



RADFORD COLLEGE

Radford Report 2016

Volume 31 | No 2



Truth
Compassion
Wisdom

Contents

From the Chairman	3
From the Principal	4
Vale JA Mackinnon AM, Foundation Principal	7
Junior School	8
Year 6 Exhibition	9
Secondary School	10
Teaching and Learning	12
Assessments, Reporting and Curriculum	14
Social and Emotional Learning and Wellbeing	15
Story of Science European Tour	16
Southeast Asia Tour	17
Central Australia Tour	18
French Exchange Tour	19
Chinese Exchange Tour	20
Gamilaraay	21
Timor Partnership	22
Dirrum Dirrum Festival	23
Performing Arts – Semester 2	25
Senior Drama – Lord of the Flies	26
Dance Festival	27
Choral Music fills the air in Term 3	28
Co-curricular Music Events	29
Sports Review	30
Parents and Friends Association	36
Collegians Association	39



RADFORD COLLEGE

1 College Street,
Bruce ACT 2617

P 02 6162 6200
F 02 6162 6263

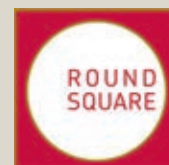
www.radford.act.edu.au

Term dates 2017

Term 1 2017	Wednesday 1 February 2017 to Friday 7 April 2017
Term 2 2017	Wednesday 26 April 2017 to Friday 23 June 2017
Term 3 2017	Monday 17 July 2017 to Friday 22 September 2017
Term 4 2017	Monday 9 October 2017 to Tuesday 5 December 2017

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

FSC Logo
PRINTER TO ADD



Editorial team: Mr M Bunworth, Miss C Lindsay, Ms L Cook
Cover: Radford Senior Drama students perform *Lord of the Flies*.
Principal Photographers: Ms J Mackey, Mr A Lee, Mr G Huitker,
Fr R Browning
Design: CRE8IVE, Canberra
Graphics, layout and typesetting: QOTE! Canberra
Printing: Union Offset

FROM THE Chairman



Mr Ian Morison

For some years now, the Board and senior management of the College have been working towards establishing a development foundation for Radford College. Such foundations exist in almost all major private schools in Australia, and indeed in the western world.

I am pleased to announce that this foundation will be established by the end of this year, and it will be known as the Radford College Development Foundation, or in short the ‘Radford Foundation’.

The reasoning behind such a foundation is to help underwrite the long-term financial viability of the College by building a capital reserve that can be used for major initiatives or adverse situations.

Establishing a foundation was also consistently raised by many families during community consultation for the *Radford College Strategic Plan: A Vision for the Future 2016–2020*.

One of the stated goals under the Plan’s strategic priority *Our Governance* is to:

Initiate a foundation which supports the educational program, property and facilities of the College through pledges, donations and bequests from its community.

It will take time for the Foundation to grow its asset base, but I am sure with strong community support it will be capable of delivering real benefits to the College and its students in the coming decades. The Radford Foundation will focus its efforts on those areas of greatest need or opportunity for Radford.

Donations to such foundations are usually tax deductible in the hands of the donor, and we fully expect this to be the case with the Radford Foundation.

Current parents support the College’s building works program through the generosity of their annual tax-deductible building fund donations. The Radford Foundation is intended to

supplement this by providing others in our community with the opportunity to make a tax-deductible donation to the College. These donations may come from former collegians, families with a past or present association with Radford, past or present staff, or even the general community.

The Radford Foundation is expected to be run by a trustee company being a Company Limited by Guarantee with its own constitution and its own directors. While it will operate independently of the Radford College Board, the two organisations will share the College purpose:

To be a dynamic, innovative and inclusive co-educational school acclaimed for its academic excellence, supportive culture, strong community spirit and emphasis on justice. This will be provided within a Christian framework in the Anglican tradition, consistent with our Ethos Statement.

We are committed to providing our students with a holistic and inspiring education that enables them to reach their full potential through learning experiences which build character, foster well-being and develop empathy for others.

I look forward to sharing more details about the Radford Foundation with you in the near future. At this stage, I wish to thank the many members of our community who have provided or are currently providing assistance and expertise during the establishment phase of the Radford Foundation.

FROM THE Principal



We will continue to work hard and plan for the future so Radford College will continue to be the great school it is.

Right: Outdoor education is an integral part of the Radford journey.

Mrs Fiona Godfrey

As the end of the academic year inches closer, it is timely to reflect on all that has been achieved and continue to make plans for the future.

Of course, any review of the year would be incomplete without a comparison between the operational activities of the College and what is delineated in the current Strategic Plan. As any board director will attest, good contemporary corporate governance requires constant monitoring of the organisation's activities against the goals and objectives detailed in its Strategic Plan. In 2016, this was more important than ever as the College began the first year of its new *Strategic Plan: A Vision for the Future 2016–2020*. With goals centred around five distinct pillars – *Our Students, Our Staff, Our Families, Our Community* and *Our Governance* – the plan set an ambitious list of commitments for us to work towards.

When reviewing the *Our Students* section, it's clear we have made much progress in meeting the commitments listed. Although the curriculum, assessments and manner in which we report are constantly being reviewed and revamped, this year we have initiated a review of the framework in which the Years 7–10 curriculum is delivered (this will continue into 2017), we have embarked on an application to become a candidate school to offer the International Baccalaureate Diploma Programme (with a view to being able to offer it from 2020), have worked hard to embed the Radford Learner Profile/Attributes into

the learning context across the College and have devoted a large amount of time and resources to ensure student data is not only collected more regularly but also better used and understood by teachers.

The Co-curricular Review saw us introduce the Radford Dance Academy at the beginning of the year, led by Director of Movement Danielle White. With over 150 students currently enrolled, it has been an overwhelming success. The review also recommended a re-examination of the Head of Sport role. As a result, the College undertook a comprehensive recruitment process to select a new Head of Sport to lead a change in the direction of our sporting program. Brent Larkham has now been appointed to this non-teaching role and will begin work at the start of 2017. We believe he has the skills to create a vision for sport which ensures we cater to the interests and skills of both novice and high-level athletes. Additionally, we also announced the appointment of Technical Directors in basketball, cricket, football, netball, rowing, rugby and skiing.

The College also undertook a review of the Outdoor Education Program in 2016, with a view to increase the variety, quality and regularity of what we offer every student in outdoor education. Research shows the importance of children being introduced to the outdoors from a young age and outdoor education



provides a range of activities outside students' usual environment, teaching them self-reliance and independence. We recently announced the College will be entering a formal partnership with the Outdoor Education Group (OEG) to deliver its outdoor education program from May 2017. This offers numerous benefits, including the appointment of Lizzy Pugh as Head of Outdoor Education. While Lizzy will be employed by OEG, she will be permanently located at Radford, working with our staff to prepare students for their outdoor education experiences and ensuring learning experiences on camp have continuity with the curriculum taught in the classroom. This leadership role will oversee a sequential year-level program in outdoor education, from Year 3 to Year 12. In 2017, this means the introduction of a Year 9 outdoor education camp, a revamped Year 10 offering and optional experiences for Year 11 and 12 students.

With this year's appointment of a Director of Digital Learning and Innovation (Mr Matthew Heinrich), the College has strived to provide ongoing opportunities for staff and students to build capacity and evolve classroom pedagogies and practices with respect to ICT. Additionally, dedicated Technology Coaches have worked flexibly across PK-12 to prepare students for the future through increasingly collaborative and personalised learning. The PYP offers many opportunities to authentically

build ICT skills across the Programme of Inquiry, and in the Secondary School the ACARA ICT General Capabilities have been comprehensively mapped across all subject and year levels; noting the nature of this scope and sequence must remain agile. As we endeavour to utilise and embrace technological changes, we continue to strategically reflect on the importance of how we foster students' abilities to make informed, ethical decisions while using ICT, again one of the commitments detailed in our Strategic Plan.

A review of the *Our Staff* section highlighted the introduction of some important initiatives during 2016. The College now has an appraisal process in place for all staff. Professional Development this year has focused on dealing with pastoral care issues, interpreting and using student data, learning to use the three new IT systems introduced in 2016 and the provision for internal coaching and mentoring.

Ensuring communication between the College and families is precise, concise and easily accessible is an important commitment in the *Our Families* section. Feedback from this year's annual MMG survey highlighted the need for some improvement in the navigational features of Radford Online (ROL) and the website. Staff having been working hard to improve the navigation and layout of ROL and the website, and from the beginning

of 2017, parents, staff and students should find both are easier to use.

The Radford College Board has worked hard again this year to make an impact on the commitments detailed in the *Our Governance* section. After a rigorous selection process, Stewart Architecture was announced as the successful tenderer for the new Master Plan. The Board has also reviewed the College's optimal size in future, and in the new year will be in a position to make announcements about future growth. The Master Plan, which should be released to the College community in March or April 2017, will be underpinned by a long-term financial plan and the creation of a five-to-ten-year asset plan. The other major Board initiative this year was the development of the Radford College Development Foundation, established to support and assist the College to preserve, improve and develop its educational programs, property and facilities and to provide for its long-term sustainability. More information can be found in the Chairman's report.

I believe 2016 has been a highly successful year with many of the goals and commitments set out only last year in our Strategic Plan already realised. However, having said that, we have no intention to rest on our laurels and we will continue to work hard and plan for the future so Radford College will continue to be the great school it is.



Guests included David Mulford and Phillip Heath, above right with Fiona Godfrey, and foundation staff member, Val Smith, below with Elizabeth Mackinnon.





Vale JA Mackinnon AM, Foundation Principal

Miss Celia Lindsay
Communications Officer

In mid-July, the College received the sad news that Jock Mackinnon AM, our Foundation Principal, had passed away, aged 88. On 1 September 2016, around 180 people came to Radford to be with the Mackinnon family for a memorial service, to honour his memory, and to give thanks for his life. The hallmark of the event was the esteem and affection in which Mr Mackinnon was held.

The service featured beautiful choral contributions by Radford *Camerata*, conducted by Mr Joel Copeland, Head of Music and Director of Choirs. There were reflections by Lawrie Willett, Radford Chairman 1985–2003, and Liz McKay, a member of the original Establishment Committee for the school, and later Principal of Canberra Girls Grammar School (CGGS), where Mr Mackinnon had served as Board Chairman from 1990–1998. Their eye-witness testimony underlined Mr Mackinnon’s faith in the vision of establishing a new school from the ground up, and the industry and skill with which he took on the many challenges this involved.

In his speech at the laying of the Foundation stone on 30 April 1983, Mr Mackinnon had expressed his hope that the College would be a place of learning devoted to excellence – not just for the gifted but for each student at his or her own level. Excellence was also to apply to other than academic activities. The school would provide a plan for ‘personal development, moral training, social responsibility and a spiritual basis for living’.* These principles still underpin the College today.

The Radford cohort at the memorial service included Val Smith (the first appointed staff member); Jeanette Wigg (widow of former Principal Graeme Wigg); current and former Board Chairmen Ian Morison, Lawrie Willett and Ray Young; Principal Fiona Godfrey and former Principals David Mulford and Phillip Heath. Over 30 staff and Board members, and more than 50 former students/parents from the Mackinnon era, were present. The strong CGGS contingent included current Principal Anne Coutts and Board Chair Belinda Moss, as well as Liz McKay.

At the morning tea that followed the service, there was a lovely sense of camaraderie, as people shared their recollections of Mr Mackinnon, and renewed contact with others from the early days of the College.

* As cited in the College history *A Matter of Choice* by Jenny Murphy, 2004, p. 32.



Junior School

Mr Paul Southwell
Head of Junior School

Collaboration is extremely important in our fast-paced Junior School, and is a strong factor in so many positive outcomes enjoyed across Pre Kindergarten to Year 6.

A successful constructivist staffroom and classroom rely heavily on collaboration. We work in teams – our wonderful students and staff extend their learning opportunities and success through learning from and with their peers. As we review and reflect upon our learning intentions and processes together we can pick up strategies and approaches from each other.

Students today face different futures and challenges from us as parents and teachers. Connecting and collaborating with others is essential, not only in our cognitive learning but also in developing our social and emotional health. It's a skill we must continue to prioritise and exercise.

We as PYP educators must be prepared to live collaboration and not simply laminate it or talk it up. Our staff are placed in 'teams' which include year-level classroom and specialist teaching staff. Our teams are located close together to assist in building 'casual collaboration and conversations'. Teachers don't have desks in classrooms, which builds teamwork and ensures classrooms belong to our students. Teaching teams are provided with structured times to meet, connect and collaborate. We have two dedicated PYP Coordinators and two Assistant Heads of School to set our direction in both the cognitive and non-cognitive domains; to guide and support our whole-child focus.

We are, however, a typical school workplace. Opinions are shared in our vibrant Collaborative Planning sessions. Questioning and direction sit at the forefront of collaborating; agreement and disagreement occur; curriculum and assessment is analysed; all are challenged! Collaboration is one area that differentiates us from other settings. It builds trust and safety over cooperation and competition and is then modelled and displayed for students.

Reviewing our Semester 2 collaborative effort I am thrilled by how far we have come, and the increased outcomes our students can therefore also develop.

This is displayed in:

- Our year level 'Learning Journeys' (PK to Year 5), where students were able to lead their families through their own learning. This was not only a wonderful opportunity for parents to hear and see their children's learning first hand, but also for our staff to share and display their collaboration
- Our Year 6 Exhibition, the culmination of our Framework and a testament to student and staff collaboration
- Our PYP school open days where other schools visited and evaluated our programme
- Our staff's improved planning, sharing and reflection, as well as our students' increased confidence, curiosity and engagement.





Year 6 Exhibition

Mr Peter McDonald
PYP Coordinator Y3-Y6

The Primary Years Programme Exhibition challenges our students to look beyond the traditional curriculum and physical boundaries of the classroom and out into our ever-expanding global community. Relishing the opportunity to leave their mark on the Junior School and to authentically direct their own learning, our Year 6 students creatively approached the 2016 Exhibition in new and exciting ways that not only impressed and entertained but, significantly, will remain a fond memory for all the students, teachers and families involved.

'I learnt that putting in time, hard work and effort pays off.'

— Patrick

Choosing to anchor their individual inquiries under broad conceptual frames, Year 6 explored the notion of *challenge*, investigating how as individuals, communities and globally we respond to significant humanist, scientific, social and environmental challenges. Tackling issues such as ethics, sustainability and equal access, the students worked diligently to acquire new knowledge and understandings before delivering outstanding presentations of their personalised learning to the Radford College community.

'I found Exhibition interesting and challenging.'

— Callum

Successfully synthesising and applying the essential elements of the International Baccalaureate's Primary Years Programme, our curious and reflective learners successfully transferred the numerous literacy, mathematical and scientific thinking capabilities they have established throughout their time in the Junior School.

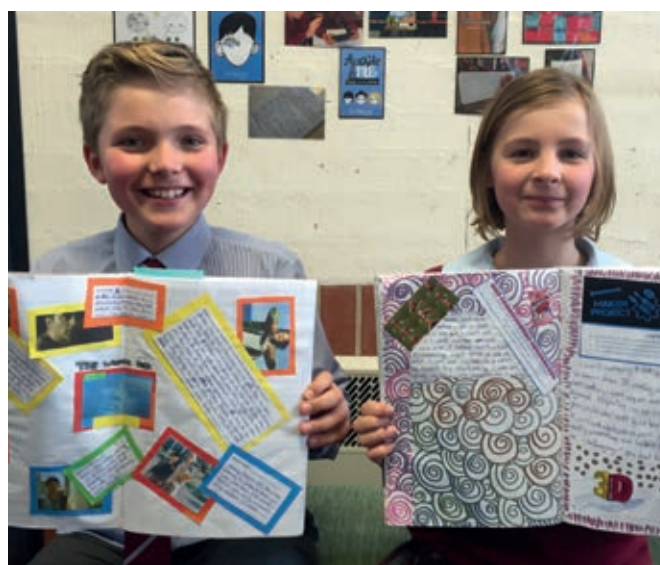
'Exhibition was amazing, especially when you just dived straight in! Finding out more about an issue or problem means you begin to realise the complexity of the issues.'

— Finn

Each student flourished throughout the process, demonstrating maturity, independence, and an honest sense of responsibility and commitment to their learning. The 2016 Year 6 Exhibition was a true celebration of our incredible students' talents and skills, emphasising the distinctly unique and special characteristics of our Junior School, and highlighting all the things that make it such a wonderful place to learn and grow.

'Exhibition 2016 was so many things – fun, tiring, difficult, enjoyable! Looking back on what we achieved I think it was one of the best experiences ever!'

— Lucia





Secondary School

Mr Phillip O'Regan
Head of Secondary School

Experiences beyond the classroom form a substantial component of student life at Radford. We are continually exploring opportunities for students across the full complement of the arts, humanities, sciences, social sciences and technology. Offerings to students are taking the form of study, adventure and exploration programs, cultural immersion and volunteering. Following are a few highlights from this semester in activities beyond the classroom.

Duke of Edinburgh

We are seeing record numbers of Radford students participating in the Duke of Edinburgh program, right through from Bronze to Gold level. Students have met the standards in each of the four domains through learning new skills in cooking, driving, craft or musical instruments; providing service to local community groups; being well immersed in the College sports program and venturing out for practice and qualifying expeditions to the south coast and far reaches of NSW.

The wealth of experiences and understandings acquired through participation in the program translates positively into the classroom and has had a profound impact on many of the participants. This is a program that will continue to grow at the College through our partnership with the Outdoor Education Group (OEG) and under the wonderful leadership of Duke of Edinburgh Award Leader Mrs Susan Hassall.

Global engagement

National and international experiences continue to provide our students with new eyes to the world. Students have travelled this year to Round Square conferences within Australia and globally, with November's Young Round Square Conference in Malaysia focusing on Challenge by Choice, *recognising that something magical happens when people share an adventure – they play, create and achieve together.*

The recently announced global engagement program will have a profound impact on our students in Years 9 and 10, offering opportunities for students from Radford to venture to one of nine countries across five continents. Students will be immersed in the culture and community of their 'adopted' country, establishing new friendships and developing new perspectives on the world they live in. In the first half of 2017 we look forward to welcoming students to Radford from Denmark, South Africa, Peru and South Korea.





Service

As ever, service experiences offer our students opportunities for seeing themselves and others in new ways. Our enduring relationships with the communities of Tingha, Armidale, Moree and Timor-Leste are strengthened each year by the large number of students in the senior years participating in service learning experiences.

Service offerings have been increased this year to support students in Year 9 achieve 10 hours of service locally and in the broader community. This has had a profound effect on both the community and our students. Through their studies in Religious and Values

Education (RaVE) and active service in the community,

Year 9 students are exploring the proposition that *service must never be an act of power that 'does to others'*. *Service is fundamentally about*

the empowerment of others and the community of life in which we exist.

This empowerment of others has been seen here at Radford in our student-to-student program with the Junior School and in the broader community with students leading events and activities for community groups.

House Performing Arts

RadPAC, our House Performing Arts Competition, rounded out the five school carnivals for the year. The performance levels improved dramatically from 2015 and we saw many houses with highly resolved performances. Highlights from the day were the large numbers of students – and staff – singing, dancing and acting in some very cleverly interpreted fairy tales.

Throughout 2017 we will continue to look towards opportunities for students to forge new relationships with 'housemates' across year groups through shared endeavour and adventure in debating, MasterChef, language and sporting challenges.





Teaching and Learning

Ms Louise Wallace-Richards
Director of Teaching and Learning

The Radford College Strategic Plan: A Vision for the Future 2016–2020 states several key goals directly related to teaching and learning in the College. In both semesters of this year, we have implemented and planned for future strategies to transform our Strategic Plan commitments into actions. The teaching and learning commitments we have focused on this year include:

We are certainly on the path to achieving the teaching and learning commitments of our 2016–2020 Strategic Plan.

- Implementing a shared language to discuss student learning through embedding the Radford Secondary School Learner traits in the learning context across all aspects of school life and developing teaching and learning frameworks to improve teaching practice.
- Teachers using data to personalise learning experiences for students through differentiating the curriculum, pedagogy and assessment programs.
- Implementing a staff appraisal and development system to be used to inform targeted professional learning, encourage teachers to reflect on their practice and provide regular opportunities for teachers to obtain formal and informal feedback about their practices.

In terms of the commitment focusing on implementing a shared language to discuss student learning, the Secondary School has begun the process of mapping how we develop the *Radford Secondary School Learner* traits in our pastoral, curriculum, pedagogy and assessment and reporting programs. The traits are currently being embedded into the Secondary School assessment and reporting programs. This shared understanding of what we value in a learner in the Secondary School will also inform the teaching and learning framework we will adopt from 2017 based on the *Visible Learning* model developed by John Hattie. This model of learning will provide a common understanding amongst all Secondary teachers about how students learn and how to select teaching strategies that





will have the most positive impact on student learning. We have begun the process of teaching staff about the framework and will continue to do so in earnest throughout 2017.

In the key area of using data to personalise learning for our students, the College has provided teachers with professional learning from experts from the Australian Council for Educational Research (ACER), made data available through our new learning management system, SEQTA, and our academic tracking program developed by Mr Andrew Barber. Secondary School teachers and some members of the Junior School executive have also learned from Dr Phil Pettit, from Catholic Education, about how NAPLAN data can be used to inform pedagogy and improve student learning, while Heads of Department and Junior School executive staff and Student Support and Enrichment Coordinator Mrs Mary Willett have received further professional learning focusing on how to drill into the NAPLAN data to personalise learning for students. In 2017, the College will continue to build the knowledge and skills of our teaching staff to use our available data to effectively improve student learning.

To encourage Radford teachers to reflect on their professional practice the Secondary School began the year by implementing a *Community of Practice*, chiefly involving teachers in small groups observing each other's lessons, followed by informal discussions about effective teaching practices. The Junior School implemented a coaching model led by the PYP Coordinators, Mrs Belinda Reitstatter and Mr Peter McDonald, also involving lesson observations followed by professional conversations. In Term 4 this year, we implemented our staff appraisal and

development system, many years in the making, providing the College with a formal process for teachers to both self-reflect on their practice using the *Australian Institute for Teaching and School Leadership (AITSL) Standards*, and have professional conversations about their teaching with their direct supervisors. All College academic leaders were involved in learning about how to conduct professional conversations in Term 3 with more opportunities for learning about mentoring to be provided for them in 2017.

Our 2016 actions embedding the Secondary School Learner, beginning the process of implementing the *Visible Learning* model, encouraging staff to use data to improve student learning and implementing a *Community of Practice* and appraisal process demonstrate we are certainly on the path to achieving the teaching and learning commitments of our 2016–2020 Strategic Plan.





Assessments, Reporting and Curriculum

Mr Bill Weigall

Director of Assessments, Reporting and Curriculum

2016 has been a year of renewal, whilst retaining a strong focus on maintaining Radford's traditional strengths. As I write, we are preparing for our first reporting period using the SEQTA learning management system, we are building the timetable for 2017 using 'Timetabling Solutions' and arranging professional learning for staff on the benefits and opportunities afforded by the NAPLAN and the AAS testing data, which has been collected for the first time this year for Years 2, 4, 6, 8 and 10.

On the topic of data, it has been pleasing to note that our students' NAPLAN performance has remained strong, with very similar proportional success in comparison to the broader ACT population as in previous years. Every year, with a different cohort and different test instrument, there is fluctuation in the percentage of students in the various bands, but it is reassuring to see the stability of this relational data. As usual, we will be reporting comprehensively on NAPLAN results in the 2017 Annual Report.

Amidst these transactional aspects of the academic life of the College, time is set aside for re-evaluation of the curriculum. Reviews of the Languages and Student Support offerings have been completed and some changes implemented. From 2017, Year 7 students will be offered the opportunity to take Chinese, French and Japanese on rotation, instead of choosing two as in past years. They will then narrow that selection to two languages for Year 8, with a view to preparing them to make an informed choice about including a language in their elective subjects for Year 9 and beyond.

Our Student Support Department will retain the current Support Based Learning (SBL) subject, while adding Literacy and Numeracy (L&N) support classes in Years 7 and 8. The department will be rebadged as the Student Support and Enrichment Department, adding a focus on the support and extension of gifted and/or talented students.

Next year, students in Year 9 will be studying Big History and Philosophy, while Year 11 students will be experiencing The Theory of Knowledge (or TOK). Radford prides itself on the holistic development of students and the re-evaluation of subject offerings is important as we strive to prepare our graduates for the demands of a changing world. Each change is carefully considered, evaluating aspects such as the degree of student interest, external factors like university pre-requisites and the cost of the provision to the College.

2016 has been a busy and highly productive year; 2017 looms as a time of welcome consolidation and refinement for the system changes undertaken, as well as an opportunity to intensify the focus on curriculum and assessment. I look forward to it.



Social and Emotional Learning and Wellbeing

Ms Claire Melloy
Director of Student Development

The OECD's (2015) *Skills for Social Progress: The Power of Social and Emotional Skills* report states that educating for cognitive skills development is no longer enough if we are to fully equip our young people for life. Social and emotional skills such as perseverance, resilience, the ability to get along with others and to regulate one's emotions are now recognised as essential for children and adolescents. The report discusses how these skills significantly determine the kinds of educational, social, economic and health and wellbeing outcomes a person can expect to experience throughout their lifetime.

Schools play a significant role in developing these skills from Pre Kindergarten to Year 12.

As a result, all students in the Secondary School will participate in an age-appropriate program developing social and emotional skills once a cycle from 2017. This program will be delivered primarily by the tutor but will also provide opportunities for team teaching and include guest speakers, some whole-group activities and some gender-specific activities.

The pastoral team has spent the past year developing a scope and sequence of social and emotional skills relevant to each age group.

Year 7 will focus on the transition to Secondary School, belonging to the Radford community, making and keeping friends, finding balance, learning styles, and working collaboratively.

Year 8 will continue to participate in the research-based universal intervention program, *Insights*, in partnership with the research team at Macquarie University. *Insights* focuses on emotional regulation, sitting with uncertainty, impulsivity and acceptance, responding to strong emotion, procrastination and perfectionism.

Year 9 will focus on respectful relationships, including respectful communication, responding to diversity, participation and inclusion, rumours and gossip, resolving conflict, how choices in relationships can affect other people, and making change.

In **Year 10** the theme of maintaining healthy relationships continues. The program will develop skills in negotiation, and skills around social management, assertive behaviours, making good choices around drugs and alcohol in conjunction with Paul Dillon's presentation and keeping each other safe at parties. There is also a very practical component as students do the Road Ready course and get ready to drive.

As many students start to drive, the **Year 11** program looks at safe road use, driver distractions, road trauma and its effects, accidents and practicalities. The program also looks at more intimate relationships, consent, safe and ethical behaviour, coercion and effective communication.

The **Year 12** program aims to equip and empower students with the skills and information they need to deal with leaving school. The program addresses aspirations and focus, life beyond the ATAR, budgeting, job interviews, travelling safe, managing change, leaving home and life balance.

Heads of Year will send a communication each term informing families of the term's focus, key links and relevant support services. While the program is central to developing social and emotional skills in students, we also believe this learning occurs in every classroom, at every co-curricular activity and in the playground. In short, it is taking place in every interaction every day.

What are social and emotional skills?





Story of Science European Tour

Rosie Goggs

Year 11 student

Fifteen Year 10 and 11 students headed off on the Story of Science European Tour. After hours of flying, a Bangkok stopover, a bus and high-speed train ride we arrived in Florence, Italy, where we were shown some of the most incredible scientific institutions.

We explored the development of modern science in the Museo Galileo, and walked through the stunning Uffizi Gallery. After climbing 463 steps we were at the top of the Duomo, looking down on all of Florence. With incredible sights came delicious food, including some of the best gelati imaginable.

Up and down the Swiss Alps and we were in Geneva, Switzerland. We spent a day sightseeing at the UN European Headquarters, Red Cross and Lake Geneva. The highlight was spending a day at CERN, the European Organisation of Nuclear Research, home to the Large Hadron Collider. We heard from a CERN engineer and toured some of the facilities.

From particle physics we moved into aviation in Friedrichshafen, Germany, with the Dornier Air Museum and the Zeppelin Museum. Munich held the huge Deutsches Museum. Filled with physics, biology, technology and music, it had something for every science need, with an impressive lightning display. We toured the BMW Museum, visited the Nymphenburg gardens, attended a German environmental and cultural festival, toured the city, saw the mechanical Carillon, ate incredible food and toured Messestadt, an ecologically planned suburb.

Berlin proved the heart of German science and history, from the Berlin Wall, Holocaust Memorial and exhibitions about life divided, to Berlin University and the incredible Natural History Museum featuring the largest T-Rex skeleton and a floor-to-ceiling room of specimens. On a self-guided day we visited the Spy Museum and the Anatomy and Technical museums.

In Cambridge, England, we walked around Cambridge University, exploring the 31 colleges. We broke codes at Bletchley Park, saw one of Turing's machines and walked through codebreakers' offices.

Central London delivered the Science Museum with its fascinating exhibitions on the history of photography, war injury and medicine, and the machines that powered the industrial revolution.

The British Museum offered endless rooms of artefacts, such as the Rosetta Stone and the Parthenon Marbles. A Jack the Ripper tour then offered some respite after so much science.

We felt like locals taking the Tube everywhere, including to see a Brunel engineering tour and the Museum of Natural History, with the first archaeopteryx fossil discovered linking reptiles and birds.

Last stop was the V&A Museum, with an exhibition on engineer Ove Arup. A day later we were home with memories to last a lifetime.

Our thanks to Mr Wardman, Mr Lee and Ms Ulrick for their organisation, knowledge and patience. We could not have asked for a better experience.





Southeast Asia Tour

Rachel McCoy
Year 12 student



One step off the plane and Vietnam hits you: hot, thick air and the sounds of protest from our group, many of us having our first encounter with such humidity. After 15 hours of flights, an overtired and hyper-excited bunch exited the airport to billboards and blaring horns. We arrived to a classic Hanoi welcome at 9pm on a Friday night, the peak of life in the city. We stared in awe at the tangle of motorcycles and streets, unsure and excited.

Travelling in Southeast Asia is something none of us will ever forget. Our days consisted of jam-packed activities, from seeing incredible natural wonders like Ha Long Bay to peaceful temples where you couldn't help but feel spiritual. It was lovely to wake up to a new landscape every day, with endless buffet breakfasts of fried rice and exotic fruits. The tour guides surprised us most days with unplanned activities like kayaking through lagoons and riding tuk-tuks between the high-rises.

In our final days we visited Cambodia, where we had the opportunity to visit a local school founded by our tour guide,

You Sa. While many worked with smaller children, I worked with girls my age and older, teaching them the alphabet. It was an eye-opener – for these girls learning English was probably their only opportunity to get a job that would allow them to escape poverty. These girls were lucky enough to attend one of the few schools in the area, and solely because of their birthplace will never have the same opportunities I will. These children were some of the happiest people I'd ever met – I'd never seen an eight-year-old boy so ecstatic to receive a toothbrush.

Vietnam and Cambodia are wonderful in all their culture and life and I will never forget the people I met. Everywhere we travelled I was delighted by the kindness and zest for life I was met with, no matter what hardships they had suffered and I had avoided. Out of the long, hot nights we gradually came to love, the endless islands and deafening karaoke bars, the people I listened to are what will stick with me. The reality in Cambodia is harsh, and though I experienced the culture of Southeast Asia, I will never forget how lucky I am.

If you ever have the chance, be sure to sign up. A big thank you to Billy, Nam, You Sa, Mrs Rentsch and Mr McDonald for helping us have this experience of a lifetime.





Central Australia Tour

Harry Bellchambers and Anjali Gupta
Year 7 students

This year's Central Australia Tour was one of the best experiences of our lives! We learnt a lot about our Indigenous brothers and sisters and the wildlife of Central Australia.

Our group of 18 students and two teachers arrived at Uluru on Monday, 27 June after three long plane flights. We were all tired but excited to see Uluru. After going on a walk and listening to dreamtime stories attached to the rock painting, we watched the sun set over the big rock. We were all very excited to have made it, and to be camping together.

Our next stop was the amazing Kata Tjuta where we learnt about the rocks' formation and walked through some of them. We then had the opportunity to return to Uluru and walk around some more of the rock, including a stunning waterhole. That same day we began a very long bus trip to Lilla – only one left turn the whole time! It took five and a half hours but we filled our time playing games and napping (no movies on the bus).

Lilla is a remote Indigenous community and we were there to have fun with the kids, learn the town's stories and perform community service. We went on a lot of walks but also had breaks playing footy with local kids. The community service we did was

pulling out Buffalo grass, which is a weed that spreads its seeds and kills native plants when there's a bushfire. We felt like we were doing something that meant something to the Indigenous people, because in doing so, we were helping protect special native trees that are really important to Indigenous Australians and their culture. This was the most valuable part of the trip.

We stayed in Lilla for three days. We then went on a similar bus trip, with two left turns this time, to an environmentally friendly campsite near Alice Springs called Earth Sanctuary. There, we were surprised with Domino's pizza for dinner. On our last evening, we participated in an astronomy evening where a telescope was set up to show us different planets. Our guides also pointed out the constellations with a laser pointer.

This trip was a fantastic opportunity to see a part of Australia we hadn't seen before. We were so lucky to have Reg Ramsden from Remote Tours guide us through the experience and we appreciated his explanations of everything we got to see.



French Exchange Tour

Ms Jen Bateman
French Teacher

Les Élèves d'Année Dix Découvre la France!

Each year, Year 10 French students have the opportunity to visit France as part of our annual Exchange Program. We are fortunate to have three schools in the Loire Valley region with whom we exchange students on a regular basis. This year, our students went to the Lycée David, in Angers, the school named after the famous sculptor who was born in the city.

We arrived in Paris to pouring rain but our spirits weren't dampened and we set about exploring the city, packing in as much as we could during our three days there. All the obvious places of interest were high on our list and there was a short reprieve from the busy schedule when we climbed aboard a *bateau mouche* on the Seine for our leisurely lunch cruise.

The excitement mounted as we boarded the coach for our journey to Angers and out came the flashcards to practice useful survival phrases for students' stays with their host families. Last-minute questions came fast and furious but, once the coach pulled up outside the school, there were shouts of joy at recognising partners and the accompanying teachers were immediately invisible.

Students were greeted warmly by their hosts before being whisked off for their first night with their French friends.

The rest of the stay in Angers was divided up between time in school where our students delivered their presentations to English classes or accompanied their partners to class and visits the school had organised. Angers is a city so rich in culture that it is difficult to be bored. All too soon the stay came to an end and the departure was the usual combination of tears, hugs, smiles and promises to come back or meet again in Canberra.

The final part of the tour included an overnight stay in Caen and a final night in Paris after visiting the Bayeux Tapestry, Honfleur, the Normandy Beaches and Monet's House and Gardens at Giverny. The Year 10 adventure was over for another year and there were many stories to tell on the plane journey home. There were real friendships made that will be sustained when we welcome some of the French students to Radford for a visit in February.

Thank you to Mrs Fitzpatrick and Mr Greer for supporting the exchange program and accompanying the group with me, and also to my French colleagues, Mme Martine Billaud and M. Marc Forest, for their patience and determination to make the exchange a success.

A l'année prochaine au Mans!



Chinese Exchange Tour

Mr Jeremy Thompson
Tour Chaperone

On 21 September, 15 excited Year 10 students departed on their study trip to China. Eight in the group were Chinese language students under Ms Gu and seven were commerce students with Mrs Braithwaite.

The Chinese language students were generously welcomed to Beijing by The High School Affiliated to Beijing Foreign Studies University, and had a great experience staying with local students for a week. The hospitality of the school and the homestay families was wonderful – as was the delicious food from the school dining room. Students attended class, studying Chinese, mathematics, art, music, Tai Chi and martial arts. In the afternoons there was time for sightseeing, including Tiananmen Square, the Imperial ‘Forbidden’ City, and, of course, the awe-inspiring Great Wall of China – perhaps the highlight of the trip.

Meanwhile, the commerce students were busy too; they visited the Pocari bottled water company, Coca-Cola, the Huiyuan Group (a fruit juice company) and the Shougang Group (steel manufacturing). They too left time for sightseeing, with a rickshaw ride through Beijing’s hutongs (old streets), Tiananmen Square and the Forbidden City and they joined the language group for the trip to the Great Wall.

After a week the two groups linked up and it was off to Xi’an (home of the entombed warriors) by very fast train, a wonderful way to travel. Before visiting the warriors, everyone rode bikes along the historic battlements of the city wall and visited the Muslim quarter, the grand old mosque and the vibrant markets. Seeing the Terracotta Warriors was magnificent, and that evening the students enjoyed a wonderful show about the Tang Dynasty Empress, Wu Zetian.

On 1 October, China’s national day holiday (when Mao Zedong raised The People’s Republic of China flag in Tiananmen Square), it seemed the whole country was on the move. We went by train to Luoyang and visited the superb Longmen Grottoes where enormous Buddhist statues were carved from rock. After visiting a crowded Shaolin Temple and watching a Shaolin Kung Fu show, we flew to Shanghai with its magnificent skyscrapers and historic colonial quarters. There, we joined a cooking class, took in the vertigo-inducing views from the World Financial Centre, walked The Bund, and visited Wuzhen Water Town. Of particular interest to the commerce students was a visit to the GMC car factory, and the visit wrapped up with a spectacular acrobatic show.

Ms Gu was very gratified by the efforts her students made to improve their Chinese language, often engaging locals in conversation (although English is now quite widely spoken).

The students were a friendly, co-operative group and the trip could not have been more enjoyable.



Gamilaraay

Mr George Huitker
Director of Service Learning

As a staff member on these wonderful, magical, at-times-exceptional G-journeys of the heart, I find it impossible to tell who benefits the most – not that it truly matters. Is it the Radford students who have had their eyes, ears and, ultimately, hearts opened by seeing an Australia they have not been familiar with? Or the beautiful kids of Minimbah, Tingha, Kiah and Moree East (where our kids assist in classrooms), so accepting and welcoming and warm and fun and effervescent, despite what past history, gloomy statistics and contemporary apathy to their plight might place as roadblocks on their own life journey?



I was moved on this, our 14th Gamilaraay trip, by one story, so representative of the many. A little Moree boy purchased two packets of chips – possibly going without his lunch and probably spending more than he could afford – to make sure his Radford buddy did not miss out on special treat on their penultimate day together. It is hard not to be affected by this example of simple generosity of spirit. I remembered questioning why those who have so little by way of material goods are often the most generous of souls?

Recent months have seen significant inroads made in our partnerships with Indigenous communities in northern New South Wales. Father Richard Browning gave an opening address at the Myall Creek Commemoration Service in July where the Radford delegation was embraced by Tingha elder (and descendant of a survivor of the 1838 massacre) Sue Blacklock, a day away from receiving her AM honours. Then on our trip,

outside her family home, Sue gave each of Radford's Tingha Public School volunteers small 'Koori Angel' pendants, delicately angelic in shape, with three beads representing the tri-colours of the Aboriginal flag. She explained how her own elders had once said to her that 'she would be going on a long journey with children' in her life, and that this was to be her pathway, her destiny. She paused and looked us all in the eye and said, 'I'm inviting you all along for the journey'. I felt, more securely after 14 ventures out, that Radford was truly reconciled with the good people of this region, both Indigenous and non-Indigenous, and with what we are trying to do *together*.

I would like to acknowledge the Radford Collegians Association for their continued support, and all Radford staff – particularly Mr Mark Gannon, Ms Kim Stonham and Mr Dylan Mordike – who accompany our students, now over 250 in total, on such life-affirming journeys of discovery.





This picture book is the fruits of Radford's friendship in Timor. It is now included in the Timorese curriculum and will be distributed to every primary school in Timor.

Our teachers continue to build skills and resources with local teachers (Nick Moss, pictured with students, and Jane Lilley with Rachelle Hayward's help were amazing).

Timor Partnership

Father Richard Browning
Chaplain

Timor is full of vibrant, positive, hospitable people. Behind the broad smiles and enthusiastic welcomes there is an inescapable reality. Timor is the third-hungriest nation on the planet. Despite this, there is no begging and there are no homeless.

'What did you do in Timor?' is not the right question. 'Who were you with, what did you learn, what friendships did you build?' These are better.

'We have so many choices available. In fact, we can even create those choices. Not so in Timor. You may remember Santos. He is a truly remarkable person. We employed him as our translator, mediator and guide. We paid him fairly – even though he would do it for nothing. He earned in two weeks a quarter of what might be a basic annual wage. Santos is in his mid-twenties and it was his first real income. It is no surprise that he did not keep the wage but gave it immediately to his family.' — Meg

Timorese youth leader Juliao dos Santos, well known to our Radford community, organised five conversational English sessions with members from the MAC group in Dili and our students. Students paid for the sessions (50 cents each all up). This was a great thing and something we will develop and deepen in the future.

'I was shocked by the eagerness of the children to learn. The three children I spent most of my time with, Adelina, Petronezia and Lavina, were quick to pull me into a classroom and keenly show off their mathematics skills ... I wince at the thought that school for some here is a drag.' — Holly

The Timorese are the happiest people I have ever met. However, the injustice is hard to ignore. Ida (a friend from Atauro Island) is my equal but is unlikely ever to get the same opportunities. And it is wider. Those who return from Timor have faces like Ida in mind when they consider questions about Australia's relationship with Timor Leste. — Meg

'Now that I am back, I try to be more aware of the broader world around me, to be more tuned in to how my friends and family are going instead of always being so tuned in to myself. I also try to approach everyday problems without pre-conceived ideas and learn the whole story by listening to everyone first.' — Sophie



We took a football coach, Mark O'Neill, and some footballs with us. Training a local coach with his young team was a privilege. We will be facilitating two local coaches to come to Australia in January with Football Australia for three weeks of in-service (Joas and Mario with Santos).



Dirrum Dirrum Festival

Father Richard Browning
Chaplain

Beyond good intentions, be the change, living into our name, igniting action. These are the themes for the Dirrum Festival across the last four years. (For 2017, the theme is 'for the common good'.)

These themes narrate the work and purpose of Dirrum Dirrum. The festival was led by students who once again did a remarkable job. It was a stunning event where over 1200 delegates participated in a range of activities over the two days. But more than an 'event', it is a movement, a practice.

A new layer was built into the Dirrum Dirrum program this year: the Dirrum Challenge. Dirrum is not a once-a-year event but an ongoing culture of engagement. Specific to Radford, it projects in large what the values of the College look, feel and sound like. The Dirrum Challenge is one way to help young people find their way and

practise being the change. It assumes there is a sweet spot, an intersection of a person's interests/passions/skills and a need within the community. As more and more people take up the challenge and practise serving the common good, we have student exemplars to other students doing real things that may well become lifelong life-giving habits.

Some examples include: Annie Creer engaging our community in a fair and just clothing industry; Bridget Carroll mentoring primary students from migrant and refugee backgrounds; Grant Simpson and Nii Adjei engaging a culture of gender equality. There are many more.

#Beyondborders is a simple event. Get students from different schools to meet on common ground, then eat together, play, talk, interact and build a massive, temporary art installation. It is a simple thing, practising the art of being friendly beyond some of the borders we construct between each other.

Lorna Arkell, Brooke Hatton and Megan Mitchell, National Children's Commissioner.



'If you sow into another's vision, you will reap yours!'

— Shea Spierings

Shea Spierings works with young people. A common question he asks is 'what matters to you and why?' He says 'what motivates me are the dreams of others. I get to work with young people who have amazing dreams'. What greater reward is there than being with another in a way that helps them live into their own dream? So sow into another's vision, and yours will be fulfilled.



Luke Chiswell, collegian, was this year's artist. His stunning work filled the senior building inside and out. His inspiration is hands: the thing you use to put compassion into action.

'Hope unexpressed is hope that dies'.

— Frank Brennan

Frank Brennan offered an extraordinary piece of gold. He asked this question: What difference can we make across the borders and divisions in our world? And how can young, committed Australians working together incarnate their vision for the world? The answer to his own question? Build bridges across the differences. (Nothing new here.) But this is the gold: learn to cross them, and stand on either side of the divide. Don't even be burdened with having to answer their difficult and at times impossible questions. Be awkward maybe, but be there, in solidarity, on both sides. Acknowledge our interdependence, stand in solidarity and be with the other so as to build the space for hope, 'so the person who is doing it tough can find a way forward'. (Each of the talks is woven with some golden threads. Find them at dirrumdirrum.org.)



The two speaker sessions were simply outstanding. Remarkable. Totally inspiring. Two threads.

SHE

See the face of She, Her. In a world where there seems an endless cycle of terror, we hold up her face.

She, Her, is the face of a woman of any height, weight, ethnicity, hair colour, religion, shoe size, upbringing, name, circumstance.

Her face is women.

She is the woman who works long endless days in the face of adversity to forge a living.

She is Malala, **shot** in the face but now **ris**es as the face of inextinguishable hope.

She is a woman who could be president, prime minister, CEO, mother; whatever she pleases, whatever she aspires to be.

She could be Magnolia Maymuru on the catwalk. A face not just representing history but making history. She could be Kirsty Sword Gusmao or Jessica Watson or Shifra Joseph or Megan Mitchell or Rachael Stevens or Nip or Gayana.

She is the face of vulnerability. She is the face of great strength.

She, Herself, is the face of victims subjected to violence in the home.

Her own home.

She is women whose education will change the world.

When there are so many worthy global, sustainable goals and we don't know where to start, **she** is where we start: start with women and girls, 'everything else' will follow and fall into place.



Performing Arts – Semester 2

Mr Nick Akhurst

Head of Curriculum Drama and Head of Co-curricular Drama Dance Oratory

The 2016 Year 12 Revue ‘Radfordians of the Galaxy’ started Semester 2 with a crashed flying saucer in the main quad and ended with the possible destruction of the Earth. This year’s revue was a humorous journey as aliens descended upon the TB Millar Hall and had to decide if we were worth saving.

It was a tremendous effort from the majority of Year 12 to create the script, design and operate the lights and sound, organise the costumes and run the canteen and present an entertaining production. This is a unique opportunity that allows Year 12 to demonstrate the variety of skills they have and present a performance that displays their year’s identity to the community. Many thanks to Ms Kylie Rose for her work with the 2016 class of Year 12s.

The second Radford Performing Arts Competition (RadPAC) was held in the

gym with involvement from all Years 7–12 students. This year’s competition was based around fairy tales with some amazing acting, dancing and storytelling. It was great to see the depth of performance skills and energy displayed and it was an entertaining way to finish Term 3.

The Senior Drama production of William Golding’s *Lord of the Flies* featured a talented ensemble cast of Year 11 and 12 students supported by tertiary Technical Theatre students and the Technical Crew. Read more about this on page 26.

In Week 2 of Term 4 we presented the first annual showcase by the Radford Dance Academy at the ANU Arts Centre. We had over 180 students perform and display the skills they have developed over the year. This was a great start to the academy and we congratulate Danielle White and her dance teachers on their enormous effort.

In the middle of Term 4 we had the Year 9 Classroom Production, giving students the chance to create their own performance and present it to the Radford community. This year, the theme chosen was ‘Home’ and it was an interesting journey to see what Home meant to this group of students. This is a truly authentic piece of assessment where students can take risks in a supportive environment and see what they are capable of achieving.

This year marks 400 years since Shakespeare’s death. With that in mind the Year 10 Shakespeare performance theme was the best death scenes from a variety of plays. It featured a comedic look at some of Shakespeare’s best plays with the odd serious interpretation performed by passionate drama students.





Senior Drama – Lord of the Flies

Ms Jane Smith
English Teacher

Under Mr Jason Golding's direction, Radford's Senior Drama students acted exceptionally in William Golding's theatrical masterpiece, *Lord of the Flies*. Set in a fictional war circa 1950, first published as a novel in 1954, the play's universal themes include the veneer of 'civilisation', violent pack mentality in the face of fear and the inevitability of evil.

The thought of performing *Lord of the Flies*, at first, was rather worrying to the actors. Not only is the play a bestselling, cult classic novel but also a movie every Radford student who has gone through Year 10 RaVE has studied. Despite fears of an unsatisfactory recreation on the stage, the Senior Drama cast pulled through and flipped their worries into passion for the performance.

With Toby Hall as Ralph and Emily Pogson as Jack leading the groups, the island came alive. The audience was left in shock when both Piggy and Simon, played by Caitlin Melloy and Abbey Morgan respectively, were tormented and murdered. Their deaths were orchestrated by the terrifying Rodger, played by Ned Walsh.

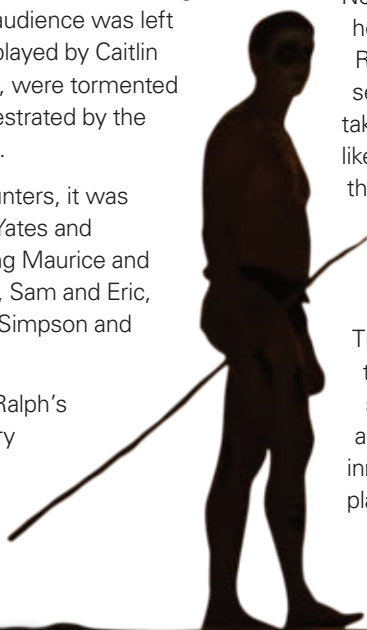
Despite being two of Jack's devious hunters, it was hard not to have a soft spot for Emma Yates and Jacob Brede, who played the ever-joking Maurice and Bill. As part of Ralph's group, the twins, Sam and Eric, were convincingly performed by Grant Simpson and Meg Hobson.

Tensions were growing high between Ralph's group and Jack's hunters, such as Henry (Brooke Ristic) and George (Maddie Barclay), when little Percival Wemys

Madison, of the Vicarage Harcourt St Anthony, played by Lizzie Antioch, introduced the idea of a beast. With all-out war on the island approaching, and the discovery of the dead pilot or 'beast', performed by the incredibly patient Jemima Mordike, the audience was relieved when the boys were discovered by Naval Officer Huw Smith and all was set right ... aside from all the murders.

None of this would have been possible without the help of the Technical Crew: Sam, Zac, Toby, Ellie, Ryan, Christian, Lachy, Mikus and Lachlan. The set was cleverly designed to allow two scenes to take place almost simultaneously. Costuming was likewise effective and mirrored the play's themes: the school uniforms the boys were wearing when they arrived on the island were transformed into 'uncivilised' rags and, for Jack's hunters, choir surplices became tribal wear.

The play presented themes of how, when left to their own devices without the constraints of society, many of us would resort to savagery and survival of the fittest. We watch the loss of innocence and the play makes us think about the place of evil in mankind.





Dance Festival

Brooke Ristic and Jemima Mordike

Dance Captains

Dance Festival – or DanceFest – is run by Ausdance ACT and has provided dancers with the opportunity to perform in an uncompetitive environment since 1985. Dance Festival is performed at the Canberra Theatre every year and aims to build teamwork and self-esteem. Radford College has been performing in Dance Festival for at least 10 years. Radford is one of the few schools performing that does not have a dance program in the curriculum. Dance Festival at Radford is run by students – they choreograph, pick music and costumes with little help from staff. Every year over 100 Radford College students participate in Dance Festival as a co-curricular activity.

Choreographers were tasked with creating a four-to-five-minute dance piece inspired by the theme *Be Loud, Be Heard*. The three dance festival groups that were entered were Years 7/8, 9/10 and 11/12, each with their own point of difference, message and interest within the dances. The DanceFest group also performed at Radford during RanPAN, alongside spectacular acts such as acrobatics, singing and other genres of performing arts. However, the dancers did not fail to stand out as the large numbers of dancers and their energy lit up the stage with help from lighting and striking costumes.

Each of the three groups performed fantastic routines that made comments on social issues such as Years 7/8's piece, *Make it Right* and Years 9/10's piece, *Rebellion*. Both pieces commented on the fight for social justice and the importance of being heard among the crowd on what is right. Years 11/12 dancers were found imprisoned by the way society hides controversial issues and fades them into the background. Wearing bright orange jail suits, and with over 50 dancers, the Years 11/12 group's performance, *Behind Bars*, was commended by Jamie Winbank (Ausdance choreographer) on the quality of dance within such difficult mass group choreography.

Radford dancers never fail to impress with their dedication and commitment to DanceFest. Every year Ausdance is astounded by the participation, as Radford always has three groups, instead of one.

We would just like to take this opportunity to thank everyone who helped in the lead up to DanceFest. As Dance Captains we can honestly say Dance Festival is by far one of the most rewarding and memorable experiences we have encountered in our schooling life and will definitely miss being involved in such an energetic community.



Choral Music fills the air in Term 3

Katrina Wiseman
Choral Captain

Term 3 is always a little crazy in the Radford Music Department, particularly for all of our choirs. With three major events – Radford Celebrates Music, the Choral Concert and the National Eisteddfod – there is always something going on.

The Choral Concert provides an opportunity for all Radford choirs to sing at one concert. From the Warblers in Years 1 and 2 to the Camerata Choir, it is always incredible to hear what the students are capable of. Also, for the younger choirs this is often their first time performing, particularly to such a large audience, and it is this opportunity that allows them to expand their performance experience. This year was also the debut performance for the brand new girls' barbershop group, The X-Chromatones. From the complexity of *Sleep* by Eric Whitaker, performed by the Camerata Choir, to the upbeat *Give Me the Simple Life* by Harry Ruby and Rube Bloom, performed by the Vocalettes, the concert was full of variety. To cap off the evening, every singer from Years 1–12 was involved in a combined piece, *Kusimama* by Jim Papoulis. Conducted by Mr Stephen Leek, it was a fun way to finish off the concert. The evening was a fantastic showcase of student talents and was enjoyed by all.

The National Eisteddfod was attended by three choirs this year: Vox, Chorale and Camerata. All choirs performed to an

exceedingly high standard, impressing the adjudicator. First on the Friday afternoon was the Chorale Choir, a non-auditioned choir that anyone in Years 8–12 can be involved in. The choir, conducted by Mr Stephen Leek, was awarded a Platinum Award for best choir on the day for their performance of *Come to the Music* and *The Wanderer*, a feat that surprised even most of the singers. On the Saturday, Vox performed for the first time in the ANU's Llewellyn Hall, and despite initial nervousness performed their pieces, *For Good* and *Tamikini* to be awarded a Highly Commended. The Camerata Choir competed against adult choirs from across Australia in two sections, the Under 20 Years Championship and the Open Sacred section. Stunning the audience with the pure sounds, varied repertoire and emotional connection to the music, they won first place in both sections, a first for everyone involved. Thanks to Mr Joel Copeland for the time he put into working with this choir and leading them to such success.

It has been an incredibly successful year for all of our singers and we look forward to continuing to develop as choristers.





Co-curricular Music Events

Mrs Nicola Bartasek

Head of Co-curricular Music and Instrumental Studies

The Idea of North joins our Jazz musicians at the annual Jazz Café – 17 June 2016

Jazz Café 2016 was a very special event this year as we welcomed a capella jazz group The Idea of North to workshop and perform with our jazz musicians. The evening, a wonderful celebration of jazz, featured performances from the Bird Jazz Ensemble, Little Big Band, Diz Jazz Ensemble and Big Band who then joined The Idea of North to perform *Dear John*. This event, again supported by the Friends of Radford Music, was certainly a highlight and our thanks go to Mr Ben Marston, Director of Bands, and the Radford music team for their work in preparing for the evening.

An Evening of Fine Music – 13 August 2016

The Radford community was again treated to an amazing Evening of Fine Music as five of the College's talented Year 12s performed a selection of works displaying their versatility and skill as musicians.

Rena Li opened the concert with the beautiful melodies of Svendson's *Romance*. Skillfully accompanied by the Corelli String Orchestra with guest wind players from the Bernstein Symphonic Wind Orchestra and under the direction of Caroline Suthers, Rena displayed skill and sensitivity on the violin.

Katrina Wiseman wowed us with her program of three songs. Accompanied by Kylie Van Dijk, Katrina first sang the flirtatious aria *Una Donna a Quindici Anni* from Mozart's *Così fan tutte*

before performing the beautiful Faure song *En Priere* and finishing with the Schubert Lied *Gretchen am Spinnrade*. We then enjoyed an extraordinary performance of Chopin's *Scherzo in Bb minor Op. 31, No 2* as **Vivian Zhu's** fingers danced across the keyboard. Her performance displayed technical skill and musical sensitivity to this challenging piece of piano repertoire.

After an entertaining performance from *The Hear and Now*, featuring Radford instrumental tutors Rachael Thomas and Lachlan Coventry, **Samantha Howitt** impressed with the intricate *Concerto for descant recorder* by the classical composer A. Herberle, accompanied by six fellow Radford musicians. Finally, **Owen Elliott** amazed us with his superb guitar playing, using an early 19th century guitar borrowed from ANU for two of his pieces composed during the same period.

Radford Celebrates Music – 15 September 2016

This vibrant festival featuring all 45 co-curricular music groups – from rock bands to string orchestras to jazz ensembles – was a wonderful celebration of the depth and diversity of the music program. Parents and friends were kept busy moving around the campus' six venues and enjoying performances over a three-hour period.

This huge annual undertaking is made possible by the incredible support of the Radford staff and Friends of Radford Music who conduct, manage and support over 500 musicians as they perform a variety of music for an appreciative audience.





Sports Review

BASKETBALL

Maddie Wallace and Mikus Eversons
Basketball Captains

Radford had 15 girls' teams, and 21 boys' teams competing in the 2016 winter competition over various age groups and divisions. The winter competition is the main competition of the year, where students execute the skills that they have learnt from summer season competition.

Players competed in a 14-round competition, striving to progress to the final four to play off for a chance to win their age group/division. Ten Radford teams progressed to the elimination finals:

- Radford Rimrockers, U19 Girls team coached by Deb Cook
- Radford Spiders, U12 Boys team coached by Ben White
- Radford Cougars, U19 Girls team coached by Megan Swann
- Radford Giants, U19 Boys team coached by Mitch Kingham-Edwards
- Radford Kookaburras, U12 Girls team coached by Ian Ellis and William Taylor
- Radford Rave, U14 Girls team coached by Bri Cobden

- Radford Tigers, U12 Boys team coached by Bernie Leger
- Radford Blazers, U14 Boys team coached by Ben White
- Radford Wizards, U19 Boys team coached by Jimmy Willet
- Radford Thunder, U19 Girls team coached by Sam Wilson

Well done to the players and coaches of the Giants, Kookaburras and Wizards, who progressed to the grand finals. The Kookaburras played against Ginninderra Rats in an exciting game – both teams went basket for basket in the last two minutes with Ginninderra Rats securing the win by two points. Congratulations to the Giants on winning the U19 Boys Division 4 competition, defeating

Belconnen Ramblers. The boys played really well as a team. Playing Daramalan College in their grand final, the Wizards started the game off well, played hard and mostly kept the score within six points. Unfortunately they ended up going down by eight in the final quarter.

Thanks to Ms Bernie Leger and Mr Ian Ellis for all their hard work in organising this season. It is not an easy job and they both put in an amazing effort to ensure it all runs smoothly. Thanks also to the coaches who put in their time and effort and to everyone involved in the winter basketball season. We hope to see everyone back for the summer 2016–17 season.





FOOTBALL

Mr Peter Wallensky
Sports Administrator

In a difficult season hindered by wet weather, our Radford footballers continued to produce some outstanding results. Over the course of the season, three rounds of football were washed out, due to fields being underwater or deemed unsuitable to play on. Teams scrambled to reschedule, which would inevitably decide the premiership in their age group.



Two Radford teams secured premierships, with a third team finishing runners-up. The U16/1 Boys dominated their division, conceding only two goals for the season. The boys started their journey three years ago in the U14 age group, finishing second after going through the season undefeated. The following year was much the same, with them again finishing in second place.

This year, it was a case of leading from the front and never looking back – a credit to the coaching staff and boys.

Our U14/2a Boys team had to fight tooth and nail with their closest rival, Canberra Grammar, before claiming the title in the last round. A strong foundation was set early with an emphasis on increasing players' skills and fitness levels. A few setbacks along the way with injuries to key players did not alter the boys' focus on winning the silverware.

The U18/1 Girls also capped off a great season, finishing runners-up to Woden Valley.

Across the board many teams have proved very competitive in their respective competitions, with most showing marked improvement during the course of the season. It has been great to see our players maintaining a positive attitude throughout the season despite some teams only having a few 'successes' during the year. They are to be applauded for their enthusiasm, determination and good sportsmanship.





NETBALL

Mrs Daniela Gray
Sports Administrator

This season Radford has had 17 netball teams representing the College, ranging in player ages from Year 2 to Year 12.

The Set age group – Years 2, 3 and 4 – had four teams playing. This age group is a non-competitive age which means that although individual games are scored, there are no positional placements on the ladder.

The Junior age category had only two teams comprising Years 5/6 combinations of players. The Dolphins team played in Division 1 and the Magpies team in Division 4. Both these teams had a tough season but they played with positivity every week and were enthusiastic and showed great sportsmanship.

The Inters age group featured players from Years 7 to 9. Radford had six teams in this age bracket from Division 7 to Division 1. These Radford teams had a good season

playing fairly and competitively in all elements of the game. It has been great watching all the teams grow – they have all developed many skills and improved over the course of the season.

The Cadets age category is for school-based players between the ages of 16 and 18 years. Radford had three teams in this age category in Divisions 2, 3 and 4. Each of these teams made finals and at the end of the season Radford White, coached by Ellie McClusky, won the grand final 18 points to 12. It was a very exciting and skilled game that was played in good spirits and with a fantastic supporting crowd helping to boost the team along.

Radford Gold played in Division 1 Seniors and Radford Silver in Division 4. Radford Silver made the semi-finals but lost in extra time. There was much excitement and tension throughout and it was a hard-fought game.

I would like to thank the coaches, managers, umpires, players and families who dedicate their time and effort to the game and to netball in general. It was an enjoyable season and I hope to see everyone back in action next season.





ORIENTEERING

Mrs Daniela Gray
Sports Administrator

The Radford co-curricular orienteering squad has stepped up to the plate with ease this season. The squad included experienced and first-time orienteers who all participated in training and competitions on the weekend of varying degrees of difficulty.



In addition, the squad was provided with 'weekly armchair exercises' to complete at home to further their understanding and to add an extra layer of fun and enjoyment to the season.

We have seen numerous outstanding performances. ACT Orienteers won the Australian Schools Champs for the first time in a decade. In 2006 they came equal first with Tasmania – this time it was a clear outright win! Five Radford students contributed to the success of this team. We congratulate Noah Poland,

Andrew Kerr, David Stocks, Ryan Stocks and Emily Li. In addition to this, Noah Poland was named in the All Australian Honours Team.

Many thanks to Paul de Jongh and Toni Brown for their focused and steady coaching of this squad and their invaluable enthusiasm. Their knowledge and dedication to the sport and to this group was second to none.

We hope to see all squad members return next year to continue building their orienteering skills.





RUGBY

Grant Simpson
Rugby Captain

The 2016 season was another successful one for Radford with both our teams finding a home at the top end of their respective tables. Our U15 Boys team trained with vigour and discipline each week to achieve the high standard of athleticism displayed each weekend in their games. With guidance and support from their coach, Mr Chris Bleys, the U15s made it into the semi-finals, an achievement of which they should be very proud. Unfortunately, the results were not in our favour and the boys were humble in their defeat. All players should hold their heads high when reflecting on the season and we commend them on their progression as a squad through the season.

The 1st XV commenced their season late last year with the beginning of their pre-season training and strength sessions in the gym. They too found a home at the top of the table and fought each week to maintain their position in the finals. The 1st XV earned their spot in the semi-finals, intending to further their efforts from last season; however, similarly to the U15s, they were unable to secure a spot in the grand final. We give a special thanks to Father Richard Browning, Geoff Cox, Ian Simpson and Richard Manton for aiding and supporting the 1st XV in another successful season.

As the season wraps up, preparation for next season brings increasing excitement and anticipation. All players hope to continue building on the success Radford has achieved over the past two years and to further their skills as athletes. In the 2017 season we hope to welcome women's rugby to Radford; a very exciting prospect for the College and for women's rugby in Canberra.

I would like to thank all parents, friends and staff who contributed to the Radford rugby program in any way, most notably Ms Bernie Leger, Head of Rugby, for her organisation, support and development of the program throughout the season. Congratulations to both teams on your honourable efforts this season and I wish all teams all the best for the 2017 season.



SNOWSPORTS

Mrs Belinda Reitstatter
Snowsports Coordinator

The winter of 2016 presented our students with a range of interesting challenges – from learning how to cross-country ski, to adapting their skiing and snowboarding skills to deal with the difficult weather and snow conditions. One cannot underestimate the opportunities that arise for our snowsports athletes that support the development of resilience, commitment and team camaraderie, along with the more technical skills of skiing and snowboarding.

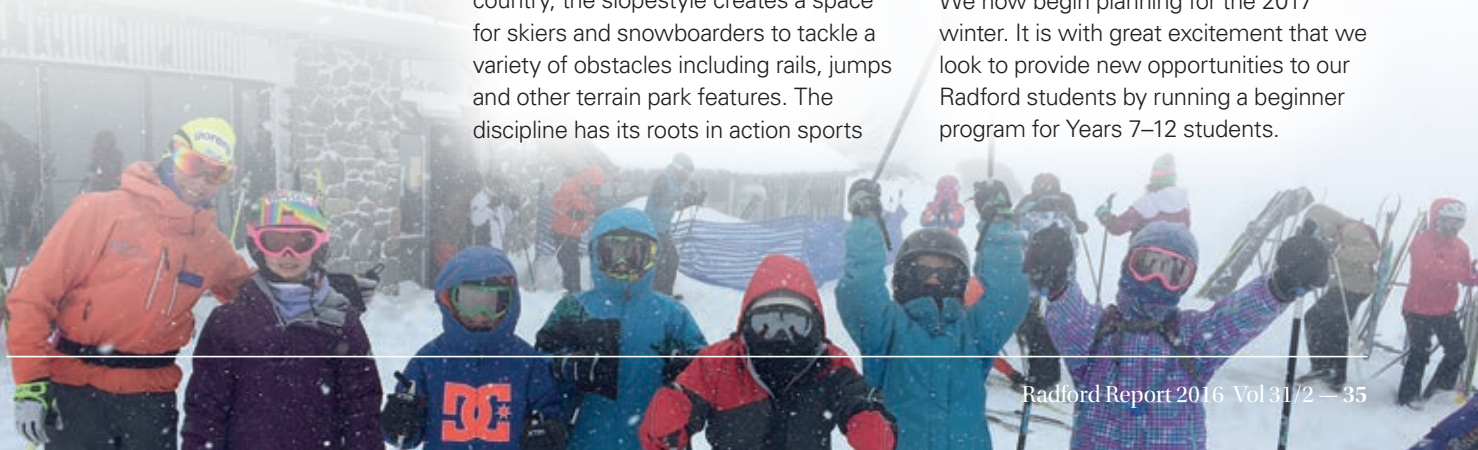
One of the greatest highlights of the winter was winning back the ACT Senior Boys and Senior Girls Cups from Marist College and St Clare's College respectively. This fine team effort was well celebrated amongst both our senior and junior students. Although the ACT Schools Cup is known to be a relatively friendly event, a competitive air remains as the rivalries between ACT schools exert themselves.

New to the 2016 Interschools calendar was the introduction of a more contemporary discipline of snowsports known as slopestyle. Along with the usual events of boarder and skier cross, giant slalom (GS), moguls and cross country, the slopestyle creates a space for skiers and snowboarders to tackle a variety of obstacles including rails, jumps and other terrain park features. The discipline has its roots in action sports

like skateboarding and BMX and has become increasingly popular over recent years. Congratulations to Year 10 student Brad Tuck for winning a bronze medal in the inaugural Division 2 Snowboard Slopestyle event at the Australian National Championships in Perisher, New South Wales.

Other medals at the National Championships went to Max Mandl, who won a silver medal in the Division 1 Boarder Cross and the GS, and to the Division 1 Boys GS team – Max Mandl, James Tuck and Harry Chalker – who won a bronze medal. Their teammates Angus Peady and Callum Phillips also did exceptionally well in this event.

We now begin planning for the 2017 winter. It is with great excitement that we look to provide new opportunities to our Radford students by running a beginner program for Years 7–12 students.



Parents and Friends Association

Mr John Shevlin
P&F President

Saturday, 5 November was a fine spring day; clear blue skies, bright sunshine and an intermittent breeze. To be candid, the breeze was occasionally quite gusty and blew straight from the Snowy Mountains but it was, nevertheless, a great day for the 2016 Twilight Fete.

A small team of dedicated volunteers and stall managers set up the various stalls and rides the evening before and on the morning of the fete. It was a first-time experience for Fete Coordinator Angie Walters, but with the tireless energy and organisational skills of Leeann Dunne who arranged the food stalls and commercial rides, it was an impressive and indomitable team.

A willing band of helpers and the College Facilities staff did the heavy lifting work and transformed the turning circle into a canopied food plaza surrounded by white tables and chairs and candy-striped umbrellas. TB Millar Hall was the domain of book-lovers and clothes bargain-hunters; the Performing Arts Centre housed all manner of odds and ends in the White Elephant Stall; and RA Young Hall became showbag central, sideshow alley and the haunt of enthusiastic 3D-gamers. The Pavilion was refuge for a relaxing afternoon tea, the JA Mackinnon Oval hosted bubble soccer and the parking lots whooshed and whirled to the roar of carnival rides and inflated castles and the delightful sounds of children laughing.

For four hours on a Saturday afternoon, the College was alive and buzzing to the sounds of community. A large crowd of College families and friends and others from across Belconnen and the wider Canberra area enjoyed the warm sunny afternoon and the wonderful variety of things to do. There was something for

everyone of every age. Crowds gathered and listened in wonder to the musical skills of student rock bands and orchestras; children had their faces painted by Year 11 artists or were introduced to the delights of small farm animals in the petting zoo; and parents pored over the concept drawings for the planned College Master Plan and quizzed the design team over the finer details.

The scent and aroma of sizzling barbecues, wood-fired pizza, Mexican, Indian and Malaysian food all competed with hot potatoes, milkshakes, ice cream, fairy floss and hot Arabica coffee. I for one found a chilled glass of wine, a plate of Coffin Bay oysters, a side of curly potatoes and a selection of dumplings impossible to ignore.

The Twilight Fete is an important fundraiser for the Parents and Friends Association and this year's fete was another great success. I thank everyone who helped in any way, large or small, for contributing to this success.

Most of all, however, I thank everyone who came along on the day and enjoyed some time with family, friends and acquaintances to celebrate what we share in common – being a part of a great school and a great community. Events like the Twilight Fete remind us that we can achieve so much when we work together and support each other. I hope everyone who came along had fun.



The P&F Twilight Fete was an afternoon of culture, colour, delicious food and drinks and plenty of fun for all ages.





The Radford Collegians Association hosted the classes of 1996 and 2006 at Radford on Saturday, 17 September for the annual Welcome Back Day.





Collegians Association

Mr Mark Whitby
President

Reunion and Welcome Back Day, College Tours

The Radford Collegians Association hosted the classes of 1996 and 2006 at Radford on Saturday, 17 September for the annual Welcome Back Day. It is a privilege to welcome back students who farewelled Radford 10 and 20 years ago. Marking this significant milestone, reuniting with old friends and returning to the College is an important and sentimental opportunity to engage with fellow collegians.

We are grateful to the group of senior students who took collegians on a tour of the College and shared their knowledge of the school. We received many comments that our current students are lucky to be at Radford today, with more opportunities, infrastructure and people than 10 and 20 years ago.

Unfortunately, due to the very wet weather we had in September, the annual Collegians soccer match against students had to be cancelled.

Website and Facebook

We would also like to take this opportunity to welcome the class of 2016 as collegians. This now takes our members to almost 3000 collegians.

The Radford Collegians Association has been developing a new website on which all collegians can register and provide contact information, news and photos. This website has some fantastic filters, allowing you to search by location, profession and year graduated. Although the website is not quite ready for a formal launch, the students joining us from Year 12 this year were lucky enough to get a sneak preview in Term 4 to 'claim their profile'. We are excited about the opportunity the website will provide in connecting students in a user-friendly and visually appealing way. We will contact the Radford collegian community in early 2017 with further details about the launch of this site.

The Association also has a very active Facebook site in addition to our pending private website. The #throwbacktuesday posts including images from the Radford archives are very popular. There are also regular posts with links to media articles on current and past students and staff and College activities. We encourage everyone in the Radford community to 'like' the Radford Collegians Association Facebook page, as we are sure there will be current and historical items that will interest you.

Finally, we are very proud of what our collegians achieve in their lives after Radford, so if there is something you are proud of and happy to share, please let us know at collegians@radford.act.edu.au.



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!



RADFORD COLLEGE

1 College Street
Bruce ACT 2617 Australia

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

WEB www.radford.act.edu.au