



RADFORD COLLEGE

# ANNUAL REPORT 2014





# RADFORD COLLEGE

The Radford College community acknowledges the traditional owners of this land, and pays its respects to elders past and present.

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## 2014

### Foreword

The Principal: Fiona Godfrey

2014 was a busy and engaging year for Radford College, highlighted by an array of achievements and successes, set amongst a range of traditions and rituals, unique to the College.

Radford College attracts a diverse range of students from all parts of Canberra and its surrounding areas. Each of them bring individual talents, needs and aspirations. Our focus is to develop and nurture them as they move from childhood into adolescence and young adulthood. This Annual Report provides an overview of College activities for the year.

2014 was a year marked by a change in senior personnel. It was not only my first year as Head but it was the year we welcomed Mr Phillip O'Regan as Deputy Principal/Head of Secondary School and Mr Simon Wallace as Chief Operating Officer. Sadly we farewelled long serving staff members Mr Peter Dodd and Ms Jocelyn Martin, while Deputy Principal, Mr Alan Shaw, left Radford to take up a Principal's position in Melbourne.

Throughout the year academic pursuits remained the core work of the College. As always, we sought to provide all students with an opportunity to fulfil, and perhaps even to exceed, their own expectations in scholastic achievement. It was therefore very satisfying to see not only the top performing students doing well but the entire Year 12 cohort achieving great results. For the first time in a number of years our median ATAR was back in the 90s, with a highly impressive average of 90.8. Other statistics of note included 8% of the cohort in the top 1% of NSW/ACT, 34% in the top 5% and a very laudable 52% in the top 10% of NSW/ACT students. The sustained high level of our median ATAR year in and year out is a cause for celebration. It is a fitting reward for the combined efforts of students and their dedicated and gifted teachers.

Radford College's integrated suite of academic, pastoral care and co-curricular programmes are designed to offer students choice and the freedom to explore their interests and develop their strengths. In 2014 the students of the College continued to be involved in community and co-curricular activities in impressive numbers. In addition to large groups of students being involved in dance, drama, music, sport, chess, public speaking and debating, we also proud of our students ongoing commitment to community service. In particular, our involvement with Round Square, the Gamilaraay Program (G Trips), the Year 10 Service Learning Program and our RAS activities.

Our student leaders continued to play a critical role in fostering the good climate of the College, participating in decision-making at both the routine and the strategic levels. Our 2014 student leadership group was equally comfortable running games for Junior students as part of an induction program as they are organising and executing the hugely popular and well attended Dirrum Dirrum conference. This sense of shared purpose is part of the unifying cause that holds us all together and the students make an incalculable contribution.

While the pages that follow tend to be a formal record of our results, we strive to keep our community informed of the more active and indeed fun aspects of our College through our various forms of communication, and we gain much by working with our partners, our Parents and Friends, our Collegians and our Friends of Radford groups. I would like to thank the Radford College Board, led by Mr Ian Morison, for their commitment, professionalism and hard work again this year and in particular their trust in me to lead the College. I am also particularly grateful to our hardworking teaching and support staff, without whom we could not report such wonderful success.

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## Academic Outcomes

### NAPLAN

The National Assessment Program–Literacy and Numeracy (NAPLAN) is organized under five testing domains: reading, writing, spelling, grammar and punctuation, and numeracy. Each student achieves a scaled score for each domain. The scores are designed so that any score will represent the same level of achievement within a specific testing domain at a given time. Scores should not be compared between domains because each domain assesses different skills; so scores do not always represent equivalent achievement by students in different domains. The mark in numeracy or in reading is not standardised to a common scale, however, performance is mapped to a common scale. The reporting scales are divided into ten bands and each year level reports on six bands. The bands assist with mapping with regard to the National Minimum Standard.

### 2014 Year 3 and Year 5 NAPLAN results

In May 2014 NAPLAN tests for all students in Years 3, 5, 7 and 9 were held across the country. Given that 50% of our Year 3 students are new to Radford each year, we remain extremely pleased with the growth shown between Year 3 and 5 and the outcomes at both Year 3 and 5.

Domain	Year 3 Radford Mean	State Mean
Reading	467.8	440.1
Persuasive Writing	432.2	405.1
Spelling	471.6	413.0
Grammar	499.5	441.3
Numeracy	463.9	415.1
Domain	Year 5 Radford Mean	State Mean
Reading	549.3	522.8
Persuasive Writing	507.0	474.2
Spelling	537.9	502.5
Grammar	553.8	519.8
Numeracy	539.9	498.7

*Table 1: Mean scores for Years 3 & 5 compared to State mean 2014*

**Year 7 and Year 9 NAPLAN Results**

Domain	Year 7 Radford Mean	State Mean
Reading	601	568
Writing	546	523
Spelling	572	554
Grammar	600	565
Numeracy	594	558
Domain	Year 9 Radford Mean	State Mean
Reading	628	600
Persuasive Writing	581	558
Spelling	601	590
Grammar	617	590
Numeracy	636	598

Table 2: Mean scores for Years 7 & 9 compared to State mean 2014

**Radford performances measured against National Minimum Standards (NMS)**

Domain	Year 3	Year 5	Year 7	Year 9
Reading	4%	5%	4%	4%
Writing	3%	4%	14%	22%
Spelling	1%	0%	6%	12%
Grammar and Punctuation	2%	6%	5%	8%
Numeracy	1%	2%	2%	2%

Table 3: Percentage of Radford students at or below NMS

**Radford achievement at 'proficient' standard**

'Proficient Standards' represent a reasonably challenging level of performance where students need to demonstrate more than the minimal skills expected at that year level.

Domain	Year 3	Year 5	Year 7	Year 9
Reading	66%	51%	62%	49%
Writing	61%	28%	31%	23%
Spelling	75%	54%	47%	28%
Grammar and Punctuation	87%	67%	57%	38%
Numeracy	75%	51%	53%	49%

Table 4: Percentage of Radford students at NAPLAN 'proficient' standard

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## Radford students at or above national benchmark

Domain	Year 3	Year 5	Year 7	Year 9
Reading	98%	100%	100%	100%
Writing	99%	100%	98%	94%
Spelling	99%	100%	99%	97%
Grammar and Punctuation	99%	100%	98%	98%
Numeracy	99%	100%	99%	100%

Table 5: Percentage of Radford students achieving at or above national benchmark 2014

## YEAR 12 RESULTS 2014

The College congratulates the Class of 2014 on achieving outstanding results, including a median Australian Tertiary Admission Rank (ATAR) score of 90.8. All students in this year group achieved the ACT Year 12 Certificate, and 154 were awarded an ATAR.

The College's highest 2013 ATAR of 99.90 was achieved by Rosemary Kirk, the JA Mackinnon Dux for 2014. Other highlights of the performance of Radford students were as follows:

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

Table 6: Radford Year 12 2014 ATAR performance

It is important to observe at such times that the ATAR provides only one measure of achievement. Whilst we are delighted with the performance of our students, we recognise that a successful school experience goes far beyond the scores gained on a single measure such as the ATAR. We seek to provide the means for our students to develop their character, as well as their intellect, by offering an extensive program of co-curricular activities and opportunities for community service and pastoral support. It is clear to us that the Class of 2014 contributed to the Radford community and beyond in quite remarkable ways, and we congratulate them all.

For the ongoing academic success of Radford College, we must extend our congratulations and thanks to our hard working teaching staff, to the Heads of Departments and the Directors of Studies right across the College. The provision of quality teaching over the years plays an important part in the successful completion of secondary schooling. The highly effective support of the Head of Learning and Teaching, the Heads of Schools, the Year Coordinators and individual tutors cannot be underestimated.



Year	> 99 Top 1%	> 95 Top 5%	> 90 Top 10%	Median
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
2005 UAI	6%	31%	46%	88.90

*Table 7: Academic results of graduating students – ten year comparison table (Percentage of Radford College Students in each performance band)*

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## GRADUATE TERTIARY OFFERS

166 students received at least one offer to study at a tertiary institution in 2015. Some of these students received multiple offers. 41 of these students were offered a place in a double degree program.

*Some students received more than one offer which is why the total number of offers by UAC, VTAC and SATAC (214) exceeds the cohort number.*

### UAC (NSW & ACT) offers made to Radford 2014 students for 2015 admissions

University	Number	% (rounded)
ANU	86	40
University of Canberra	38	18
University of NSW	28	13
University of Wollongong	14	7
University of Sydney	14	7
Charles Sturt University	10	5
Australian Catholic University	7	3
University of Newcastle	6	3
Macquarie University	6	3
University of New England	2	1
University of Technology Sydney	2	1
Think Group	1	<1
Total	214*	

*Table 8: UAC offers made to Radford students for 2015 admissions.*

### VTAC (Victoria) offers made to Radford 2014 students for 2015 admissions

University	Number	% (rounded)
University of Melbourne	9	22
Monash University	16	39
RMIT University	4	10
Deakin University	5	12
La Trobe University	5	12
Australian Catholic University	1	2
Victoria University	1	2
Total	41*	

*Table 9: VTAC offers made to Radford students for 2015 admissions*

**SATAC (South Australia) offers made to Radford 2014 students for 2015 admissions**

University	Number	% (rounded)
University of Adelaide	13	81
Flinders University	2	13
University of South Australia	1	6
Total	16*	

*Table 10: SATAC offers made to Radford students for 2015 admissions*

**[Total student offers for Queensland, Western Australia and Tasmania are not available.]**

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### Pastoral Care

Pastoral Care encompasses the personal, social, spiritual and academic wellbeing of students and teachers at our school. Pastoral Care is evident in all interactions across the campus and is a priority at the school. Through pastoral care we seek to create a school that is safe and supportive for both students and teachers. We endeavour to ensure each member of our school community feels as though they belong, they have a strong assurance of their own self-worth and the desire and values to contribute meaningfully within and beyond the school.

*“In a safe and supportive school, the risk from all types of harm is minimised, diversity is valued and all members of the school community feel respected and included and can be confident that they will receive support in the face of any threats to their safety and wellbeing.”*

(National Safe Schools Framework revised 2011)

### JUNIOR SCHOOL

The Junior School at Radford College is authorised by the International Baccalaureate to run the Primary Years Program (PYP).

This program is designed for students aged four to twelve and focuses on educating the whole child.

The PYP encourages students to become active passionate and lifelong learners  
PYP students strive to be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-Minded
- Caring
- Risk-Takers
- Balanced
- Reflective

Our students give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Our classroom teachers hold day-to-day responsibility for our pastoral development and support, but our school is considered to be a community of learners (teachers, students and parents) are learners.

## SECONDARY SCHOOL

The secondary school has instituted significant resources to promoting a safe and supportive school. Under the leadership of the Heads of School, the Year Coordinators, Teachers and Tutors the welfare of students is closely monitored and appropriate supports and interventions are applied to promote the wellbeing of students.

Tailored programs targeted at stages of growth and maturation have been developed within the formal pastoral care program. These exist in the tutor lessons, year assemblies, within units of study, leadership programs, co-curricular and service learning experiences, experiential programs and support groups offered at the College.

### Year 7

Programs are designed to provide an effective transition into the secondary school. Students participate in a course of study, Future Connections, which develops skills and understanding in issues directly influencing adolescents. Experiences have been developed during the break times to assist students developing relationships.

The extensive pastoral support team seeks to be known to students through the camps program, student speaker series and tutor activities. A mentoring program has been developed whereby Year 12 students lead activities and seek to development relationships with Year 7 students.

### Year 8

Year 8 students consider personal organisation and time management as key strategies in developing effective learning habits and study skills. These skills are reinforced in each of the classes and the student's Tutor regularly monitors and supports students in developing these behaviours.

Personal well-being and establishing and maintaining relationships are skills emphasised in the pastoral program. Tutor activities provide contexts and scenarios for students to consider as they consider positive skills and attributes for establishing and maintaining relationships .

Students are presented with opportunities to develop and foster new relationships with students outside of the College. Programs available for students to engage with are conducted locally and nationally and include; Round Square Exchange Programs; National Exchange Programs and the Central Australia Cultural Awareness Tour.

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### Year 9

The initial focus of the year is to establish meaningful, challenging and realistic goals. Students are supported in developing goals and timely measures are instituted for goal reflection. Throughout the year students continue to be supported in developing practical study skills along with a focus on developing planning, organisation and time-management practices.

A key focus of Year 9 is providing insight and understanding into a range of communities. Through investigation, engagement and reflection students are afforded the opportunity to develop an appreciation and empathy for diverse groups in our society. This is achieved through the integration of experiences in the curriculum and pastoral program.

Students undertake a substantive outdoor learning experience over nine days. The program is designed to promote opportunities to enable students to develop ways in which to; better imagine, respect and listen to the self, others and the Australian environment; encourage the individual to play a connecting and thoughtful part in the well-being of a group; encourage students to develop a deeper spiritual awareness of themselves and to develop a respect for all of God's creations; provide opportunities to explore ways in which one can positively transform themselves and others in a new and challenging environment.

### Year 10

The key theme explored in Year 10 is selflessness. The idea underpinning this theme is to expand on their learning from Year 9 camp. Exploring selflessness is not just about doing unto others, but about awareness of oneself in the wider world. Current affairs topics serve as a catalyst for engaging with issues which expand the thinking and consciousness of the students. Tutors leading the program are encouraged to explore ethical ideas and challenge the students to consider their response within the local, national and global context.

Obviously, the big approach is Service Learning. All students are required to undertake a minimum of 20 hours of community service from either College-determined projects (Hartley Markets, Brumbies Face painting for Asthma Foundation, Cranleigh, Pegasus etc) or a program of their own choice. The Year 10 program is a conduit from Year 9 Empathy such as the *Worn Soles* unit into Year 11 and 12 projects. We hope that the High School program makes our students voluntary and fully-engaged citizens willing to give of their own time to work with others in the community.

## Year 11

The program focuses student attention on becoming a young adult and preparing for the world beyond the College. Students explore transition issues in the areas of work, study and alternate pathways. They participate in careers activities and are invited to attend lectures and seminars presented by university representatives.

In addition students are presented with ideas focusing on building self and community. They participate in activities and programs within and outside of the school day. Students maintain relationships formed in Year 10 with partner organisations, offering experiences and services to the local community. Students are offered the opportunity to participate in extended service learning experiences through relationships with organisations in Canberra, northern NSW and Timor-Leste.

## Year 12

The program presented to Year 12 considered a range of topics specific to young adult concerns. Key themes investigated included; being a good citizen, the footprint and legacy you leave and *leaving the nest* - the transition.

A seminar series was presented to students focused on becoming an adult, personal initiative and accountability, learning leadership, managing the madness – finding time for reflection, organization/ time management and planning, using flexible learning time wisely, wellbeing and care for peers and mentoring and leadership roles, evident in the initiatives of Youth in the City, Committees and the Year 12 Revue.

Students participate in committees and groups which seek to service the student and broader community and offer our students the opportunity to develop the knowledge and skills of leadership. A sample of these activities include: Senior Leadership Camp, RAS (student led), Youth in the City, Calvary Visits, GetSet Mentoring (Year 7 students), Learning Leadership guest speakers, Year 12 Revue, local, national and international Service Learning experiences.

## Service in the Community

### Weekly Events

Service Learning is enhanced by purposeful and inclusive activity. For example, there is whole-year involvement in Year 9 RAVE classes - where every student goes to [Black Mountain School](#) for 1.5 hours; this is reinforced by every Year 10 Radford student being asked to complete 20-hours of community service out of school time. For those further inspired, [RAS](#), [teamSUPPORT](#), coaching, mentoring, ongoing relationships with Black Mountain School and Cranleigh School, and other ventures such as Hartley Hall Markets, Face Painting at Brumbies Games for the ACT Asthma Foundation, and help at community events such as The Canberra Show or Cranleigh Art Show, to name a few, provide wonderful extension. By the time a Radford student hits the senior school, they will have had their empathy deepened, their compassion tested and their understanding of what is needed to create a just, inclusive, sustainable and diverse community broadened and challenged.

### Gamilaraay

Radford students and staff have a continuing relationship with schools and families in rural northern New South Wales. More than eighty students and seven staff undertook service learning activities at pre-schools, and primary and central schools in Armidale, Bundarra, Moree and Tingha in 2014, a year which saw our 200th Gamilaraay participant cross the border into northern NSW. We also had a second exchange student from the region, Bradley Hickman (from Bundarra Central School), join last year's returning exchange student Monique Vickery, for a week with the Radford Community. We have continued to develop our friendship with and support of the staff and students at *Crossing The Divide*, run from out of Bundarra Central School, which is now one of our regular RAS fundraiser national charities. Its founder, Matthew Pye, came and spoke at the 2014 Dirrum Dirrum Conference. The popularity of the G-trips is more than apparent in that all of 2015's trips were fully subscribed prior to the new year starting.

### teamSUPPORT

The teamSUPPORT program again provided extensive leadership experience in a range of service activities around the Canberra region, predominantly assisting with sport and themed activity days for Black Mountain School at both schools. In association with Collegians, students provide year-round support for the YMCA RAID basketball. This is a program for people with disabilities, an activity which is now permanently hosted in the G Wigg Sports Centre at Radford College and has celebrated its ninth year of inclusive three-pointers!



## Co-curricular Activities

Approximately eighty one per cent of students from Year 3 to Year 12 participated in at least one traditional co-curricular activity such as sport, music, oratory, dance or drama. Of those students, seventy seven per cent played sport for the College, thirty six per cent were involved in the co-curricular music program (Years 1-12), and forty six per cent of students were involved in drama/dance/oratory activities in 2014.

### Sports

Athletics  
Basketball (summer and winter)  
Chess  
Cricket  
Cross Country  
Equestrian  
Football (Boys and Girls)  
Mountain Biking  
Netball  
Oztag  
Rowing  
Rugby  
Snowsports  
Swimming  
Tennis

### Oratory

Ford Debating  
Murray Debating  
Douse Debating  
Mock United Nations  
Bond Mooting Competition  
ACT Legislative Assembly events

### Dance

Year 7-8 Dance Festival  
Year 9-10 Dance Festival  
Year 11-12 Dance Festival  
Junior School Dance Classes

### Drama

Senior Drama Production - Michael Gow's *Away*  
Year 7-9 Drama - *Hating Alison Ashley*  
Year 12 Revue  
Junior Drama Production  
Technical Crew  
Radford Performing Arts Night

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### Music Groups

#### *Concert Bands*

Bernstein Symphonic Wind Orchestra  
Holst Concert Band  
Gershwin Concert Band  
Sousa Concert Band

#### *Jazz Bands*

Big Band  
Little Band  
*Bird* Jazz Ensemble  
*Diz* Jazz Ensemble

#### *Ensembles*

Chamber ensembles  
Rock/Pop ensembles  
Composition (ensembles)

#### *Strings*

Symphony Orchestra (Term 2 & 3)  
Corelli Chamber String Orchestra  
Elgar String Orchestra  
Vivaldi String Orchestra  
Mozart String Orchestra  
Kinetic Guitar Ensemble (Years 5-12)  
Little Strings Guitar Ensemble (Years 1-4)

#### *Choirs*

Warblers (Years 1-2)  
Choristers (Boys Years 5-8)  
Songsters (Years 3-4)  
Vocallettes (Girls Years 5-6)  
Radford Chorale (Years 7-12)  
Camerata Choir (Years 8-12)

### Co-curricular Music

The Co-curricular Music Program includes performance, production and theory groups conducted before or after school and at lunchtimes. Students have the opportunity of joining instrumental and/or vocal ensembles, as well as production or theory groups. In 2014, there were close to 600 students involved in the Co-curricular Music Program.

In 2014, the music department facilitated well over 50 performances. These ranged from music camp, recitals and concert evenings to the combined schools tour, awards night performances and *Radford Celebrates Music*. These performances took place in a range of venues around the College as well as many venues in the ACT.

Our four main concerts for the year were:

- Foundation Day Concert
- A Night At The Jazz Café
- An Evening of Fine Music
- Radford Celebrates Music

### Individual Sporting Achievements

Radford students were selected in a wide range of ACT Representative Teams. We congratulate the following students on their achievements and representation at National and International levels in 2014:

**Ben Watson** selected in the School Sport Australia XC Team to compete in the ISF World Schools Cross Country Championships in Istanbul, Turkey.

**Ryan Mayer** represented Australia in softball at the Friendship Games held in Sydney.

**Danusia Sipa Borgeaud** represented Australia in volleyball at the Asian Junior Championships held in Taipei in July.

**Shannon Nutt** was the Australian U16 High Jump Champion.

**Callum Burns** was the Australian U15 3000m Race Champion.

**Matt McKorkell** represented Australia in the U19 World Downhill MTB Championships in Norway.

**Noah Taylor** represented Australia in the Laser World Youth Championships in Poland.

**Adam Falzarano** represented Australia in Men's Artistic Gymnastics for the Open Levels Tour of South Africa.

**Freya Brent** represented Australia in the Junior Women's Handball Team at the Oceania championships in New Zealand.

**Noah Poland** represented Australia against New Zealand in the Australian Schools Orienteering Team.

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## Communication

### College website, social media

The major communications project in 2014 was a major rebrand of the College's printed materials and the development of the new College website, including a new e-Bulletin format. These were launched in December 2014.

Staff from both the Secondary and Junior Schools continued to use Twitter accounts for informal and interactive communication with the College community.

### The Bulletin

The weekly e-Bulletin provides current information on key academic, pastoral, co-curricular, sporting, service learning and community matters. It is available at all times through the College website. Notification of each new edition is distributed to around two thousand community members weekly, comprising parents, staff and Board members.

### Principal's Messages

The Principal issued a new website message each term, and made fortnightly postings in the Bulletin and on Radford Online.

### Briefings to the Parents & Friends Association

The Principal and Senior Executive Staff provided briefings to P&F Management Committee meetings throughout the year. These meetings were open to all parents.

### Printed Publications

The annual yearbook *Radfordian* and the biannual magazine *Radford Report* were distributed to the Radford community. Specialist handbooks for parents and students were also issued by particular areas of the College including the Senior School, Junior School, ELC, Music Department and Outside School Hours Care facility.

### College Reports - electronic distribution

The 2014 Annual Report and the current Strategic Plan are publicly available in PDF format through the College Publications page on the website.

## **Parent Information Sessions**

The Education and Wellbeing committee of the Board hosted a series of parent forums presented by staff on key curriculum areas.

Parent-teacher/tutor sessions were held regularly and parents were able to request additional meetings as required.

Special information sessions relating to academic, sporting, music and other co-curricular matters were held through the year. These included Junior School Conversation Evenings and information sessions on aspects of the International Baccalaureate Primary Years Programme.

## **Radford College Institute**

The Radford College Institute aims to bring high quality speakers to the ACT educational community, to intelligently inform it about the issues and to foster debate. The Radford College Institute has become an important aspect of Radford's outreach into the community. In 2014 the seminars were delivered by:

Professor Marnie Hughes-Warrington BEd (Hons), DPhil, Deputy Vice-Chancellor (Academic), ANU and Gayelene Clews, BA, MSc, DipAppPsych, Psychologist and Senior Counsellor at Radford College.

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### Partnerships

We continue to be highly appreciative of the support provided, and tireless work undertaken, by our Parents and Friends Association and the Radford Collegians Association.

#### Parents & Friends Association

The Parents & Friends Association conducted four major activities in 2014: the Art Show and Entertainment Books projects in Semester I, and the Twilight Fete and Monster Raffle in Semester II. The College is grateful to the P&F Management Committee and the individual activity committees/convenors, as well as the many volunteers, for their friend-raising and fundraising work.

During 2014 the Association made donations to the College of \$120,000. These donations supported the following projects:

- \$10,000 sponsorship of the Dirrum Dirrum Conference
- \$10,000 to FoR Rowing of 50% of a new trailer
- \$50,000 to the development of a space in Year 7 and 8 area to be used as a student recreation area
- \$40,000 for shade areas for Years 5 to 10
- \$10,000 to the ELC for new tables and chairs.

Our 'Friends' groups, under the P&F umbrella, such as FoR Football, Rowing, Snowsports and Music, are sincerely appreciated for their efforts in support of specific co-curricular activities.

Mr John Shevlin served with distinction as the P&F nominee to the Radford College Board till May 2014, when he was succeeded by Professor Russell Boyce.

Two members of the P&F Committee, Charuni Weerasooriya and Adrienne Pollard, represented the College at the Association of Parents and Friends of the ACT (APFACTS), and Ms Weerasooriya is the President of that body.

### Collegians Association

The Radford Collegians' Association (RCA) continues to provide a vital and growing link between past Radford students and the College. 2014 saw the Association appoint its 11<sup>th</sup> President, Mr Mark Whitby. Mark also holds a position on the College Board as the RCA nominee, as well as being a member on a number of Board sub-committees.

At its Annual General Meeting, the Collegians' Association offered its heartfelt thanks and appreciation to Mrs Kate Potter for her time and dedication over the last seven years in the role of President. Kate reflected on her time as President, a role she greatly enjoyed, attending official Radford functions and events as well as organising many Collegian functions, including reunions and Collegian involvement at many fetes. Gifts to the College during Kate's time as President included the Collegians Circle at the Junior School, the vegie patch at the ELC, the College solar panels and the Blue Mantle sculpture for the Senior School. Kate also spoke about the personal friendships, guidance and support of current and former committee members, with special mention of Genevieve Quilty (Class 1988) and Nicola Vincent (Class 1994), Alex Avent (Class 2006), Anna Schneider-Rumble (Class 1992) and Jenny Street (Class 1991). Kate remains a valued committee member of the Collegians' Association.

In mid-2014, a staff member was appointed to work two days a week on Collegians' administration and activities, enabling a greater connection to be made with former students via the Collegians' Facebook page, as well as maintenance of a news page specific to the Collegians on the College's new website. The Collegians' Association conducted a modernising of the Collegians' brand and communications, in conjunction with the College rebranding, with the aim of encouraging all Collegians to update their contact details and engage more with the association and its work.

The Collegians hosted the 10 and 20 year Welcome Back day at the College for the classes of 1994 and 2004. As always, the event was well attended by many Collegians happy to remember their time at the College and see how much everything has changed. In conjunction with this event, Collegians also hosted the annual Collegian Boys' Soccer match against the Radford First XI, and the inaugural match between the Collegian Girls and Radford's top girls' team. Both matches proved to be friendly and at times competitive, with Collegian Boys losing and Collegian Girls winning their respective matches.

The Collegians ran the Devonshire Tea stall, a regular and welcome fixture at the Radford Fete. As part of the Association's ongoing activities, there is a focus on community outreach. In 2014 the Association provided funding to assist with the College's Gamilaraay service learning program and the teamSUPPORT initiative. The Association also continued to fund annual awards to current students at Awards Night.

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## Enrolments and Attendance

During 2014, Radford College was fully enrolled in all year levels, and continued to maintain waiting lists for future enrolments. Enrolment data by year group at the end of 2014 is shown in the table below.

Level	Female	Male	Total
Pre-Kindergarten	22	22	44
Kindergarten	22	22	44
Year 1	22	22	44
Year 2	25	22	47
Year 3	48	48	96
Year 4	49	49	98
Year 5	48	48	96
Year 6	50	49	99
Year 7	87	91	178
Year 8	88	90	178
Year 9	89	90	179
Year 10	87	92	179
Year 11	93	86	179
Year 12	81	85	166
TOTAL	811	816	1627

*Table 11: Enrolments as at 31 December 2014*

Student retention continued to be high, with only 2.8% of students leaving the College at the end of 2014. All vacancies were filled before school commenced in February 2015, with more places being offered in Years 7-11 to balance the lower anticipated Year 12 numbers for 2015. The main intake points at Radford College are Pre-Kindergarten, Year 3 and Year 7, with replacements in all other year levels as vacancies arise through student departures. The overarching enrolment policy is that enrolment offers are based on the chronological date of registration by gender. The enrolment policy of Radford College is non-selective, with preference on the waiting lists given only to children of permanent staff, siblings, children of Collegians (former students) and children of practising, full-time Anglican clergy.



A child's date of registration on the waiting list is the key factor when offering places at Radford College. Offers of places do not depend on criteria such as academic, sporting or co-curricular performance, where a student lives, or their current school, their religion or community involvement, their parents' background, job or influence, or their family circumstances. The College offers equal number of places to boys and girls at its main entry points and endeavours to maintain a gender balance in all year levels. To this end, the College maintains separate waiting lists for girls and boys.

The student attendance rate in 2014 was 95%. Attendance is monitored through a daily roll call and follow-up of absentees. A process is in place to apply for any periods of leave of absence.

## Facilities

The 2014 year saw a number of projects completed/commenced. There were a number of improvements to traffic arrangements with the completion of the College Street *set-down only* bay and new traffic arrangements on College Street. In addition the College commenced construction on the long awaited Haydon Dr entrance, which is expected to be opened by mid-2015. The walking path between the ovals was completed to finalise the upgrade of that area largely funded by the P&F. These projects will improve access into the College with a reduction of cars in peak time.

The facilities and maintenance staff have continued to present the grounds in exceptional condition including outdoor painting, staff room upgrades and grounds maintenance/upgrades, have continued throughout the year. Maintenance staff designed and built a wooden deck/seating area around a sandstone based quad in the Year 8 area. This greatly improved the visual and practical amenity of that area.

A full Work Health and Safety audit was undertaken to assist Radford in meeting its statutory requirements, under new national legislation. Work commenced on meeting the recommendations provided in the report.

## Information Communication Technology (ICT)

Throughout 2014, the College continued progressing towards realising its vision of implementing 1-to-1 and Bring Your Own Device (BYOD) programs in 2015. Detailed strategic and operational planning that focussed on the preparation for using wireless Information Communication Technology for teaching and learning took place and resulted in a variety of positive outcomes.

An e-learning development group comprising both academic and IT technical staff was formed. This group worked collaboratively to implement amongst other things, our very successful Year 5 Digital Leaders Pilot Program. Further work, in conjunction with our IT Services Team led to the design and testing of our unique 1-to-1/BYOD laptop setup system.

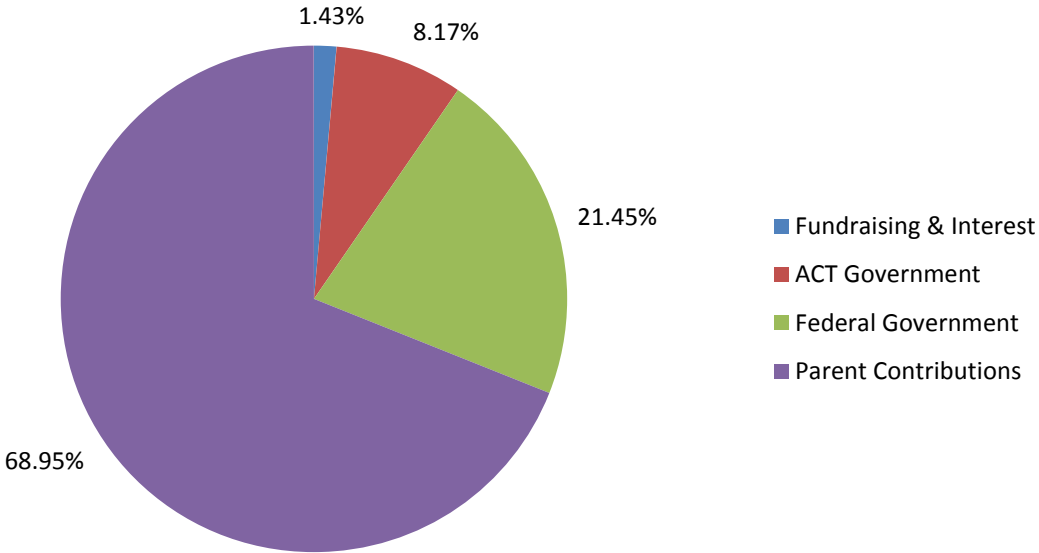
Information evenings regarding our impending 1-to-1 program were held which included guidance for parents on internet safety and using ICT at home. To strengthen links between the academic and IT technical functions of the school, a new Director of ICT was appointed along with two new Coordinators of ICT Innovation. In support of the introduction of the 1-to-1 program a number of professional development programs for teaching staff were undertaken.

The final phase of the wireless network installation was completed in readiness for enabling students to use their personal and school mobile devices seamlessly across the college as they move around the campus.

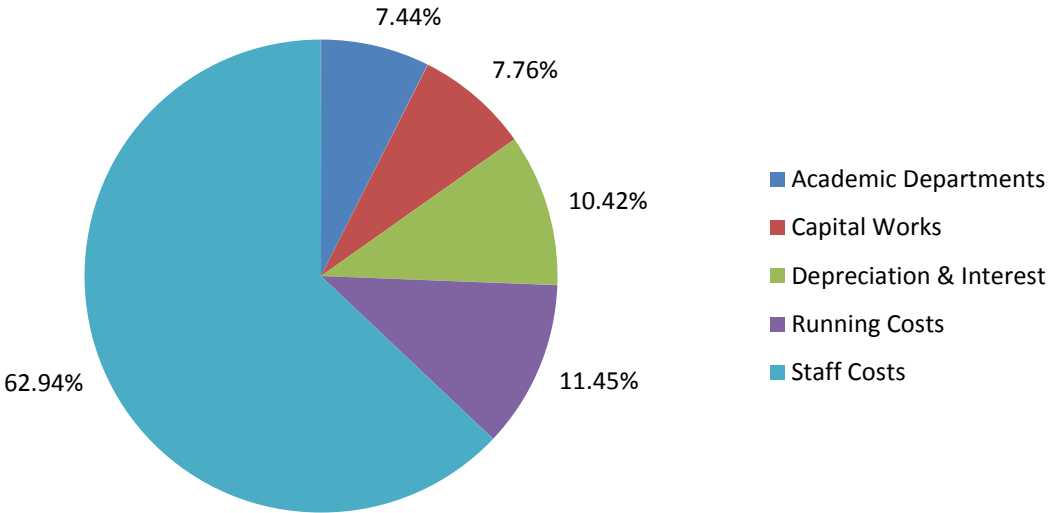
In January 2014, the College decommissioned *RadNet* and moved to our current platform *Radford Online*. This Radford-customised system integrates a wide range of online tools, thereby enhancing collaboration and communication between students, staff and parents, and is under continual development to support the learning and teaching needs of the College.

Financial Data

Revenue



Expenses



# ANNUAL REPORT 2014

## Staff

We are grateful for the hard work and dedication of our teaching and support staff. In 2014 the College employed 248 staff, 167 females and 81 males. One staff member was employed under an Australian School-Based Apprenticeship (ASBA). The College did not employ any indigenous staff in 2014.

The College encourages active engagement with professional learning, and provided a professional development budget in 2014 for teaching staff and support staff.

### Academic profile of teaching staff

Bachelor	169
Master	33
Doctor	2
Graduate Certificate	14
Graduate Diploma	108

## Parent Satisfaction Survey

In 2014, the College again commissioned an independent, confidential *experience* survey of the 2014 students and their parents as part of our commitment to continually monitor and improve the quality of education we provide to our students.

We greatly value the views of parents and students. This information is most important for the College for our operational and strategic planning, as well as tracking changes in our performance.

For the 2014 review, a total of 430 parents and 107 students completed the survey. We are most grateful to parents for their time and effort in assisting us with this important initiative. The surveys were extensive and covered in excess of 300 aspects in relation to education at Radford College.

Overall, we are very pleased with the results. However, there are areas identified where further attention will be given. These include an ongoing pursuit of academic excellence, co-curricular sports programs, publication and communication, and management and leadership. Parents also provided valuable open responses on a number of areas. These responses added greatly to the value of the review.

## Radford Board

The Radford College Board comprises up to 17 Directors and focusses on the strategic direction of the College. There were several changes with Directors during 2014. We were sad to say goodbye to:

- Sean Michelle, the Deputy Chairman, resigned as a Director in June 2014. Sean served as a Bishop in Council Nominee since May 2005 and as Deputy since 2008. Sean was also the Chairman of the Finance Committee.
- Ottmar Weiss who served from 2006 and was a member of the Finance Committee resigned from the Board in November 2014.
- John Shevlin served from 2012 till April 2014 as P&F Board Nominee and was a member of the Education and Wellbeing Committee. He was succeeded by Professor Russell Boyce in this role.

We were pleased to welcome the following directors to the Board:

- Dr Monica Kennedy rejoined the Board in June 2014 and became the Deputy Chairman.
- Steve Baker was appointed in August 2014 and serves on the Finance Committee. He became the chair of the Finance Committee in December 2014.
- Genevieve Quilty was appointed to the Board in May 2014.

## Statutory Compliance

Radford College continued to comply with all relevant statutory obligations during 2014.