many departmental activities, including:

- Signing of agreements with our sister school in Japan using our new video conferencing facilities
- Using ICT in class

- Skype sessions with Japan
- Use of authentic realia in the classroom
- Impact of the 1-to-1 Program on the LOTE Department
- Harmony Day involvement
- Cooking in the classroom
- Mandarin speaking showcase
- Year 10 languages showcase, ANU
- Asia Pacific Day, ANU
- Year 12 National Press Club lunch with the new ambassadors for France and Japan
- Authentic traditional dancing

As part of the ACT Mandarin Blueprint, Radford was awarded a \$3,000 grant to help fund a joint project between the Studies of Society and Environment (SOSE) and the LOTE departments. In a new course called International Commerce, we will be showcasing 'doing business in China' with language and culture acquisition. We will then include both language students and commerce students on our China Tour for 2016.

We are excited by students taking up opportunities for in-country immersion programs in China, Japan and France. This year, Emma Webeck spent 10 months at our sister school in Kure, Japan. Amber Young and Thomas Martiniello are also heading to the same school for six weeks. Alison Mount, Caterina Pelle, Sarah Lilley, Aisha Strutt and Phoebe Trigger will also go to Angers, France, for an 8-week immersion program.

We are excited about the future and look back over the year with a sense of achievement and pride about the LOTE Department's involvement in a whole-College approach to language learning.



## Chinese Exchange Tour

*Madeleine Grist*  
Year 10 student

Ten students from Year 10, along with Ms Gu and Mrs Fitzpatrick, had a wonderful time spending a 14-day homestay with Chinese families and travelling around the large, crowded country that is China.

Radford students have previously travelled to the College's sister schools in France and Japan. Our group, however, was the first to connect with our sister school in Beijing (Highschool Affiliated with the University of International Studies in Beijing), so we were unsure what to expect.

We were welcomed into the school by everyone we met. All the students were lovely, smiling and saying hello to us in the corridors. The week-long homestay was an amazing experience where we learnt about the lifestyles of Chinese families and students living in Beijing and how these differ from our own. We were all very happy with our homestay families and were fed a plentiful amount of food, especially when one of us kept mistakenly saying 'I'm starving' in Chinese, instead of 'I'm full'!

Going to school was also great. We had Chinese, music, art and mathematics classes, which were really fun. We also travelled to the Great Wall and the Forbidden City with our exchange families on the weekend. The school was quite big, having six storeys. It all looked the same to us, with white floors and walls, and we were sure we were going to get lost in the hallways!

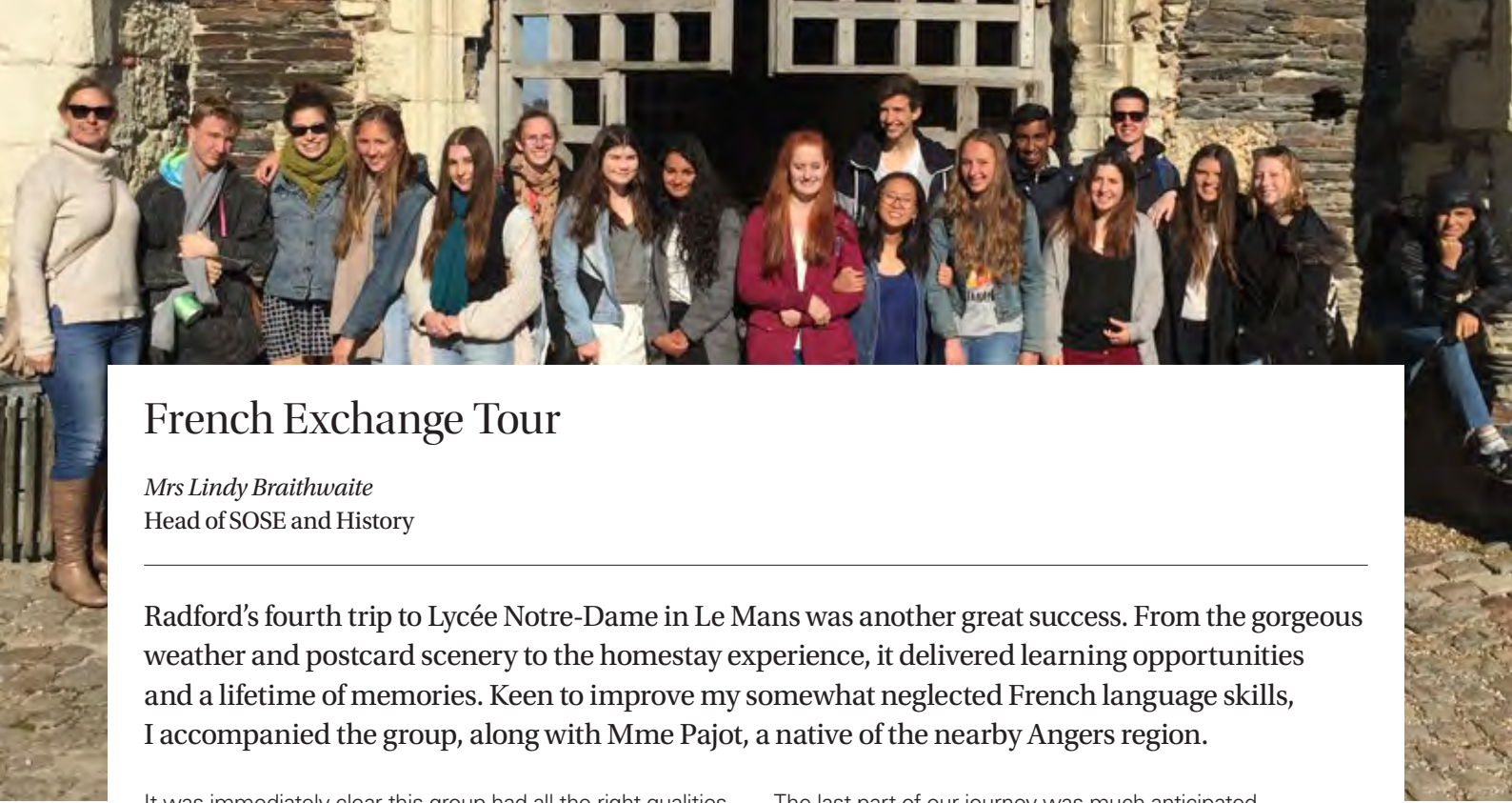
Saying goodbye was the worst part of the homestay. We were given so many gifts, and we thanked them so much. We had such a good time.

We stayed in Beijing for three more days after homestay, travelling around the tourist destinations with a local guide. We went on a rickshaw tour, had lunch with a local family and visited a lama temple and the silk markets. Every day we packed in as much sightseeing as possible. We also went to nice restaurants for lunch and dinner – all twelve of us usually squeezing onto one table.

We travelled to Xi'an on the overnight train, which was good but some of us didn't get much sleep. In Xi'an, the highlight was visiting the terracotta warriors and riding bikes along the old city walls. After three days we caught an early plane to Shanghai, where we visited the Yuyuan gardens, went up the Oriental Pearl Tower, went to the Zhu Jia Jiao water village, and saw the most incredible acrobatics show. We were all sad to leave China, but we had such a wonderful time and it was an amazing experience.







## French Exchange Tour

*Mrs Lindy Braithwaite*  
Head of SOSE and History

Radford's fourth trip to Lycée Notre-Dame in Le Mans was another great success. From the gorgeous weather and postcard scenery to the homestay experience, it delivered learning opportunities and a lifetime of memories. Keen to improve my somewhat neglected French language skills, I accompanied the group, along with Mme Pajot, a native of the nearby Angers region.

It was immediately clear this group had all the right qualities. The students were ready for adventure, successfully mastering the Metro, trying out their French and taking it in turns to navigate the group. They demonstrated an inclusiveness similar to that of a large family, and their sense of fun kept the mood upbeat, even when several of us were struck down with colds.

The first two days in Paris were a whirlwind of 'must-see' tourist destinations, souvenir shopping and, most likely, hundreds of selfies at iconic locations. As we neared Le Mans, excitement shifted to anxiety, with last-minute rehearsals of survival phrases and myriad 'what if' questions. But fear subsided as we arrived at the meeting area and were greeted with a huge welcome banner and fanfare.

School in France was quite a contrast, with lessons running from 8:15am to 5:50pm. Students attended classes with their hosts and were guests of honour in English lessons, educating the French students about Australia. It was somewhat amusing watching them attempt to convince the French students that they love their school uniform!

Our hosts were fabulous, and ensured we shared many experiences and fantastic food. They welcomed us with open arms and were tolerant of our neophyte language skills, often helping us with phrases and accents. Unsurprisingly, there were tears when it came time to leave.

The last part of our journey was much anticipated, particularly for our keen historians. We visited the Chateau de Chenonceau, near Tours; the Bayeux Tapestry and Normandy beaches, including the US cemetery; saw the gorgeous scenery of Honfleur; and visited Monet's garden in Giverny. With our abundant souvenirs, there was some concern about luggage weight on the flight home, but as with the rest of the trip, everything worked out well.

Mme Pajot and I would like to thank the students for being a pleasure to travel with – there are certainly worse things than travelling with 17 teenagers for three weeks! A big thank you also to Mme Bateman for all her hard work putting together this tour.







## Japanese Exchange Tour

*Matisse Sipa Borgeau and Anton Hoshovsky*  
Year 10 students

The kind Japanese people we encountered, amazing food and interesting activities, combined with great staff and fellow students, made the 2015 Japan Tour an unforgettable experience.



*The Japanese Exchange Tour was a wonderfully educational and fun trip for the Year 10 Japanese class.*

We all participated in a six-night homestay for the first part of the tour. Before the beginning of the homestay every student was quite nervous, but by the end of it none of us wanted to leave! During the homestay we attended some of our homestay students' classes, as well as Senior School classes. We joined in the school's sports day and went to the Hiroshima Peace Park and a baseball match. The homestay was a fantastic opportunity for everyone to improve their Japanese language skills, make new friends and experience what it's like living in a Japanese home and going to a Japanese school.

After saying our farewells to our homestay families, we arrived in Kyoto, where we spent three nights. During this time we participated in a full-day tour of Kyoto, which included many temples and shrines. We also went to the Nara Park, where we visited the deer and the big Buddha.

We then travelled to the mountain region of Takayama and stayed for three nights in the countryside. Here, we caught fish in a river with our bare hands, cut an entire rice field and made pizzas and mochi.

Tokyo was our final destination on the tour. There, we went shopping at Harajuku, Ueno Markets and Akihabara, went to the Studio Ghibli Museum and spent a full day in Tokyo Disneyland!







## Central Australia Cultural Awareness Tour

*Millie MacCallum, Bronte Holt and Cleo Courtney*  
Year 8 students

This tour was a fun, exciting and eye-opening experience for Year 7 and Year 8 students. It helped us think about the actions we need to take to help create a better future for the traditional owners and custodians of this great country we call home.

Our first stop was at a remote Indigenous community called Lilla. We camped for three nights and were involved in activities teaching us about Indigenous culture. We also visited King's Canyon and a few heritage Dreamtime sites.

We learnt to skin and cook kangaroo tail and tasted witchetty grubs – some people thought they tasted like scrambled eggs! As we experimented with dot painting, the ladies of the Lilla community told us about the symbols used in Indigenous art and rock art. We played with local children and, at the disco we attended with the local Indigenous community, we watched some fantastic dancing. Our community service included weeding buffel grass, an introduced species that covers much of Central Australia.

We then journeyed through the famous sites of Uluru and the Kata Tjuta. We were led around the base of Uluru by an expert guide who explained the Dreamtime stories connected to it. We also learnt the importance of not climbing it. This is because, firstly, Uluru is part of Indigenous dreaming and culture and is a sacred site. Secondly, climbing Uluru is dangerous and many have died doing so. Watching Uluru change colour at sunset gave everyone an opportunity to enjoy the peacefulness of outback Australia.

Our last nights were spent at Earth Sanctuary in Alice Springs, a family-operated business dedicated to using renewable energy and inventing the most energy-efficient buildings possible. We slept under the stars and learnt about planets and constellations and even saw some shooting stars. It is hard to describe how many stars there were in the sky, and only after coming back to Canberra did we realise how amazing the sky in Central Australia is. We were surprised to discover how cold the nights were – some of us had frost on our swags!

Not only did this trip encourage friendships between different year groups, but also between children of other communities with different backgrounds. Anyone who has the opportunity to undertake this trip should do so, because it is breathtaking and will open your eyes and mind to other cultures and traditions.

We thank Remote Tours, the people of the Lilla community, our three chaperones: Ms Pajot, Mrs Spottiswood and Ms Ulrick, Mr Moss for organising the tour and Reg Ramsden (our fantastic guide and the owner of Remote Tours) for this opportunity.

Please visit [lillafoundation.org.au](http://lillafoundation.org.au) to learn more about the great kids we met on the trip.







## Timor Partnership

Father Richard Browning  
Chaplain

We don't go to Timor to do stuff. The friendships that are made and deepened matter most, so too the shift that occurs in the way we see. There are particular friendships to cherish – those with the staff and students of Fatunaba, Santos and the capoeira team, Barry and Lina and the Beloi community on Atauro Island.

**Never to, not for, but with.  
'The more we share the  
more we have.'**

Highlights of Timor 2015:

- Distribution of 550 copies of *Milagre Ikan Nian* (*The Miracle of the Fish* by Franki Sparke with Maria Neves) across different schools, libraries and regions
- Teachers with teachers. We shared a resource book of 20 tips and ideas, translated into Portuguese and Tetun (Rachelle Hayward and Peter McDonald with Maria Neves)
- The developing relationship at Beloi Primary School and the completion of the futsal court
- Meeting with Carmoneza in the Prime Minister's office, learning about sovereignty and the hole in the maritime border; understanding we have a role to play
- Skype classroom to classroom for the first time (Year 1 and Year 6 in Fatunaba).

### Our 2015 travellers

Isabella Antioch, Lachlan Burns, Connal Burslem, Jordyn Collins, Olivia Greer, Angus Holt, Henry Holt, Oliver Kuskie, Isabella Mail, Alasdair Moore, Hannah Nutt, Angus Peady, Natalie Pogson, Chantelle Smith, Emily Trinh

[radfordtimor2015.wordpress.com](http://radfordtimor2015.wordpress.com)

*'This year's visit was an enormous success on the teacher-teacher front. When we asked the Fatunaba staff "what next?", they replied that they would be busy implementing ideas from the book of games, many of which are transferable to teaching areas other than maths. I think, for the first time, we will be leaving with a feeling of complete satisfaction, without niggling doubts or worries that we haven't met expectations. What next? The possibilities of our continuing friendship are only confined by our imaginations and willingness to learn together.'*

— Rachelle Hayward, teacher

*'A sign at Beloi Primary stated: "through education we can choose our future". This is extraordinary as it just shows what we take for granted in Australia where we have free and easily accessible education for most. I was there when we arranged the distribution of the book (Milagre Ikan Nian). Sabino helped organise its distribution. He said that the book and education are just so important for the development of Timor and its people. We are so privileged at Radford. I think it is something a lot of kids need to get their heads around and something I hope to work towards.'*

— Connal Burslem, Year 12





## Gamilaraay

*Mr George Huitker*  
Director of Service Learning

This year, Radford College's 250th student was welcomed to the Gamilaraay region as part of the 'G-trips' group. This is a significant milestone in a relationship with the people of this region of northern NSW, located in a triangle incorporating Armidale, Moree and Tingha, where Radford's senior students travel to experience life, walk alongside and inevitably serve people in rural Australia. Since 2011, Radford staff, students and collegians have visited the region up to three times a year (for a very full week), where they participate actively in daily life at these sometimes-remote country schools.

Radford students are helped towards a deeper understanding of the particular needs of schools with a high percentage of Indigenous children, as well as a greater empathy with Aboriginal culture and history. Also, prior to commencement in schools, all G-participants spend some reflective time at the Myall Creek memorial site, where they explore how best to learn from the mistakes of the past and how, through reconciliation, we can close gaps and work together towards a more just and inclusive future for all people.

G-participants thus attempt to close the gaps, particularly in academic and co-curricular spheres, and assist staff and children unconditionally and energetically wherever and whenever they can, while sharing their own life stories and experiences. Their help is not restricted to the classroom, as the students are equally willing to help clean, file, paint, garden, cook, coach, play, swim, sing, dance and accompany on school trips, carnivals and wherever else their schools deem appropriate.

**'I have learnt to be open-minded, respectful, not quick to judge the people I have met...'**

Perhaps it is best to close with some reflections from the participants themselves:

*'Many people are aware of the statistics surrounding Indigenous disadvantage in regard to health, life expectancy and employment outcomes. But there is a difference between knowing these things and understanding them. One cannot derive a deep sense of understanding without first empathising and confronting the problem on a very visceral level.'*

*'I have learnt to be open-minded, respectful, not quick to judge the people I have met... I have been guilty in the past of judging people just on results, not even considering the background they have come from. So I have learnt to be more respectful and listen to as much information as I can, to try to better understand the situation the kids/families are in.'*

*'It is easy to get caught up with feeling guilty or helpless. I think sometimes it derives from not seeing an immediate impact with the kids and I remind myself that's not how it works. You don't keep digging up a seed to see if it's grown; you have to nourish it and be patient and water it... it is only after time that you see the progress of the plant as it starts to flower.'*

*'I have learnt that although one person in seven billion cannot change the world overnight, 250 people over five years can make a slow but significant change to the people they meet.'*



*Top: Students pose for the conference's social media activity, middle: Juliao dos Santos speaks with College Captain Hannah Nutt, bottom: Ambassador of Timor-Leste to Australia His Excellency Mr Abel Gueterres presents.*



[www.dirrumdirrum.org](http://www.dirrumdirrum.org)  
**#dirrum**  
**#belcobeyondborders**  
[www.facebook.com/dirrumdirrum](https://www.facebook.com/dirrumdirrum)  
**@dirrumdirrum**

## Dirrum Dirrum Conference reflection

*Father Richard Browning*  
 Chaplain

### Living into our Name: a story of humanity, reality, power

Over 1100 delegates came to Radford's Dirrum Dirrum Conference across four big days in August. Over 300 attended the speaker sessions across the weekend, which concluded with a full-day student leadership workshop on the Monday, 3 August.

#### From the speaker sessions:

**Tim Boston:** 'Do not talk about sustainability. Do justice.'

*Tim is brilliant. Not a word was wasted.*

**Emma Pocock:** 'Looking to be passionate about something real? Start in your own backyard!'

*I feel really inspired. I know where I am to begin – where I live, in my backyard.*

**Kerryn Higgs:** 'Look closely. Perpetual growth on a finite planet cannot cohere. We can reimagine a shared, prosperous, sustainable economy.'

*I get it. So what is that imagination?*

**Richard Stirzaker:** 'An illiterate African farmer can be highly intelligent and more effective in communicating and implementing than a visiting professor.'

*It was funny and enlightening science and it was about teaching and motivation and perseverance. It was action, it was hopeful. I loved it.*

**Nigel Brennan:** 'Now? I am grateful to my captors (for treating me worse than an animal and caging me). I have learnt how to come not from a place of fear but love.'

*Where to start. He is genuinely grateful to his captors! His response to trauma is positive, creative, remarkable. This guy is awesome!*

**Juliao dos Santos:** 'Capoeira teaches people how to move away from violence towards peace.'

*I have LOVED learning capoeira with Santos.*

**Abel Gueterres:** 'We (Timor) actually forgive (Japan, Australia, Indonesia). We do. But now we want to get on with being our nation ... there is a hole in the maritime border. Let's fix it.'

*Abel was amazing. I have never heard him speak so frankly, so powerfully. Many are going to want to see his talk.*

**Dave Burnet:** 'We do not need to cut down more trees and build more farms. We already can feed the world. We just waste half of what we grow.'

*What we waste: it is simply obscene. I get it. And we can do something here, right where we live.*

**Emma Macdonald:** 'Flowers die, women in childbirth should not.'

*I love Emma! Her story about the 40-year-old plumber spending 12 years to become a doctor to work in remote PNG is crazy inspiring.*

**George Browning:** 'Everything is connected. Is there any choice other than to work for the common good?'

*He is remarkable. He just tied the whole conference together. That is the theme for next year, isn't it?*





Following the conference, two speakers wrote back: Jordy Silverstein ('"Never again" means never again for anyone') and Micaela Sahhar ('removing the us/them divide'). Their comments offer a helpful summary of this year's theme of *Living into our Name*.

*People seemed to find it remarkable that Jordy and I would come and speak together, a Jewish person and a Palestinian, and that we are very good friends too ... There seems to be the thought that Jewish people, in a general sort of sense, are the natural enemies of Palestinian people. This does great discredit to Jewish and Palestinian people alike, suggesting we would harbour a certain racism, not wishing to engage with that 'other' group ... there has been a very long relationship between Jews and Arabs, historically very strong and particularly in the Middle East. It's sad that 67 years of Israel has done such an effective job of wiping out, in almost everyone's memory, the much longer and better relations these groups have historically shared. — Micaela Sahhar*

*How are friendships and allegiances made? Which ones are made to seem natural and which ones are made to seem impossible? Which histories are created and drawn on to make these assertions? This seems to me to be crucial questions for us all to grapple with. — Jordy Silverstein*



**#belcobeyondborders**  
 14,000 paper boats  
 420 students  
 One message: there are friends here,  
 beyond borders





## Co-curricular Review

*Mr Dylan Mordike*  
Head of Co-curricular

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Radford College has reviewed its Co-curricular Program throughout the year. This review was carried out with a view to enhancing and developing a broad, engaging and relevant program that provides opportunities for all students to engage in vibrant and rigorous activities that will enhance their education.

A review committee was formed, co-chaired by Head of Secondary School Phillip O'Regan, Head of Junior School Paul Southwell and me. College staff from a diverse range of roles and backgrounds were selected to join the committee and offer a broad, far-reaching perspective on possibilities for our program. The various staff brought a wealth of experience from our current programs as well as from other schools and institutions that have proved fertile ground for shaping the possibilities for our own investigation into the Co-curricular Program at Radford.

Students, parents and staff were all invited to contribute to our Co-curricular Survey, and analysis of these contributions honed the committee's thoughts. We interviewed key staff engaged in the leadership of the Co-curricular Program, and captured and analysed their experiences and ideas. Small

teams from the committee were sent out to investigate aspects of programs at other schools, both in Canberra and beyond. The data was summarised and shared with staff engaged directly in co-curricular leadership, as well as with the committee, and we have begun the process of identifying and describing what will become our key recommendations.

Without seeking to either pre-empt the process or release any untimely 'spoilers', I can suggest that the overall thrust of the recommendations is shaping up to create a platform of co-curricular activities that provide the scope and depth to enhance the broad liberal education our founding Board sought for the students of Radford College at its inception, whilst making the most of new opportunities that have become available to our students 30 years on.



# Radford Celebrates Music and the Australian National Eisteddfod

*Mrs Nicola Bartasek*

Acting Head of Co-curricular Music and Instrumental Studies

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## Radford Celebrates Music

This year the event took on a festival form at the College with every music group from Year 1 to Year 12 performing in five venues around the campus.

Audiences were treated to a range of musical styles and ensembles, from hard rock to baroque, over a three-hour period. With sustenance provided by the wonderful Friends of Radford Music (FoRM) in the form of a tasty barbecue, the Radford community was wowed by the high standard of performance delivered by over 400 musicians.

The depth and breadth of the Co-curricular Music Program was self-evident, with students coming together across year groups to share in their love of music. The music directors, conductors, managers and student leadership team are to be congratulated, as are all our fine Radford musicians.



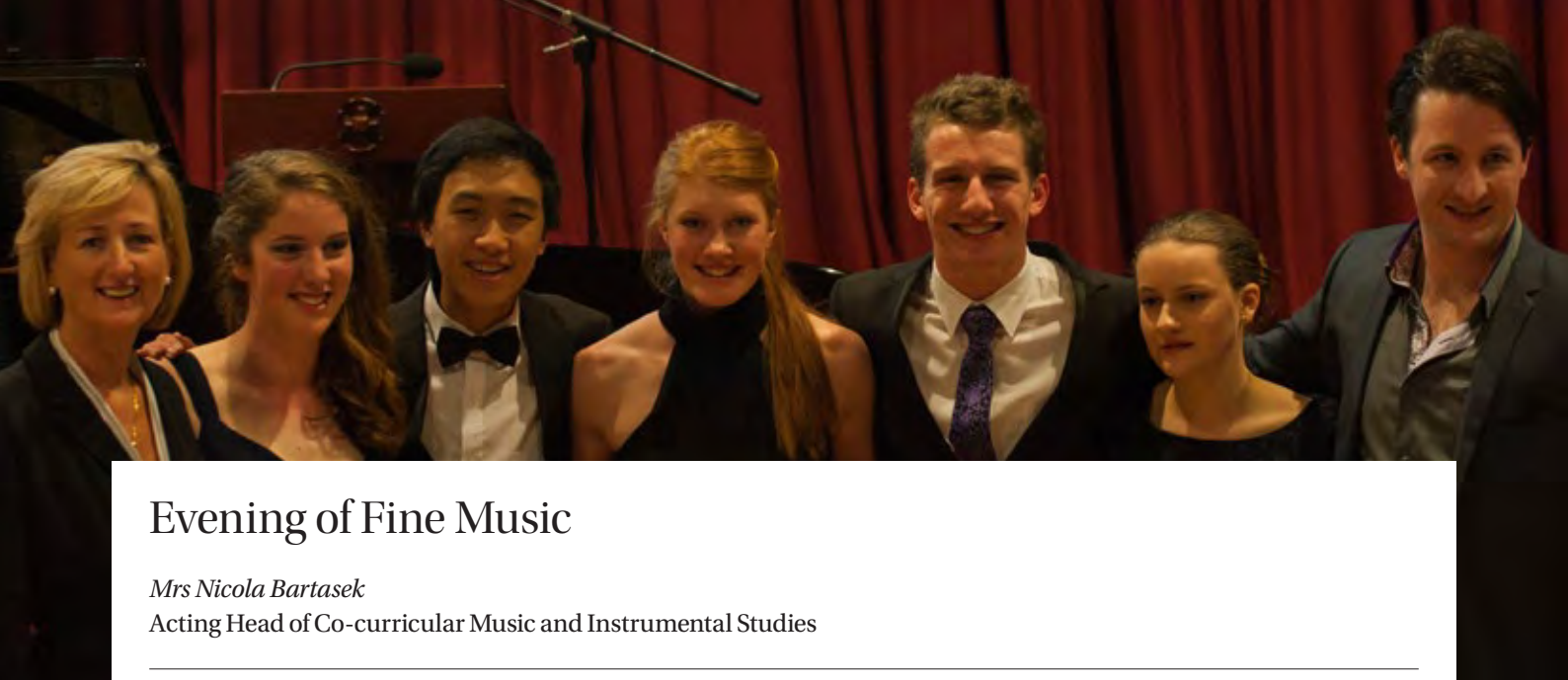
## Australian National Eisteddfod

Expanding the performance experiences available to Radford musicians is always a priority in the Co-curricular Music Program, and performing at the National Eisteddfod provides such an opportunity.

This year, 13 Radford ensembles competed in a number of sections across both the Instrumental and Choral competitions. Musicians were not only able to perform for a wider audience, but also enjoyed listening to other ensembles that had come to Canberra from across the country.

Highlights this year included a gold award to both the Little Big Band and Elgar String Orchestra; Corelli Chamber Strings receiving first place in the Open String Orchestras section; and Chorale achieving first place in the 18 years and under Choral Section. An outstanding effort from all our musicians.





## Evening of Fine Music

*Mrs Nicola Bartasek*

Acting Head of Co-curricular Music and Instrumental Studies

Radford's Evening of Fine Music was a very special event again this year where we celebrated the talents of five fine young Radford musicians. It was wonderful to share in the achievements of Taylor Carty, Dominic Nguyen, Sarah Parsons, Callum Sambridge and Sophie Van Dijk, who were joined by fellow musicians to perform a repertoire, that reflected the diversity of the College's music program.

This annual concert always features a guest artist and this year collegian Mr James Huntingford (class of 2007), performed on the piano and shared his experiences of broadening his horizons as a professional musician, both in Australia and overseas.

The concert opened with the Beethoven *Romance*, skillfully played on the violin by Sophie Van Dijk and accompanied by the Corelli Chamber String Orchestra and wind players. This beautiful late-classical piece gave Sophie the experience of working with an orchestra and conductor, rather than with a piano accompanist and an orchestral reduction. Her interpretation of Beethoven's soaring melodies and rich tapestry of tone colours was certainly appreciated and enjoyed by all.

Callum Sambridge then wowed the audience with three contrasting jazz charts, *Gospel John*, *Autumn Leaves* and Joe Raposo's *Theme from Sesame Street*. Accompanied by both the Big Band and Bird Jazz Ensemble, Callum displayed his versatility as a jazz trumpeter, moving from sultry melodies to tight explosive passages with flawless skill.

Dominic Nguyen, a highly versatile musician, then stunned us with a performance of the iconic Beethoven *Piano Sonata No.14 in C# minor*. Dominic captured the evocative nature of this famous 'Moonlight Sonata' and had the audience glued to their seats as he played the rapid final movement.

Sarah Parsons, a talented and versatile contemporary singer, followed with three beautiful songs; *Runaway*, *Bridges* and *Love Interruption*. These charts were all performed with different backing musicians, providing Sarah with opportunities to sing with different line-ups, including electronic drum kit, keyboard and backing vocalist. Sarah's unique vocal tone had the audience transported as she told stories through song.

After James Huntingford's memorable performance of the *Hungarian Rhapsodies S.244: No.3 in B Flat Major* and *No.8 in F Sharp Major* by Franz Liszt, Taylor Carty then concluded the concert with *Think of Me* from Lloyd Webber's musical *Phantom of the Opera*, followed by *Etmisericordia* by the English composer John Rutter. Taylor embraced the opportunity to perform as a soloist with Camerata, the choir she has been a passionate member of for a number of years. It was certainly a very special way to end the concert.

These musicians are ambassadors for the whole Radford music community in their dedication to music as members of numerous ensembles, their willingness to participate in a vast array of performances over a number of years and their performance excellence, demonstrated at the concert. Certainly an evening of very fine music at Radford.



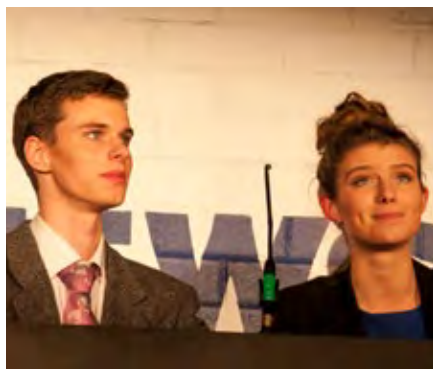




## Performing Arts – Semester 2

*Mr Nick Akhurst*  
Head of Drama

Semester 2 is a busy time for the performing arts. We began Term 3 with the Year 12 Revue production of *Red Bricks to Rio*. This production is completely devised and run by Year 12 students with support from me and the Heads of Year for Years 11 and 12.



The quality of this year's production showed the depth and breadth of talent we have at the College. From talented directors, writers, actors, singers and musicians to those involved in all aspects of technical theatre production. Over 130 students banded together to create their unique production, showing the community they have acquired a wide variety of skills alongside their academic achievements.

In Week 9 over 100 Radford students performed in three groups in the Canberra Dance Festival at the Canberra Theatre Centre. The Dance Festival is about student involvement in all aspects of the creative process. Unlike other dance events, this is not a competition but a chance for students to demonstrate their interest and skills in dance. Congratulations to the MIC of Dance, Ms Kylie Robards, and to the Dance Managers.



Performing Arts Night (RadPAN) in Week 8 celebrated the diverse talents of Secondary School students and was ably managed by Ms Susan Davenport. This was also used as a dress rehearsal for our student choreographers to see how their Dance Festival groups worked in a full performance with technical support. It was also a chance for singers, magicians and actors to show a sample of what they had created. In 2015 we've seen the most diverse group of performers yet, showing how broad performing interests are across the Secondary School.

Week 10 saw the whole Secondary School involved in the second year of the Performing Arts Competition (RadPAC) as part of the House Cup. This has given students with talents in the performing arts a chance to contribute to their House. It is also about participation and giving it a go. The atmosphere in the G Wigg Sports Centre was energetic and supportive, as each House was given a rousing round of applause when they finished their performance. While this is still part of the House competition, it demonstrates our students' supportive nature and willingness to try new things.



## Senior Drama – An Ideal Husband

*James Wanjura*  
Senior Drama Captain

The 2015 Senior Drama production of Oscar Wilde's *An Ideal Husband* was humorous and superbly performed. Under the careful direction of Mr Jason Golding, the production appealed to a wide range of audiences and can be considered a great success for Radford's performing arts. As has come to be expected from the Senior Drama production, it allowed students and the Radford audience to experience a different style of theatre that was found to be both challenging and rewarding.

*An Ideal Husband* focused on Victorian upper class issues of the late 19<sup>th</sup> century. Oscar Wilde grappled with the concepts of honesty and pride, while also subtly satirising the affluent English population.

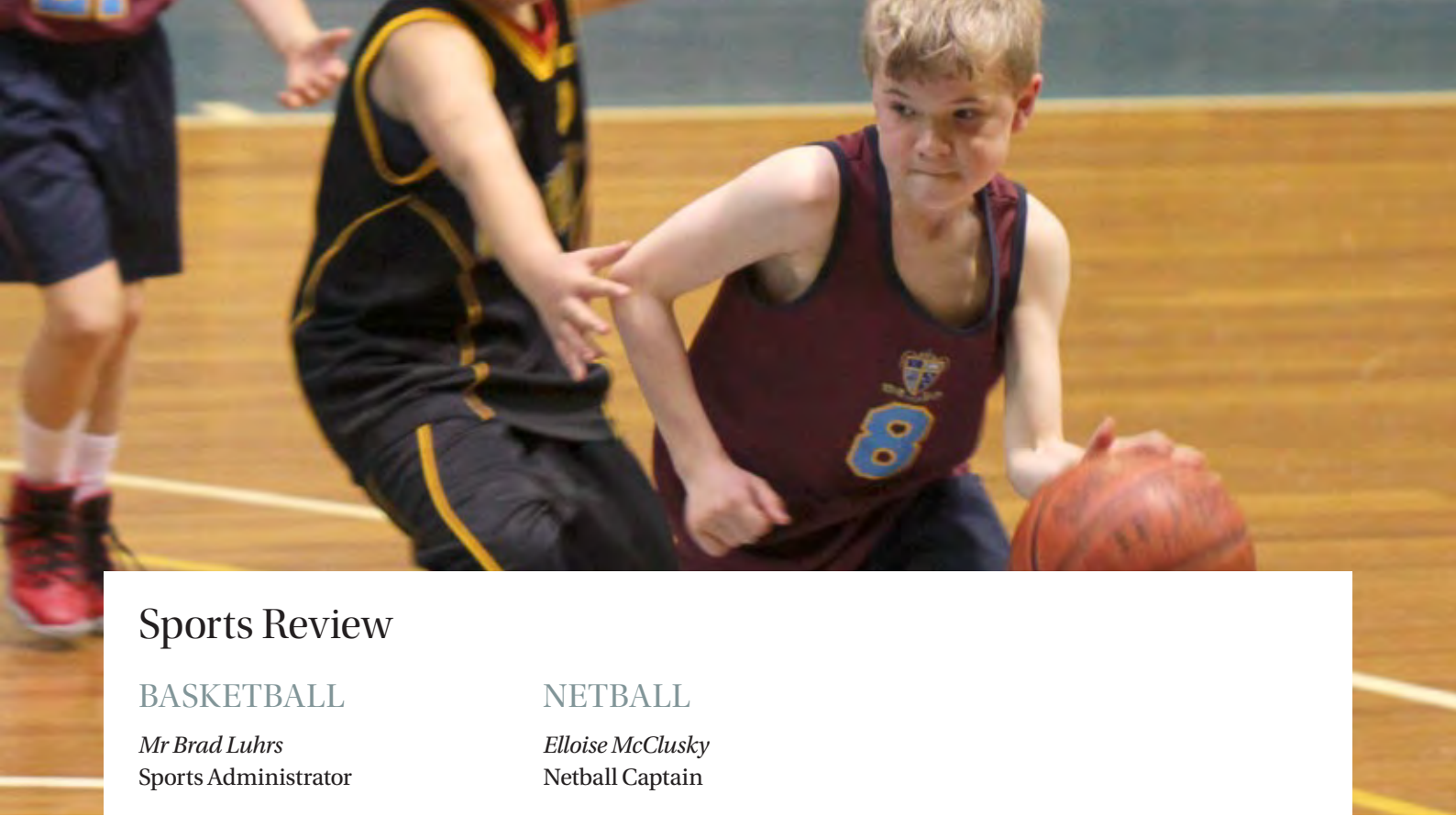
The set, designed by Mr Nick Akhurst, depicted the luxurious and respectable rooms of prominent characters throughout the play, with furniture similarly appropriate for the time period. The costuming was some of the most impressive the Radford stage has seen, with white ties and tails, morning suits, ball gowns, riding dresses, oversized fans and some hideous, yet chronologically correct, bonnets. The vision was enhanced by the inclusion of Wilde himself as the narrator of his own wonderful stage directions and character descriptions.

The lighting and sound were near perfect with catchy modern tunes smoothly bridging the gaps between acts (which included costume changes, furniture movement and a whole set swap). The music created links that reminded the audience of the timelessness of the characters and some aspects of society, while also maintaining consistency with the overall tone of the developing plot.

The actors sustained their performances, many delivering lengthy and complex dialogue with impressive leaps between subtlety and melodrama, pathos and precisely timed comedy. All cast members, the cohesive storyline, the actors' involvement and the witty banter made it an enjoyable success both for those involved and those who watched it.







# Sports Review

## BASKETBALL

*Mr Brad Luhrs*  
Sports Administrator

With 44 Radford basketball teams entered in the winter season of the Basketball ACT competition, it was hard to find a time on a Friday evening, Saturday or Sunday that you could visit the Belconnen or Tuggeranong stadiums without seeing our students representing the College with pride. These teams included 335 Radford students across 23 boys teams and 21 girls teams.

The season culminated with nine of our teams playing in semi-finals. The U12 Girls Division 3 Cardinals claimed their premiership, while the U12 Girls Division 1 Kookaburras and U19 Girls Division 4 Thunder finished runners-up.

With the winter season behind them, the majority of Radford's basketballers bounced straight into the summer season.

## NETBALL

*Elloise McClusky*  
Netball Captain

Radford College competed in the 2015 NCNC competition. These games were played at Charnwood Netball Courts and Lyneham Netball Courts on Saturdays.

Radford had a phenomenal season with an increase of 20 participants from the 2014 season. This year, Radford had five teams playing in the Modified competition, two teams in the Junior competition, seven teams in the Intermediate competition, two teams in the Cadet competition and two teams in the Senior competition. All teams competed with great sportsmanship and enthusiasm.

After 14 rounds of competition, six Radford teams made it into the semi-finals. From there we had three teams progress to grand finals, though unfortunately we were unsuccessful

in winning any of the grand final matches. However, all players did well and margins in all games were very small – only two points.

Netball continues to go from strength to strength and this is because of Radford's passionate coaches, umpires, players and spectators, who give their time each week to take part in and assist with the Netball Program.

This year, Radford also competed in the ASC Netball carnival held at Lyneham Netball Centre. We had a team in the Year 7/8 and 9/10 divisions, as well as a Senior team. This was a great opportunity for our players to compete against other schools who play for a different association.

Thank you to everyone for a lovely, successful season.





## RUGBY

*Mr Brad Luhrs*  
Sports Administrator

Following a successful 2014 season, the Radford Rugby Program again enjoyed great results in 2015. For the second year running, all three of Radford's teams qualified for the Division 2 semi-finals of the ACT Junior Rugby Union competitions. This was a great achievement for all our teams.

It was an historic season for the Radford 1<sup>st</sup> XV, as they defeated Marist College in the semi-final to reach the grand final for the first time. Despite going down to a very strong St Edmund's team, the Radford 1<sup>st</sup> XV represented the College with honour and were in the contest right until the end.

The players' impressive performance on the field was matched by the impressive showing of support on the sidelines from a large cross-section of the Radford community. Players' families were joined by a large number of Radford staff, students and collegians who came out in droves to support the team.

Radford teams featuring in the finals is a growing trend that the Rugby Program hopes to continue in the coming years.



## SNOWSPORTS

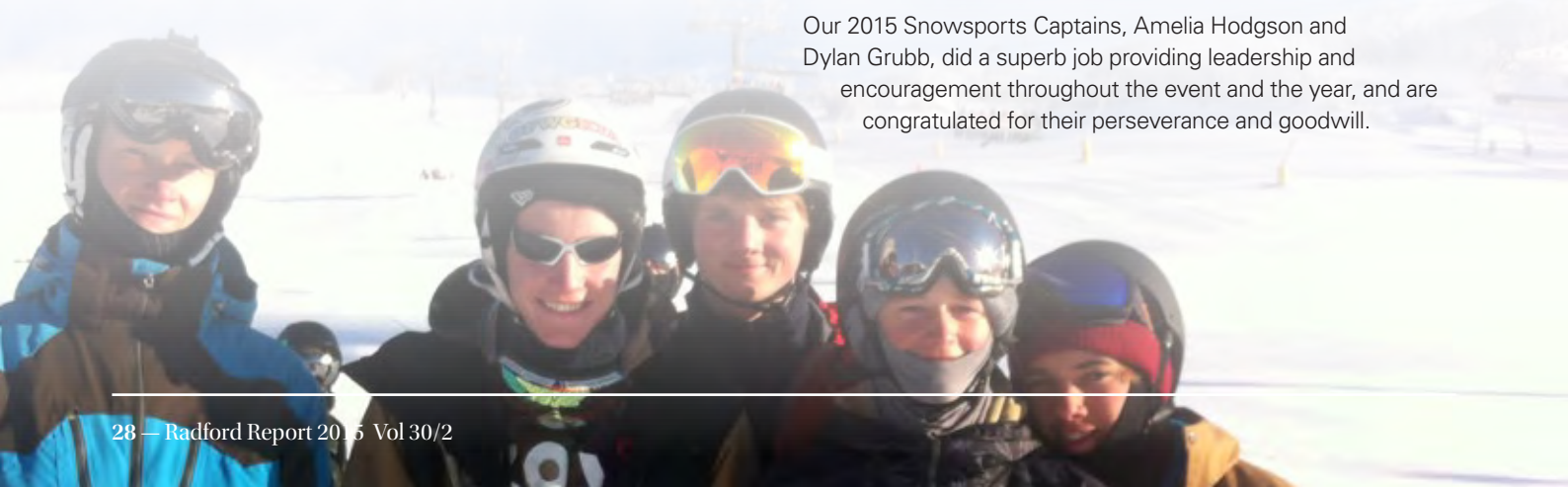
*Mrs Belinda Reitstatter*  
Snowsports Coordinator

Radford College was represented by its largest-ever Snowsports team at the Australian National Championships in Mt Buller in September. The following students competed fiercely at the event and we congratulate their outstanding efforts both on and off the race course:

Amelia Hodgson, Dylan Grubb, James Tuck, Angus Peady, Max Mandl, Alice Hartwig, Claire Purdam, Erin Healy, Charlie Taylor, Darcy Evans, Jennifer Kerr, Lara Franks, Fletcher Dobson Harper, Brad Tuck, Ewan Richter, Beth Richter, Zara Dobson Harper, Rosie Joshua, Hamish Cassis, Andrew Kerr, Tom Evans, William Brake, David Reitstatter, Tom Ewer and Jake Smith Gibson.

The three podium finishes – one individual result and two team results – are evidence of our competitors' strength and ability. Special congratulations to Max Mandl, who was individually presented with an individual bronze medal in the Division 1 Male Boarder Cross event. The Division 1 Male Boarder Cross Team of Max Mandl, James Tuck and Angus Peady also picked up a bronze medal, while our Division 1 Male Skier Cross Team, comprising Dylan Grubb, Max Mandl and Darcy Evans, won bronze too.

Our 2015 Snowsports Captains, Amelia Hodgson and Dylan Grubb, did a superb job providing leadership and encouragement throughout the event and the year, and are congratulated for their perseverance and goodwill.







## Parents and Friends Association

*Mr John Shevlin*  
P&F President

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**Fun and community: these have been the focus of the Parents and Friends Association (P&F) in Semester 2, with two major events being held.**

At the Term 3 Trivia Night, a group of 100 parents donned their thinking-caps and costumes for a table-themed contest of the minds. There were francophiles dressed in red, white and blue; karate kids and punks; St Trinian's fans, construction workers and liquorice allsorts, all under the direction of the guests and crew of the SS Titanic.

The evening was all about good fun, and across a contest of general knowledge, Radford College history, sports, entertainment, music and literature, the cream rose to the top. In the end, only a couple of points separated the teams but the construction workers, a.k.a. the administration staff, secured the win, just edging out the red, white and blue of France. The teachers, dressed in their St Trinian's best, followed at the rear.

The annual Twilight Fete was held on Saturday, 7 November and, despite storms and heavy rains in the days before, it was an outstanding success and was greatly enjoyed by the College community.

Contingency plans saw a revised layout for the fete, with car parks and the RA Young Hall being utilised for the first time.

The car parks hosted the Bells' Carnival rides, and were filled with shrieks of delight as students of all ages enjoyed a variety of slides, merry-go-rounds and adrenaline rides. RA Young Hall was showbag and novelty central; the Turning Circle offered a culinary *tour de force*; and TB Millar Hall and the PAC provide choice aplenty for the canny shopper, gardener, bargain hunter and book lover alike.

Resting at white tables under coloured umbrellas, families and friends sipped on champagne and fine wines and sampled an assortment of gourmet foods and indulgent treats. Student musicians provided a wonderful musical accompaniment and helped to create a delightful fairground atmosphere.

On behalf of the P&F, I thank everyone who came along to the fete and helped to make it a great community occasion.

In particular, I acknowledge the hard work of the organising team (led by Celia Lindsay) as the many other volunteers who ran stalls, assisted in the set-up or dismantling, or helped in any other way. It was a fantastic team effort and proved the truth of many hands make light work! Thank you one and all. We also thank our major sponsor Supersmile Orthodontists, and other raffle sponsors: Heartstory Photography, Macdonald's Schoolwear, Novotel Northbeach Wollongong and the Athlete's Foot Belconnen, as well as our hard-working raffle coordinator.

Both of these Semester II events showed what we can do when we get involved and work together. I hope everyone will continue to strongly support the P&F as it works to support the College and to build a true sense of community.

I look forward to welcoming you to our next event, a Welcome Picnic to be held on the JA Mackinnon Oval from 5.00pm on Friday, 5 February 2016.





## Collegians Association

Mark Whitby  
President

### Reunion and Welcome Back Day

Saturday 19 September saw collegians from the classes of 1995 and 2005 return to Radford for their 20-year and 10-year Welcome Back functions.

The weather was perfect, providing ideal conditions for the former students to enjoy tours of the College campus and to see how much Radford had grown over the years. The collegians particularly enjoyed viewing their old school photos and seeing how everyone has changed since they left the College.

**Save the Date:** The 10-year and 20-year Welcome Back functions for the classes of 1996 and 2006 are scheduled for 17 September 2016. (The Class of 1996 already has a 20-year reunion Facebook page which can be found by typing *Radford Classofninetysix* into Facebook).

### Collegians soccer matches: U18 Girls 1<sup>st</sup> XI and Boys 1<sup>st</sup> XI versus Collegians

The same afternoon saw collegians return to Radford to play in their annual reunion weekend soccer matches, which kicked off, despite the threat of rain, on the JA Mackinnon Oval.

The collegians were thrilled to win both matches (boys 4–2 and girls 6–3) with the Collegian boys eager to make up for their big loss the previous year.

We would like to thank the students (and their supporters) for giving up their Saturday to play in this annual match. The games were played in great spirit and were thoroughly enjoyed by everyone, including the large number of spectators and families. Everyone hung around for the regular post-game barbeque, which demonstrated a strong sense of community.

Out of interest, the JG Huitker Shield (male collegians' match) has been running since 1992. The Collegians have won 14, the 1<sup>st</sup> XI have won seven and there has been one draw. The female matches began in 2014 with the collegians winning both matches.



*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](mailto: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/](http://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 two former students and their lives beyond Radford.







**Anna Flanagan (Class of 2009)**  
Australian field hockey player

*Anna Flanagan is a member of the Australian women's field hockey team the 'Hockeyroos'. She was selected at just 17 years old, making her debut in 2010. Just months later, the Hockeyroos won a gold medal at the Delhi Commonwealth Games. Anna relocated to Perth from Canberra to develop her hockey career.*

**What does life look for you now?** I train full time for the Hockeyroos whilst trying to raise the profile of women's sport. I love spending free time at the beach, skateboarding or watching sport.

**What is your favourite Radford moment?** Year 9 Camp is one of my all-time favourites. I remember complaining while I was on it but to this day I still laugh about the stuff we did. I still remember Year 7 Camp and getting to know everyone in my House. I miss it now as I had the best time of my life at Radford.

**Tell us about your study or career journey.** Looking back it was not all smooth sailing because I needed a lot of help and support to get through at the rate I did. I am grateful for the career advisors and tutors I had along the way because, for me, playing sport full time meant I needed to use the resources available if I wanted to complete my degree. I do not work in the fields I studied, but hope to one day. If I choose a different path I know that I have the right skills to be able to commit fully to that goal.

**What advice do you have for current students?** No matter if you are academic, sporting or arts inclined... be kind always. Never underestimate the value of being a good person.

**Brennon Dowrick (Class of 1989)**  
Wellness motivation / motivational speaker

*Brennon represented Australia in gymnastics at two Olympic Games, three Commonwealth Games and seven World Championships and is a Commonwealth Games multiple gold medallist. He completed a BA in Journalism and is married to Kym Matley, who he met at Radford on the first day of Year 7. They have four children. Today, Brennon works in the field of wellness motivation and is a keynote motivational speaker. The family lives in Noosa after spending most of their lives in Canberra.*

**Did your study or career journey go as planned?** Not really! And certainly not as my parents planned for me! It took me seven years to do a three-year degree, as I was competing internationally, and also at the end of the degree raising a young family. I decided straight out of retirement from gymnastics that I would back my instincts and pursue a career in corporate speaking. Now, 15 years later, I am still in the area but diversifying too. It has allowed me to be a present dad for my kids.

**What do you know now, that you wish you'd known when you were at Radford?** I now know how much it costs to send four kids to private school and wish I had shown more gratitude to my parents at the time. I also now know the importance of developing good networks in work and life.

**What advice do you have for current students?** Find a passion and work out how that can be a part of your career in future. When you are motivated to achieve it is much easier to put in the work to do so.





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