

RADFORD COLLEGE

Radford Report 2016

Volume 31 | No 1



Truth
Compassion
Wisdom

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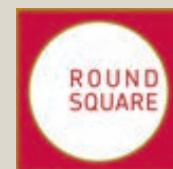
RADFORD COLLEGE

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Some diary dates for Semester 2

29–30 July	Dirrum Dirrum Festival
31 August– 1 September	Y7-12 RadPAN Performing Arts Night
17 September	Collegians Welcome Back/ Reunion (Classes 1996 & 2006)
18 October	Collegians Annual General Meeting
5 November	Radford Fete
18 November	Year 12 Graduation
6 December	Secondary School Awards Night and Junior School Speech Night

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



Editorial team: Mr M Bunworth, Miss C Lindsay, Ms L Cook
Cover: Radford choristers perform at the 2016 Foundation Day Concert.

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FROM THE Chairman



Mr Ian Morison

There has been some discussion about the cost of the new entry into Radford, which opened earlier this year. The cost, including landscaping, has been over \$2m. I wish to explain the background and the process of the project to open the new entry.

In selecting the Radford campus site in 1980, Radford's founders picked a beautiful block, from amongst many options all north of the lake. Our large, north-facing, stand-alone and gently sloping site has many advantages, and has allowed us to build a high-quality campus at a very reasonable cost over the last 35 years.

However, every site has its drawbacks. Ours has been the single road entry off College Street. For quite some time as student and staff numbers grew, we became more concerned about congestion and safety with that sole entry.

The College spent many years seeking a solution to this issue, using architects, traffic advisers and quantity surveyors, and negotiating with the ACT Government. It was not easy to find a second entry point, given two boundaries are zoned as bushland, and the other two boundaries are busy roads. Many options were considered but one by one they fell away due to the nature of Haydon Drive and College Street as major roads.

Then about two years ago the best, but unfortunately most expensive, option – being a second entry at the Battye St intersection with Haydon Drive – was approved by the ACT Government.

The required works were complex (and hence expensive) due to the gradient, and the necessary new slip lanes and intersection upgrade.

Nevertheless, on approval we decided to push ahead rapidly as this was the only effective solution, and the new entry is now all but fully complete, including landscaping.

This landscaping has included the regrading of banks on both sides of the new entrance to allow sustainable and visually appealing re-vegetation to take place. The desire of our landscape architects was for the character of new rock walls to complement the more contemporary aspects of the pre-cast concrete blades. These blades feature the Radford College branding and motto.

The entire project has been undertaken in accordance with our principle of: *'We build it well'*.

Apart from resolving the congestion and safety issues, the new entry allows for future development at the rear of the College, so it can also be classed as an investment in necessary infrastructure. We are now working on revisions to the campus masterplan and the new entry will assist us in bringing some exciting new projects to fruition in the coming years.

So this frustrating, lengthy and difficult project is now all but complete. Many of you will have found how much easier and safer the peak-time morning drop-offs and afternoon collections now are. We know the Radford community will continue to benefit from the new entry for a long time.

FROM THE Principal



Giving our students an appreciation and understanding of different cultures, traditions, religions and languages has always underpinned the educational philosophy at Radford College.

Mrs Fiona Godfrey

Global Reach:

Globalisation and technology are breaking down barriers

Factors that may influence the mental health and wellbeing of young people in the foreseeable future are some of the most compelling issues for schools and educators in modern society. A recent VicHealth report entitled *Bright Futures* predicts a rapidly changing, globalised, culturally diverse, digitally connected world, which requires successful young people to be skilled, resilient and adaptable.

The *Bright Futures* report raises questions about how schools can educate and prepare young people to be resilient and adaptable in a world characterised by decreasing job security, increasingly diverse societies and internet over-exposure. A number of megatrends were found to impact young people's mental wellbeing, and each of these is

dependent on building the psychological, social and physical resources each young person needs to meet the challenges and take advantage of the opportunities of the future.

Of the five megatrends identified in the report, one was labelled Global Reach. It identifies that digital technology and globalisation are breaking down traditional barriers and changing the way organisations, societies and individuals operate. For young people this creates both opportunities and challenges. Global Reach makes clear that we as educators need to ensure all our students successfully transition to new models of living and working, with an appreciation for and understanding of other cultures and traditions and opportunities to take advantage of the online world.





Giving our students an appreciation and understanding of different cultures, traditions, religions and languages has always underpinned the educational philosophy of Radford College. In recent years, however, we have increased our focus on ensuring students are exposed to international experiences, that they understand the importance of learning a second language and they are accepting of the diverse range of people they will meet, work and live with over their lifetimes.

The adoption of the International Baccalaureate Primary Years Programme in the Junior School first exposed the school to being an international school. We have also joined the Round Square organisation, which provides exposure to a close network of schools from around the world. We now have a number of international tours and exchanges, predominately to China, France and Japan, which allow a number of students fortunate enough to be involved a truly international experience. These programs help students have a better understanding of diverse communities and help them develop skills transferable to a range of employment pathways. They also often lead to precious lifetime connections that are now much easier to maintain in the digital age.

In our recently released *Strategic Plan: A Vision for the Future 2016–2020*, one of

the six goals, entitled Our Community, detailed our desire for the Radford community to contribute meaningfully, both locally and globally. Under this domain, we committed to ‘making connections with local, national and international schools and universities to investigate new partnerships, which can be of mutual benefit’. Our recent focus has been on expanding our College’s ‘global reach’ by establishing partnerships with schools in Europe and Asia. Over time, these partnerships will enable more international opportunities, including teacher exchanges, shared professional development activities (including support for professional learning communities and regular conferences, both virtual and face to face), student exchanges and tours, collaborative curriculum development and shared research programs, including international comparative studies of teaching and learning.

There is no doubt that technology has dramatically changed the way we live, particularly its influence on the nature of global economies and modern workplaces. We only need to see the way Uber has changed the taxi industry or the manner in which Airbnb has affected the hotel industry to know how quickly and substantially technology changes the way we do things. Young people need to be more adept at change

than ever before. We need to teach them to be resilient, to be malleable and to know how to research answers.

Again, our new Strategic Plan has identified the need for us to commit to ‘preparing students to be effective in an increasingly interconnected and digital world by developing age-appropriate ICT capabilities delivered through the curriculum’. The rollout of the College’s 1-to-1 Program over the past two years, coupled with our increasing investment in ICT Technology Coaches, has meant our students are now being routinely exposed to opportunities to enhance their IT skills and knowledge. We are acutely aware that the latest educational research shows that students who have their own device spend more time in collaborative work, produce work of a higher quality and greater length, engage more deeply in problem solving and critical thinking, improve research analysis skills and, most importantly, are more able to direct their own learning.

There are certainly exciting times ahead as ‘global reach’ continues to break down traditional barriers and relationships. Our challenge over the coming months and years will be to adequately prepare our students to make the most of these ‘contexts of the future’, ensuring they thrive and flourish in a rapidly changing world. I feel confident we are on the right path.



New Staff 2016

Ms Fiona Evans
Human Resources Manager

Mr Jeffrey Carrick <i>BBus, DipEd(Sec)</i> SOSE	Ms Alice Poynton <i>BHlthSc, MTeach</i> JS PE Teacher
Mr Craig Donaldson <i>BA, DipEd(Primary)</i> Year 6	Ms Kate Robertson <i>BEd(Primary), DipDisabilityWk, DipCommunityMgt</i> Kindergarten
Mr Peter Freeman <i>BA, BTeach, BTheol, GradCertEd(GlobalEd)</i> Maths	Ms Bridgid Sutton <i>BAppSc, GradDipEd(Secondary), Cert IV T&A, Cert III InfoTech</i> Technology Coach
Mr Carlos Galvez <i>BEd, MEd</i> JS LOTE teacher	Mr Basil Van Riet <i>BTeach(Primary), BAppSc</i> JS Teacher Assistant
Mrs Daniela Gray <i>BEd(Primary), Cert IV(Fitness)</i> Sports Administrator	Mr Bill Weigall <i>BA, DipEd</i> Director Assessment, Reporting & Curriculum
Ms Mackenzie Links <i>BTeach(Primary)/BSocSc</i> Year 5	Ms Danielle White <i>BEd(Primary)</i> Director of Movement
Ms Amy Lomas <i>BLing/Eng, MStud, GradDipEd(Secondary)</i> English	Mr Justin Wood <i>BEd(Secondary)</i> Head of Year 7
Ms Ailsa Mackerras <i>BA, MA, DipEd</i> English	Mr Thomas Wragg <i>BEng(Chem), GradDipEd(Secondary)</i> Science
Ms Tara Mitchell <i>BEd(Primary), MEd(IB PYP)</i> Year 3	
Ms Charlotte O'Regan <i>BArtEd, TeachCert</i> JS Art Teacher	
Ms Emily Perriman <i>BEd(EarlyChildhood)</i> Pre-kindergarten	
Ms Shivani Pillay <i>MEd, GradDipT&L</i> Maths	

* Staff commencing at Radford College at the beginning of Term 1 2016

Senior Staff

Mr Bill Weigall

Director of Assessment, Reporting and Curriculum



In Term 1, Mr Bill Weigall joined Radford and the Senior Executive group as the College's Director of Assessment, Reporting and Curriculum.

With a teaching career spanning 20 years, Bill has taught in independent co-educational, boys' and girls' schools in Queensland and the ACT, as well as in England and Scotland. At various times, he has also served as a Boarding Housemaster, Day Housemaster and Head of Faculty.

Bill most recently worked at Canberra Girls' Grammar School where he held a number of senior appointments including Head of English, Head of House and Head of Academic Engagement.

Bill holds a Bachelor of Arts in English Language and Literature from the University of Queensland. He has previously worked for MindMatters, helping schools to develop a whole-school approach to mental health and wellbeing.



Vision for the Year

Hannah Janssens and Grant Simpson
College Captains

We are honoured to have been chosen as your College Captains for 2016 and are excited by the opportunities the role entails. Over the course of the year we hope to continue to build on the strong sense of community across the College and initiate activities to facilitate this.



We really value this opportunity and hope to serve as an authentic student voice ...

We have had a busy start to the year with lots of events, aimed at increasing all students' sense of belonging. To welcome our Year 7 2016 students and help their transition to the Secondary School, many seniors visited them during their first few lunch times and organised group games. The prefects then joined Year 7 Camp, which included bike riding, hiking and a flying fox, resulting in many fond memories and much group bonding.

The prefect group has also been interacting with students in Years 7 and 8 as part of the Tutor Mentor Program. This involves weekly meetings that engage students through fun activities and enable senior mentors to form lasting relationships with students in the middle years. Over the course of the year we hope the younger students will feel comfortable enough to approach and trust the senior prefect group.

As a part of our role we are able to address the College every fortnight at whole-College assemblies.

We really value this opportunity and hope to serve as an authentic student voice that explores relevant issues in a creative way. We hope we are able to connect in a way that is both meaningful and relatable.

We have many plans for the year ahead and hope to make a concerted and consistent effort throughout. Working with seniors and the prefect team, we aim to organise group activities in correlation with the new pastoral care programs in the secondary school this year.

In Semester 2, we plan to have a tournament coinciding with the 2016 Olympic Games in Rio de Janeiro. This will include sport, arts and possibly academic and service challenges all centred on the Olympics. We hope it will be a fantastic event. All outstanding achievements across the College will be acknowledged at our very own awards ceremony.

Again, we are both humbled to have been selected as captains, and look forward to the year ahead.

Student Leaders 2016



L-R: Grant Simpson (Captain), Hannah Janssens (Captain), Mr P O'Regan, Mrs F Godfrey, Julia Cooper (Vice-Captain), Edward Cardew-Hall (Vice-Captain)



1st Row L-R: Mr P O'Regan, Gerri Shillington, Hannah Janssens, Julia Cooper, Maddie Wallace, Erin Healy, Katrina Wiseman, Rena Li, Megan Hobson, Samantha Howitt, Mrs F Godfrey
2nd Row L-R: Zoe Brown, Nelson Wong, Shiban Shahid, Elysse Williams, Angus Holt, Cameron Sambridge, Edwin Simon, James Lindesay, Sam Hinwood
3rd Row L-R: Edward Cardew-Hall, Shannon Nutt, Ben Carman, Dilanga Jayawardena, Grant Simpson, Matthias Williams, Akshay Nangrani, Michael McCormack

Prefects

Academic	Shannon Nutt
Junior School Liaison	Angus Holt, Erin Healy
Performing Arts	Rena Li, James Lindesay, Katrina Wiseman
Service Learning	Cameron Sambridge, Elysse Williams
Student Representative Council	Akshay Nanrani, Megan Hobson, Zoe Brown, Shiban Shahid
Spiritual	Edwin Simon
Sport	Michael McCormack

House	Captain	Vice-Captains
Acacia <i>Ms G Pajot</i>	Sam Hinwood	Elijah Howe, Viki Doumos
Banksia <i>Mr C Brennan</i>	Gerri Shillington	James Martin, Philippa Conlon
Boronia <i>Mrs K Hoy</i>	Samantha Howitt	Samuel Everett, Alyce Lonsdale
Huon <i>Ms V D'Alton</i>	Ben Carman	Anton Hoshovsky, Charlotte Ward
Jarraah <i>Mr S Mitchell</i>	Dilanga Jayawardena	Sam Dyne, Matisse Sipa Borgeaud
Karri <i>Mr T Robards</i>	Matthias Williams	Matt Baker, Neve Brissenden
Kurrajong <i>Mr A Barber</i>	Maddie Wallace	Zach Browning, Jennifer Kerr
Wandoo <i>Ms H Ulrick</i>	Nelson Wong	Alexander Wanjura, Sophie McGready

Junior School Leaders

House	Name
Acacia	Sophie Dore (6CD), Claudia Kendall (6NC), Jessica Do (6JF), Tyson Munro (6CD), Justine Hobson (6HB)
Banksia	Sarah Wilford (6NC), Hannah Daley (6NC), Charly Snare (6NC)
Boronia	Tom Ewer (6NC), Amali Weerasooriya (6HB), Will Gregory (6JF)
Huon	Sophie Porteous (6JF), Oliver Russell (6NC), Sebastian Phommaseisy (6NC)
Jarraah	Katie Wood (6JF), Will Seddon (6NC), Blake Faunce (6HB)
Karri	Benny Marr (6JF), Ava Smith (6CD), Sam Lloyd (6CD)
Kurrajong	Bethany Chua (6JF), Tim Ly (6HB)
Wandoo	Ben Ni (6NC), Lucia Volker Smith (6HB), Callum Sharma (6HB)



Secondary School

Mr Phillip O'Regan
Deputy Principal, Head of Secondary School

Well-planned and intentional experiences are crucial in providing a seamless transition during the educational journey.

Year 7 Camp and Year 11 Retreat enrich and challenge students.

In this, an Olympic year, we have sought to remind students of how working with purpose, persistence and a plan pays dividends. Engaging the hearts and minds of students are key ingredients to establishing a positive learning culture at the College.

We do this through carefully crafted learning lessons and experiential programs. Whilst equally valuable, perhaps it is the experiential activities that stand out most for students. Across the first half of the year Radford students have had exposure to a broad range of experiences, travelling to coastal field study centres, the Sydney biennale, theatre productions, textile displays, sporting championships and musical festivals, both locally and nationally. Each experience is carefully designed with the purpose of enriching and challenging students in their learning and extending learning beyond the Radford College gates.

Camps and retreat experiences are often the most memorable of experiential activities and have a profound effect on how students see themselves, their peers and their teachers. For some, camp provides time to develop new friendships, whilst for others camp is about unearthing new interests and capacities which were previously well hidden. Year 7 Camp is a mixture of each of these elements. In newly formed tutor groups, and on just their fourth day in the Secondary School, Year 7 students headed north two hours to explore, learn, create and play. There was great excitement, anticipation and a healthy dose of nervousness. As an 'embedded'





Radford leader this year I was fortunate to witness firsthand the influence Year 7 Camp has on bringing a newly formed group of students together, as they climbed, abseiled, rafted, hiked, problem-solved, biked, zip lined, cooked, cleaned and worked together as a close-knit tutor group for five days.

Well-planned and intentional experiences are crucial in providing a seamless transition during the educational journey. Another milestone for students is the move from Year 10 to Year 11. At the conclusion of 2015 and throughout the first weeks of this year, the 2016 Year 11 cohort participated in a series of activities designed to assist with academic and social transitions at this stage of life.

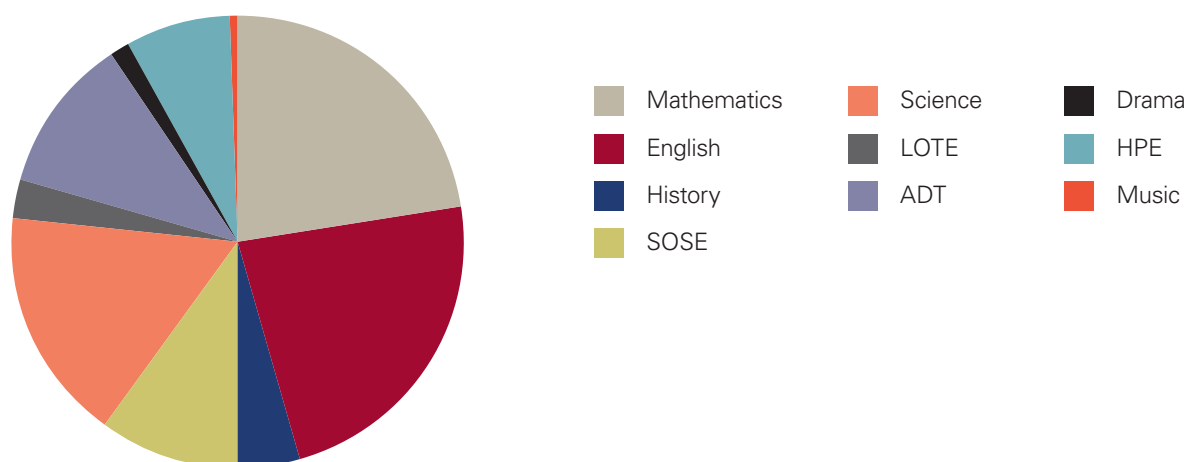
Year 11 Retreat investigated key issues of personal motivation, goals, focus and persistence in a presentation by Glenn Gerreyn. Further into the retreat, students considered issues influencing personal health and safety through a series of workshops delivered by members of Radford staff. Team and relationship-building exercises were mixed throughout the experience. The retreat set the platform for students to build on as they undertake their final years at the College.

As the year unfolds we will continue to present students new perspectives and views on the world through classrooms, workshops, presentations, productions and assemblies.



Academic Results 2015

Tertiary units studied in 2015



ATAR over 99 – top 1% of NSW/ACT

5 students, (3% of Tertiary unit students)

ATAR over 95 – top 5% of NSW/ACT

50 students (33% of Tertiary unit students)

ATAR over 90 – top 10% of NSW/ACT

73 students (48% of Tertiary unit students)

Academic results of Tertiary students *Ten-year comparison table*

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

Year	> 99 Top 1%	> 95 Top 5%	> 90 Top 10%	Median
2015 ATAR	3%	33%	48%	89.55
2014 ATAR	8%	34%	52%	90.80
2013 ATAR	4%	25%	44%	87.40
2012 ATAR	7%	31%	46%	89.15
2011 ATAR	8%	28%	49%	89.10
2010 ATAR	4%	32%	57%	92.00
2009 ATAR	10%	25%	44%	87.30
2008 UAI	8%	25%	43%	87.70
2007 UAI	11%	33%	53%	91.85
2006 UAI	8%	33%	52%	90.45

Y12 Cohort 2015

Radford College's Class of 2015 achieved outstanding results, including a median Australian Tertiary Admission Rank (ATAR) score of 89.55 – the highest median ATAR for a school in the ACT.

We spoke with four high-achieving students from this cohort about their journeys, their results and what they are doing now.

Laura Roden



My results: I was very happy with my ATAR!

My current path: I'm studying medicine at the University of New South Wales.

My journey: I joined Radford in Year 5 and from spelling tests in primary school to flexible learning in Year 12, my day-to-day school experience changed greatly across my time at the College.

At school I played sport, participated in productions, played in the band, debated and got involved in Radford's incredible service community. I loved that the school supported me to achieve academically whilst also encouraging me to pursue my interests and try new things. I would encourage everyone to get involved in the community. There is always something new to try and figuring out what you love to do and making friends from different groups or different years is one of the best parts of school!

Nina Weiss



My results: Overall I was very pleased and relieved to see the results of two hard years of study. However, I actually missed the official cut-off to my current degree by about half an ATAR point. Fortunately with a small boost from the bonus point scheme I secured a place in this degree.

My current path: I am now studying a Bachelor of Science/Master of Nutrition

and Dietetics at the University of Sydney, which has been my goal since the beginning of senior school.

My journey: There were definitely high and low points along my senior school journey, with the stress just sometimes seeming too overwhelming. But in the end, through striving to always keep a life balance and ultimately just enjoying the last part of Secondary School, the hard work definitely paid off. My next goal is to enjoy all the learning and experiences that university will offer me!

An Huynh

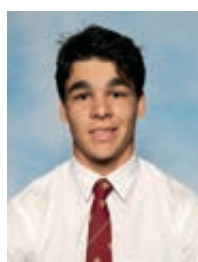


My results: I was overjoyed when I received my ATAR results, as they acted as an affirmation of my hard work during senior school, and allowed me to enter the course I have always wanted to study!

My current path: I am now studying a Bachelor of Medicine/Bachelor of Surgery at Monash University.

My journey: Senior school was extremely difficult, but I would not have been so successful without the dedicated support and services of all the academic staff, and the motivating environment Radford College creates.

Samuel Browning



My results: I was extremely happy with my ATAR results! The expectations that were both self-imposed and placed upon me going into Years 11 and 12 were much lower than the standard I achieved. However, I do wish I tried a little harder in biology.

My current path: I am now studying Medicine at the University of New South Wales.

My journey: It was lots of fun! The ATAR, whilst an important 'qualification' gained after senior school, is by no means the most important or influential aspect of Years 11 and 12. For me, I really enjoyed the array of community service opportunities, the strong relationships formed with teachers and fellow students, the feeling of community and belonging, and – perhaps most of all – the actual subject material I studied in the classes I took. These things were a large part of my 'journey', and the ATAR was simply a happy end result that reflected only a small portion of my journey as a whole.



We are rightly proud of our ATAR and NAPLAN achievements but do not see them as a comprehensive measure of the value of our learning community.



Standardised Testing, Funding and Creativity: Why Radford is well placed but not complacent

Mr Bill Weigall

Director of Assessment, Reporting and Curriculum

Although I'm sure the Radford community applauds the current national focus on education, it is disappointing that mainstream polarity remains predominantly limited to funding mechanisms. While there is an abundance of rhetoric around globalisation, creativity, entrepreneurship and critical thinking, standardised testing remains a central premise of our education model. This is despite many academic critics citing the testing as the single biggest impediment to attaining the goals at the centre of the aforementioned rhetoric.¹ Indeed, funding of all schools appears likely to be linked, at least in part, to performance in standardised testing, so the strength of Radford's recent results is reassuring but not, in itself, enough.

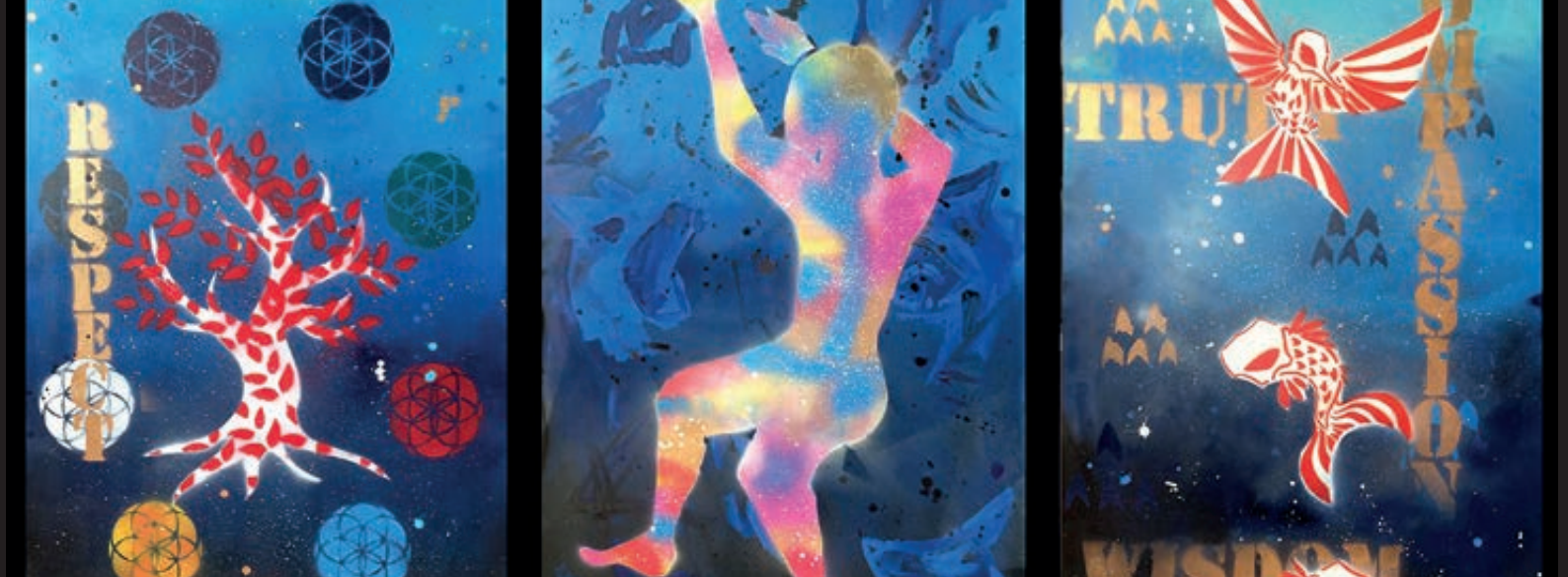
Through quality teaching and a balanced, forward-looking curriculum, Radford has achieved exceptional ATAR and NAPLAN results. We are rightly proud of these achievements but do not see them as a comprehensive measure of the value of our learning community. Our challenge now is to maintain the strong literacy and numeracy development – for which ACARA recently commended us – while enhancing students' critical and creative thinking. We are keenly exploring ways to do this.

As the long journey to full implementation of the Australian Curriculum nears completion, Radford will again investigate the potential of the International Baccalaureate Diploma Programme (IB DP). The Secondary School Academic Executive is currently re-evaluating the academic program for Years 7–10, with a view to enhancing the degree of independence and choice without compromising rigour, depth of inquiry or the development of literacy and numeracy skills. In all processes, our focus will remain on the needs of our students, both present and future.

To support and inform this endeavour the College has a healthy budget for professional learning and we have productive partnerships with organisations such as the Association of Independent Schools (AIS). Recently the AIS arranged and subsidised a breakfast with David Price, author of *Open*.² Price argues that disengagement in classrooms demands innovation and the appropriation of emerging technologies and pedagogies. He, like many voices in the public education debate, suggests education must evolve to prepare students for workplace revolutions.

Blended learning, in which students are encouraged to consume digital content outside the classroom to lay a foundation for inquiry-based experiences guided and enhanced by teachers, has exciting potential but must be considered against mounting evidence of time pressure on students and families, to say nothing of our own homework policy.

1. Robinson, K. & Aronica, L. *Creative Schools: Revolutionizing Schools from the Ground Up*. Penguin. UK 2013
2. Price, D. *Open: How We'll Work, Live and Learn in the Future*. Kindle. UK 2016



Chaplain's Reflection: Radford Awareness and Service Learning (RAS)

Fr Richard Browning
Chaplain

Let's not waste time on anything that is not real:
we are the stories we tell;
we are what receives our attention;
we are who we belong to.

The story behind the Telling on Foundation Day is Yungbali. It is drawn from the Christian sacred text whilst identifying strongly with our home on Gossan hill, here in Ngunnawal country. Three years ago Duncan Smith created a painting called 'Dirrum Dirrum and the Scar Tree' in response to this story. This year, student Oliver Golding has painted his own (above).

The middle panel of the triptych is especially powerful. He has drawn the song, Yungbali as a human figure, the victim surrounded by dogs. This intuits the depth of the story and its sacred roots, Psalm 22 especially, and the turning point of history as understood by the Christian message: the Lamb of God (the Word/Song of God) is the vehicle through which the whole of creation is both made and redeemed. (Duncan intuits the same by putting the cross, the 'scar tree', in the sky 'before the foundation of the world'). Yungbali is not a story about what may or may not have happened in the past. It is a story about what happens. It is the language of God who creates and makes whole. This language is called Jesus, God's disposition (always from the beginning and beyond the end) is to be 'for others'. Radford's values put us with God's language – we seek to stand in solidarity with the outcast, the victim, because this is where God stands. A summary of our values and this work is *the transformation of the whole person in service to the common good*.

So RAS is simple. It is the values of the College lived and turned outwards (Dirrum Dirrum is the same, only on an even larger scale). It is living our story and acknowledging we belong to a big, wide, diverse world. This world is a web of life – abundant, interwoven and interdependent, and our deepest meaning is to stand alongside others, be a part

of the increase and flourishing of the other. RAS: **R**adford **A**wareness and **S**ervice Learning is practising a culture of engagement in the world, where we learn and act, are aware and serve, and this for a greater and common good.

Main events this semester: RAS charity fundraiser (including the World's Greatest Shave and Relay for Life); students mentoring in the Migrant and Refugee Support Services Mentoring Program; the Dirrum Dirrum Challenge (students coached into action around an area of their passion); Year 10 team SUPPORT hosting their first Black Mountain Sports Day (pictured below); student, parent and staff teams participating in Relay4Life; Ride to School Day (on the Friday of Week 5 each term); Year 10 students' OzHarvest activities; Year 11 students working on their first L'Arche Disco for the year; Year 12 students cooking on Friday nights for the centre in Civic run by AngliCARE family services; preparations for this year's Dirrum Dirrum Festival, to be held on 29–30 July called 'Igniting Action'.





No one is 'just a face in the crowd' in our Junior School.

Below: Gathering at Parliament House to celebrate the Reading and Writing Challenge; Overleaf: Cheering each other on at the swimming carnival; Year 6 students hard at work; Students taking part in the Matt Giteau Cup rugby competition.

Junior School

Mr Paul Southwell
Deputy Principal, Head of Junior School

Junior schools should always be busy and active places, and you should gain a sense of this as you enter a great junior school. Junior schools teach a child.

As we complete our first semester of 2016 we can reflect on this, as I know so many families agree that teaching a child is far harder than it sounds.

Teaching a child entails:

- knowing each learner as a person and knowing individual strengths and areas that need developing
- using data in its many forms, in addition to understanding each child, to provide constructive and ongoing feedback
- building both cognitive (academic) and non-cognitive (social/emotional) skills
- personalising the needs of each classroom
- extending learning and development beyond the classroom or school term
- trying to do our best for each and every student.

Lofty statements, I know, and we, like our students, are prone to making 'stretch mistakes' – pushing ourselves to do things better and live up to our challenge. (Yes, I know, more talk about mistakes!)

Semester 1 has provided many opportunities to reflect upon and celebrate the ways we have engaged our students and community, and worked to build a stronger team. We made the decision to 'tweak' the Reading Challenge to better support our ability to extend learning beyond the classroom and term times. Holding a family Reading and Writing Challenge over our Christmas break enabled new families to engage with us, facilitated families reading together in a social context, ensured students did not fall behind in their reading development, and kept the challenge relevant, moving the focus from time and numbers to family. The addition of a writing component also targeted our whole-school *writing for pleasure* focus, and the *reading in interesting places* component created a wonderful additional dimension.

For the culmination of the challenge in March, I joined our Principal and Head of Secondary School on a (very hot) walk from Radford to Parliament House, dressed as Dr Seuss characters. We met the Minister for Education and our local member (photo, left), and students enjoyed a range of team challenges in a just celebration of our community.





Some additional achievements in Semester 1:

- We welcomed over 100 new students and eight new staff members to 'our place' in Term 1. We spent a significant amount of time preparing for this transition and building an understanding that no one is 'just a face in the crowd' in our Junior School.
- We have a particular focus on expanding the Junior School's professional learning community. We have extended our Instructional Coaching Program to focus on real engagement, and built our Mentor Program to support the social/emotional needs of our teaching teams. I know we are on the cutting edge of staff learning and development.
- We have built connections with the University of Canberra (UC) in a variety of research and teacher development areas. In particular, we are strengthening our approaches in mathematics approaches, as well as our understanding of science/technology/engineering within our Units of Inquiry.
- We are seeking ways to reduce teacher-to-student ratios. We are looking at a strong early literacy push in targeted years where we can significantly reduce the ratios in classrooms for short, sharp sessions. We will also continue seeking alternative ways to provide this strong learning opportunity.

Development in these areas is in its early phases. Our Instructional Coaches work in cycles with our teachers, targeting teacher goals and, from this, student engagement. We are preparing to share and develop current research in STEM areas in collaboration with our neighbours, UC, placing our staff and, most importantly, our students at the very centre of best-practice teaching and learning.

In Term 1 we implemented a cyclical wellbeing lesson, following a previous pilot program. Whilst the program has a structured overview, it best supports our framework's Learner Profile and Attitude components, allowing us to target specific year or class needs at the same time. Our two Assistant Heads of School, Ms Begbie and Ms Malcolm, are running this program in addition to their teacher and student mentoring roles.

The semester also provided us with opportunities to share, show and grow our 'team' approach. Our swimming carnival and success in the Matt Giteau Cup rugby competition proved wonderful opportunities for our student body to *live* all the elements we talk about. Our girls and boys rose to these occasions well, really modelling what belonging to a competitive, high-functioning team looks like in a true co-educational setting. I couldn't be prouder.

Knowing our students, supporting them to not simply 'sit on the fence' and knowing their strengths and areas to develop both inside and outside the classroom are, and will remain, the reasons our Junior School is so very busy, and the reasons why our staff approach each day as an opportunity to grow.





Learning by Design

Ms Louise Wallace-Richards
Director of Teaching and Learning

Notwithstanding the influence of factors such as socio-economic status, home and community, student learning is strongly influenced by what and how teachers teach.

— *Teacher Professional Learning and Development*, Helen Timperley, *International Academy of Education, International Bureau of Education, Educational Practices Series – 18*, 2008. (p. 6)

If you are in any profession long enough you will see ideas for best practice come in and out of favour. Every now and then, though, an idea is introduced that can really assist a profession in achieving its purpose and aims. The ideas Radford College's Secondary School is currently pursuing to improve the ways teachers practice their profession and achieve the aim of transforming the learning experience for students include teachers reflecting on their classroom practice, collaboratively planning learning experiences and using data to learn about the students in their classes before beginning to teach them.

In my Term 1 *Bulletin* article, I wrote about Radford Secondary School teachers meeting in *Community of Practice* groups this year to reflect on their teaching practice. This is a key way, as Professor Helen Timperley states, for teachers to determine how to improve the learning of their students:

Teachers need sophisticated assessment skills if they are to identify (i) what their students know and can do in relation to valued outcomes and (ii) what further learning they themselves need if they are to assist their students in learning. Assessment of this kind cannot take place outside of the teaching-learning process – it is integral to it. Teachers, therefore, need a variety of ways in assessing their students' progress, ways that

include, but go beyond, standardized testing. These include interviews with students about their learning, systematic analysis of student work, and classroom observations. Timperley, op cit (p.6)

To date in 2016, our teachers have been seeking feedback through classroom observations from their colleagues centring on, for example, effective ICT use, classroom management, questioning techniques and the use of strategies to encourage higher order thinking. By enabling the teachers to determine what they need to learn about their teaching practice, the College is encouraging professional learning opportunities for teachers that focus on professional practice and are based on the adult learning principles of needing to learn something because it meets their



Radford students benefit from quality teachers' attention to the learning experience.

needs, is relevant and will help them to achieve their goals.¹

Collaborative planning is also key to improving the learning experience for students and teachers alike. There is no doubt that quality teaching requires quality planning and that schools need to provide time for this to happen. Radford's Secondary School teachers in 2015 rewrote their Years 7–10 Australian Curriculum courses using Jay McTighe's *Understanding by Design (UBD)* framework. This framework does not just provide another template for planning courses. It asks teachers to think of the 'Big Ideas' for the unit that go beyond content and the essential questions and understandings they want the students to have considered and learned, respectively, when studying the unit. It also asks teachers to plan for the learning of skills and then asks what content is to be taught. After all this planning, the teachers must lastly consider the ways this learning will be assessed and plan the strategies they will use to help the students learn. At Radford in 2016, teachers are also using data to inform their teaching and assessment programs, seeking to know the needs of the students in their classes before they embark on devising learning activities and assessment tasks.

Access to data about the learning needs of students in Years K–12 is readily available to all Radford teachers. We have data on their literacy and numeracy skills through a number of sources including NAPLAN and Academic Assessment Services. We also have details of their special learning needs, knowledge of how they achieved in a subject based on past academic report comments from teachers, as well as school-based academic results. Hence, whenever a teacher at Radford has a new group of students to teach, they are able to learn about the different needs of the students in their classes and incorporate this learning into the planning of their units of work. Knowing the learning needs of students must come first in any collaborative planning session between teachers.

The 2015 *UBD*-designed Radford College 7–10 courses must continue to be reworked and assessment tasks rewritten, and the Secondary School will continue in the years ahead to prioritise time to learn about our students' learning needs, work collaboratively to plan learning experiences and reflect on our practice as a professional group of educators in order to assist every child in our care to achieve his or her potential.

1. Knowles' *Six Principles of Adult Learning*, ACU https://www.acu.edu.au/staff/our_university/faculties/faculty_of_health_sciences/professional_practice_resources_for_supervisors/interprofessional_resource_library/Facilitating_Learning/knowles_principles





Pastoral Care

Ms Claire Melloy
Director of Student Development

One of our aims is to provide students at Radford with an authentic voice. This is what Secondary School students – and one Head of Year – say about their learning in pastoral care/wellbeing.

There are so many benefits to the pastoral program – as a class you grow, learning how to deal with social and everyday teenager problems ...

On Wellbeing Day Year 9 and 10 students participated in a self-defence workshop (photo below) and discussed consent, risk and self-control with former policeman Brent Sanders (photo right).



Year 7

When I first I started Year 7, I had lots of new subjects and topics to learn about, but Future Connections was the only subject I didn't know what to expect from, and knew nothing about. But during this year I've found myself enjoying Future Connections with my tutor group and teacher. We learn about many things – friendship, equality and settling into Year 7 itself.

One of my favourite tasks in Future Connections was making a PowerPoint on study skills with a partner. I enjoyed making and presenting our own PowerPoint to the class and watching others present. Overall, Future Connections is an important subject where I learn many new skills. — Hannah

Year 8

This year a new pastoral program has been introduced to Year 8 students. The program is called Insights and it's all about learning how to grow into yourself, discovering who you really are, solving problems and creating stronger bonds with your teacher and peers.

This program is a great idea and I know that many Year 8s are already enjoying the experience. There are so many benefits to this program – as a class you grow, learning how to deal with social and everyday teenager problems, expressing yourself without the fear of being judged, building bonds as strong as buildings and getting to know your pastoral teacher.

When Year 8s walk into their pastoral care classes they are looking forward to a relaxing and heartfelt class that will help get them through the day and provide them with an understanding that it is okay to be uncertain.

Pastoral care is providing many fabulous and exciting experiences, such as getting to know your teacher and peers, conquering the fear of sharing your feelings as a class and learning how to solve problems that pop up constantly in people's lives.

This term has been a fantastic start to a program I'm sure will long continue. — Naomi



Years 9 and 10

On Thursday 24 March, Years 9 and 10 participated in Wellbeing Day. The boys began their day with a talk by Brent Sanders, a former New South Wales policeman. He spoke about the laws surrounding consent and the consequences that can arise from making uneducated or risky decisions. He also spoke about being able to control your thoughts and actions in pressured situations and gave us an insight into how we can develop and improve self-control. Brent also gave the girls a similar presentation in the afternoon.

Later on, the boys listened to a presentation from Menslink on the topic 'Silence is Deadly'. It addressed issues surrounding depression and anxiety and how important it is for people to speak up about their problems. We also talked about the ways we can help friends and others if they are not okay and are experiencing problems. Sia Soliola, a Raiders player, also attended this presentation, as the Raiders have an ongoing relationship with Menslink. Soliola lost a family member and turned to alcohol to help himself get through it. His story was an example of how important it is to reach out because by talking to someone about his problems he was able to become resilient and is now happy and successful.

The girls began their day with Ms Claire Melloy, Director of Student Development, who spoke about normalising emotions, being able to regulate emotions and the link to healthy relationships. She shared insight into the role technology plays in our lives and how we use it to communicate with others. This was followed by a body image presentation by three lecturers from the University of Canberra. They talked about the way the media portrays individuals and how we need to be aware of this and be able to maintain our own self-esteem. The boys also had a presentation by these speakers. Both topics linked in with each other and were well presented and educational.

Both the boys' and the girls' groups also participated in a self-defence workshop. The program was led by Synergy Self Defence and Fitness and covered basic manoeuvres to defend yourself and escape in situations such as being attacked. The day was a huge success and highly informative and enjoyable. — Deakin, Niamh, Nikita and Starzie

Year 11

The transition from Year 10 into the senior school is a big step that comes with not only a new uniform but new responsibilities. At the beginning of the year, over the course of the two days at Year 11 Retreat, we discussed what these responsibilities would mean and how our school lives would change. As we got further into the term, we discovered that senior school came with a lot more work than Year 10, but also a lot more freedom in terms of the way we learn and manage our own time.

The transition at first was tough, and we have discussed how to adjust to the additional workload and how to develop better time management skills. — Rosie

Year 12

The school year started with many Year 12 students excited that this was their last year at Radford. As students are turning 18, many students have their driver's licence and can finally drive to school. The focus in the Pastoral Care Program for Year 12 has been around 'travelling safely'. Pastoral lessons addressed speeding in cars, the effects of distractions in cars, drugs and driving, drink walking and planning ahead to avoid risk. These lessons included videos and small discussions within tutor groups. — Kylie Rose, Head of Year 12



Our goal is to prepare students for the future through engaging, collaborative and personalised learning opportunities.



Information Communication Technology (ICT)

Mr Matthew Heinrich

Director of Digital Learning and Innovation

In this continuously evolving digital age, new technologies are rapidly becoming ubiquitous in a child's life at school and beyond. As such, Radford aims to embrace these changes and utilise a world that is saturated with information, images and sounds. Not only should our classrooms evolve and look different from those of the past, classroom pedagogies and practices must evolve and foster student abilities to make informed, ethical decisions while using ICT.

Junior School

During Semester 1, the Junior School continued to find creative ways to enhance inquiry through technology use. Utilising a wealth of tools and apps, students sought answers and posed further questions to enhance their conceptual understanding of a range of issues. The Primary Years Programme offers many opportunities to create, communicate and collaborate by using a range of tools such as our interactive whiteboards, classroom iPads and shared laptop devices. In addition to students in Years 5 and 6, our Year 4 cohort commenced the year utilising 1-to-1 College-owned iPads. Connectivity to their teachers and peers via these iPads sees students engage in more reflective and creative learning experiences. Throughout the year, we hope to facilitate greater opportunities to link Science, Technology, Engineering and Mathematics (STEM) authentically into Units of Inquiry and provide students with experiences to build, code and interact with scientific and emerging technologies.

Secondary School

In the Secondary School, the 1-to-1 Program continued to evolve to include all students in Years 7–12 using a device across subject areas. Years 7 and 9 commenced the year with a

series of ICT orientation workshops to assist in their transition and support successful digital aspects within learning and teaching. With greater access to technology, learners were empowered through digital environments such as Radford Online to actively participate in creating and sharing knowledge. Students spoke of teachers facilitating more engaging and collaborative learning experiences and the boundaries of the traditional classroom being blurred by the use of technology. In the Australian Curriculum, the five interrelated elements of ICT capability guide the meaningful integration of, and requirement to embrace, digital technologies across all learning areas. While some tasks may require explicit modelling, others can be opened with technology to independently work where students have autonomy of the learning outcome and/or communication of knowledge.

In addition to investments in infrastructure, the College values internal professional learning opportunities for staff and instructional coaching practices to develop greater confidence and understanding of the correlations between technological, pedagogical and content knowledge. By continually reflecting on current research and embracing innovative practices, our goal is to prepare students for the future through engaging, collaborative and personalised learning opportunities.



Facilities Report

Mr Robert Harris
Facilities Manager

As usual, the facilities and maintenance team has been at full stretch over the Christmas break and throughout Semester 1.

Major external projects include the commencement of stage 2 of the Haydon Drive entrance. The P&F Oval cricket nets were relocated to the western side of the oval, allowing for the refurbishment and extension of the outdoor basketball/netball courts below the G Wigg Sports Centre.

A two-room dance studio – housing the new Radford Dance Academy – was added at the Room 13/14 location in the Secondary School and is certainly a popular addition.

Initiatives in the accessibility area include a new ramp from the turning circle to JA Mackinnon Oval, changes to the ramp to the Secondary Library level, and operable access doors to both the Secondary Library and the lower level of the G Wigg Sports Centre. The renovation of the wood work area, including the addition of another storage shed, has already proved to be of great value.

There have been minor renovations in the SOSE/Room 43/44 area, the Deputy Principal's office and the Board Room.

The Junior School playing area has been radically upgraded with much of the work designed and completed by our very capable groundstaff. A climbing frame and a fast slide are included.

As usual, the grounds are in an excellent condition despite often trying weather conditions. Special mention should be made of our very capable, problem solving, energetic and professional maintenance team, responsible for a myriad of projects around the whole College. We also acknowledge our janitorial staff, who are responsible for the general tidiness and functionality of the College, often under very tight deadlines. After-hours security is in the very safe hands of College caretaker José Vieira, ably assisted by Branko Zec.

All in all, a very busy and successful period in the facilities arena.





Anzac Commemorative Service

Mr Mick Bunworth
Communications Manager

The bright morning sunshine on the first day of Term 2 was in contrast to the solemnity of the Anzac Commemorative Service.

Principal Mrs Fiona Godfrey reminded the gathering around the turning circle flagpoles of the cost of war:

'...Over 100,000 Australians have lost their lives through war. Many more thousands have been wounded, while the number of Australians who have served abroad in wartime is eight to nine times the number who have died. These bare statistics alone show the significance that war has had for Australia. Today is not about glorifying war (far from it) but it is time for reflection about our history, who we are as a nation and what are the values we hold dear.'

Mrs Godfrey said it was also important that the College community recognise all of the Radford families and staff members who have served, or are serving, our country as members of the military.

The combined choirs – Songsters, Chorale and Camerata – sang beautifully, before guest speaker and 2016 Australian of the Year Lieutenant General David Morrison brought a message of remembrance and hope:

'That's why we remember them. The first Anzacs and all of those who have followed. They left us that legacy and we in turn commemorate their sacrifice when we ask what legacy we shall leave for those who follow us. We have not forgotten and we are defined, at least in part, by that act of remembrance. It makes us who we are and reminds us who we can be. If not one people, then unified all the same, sharing human weaknesses, but strong and resolute in the face of an unknown future. A people of our own time, reaching back 100 years, but always looking forward.'

Fr Richard Browning led the College in a prayer and a blessing, including the words:

'Let us hear clearly the voices of mothers and fathers across the ages who grieve lost sons and daughters. May their cries release a renewed commitment to the cost of peacemaking. May the blood of those lost to war be the lifeblood of a common justice and a shared flourishing, may their blood reveal our common humanity and shared vulnerability; may their blood shape our choices with the freedom and peace sorely won. May this be so here, in this broad land and also abroad.'



2016 Simpson Prize

Mr Mick Bunworth
Communications Manager



Year 10 student Annie Liao won the ACT Division of the 2016 Simpson Prize for her essay entitled 'The Hidden Truth: The Truces and Comradeship which define the Gallipoli Campaign'.

Her essay made compelling reading and asserted that

The truce that occurred on the 24th of May, 1915 and the involvement of Indians, Indigenous and Torres Strait Islander peoples and other minority groups alongside ANZAC servicemen and women in the Gallipoli Campaign deserve more acknowledgement and recognition over the initial landing itself. The relationships developed demonstrate moments of peace in the midst of war which were able to occur due to mutual respect, faith, trust and unification of humanitarian values.

The Simpson Prize is awarded annually for an essay on a theme related to Gallipoli, and named in honour of the gallant Gallipoli stretcher-bearer John Simpson, who is part of the Anzac legend. A national competition for Year 9 and 10 students, it encourages participants to focus on the significance of Anzac Day and to consider what it means to them and to Australia.



The award's winners, runners-up and teacher companions received their awards at a presentation ceremony at Parliament House on 15 March 2016. The Hon. Dan Tehan MP, Minister for Veterans' Affairs, presented the students with their awards, saying, 'The Simpson Prize is a prestigious national history competition and, whether a winner or a runner-up, all the students who have participated should be very proud of their achievements. Surprisingly, Annie followed in the footsteps of her sister Angela, who won the Anzac Spirit Prize last year. She received an all-expenses-paid trip to Gallipoli, Turkey, with the opportunity to speak at the Anzac Day Service, however this trip, unfortunately, was unable to go ahead.

Instead, the 2016 Simpson Prize Tour will travel throughout Vietnam in August, visiting specific locations where Australian military forces operated between 1962 and 1972.

The itinerary will include Ho Chi Minh City, the Mekong Delta, Cu Chi, Vung Tau and Long Tan.

Students will also be present at the Official Long Tan 50th Anniversary Commemoration Ceremony, which will take place at exactly the same time of day as did the events that unfolded on 18th August 1966.

The Tour will be led by Mr Michael Kelly, Official War Historian at the Australian War Memorial.

*Annie Liao with Hon. Dan Tehan MP,
Minister for Veterans' Affairs.*

Below, we include the final paragraph of Annie's powerful essay.

Trust and mutual respect were imminent throughout Australia's military involvement in World War One during the Gallipoli Campaign. They are imperative to the story of Australian military history because they emphasised humanity in the midst of warfare and introduced new perspectives, cementing mutual respect between opposing forces. This is significant as it symbolises the flowering of civilised ideas in the midst of war. In modern society, often a focus is placed upon Australian involvement at Gallipoli while the contributions of other countries and minority groups to the commonwealth effort is neglected. In particular, India's involvement in the Gallipoli Campaign is often undermined where in reality, their contribution is much more significant than originally perceived. The May Truce which took place on May 24th stemmed from trust and faith in the opposition. These extraordinary displays of empathy highlight the qualities displayed by ANZAC servicemen and women in difficult circumstances. War is often related to hatred and vehemence but these events depict a unique perspective, a side that deserves to be acknowledged in the accounts of the Gallipoli Campaign. More so than the initial landing, it is the disposition displayed by the ANZACs and the integrity of their relationships with other groups established after commencement of the campaign which are truly significant in historical accounts of World War One.



Foundation Day Concert

Mr Joel Copeland

Head of Music and Director of Choirs

The 2016 Foundation Day Concert was truly a musical highlight of the year. The National Arboretum again played host to this incredible night of music. It was a celebration of what it means to be a part of this wonderful Radford community. For the first time, a community choir of parents, staff, friends of the College and collegians joined students to perform Karl Jenkins' famous work, *The Armed Man: A Mass for Peace*. The sold-out audience of over 300 was in for an absolute treat.

The ever-professional Ritornelli ensemble opened the evening with *Trio Sonata* by Loeillet. This group of senior musicians has gone from strength to strength over the past few years and we were delighted to hear them perform.

Year 12 student Megan Hobson and Year 10 student Brianna Wiseman performed a rendition of the GF Handel piece *The Lord is my Strength and My Song*. Both singers worked well to bring this vocal duet to life and, as always, the ever-reliable Mrs Bronwyn Brown accompanied with steady care and musical finesse.

And finally we had arrived. The combined choir of over 150 voices, accompanied by a makeshift orchestra of students, staff and collegians, was ready to bring *The Armed Man* to the Arboretum stage. *The Armed Man* is a powerful and compelling account of the descent into war and its terrible consequences. This 13-movement work spanned the best part of 60 minutes and left the audience aching for more. The work was commissioned for the new millennium by Britain's Royal Armouries Museum, and was dedicated to victims of the Kosovo crisis.

All performers poured an enormous amount of emotion and energy into this work, marching into the first movement based on 15th-century French song *L'homme armé* and concluding with *God Shall Wipe Away All Tears*, an affirmation from Revelations that change is possible. The audience was transported to the grim battlefield and back through the power of the music, and I'm sure both the daunting and beautiful images that were conveyed through the music will stay with them for some time.

Congratulations again to all the performers for their hard work and dedication and to the many staff who were involved in bringing this event to life.

Better is Peace!



***Foundation Day**, Friday 8 April, is a day when the whole College gathers together to celebrate its foundation. The day began with a service in the gym, followed by various sports and activities, dance performances and the awarding of the Bishop's Cup.*



Have you ever had a proper conversation with the person to your left? Have you ever complimented the person on your right? Maybe take the time to look around and realise that you are just the same as everyone else. You're all here for a reason, all on your own journey. As soon as our society realises this, the sooner we can all forget about being perfect, because frankly, perfect doesn't exist.

— *Scratch the Surface*

Year 7–9 Drama Production

Emma Yates, 7–9 Drama Production Captain, and Katrina Wiseman, Performing Arts Prefect

You never know what's going on in someone's head. Their thoughts. Dreams. Goals. All theirs. You can never really expect to understand someone fully. — *Scratch the Surface*

Radford College Year 8 Students broke new ground in 2016, when for the first time they wrote the whole of the Year 7–9 Drama production, *Scratch the Surface*, themselves. They worked with director Ms Jennifer Wright to create a production that they felt addressed many of the issues facing teenagers today, such as eating disorders, family issues and drinking, just to name a few. All in all, the show provoked the audience to ask, do I really know this person? What is really going on in their head?

Perhaps it was these aspects that made so many students keen to get involved in the production, with 22 students successfully auditioning, and many more eager to be involved. For many of these students, it was the first time they had been involved in a production, or performing of any sorts. They worked together to create an incredible production that will not be forgotten any time soon.





Music Camp

Mrs Nicola Bartasek

Head of Co-curricular Music and Instrumental Studies

Beautiful Greenhills Conference Centre was again the venue for the Radford College Music Camp, which is held at the beginning of each academic year. Musicians from Radford’s top ensembles, including Bernstein Symphonic Wind Orchestra, Corelli Chamber String Orchestra and Camerata Choir, came together to kickstart another year.

Music Camp offers musicians two days of intensive rehearsals away from the distractions of the busy school day. Groups rehearse for more than six hours a day, exploring new repertoire and developing their ‘collective voice’ for the

year ahead. Conductors have a chance to foster students’ ensemble skills while also breaking the back of new repertoire that will form the foundation for many performance programs throughout the year.

One focus this year was Karl Jenkins’ piece *The Armed Man: a Mass for Peace*, which was performed at the Foundation Day Concert. This piece for orchestra and massed choir was also rehearsed with Chorale Choir members, who attended on the Saturday to work with the Camerata Choir. The campsite was a hive of activity with more than 130 musicians rehearsing.

A camp concert closed the weekend of music-making. Parents and friends were treated to a selection of pieces ‘in progress’ – from the *Skyfall* theme to a selection of pieces from Mussorgsky’s *Pictures of an Exhibition* arranged for string orchestra, Irish folk song *She Moved Through the Fair* and, of course, highlights from *The Armed Man*.

Our thanks as always go to the large team of conductors, managers and music-lovers who supported the students throughout the weekend and to the Greenhills staff, who always make us feel welcome.



Senior Drama Camp

Katrina Wiseman, Performing Arts Prefect, and *Lochlan Ferrington*, Drama Classroom Captain

On 19 and 20 February Senior Drama students took part in the annual Senior Drama Camp and Technical Theatre Workshops held at Warrambui Retreat and Conference Centre in Murrumbateman.

The performance classes were treated to theatre workshops by Pip Buining, the former Artistic Director of Canberra Youth Theatre and current Junior School Drama Club teacher. In these workshops, they looked at how to create performances using the Viewpoint style of performance, enhancing their understanding of using movement and the physical depth of the stage to impact the audience’s understanding of

characters. Students then applied this new knowledge to the classic Australian play *Away* by Michael Gow.

Senior Drama Camp is a great way for students to build their skills during intensive workshops and work with professional theatre practitioners.

The students studying technical theatre production techniques started with a workplace health and safety workshop in the TB Millar Hall. Then they proceeded to develop their understanding of sound and lighting. These new skills assist them in providing technical support to the Comedy Club (Term 2) and the Senior Drama Production (Term 4).





Japan tour

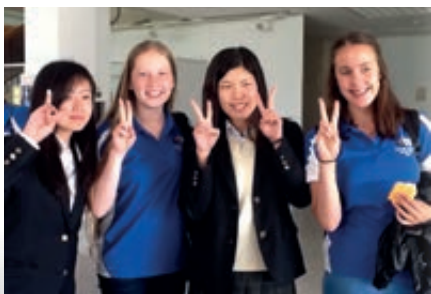
Matt Overton-Clarke
Year 10 student



On 7 April, 14 students, as well as Mrs Fitzpatrick and Mrs Godfrey, embarked on Radford's annual journey to Japan, to improve our language capabilities and to experience Japan's unique cultures.



After nine hours and not enough sleep, we arrived at Haneda Airport in Tokyo. Our first major destination was Kure, a small town outside Hiroshima (a short flight from Tokyo to Hiroshima and an hour's bus trip). There, we met the people who would be our host families for the next six days.



During those six days we built a special relationship with our host brothers/sisters and their families and were exposed to a different life from our own. We went to our sister school, Kurekosen, to participate in classes such as English, maths, engineering and science, and club activities (basketball, kendo and karate). Kurekosen is a very impressive school and I am sure many of us were pleasantly surprised by how good the students' English was. It was fun to shadow our sister/brother going to classes. We ate in the school canteen and enjoyed our delicious *obentoo* lunches provided generously by our host mothers every day. It was sad to leave all the new relationships we had formed and all the students who we had met last year at Radford.

After we left Kure, we ventured to Kyoto, Takayama and Tokyo. Kyoto was full of remarkable temples and shrines. We also had the privilege of participating in tea ceremony with a trainee geisha, who we also saw dance and were able to ask her questions about her chosen profession. She left home at 16 and has to spend five years studying how to dance, perform tea ceremony, learn an instrument and learn the trade of entertaining. She said she only got to see her family once a year! She also has to sleep on a brick every night to protect her hair style.

Takayama is located in the beautiful, mountainous countryside. Here, we were spoiled by the generosity and kindness of our 'grandfather' and 'grandmother', who lived in and attended to their *Minshuku* (traditional Japanese house). We all developed a special bond with them, honing our Japanese listening and speaking skills.

All in all, each of us found our comfort zones and, most importantly, found a way to break them. I (and I'm sure the other students will agree) wish we could go back next year and start all over again.





Summer Sports Review

BASKETBALL

Maddie Wallace and Mikus Eversons
Basketball Captains

The basketball summer season saw 20 girls' teams and 25 boys' teams participating in age groups that ranged from U10 to U19.

Radford had a good season with participants playing fairly and competitively in all aspects of the game. It has been great watching our teams grow – all teams have developed many skills and improved over the course of the season.

The Division 1 U19 Girls team finished 3rd overall and the Division 1 U19 Boys team finished 7th. Radford finished well on the ladder, with the following two teams getting through to their grand finals.

Girls U14 Division 4 Rangers v Weston Creek Woden Dodgers

The girls put on a stellar performance. The game could have gone either way, with teams trading basket for basket throughout. Eventually, the girls got over the line, winning the game 13–11. Thank you to Ellie Wynants, Head Coach. She has done an amazing job this season.

Boys U12 Division 1 Spiders v Queanbeyan Roadrunners

The boys fought hard for all four quarters, but unfortunately they went down to their tough opponents. Thank you to Ben White, Head Coach. He has been an asset to this group and he looks forward to another season with the boys.

Overall, Radford basketball players should be happy with their efforts over the summer season and we hope to keep this up leading into the winter season.

CRICKET

Mr Peter Wallensky
Sports Administrator

Nine Radford cricket teams participated in the ACT Junior competition this season, with our youngest team participating in the Milo T20 Blast competition.

After a few years out of the ASC 1st XI competition, Radford again entered a team in the ASC T20 competition. Our boys managed to make the final, but were beaten by Marist. The highlight for the team was undoubtedly playing the final at Manuka Oval.

Our U14 Division 1 side had an extremely successful season, reaching the semi-final stage of the competition before being defeated. The U16 Division 2 side went one better, reaching the grand final in both the T20 and two-day competitions, but were beaten by Tuggeranong. Our Junior School was well represented, with teams playing in the Friday afternoon competition. Our U9s enjoyed their first year of cricket in the Milo T20 Blast competition, maximising participation for all the kids in a fun, safe and inclusive environment.

Cricket has been a great source of fun and recreation, enabling students to further themselves as cricketers and also as people. We are grateful for the support from parents, the Radford Sports Department and the Friends of Radford Cricket group.

The opportunity Radford cricket provides students is a valuable one I am sure all players cherish. In future seasons, you can expect Radford cricket to continue rising to even higher levels.





MOUNTAIN BIKING

Mr Tim Minehan and Mr Brad Greer
Mountain Biking Coordinators

Radford has worked hard this semester to strengthen community interest in mountain biking, an activity open to all members of the College. Our aim is to increase participation and build a culture of riding. We can then encourage competition and College representation.

Mountain biking has run as an official College activity on Wednesday afternoons, with training sessions at Bruce Ridge. We have seen a fresh group of riders attend – most notably a group of Year 6 and 7 students keep to improve their fitness and skills and meet new and like-minded friends.

We have also held rides on Saturdays at Majura Pines, Stromlo, Sparrow Hill and the Canberra Centenary Trail.

In Term 1, senior riders travelled to Thredbo for an awesome day on the slopes. This involved everything from resting on the chairlift to descending over 3500m throughout the day without pedalling.



CHESS

Mrs Daniela Gray
Sports Administrator

This semester saw 44 students enrolled in chess from Years 1–6, half of whom were new to Radford Chess Club this year. These students have been working with tutors from the Sydney Academy of Chess to develop their understanding of chess rules, conventions and tactics.

Chrysanthe Karkazis (Year 4) and Anvi Gupta (Year 3) represented the College at the ACT JCL Northside Primary Girls Chess Competition in Term 1. Chrysanthe won 5 of her 7 matches and Anvi won 4.

Twenty-six Secondary School students attended and played at least one game this semester. While there haven't been any Secondary School chess competitions to date, we have run an intra-school competition in which Josh Walker (Year 12), Austin Yang (Year 8), Helen Tong (Year 10) and Mandy Wang (Year 9) performed particularly well.

Chess Club students will later compete in the Primary Open Chess Competitions and we wish them the best.

OZTAG

Mr Peter Wallensky
Sports Administrator

OzTag at Radford continues to gain popularity. While some sports can struggle to retain or attract players, OzTag appears more popular than ever. It is very much a game anyone can play and enjoy.

Radford entered nine teams in the ACT OzTag Competition this season, with teams from Year 6 to Year 12 taking part. A number of teams progressed through to finals, with one team – the U12 girls' team, the Radford Flames – winning their grand final. Congratulations to the girls, who won with a heart-stopping 2–1 victory over a team that had beaten them during the regular season.





ROWING

Mrs Daniela Gray
Sports Administrator

The season began in October 2015 with the blessing of the rowers and fleet. There, we welcomed our new boats, including the *Peter Haynes* (quad), *Catherine* (single), *Extravagance* (single) and two doubles – *InSynk* and *Wilson* – so named by the Radford parents who had successfully bid for the honour.

We had 115 participants this season, and we all thank Director Phillip Winkworth for his hard work, as well as our 22 coaches.

NSW Championships, Sydney

- Our Schoolboy Double and Schoolgirl and Schoolboy Quad qualified for national championships.
- Annie Creer won gold in the women's U17 Single Scull.

Schoolboy and Schoolgirl Heads of the River, Sydney

Outstanding performances included:

- Charlotte McCarthy – gold, singles
- Annie Creer – gold, singles
- Senior girls (1st crew) – silver, straight final
- Senior girls (2nd crew) – bronze
- Senior girls (3rd crew) – finalist
- Senior Boys (1st crew) – silver
- Senior Boys (2nd crew) – silver
- Senior Boys (3rd crew) – gold
- School boys (1st crew – doubles) – silver
- School boys (2nd crew – doubles) – bronze
- School boys (3rd crew – doubles) – silver
- School boys (single scull) – silver

Rowing National Championships, Sydney

- The senior boys' squad had entries in the U19 Double Scull and the Schoolboy Quad. Both crews made the A final, but did not place.
- Our Schoolgirl Quad finished 4th in the B final.
- Annie Creer won the B final in the U17 Single and came third in the B final of the Schoolgirls Single.

RADFORD DANCE ACADEMY

Ms Danielle White
Director of Movement

The doors to Radford's brand-new dance studio opened on Monday 8 February. The demand for dance proved strong, with nearly 200 enrolments on the first day. And with 21 classes scheduled, offering four styles across all year levels, there really is something for everyone.

The Radford Dance Academy (RDA) prides itself on inclusive, fun and professional classes with experienced teachers. Students come to classes full of energy and an eagerness to learn new skills.

The first public performance by two of the Academy's classes was held on 18 March, as part of the Harmony Day assemblies. The Pre-K/K Mini Funk class wowed the crowds with their cool, funky and unassisted moves. The Years 4–6 Lyrical and Jazz Funk classes worked so hard in the lead-up and also performed routines learned in class to an impressed audience. Classes are also working on an annual dance showcase, to be held later this year.

We look forward to expanding this fantastic co-curricular program over the next couple of years.

'I really like the dance program at Radford and what we get to do, I think is incredibly fun and interesting.'
— Jacinta, Year 4

'I think it's great to do Radford Dance, it makes me feel free and alive and the dances Ms White makes up are great.' — Lily, Year 5

'I think dance has been really fun this term because it's not like the other sports! It shows our creative side.'
— Laura, Year 6





32nd P&F Art Show

Mr John Shevlin
P&F President

The 32nd annual P&F Art Show was held over the weekend of 27–29 May. Through the hard work of the facilities team and the artistic eye of curator Angharad Dean, the TB Millar Hall was transformed into an inviting display of the variety and vibrancy of the Canberra region art scene.

Crowds for the Gala Opening and throughout the weekend were strong. This year, the Art Show was a formal part of the 'Belco 50' celebrations, marking the 50th anniversary of the naming of Belconnen, and we worked hard to reinforce a sense of community.

Two prizes were awarded as part of the celebrations. The first was judged by our official guest, Mr Daniel Ballantyne, CEO of the Belconnen Arts Centre. He chose a quintessentially Canberra image of an Action bus and 'postie' clad in rain gear as the inaugural winner of the Artshow@Radford Art Prize. The delighted winner, local artist Karen McSwan Silby (pictured, below right, with Mr Ballantyne), was present at the announcement.

It was a close contest between three very different pieces for the 'People's Choice' prize, with Natalie Colvin's 'Farm in the Fog' the eventual winner.

Both prize-winning paintings were sold at the Art Show.

The Art Show is an important activity in the College calendar and is Semester 1's signature P&F event. Its success owes much to a small band of parent volunteers and I particularly acknowledge the efforts of curator Angharad Dean, who displayed all pieces to great effect, and Sarah Jennett, who catered for the Gala Opening and ran the café throughout the weekend.

I must also acknowledge the sterling work of Angie Walters, P&F Administration Officer – ably supported by Celia Lindsay – who managed the artist registration process, the compilation of the Art Show catalogue and every other little job that arose. I also extend heartfelt thanks to sponsors Heartstory Photography and QOTE publicity and print management, without whose generous support the show would not be possible.

I also thank the Radford musicians who entertained visitors with an outstanding display of their abundant musical talents. Students' assistance in the café and at the Gala Opening was also very much appreciated.

Finally, thank you to the students, parents, friends and family that came along. The Art Show's success is dependent on our patronage and I was delighted to hear so many volunteers and visitors alike commenting how much they had enjoyed the Art Show and their part in it. As a community-building event, and as a fundraiser, the 32nd P&F Art Show was a great success and I thank everyone for getting involved.





Radford Collegians' Association

Mr Mark Whitby
President



Reunions at Radford College

Celebrating achievements and staying connected are the primary focuses of the Radford Collegians' Association. We are very fortunate to engage in projects and events that focus on the exciting and diverse experiences of students once they leave Radford.

The annual reunion weekends are a very enjoyable and special way for the Collegians' Association to help celebrate with former students as they reach important milestones. The Collegians' Association assists with organising the annual 10-year and 20-year Welcome Back events, which include tours of the campus and a cocktail function. It is always a pleasure to see collegians coming together again and catching up over old school photos, sharing stories and renewing friendships.

This year the 2016 Welcome Back Weekend will be held on Saturday 17 September. Collegians from the classes of 1996 and 2006 are invited to return to Radford for a tour of the College campus. These functions are held in the TB Millar Hall and usually include light refreshments, music and an address from the Principal and the President of the Collegians' Association. The annual collegians' soccer matches against the U18 girls and boys 1st XI teams will also take place. Further information is on the Collegians page on the Radford website.

As the College celebrates 33 years since Foundation Day, we anticipate seeing 30-year reunions being a feature in the calendar in the not-too-distant future. Reunions are just one way the Collegians' Association assists in keeping in touch with collegians who share common experiences, values and connections.



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

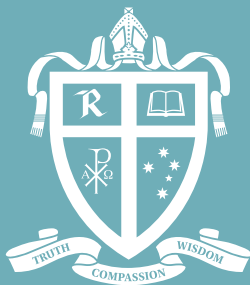
To share your views or become involved in any way, email collegians@radford.act.edu.au

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!



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