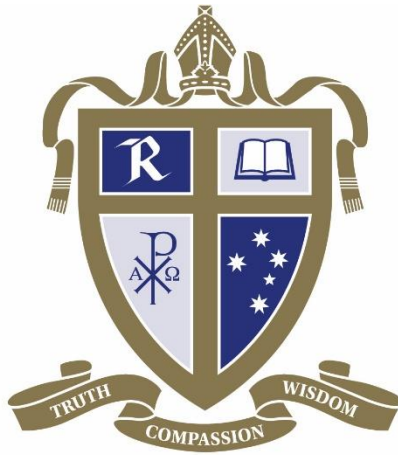




RADFORD COLLEGE

Annual Report 2015





RADFORD COLLEGE

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

RADFORD COLLEGE

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Foreword

The Principal: Fiona Godfrey

On reflection, 2015 was another busy year at Radford College highlighted by a range of achievements and successes by staff and students alike. The College attracts students from all parts of Canberra and its surrounding areas and each of them brings individual talents, needs and aspirations. Our focus is to develop and nurture them as they move from childhood into adolescence and young adulthood, offering them a range of activities and experiences along the way. This report provides an overview of College activities for the year.

On a number of fronts, 2015 was marked as a time of reflection and review in the College, with the undertaking of both a strategic planning exercise and the mandatory re-registration process over the course of the year. The Strategic Plan was developed using feedback gathered through focus groups and surveys of all community members – parents, students and staff. The final version of the plan, entitled [*A Vision for the Future 2016–2020*](#), detailed a large number of commitments, around five main themes: Our Students, Our Staff, Our Families, Our Community and Our Governance. This new Strategic Plan has given the College a definitive and exciting plan for the future, against which we can benchmark our direction and success.

The re-registration process also required a huge amount of time and resources. In addition to the writing and re-writing of a large number of policies and procedures, the College was also required to undertake a School Improvement Plan as part of the re-registration process. This plan detailed some initiatives relating to the teaching and learning program which were also included as commitments in the Strategic Plan. It was most reassuring that the College was found to be compliant in all aspects of the registration process and was given highly complimentary feedback by the registration panel, made up of senior educators from a range of schools across the ACT.

Throughout the year, academic pursuits remained the College's core work. 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. The median ATAR was a highly impressive 89.55, and other statistics of note included 3% of the cohort in the top 1% of NSW/ACT, 33% in the top 5% and a very laudable 48% 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 and a fitting reward for the combined efforts of students and their dedicated and gifted teachers.

Pastoral care has always been integral to the educational program at Radford College. After a major review conducted in the College over the course of 2013 and 2014, it was decided to alter the pastoral care model in Years 7–12 from the beginning of the 2015 academic year. Year Level Coordinators were replaced by Heads of Year and given great autonomy and responsibility. They report to Ms Claire Melloy, who took on the new role of Director of Student Development. She is not only charged with the leadership of all secondary students' emotional and social wellbeing but also leads the direction of the pastoral care curriculum, ensuring there is age-appropriate education over the course of Years 7–12.

Radford College's integrated suite of academic, pastoral care and co-curricular programs is designed to offer students choice and the freedom to explore their interests and develop their strengths. In 2015, Radford students 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 are also proud of our students' ongoing commitment

to community service, in particular, our involvement with Round Square, the Gamilaraay Program (G-Trips), the Timor-Leste trip, the Year 10 Service Learning Program and our RAS activities.

Academic Outcomes

NAPLAN

The [National Assessment Program – Literacy and Numeracy \(NAPLAN\)](#) is organised 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 (NMS).

2015 NAPLAN results

In May 2015 NAPLAN tests were administered across the country. Even taking into account that we have significant intakes of students in both Year 3 and Year 7, Radford's community can be proud of the growth in the performance of all cohorts of students. Indeed, such was the strength of the results that ACARA commended the College.

Year 3 and Year 5 NAPLAN results

Domain	Year 3 Radford Mean	State Mean
Reading	475.0	441.1
Persuasive Writing	446.9	421.4
Spelling	455.5	411.2
Grammar	511.1	441.9
Numeracy	458.1	411.4
Domain	Year 5 Radford Mean	State Mean
Reading	547.4	521.8
Persuasive Writing	517.7	486.9
Spelling	536.5	500.3
Grammar	562.9	516.9
Numeracy	545.1	503.5

Table 1: Mean scores for Years 3 and 5 compared to State mean 2015

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Year 7 and Year 9 NAPLAN results

Domain	Year 7 Radford Mean	State Mean
Reading	606.3	566.8
Writing	560.4	522.1
Spelling	570.0	548.6
Grammar	591.1	555.6
Numeracy	590.3	551.5
Domain	Year 9 Radford Mean	State Mean
Reading	635.9	600.6
Persuasive Writing	603.6	559.5
Spelling	615.3	589.8
Grammar	618.3	582.8
Numeracy	657.5	603.4

Table 2: Mean scores for Years 7 and 9 compared to State mean 2015

The following two tables are to be read together. Both include the small proportion of students sitting at the National Minimum Standard (NMS), but incorporate them with those below (Table 3) and above (Table 4). For example, in Year 9 Reading, 2% of students are at or below NMS (Table 3) while 99% are at or above (Table 4). By extrapolation we can conclude that 1% are below NMS, 1% at and 98% above.

Radford performances measured against National Minimum Standards (NMS)

Domain	Year 3	Year 5	Year 7	Year 9
Reading	6%	3%	1%	2%
Writing	2%	2%	12%	11%
Spelling	3%	2%	10%	7%
Grammar and Punctuation	2%	1%	6%	9%
Numeracy	2%	0%	2%	2%

Table 3: Percentage of Radford students at or below NMS

Radford students at or above National Minimum Standards (NMS)

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

Table 4: Percentage of Radford students achieving at or above National Minimum Standards 2015

Radford and ACT students achieving in the top 2 bands

Domain	Year 3		Year 5		Year 7		Year 9	
	Radford	ACT	Radford	ACT	Radford	ACT	Radford	ACT
Reading	71%	56%	64%	48%	58%	40%	51%	33%
Writing	74%	53%	39%	23%	39%	23%	26%	18%
Spelling	68%	43%	54%	36%	47%	35%	34%	26%
Grammar and Punctuation	85%	55%	70%	42%	55%	37%	34%	23%
Numeracy	62%	41%	66%	32%	48%	30%	66%	32%

Table 5: Percentage of Radford and ACT students performing in the top two bands by cohort. For example, in Year 3, that is bands 5 and 6.

YEAR 12 RESULTS 2015

The College congratulates the Class of 2015 on achieving outstanding results, including a median Australian Tertiary Admission Rank (ATAR) score of 89.55. One hundred and fifty-three students were awarded an ATAR, 164 students received the ACT Year 12 Certificate and six students achieved the Secondary College Record.

The highest mark available in the current ATAR scheme is 99.95. The College's highest 2015 ATAR of 99.75 was achieved by Laura Roden, the JA Mackinnon Dux for 2015. Other highlights of the performance of Radford students are as follows:

ATAR over 99 – top 1% of NSW/ACT	5 students, (3% of Tertiary students)
ATAR over 95 – top 5% of NSW/ACT	50 students (33% of Tertiary students)
ATAR over 90 – top 10% of NSW/ACT	73 students (48% of Tertiary students)

Table 6: Radford Year 12 2015 ATAR performance

Seventy-six percent of the Class of 2015 received an ATAR over 80, which is an outstanding performance in a non-selective school.

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 2015 contributed to the Radford community and beyond in quite remarkable ways, and we congratulate them all.

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

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

GRADUATE TERTIARY OFFERS

244 offers were made to the 154 students who received an ATAR. Because some students received multiple offers, the total number of offers exceeds the cohort size.

Over 50% of offers made to Radford students were from ACT universities.

Tertiary Admission Centre offers made to Radford 2015 students for 2016 admissions

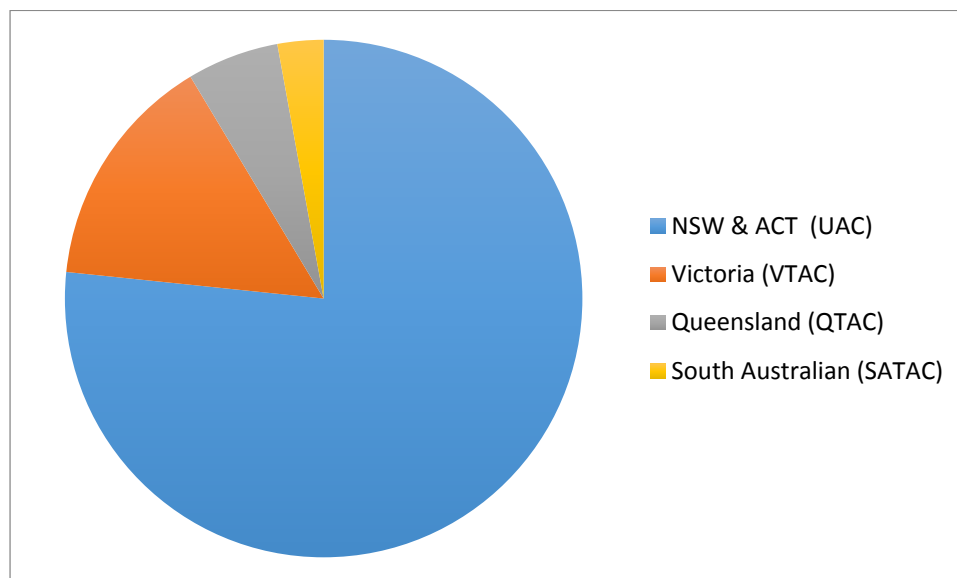


Table 8: Tertiary Admission Centre offers made to Radford 2015 students for 2016 admissions (note: Tertiary offers for Western Australia and Tasmania are unavailable)

University offers made to Radford 2015 students for 2016 admission

University	Number
Australian National University	90
University of Canberra	35
University of New South Wales	17
University of Melbourne	14
University of Wollongong	13
Monash University	12
University of Sydney	9
Charles Sturt University	7
University of Newcastle	6
University of Adelaide	6
Australian Catholic University	5
University of Queensland	4
James Cook University	4
University of New England	3
La Trobe University	3
Deakin University	3
RMIT University	2
Swinburne University	2
University of Technology Sydney	1
Griffith University	2
Southern Cross University	1
Western Sydney University	1
Queensland University of Technology	1
University of Southern Queensland	1
Central Queensland University	1
University of South Australia	1
Total	244

Table 9: University offers made to Radford 2015 students for 2016 admission (note: total student offers for Western Australia and Tasmania are unavailable)

2015 Student course applications

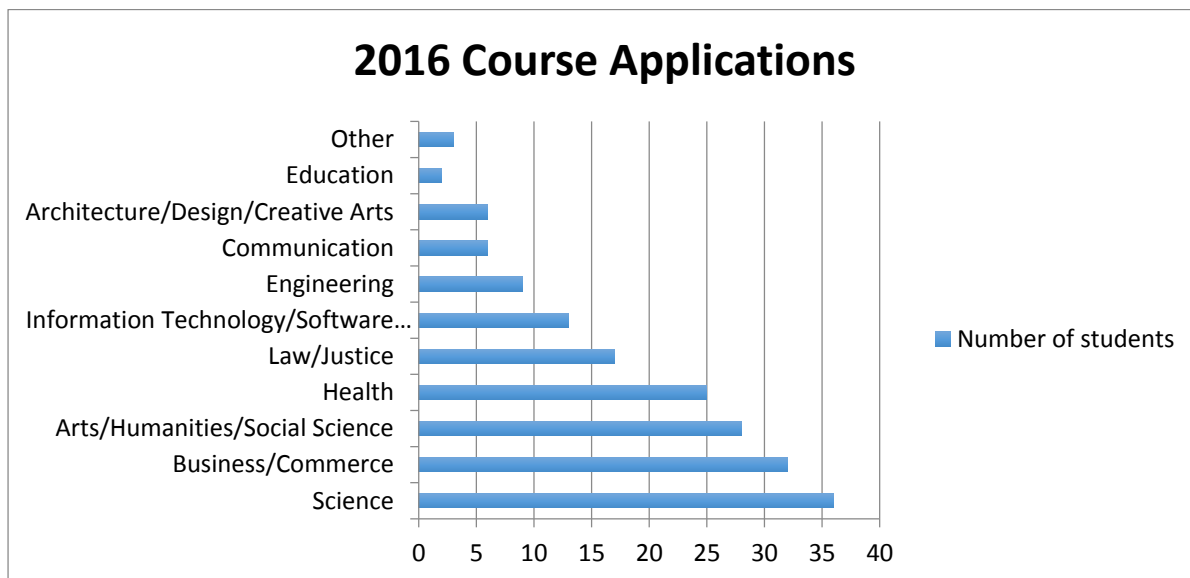


Table 10: 2015 Student course applications (note: number of students exceeds cohort number as some students are undertaking double degrees)

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 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

While the day-to-day Junior School student pastoral care responsibility falls to the classroom teachers, they are strongly supported in this area by our specialist staff, and in particular our two Assistant Heads of School and our Head of School.

The Junior School at Radford College is authorised by the International Baccalaureate to run the Primary Years Programme (PYP), designed for students aged four to twelve. As such, the Junior School pastoral care lies within the framework of developing the ‘whole child’.

In 2015 the Junior School pastoral care focus was on how this actually looks in our classrooms. As such we have targeted 'how' we may teach and develop:

- the Learner Profile of the International Baccalaureate (IB) – Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk Takers, Balanced, Reflective
- the 'Attitudes' (attributes we want students to value and demonstrate) of the IB, which are embedded into all of our Units of Inquiry – Appreciation, Commitment, Confidence, Co-operation, Creativity, Curiosity, Empathy, Enthusiasm, Independence, Integrity, Respect, Tolerance
- greater understanding of the importance of mindsets (fixed or growth) and their impact upon our learning.

The Junior School continues to focus upon really knowing our students and in truly educating the whole child.

SECONDARY SCHOOL

The Secondary School has committed significant resources to promoting a safe and supportive school. 2015 saw a restructure of pastoral roles in the Secondary School. A Director of Student Development was appointed to oversee Pastoral care across the Secondary School. Heads of Year were also appointed to work with a specific year group and move with them through their time at the College. In addition, every teacher is thought to be a teacher of wellbeing, to ensure the welfare of students is closely monitored and appropriate supports and interventions are put in place where necessary.

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

Year 7 begins with a welcome assembly for parents and students to celebrate the beginning of Secondary School. Students then leave for camp the next week in order to establish strong bonds with their tutor, tutor group, prefects and Head of Year. Additional programs and events 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 of issues directly influencing adolescents as they settle into the Secondary School environment. Experiences such as organised games by senior students have been developed during the break times to assist students developing relationships.

Students develop relationships with the extensive pastoral support team through the camps program, regular visits from prefects and tutor activities. Some issues are addressed in gender-specific lessons and activities.

Year 8

Year 8 students are encouraged to 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 tutors regularly monitor and support students in developing these behaviours.

Personal wellbeing and establishing and maintaining relationships are skills emphasised in the pastoral program. Tutor activities provide contexts and scenarios for students to contemplate as

they consider positive skills and attributes for establishing and maintaining relationships. Students participate in the highly anticipated Race around Canberra that builds teamwork skills, and the Sydney trip that celebrates Year 8 students' increasing independence.

Students are presented with opportunities to develop and foster new relationships with students outside the College. Programs are conducted locally and nationally and include: Round Square exchange programs; national exchange programs and the Central Australia Cultural Awareness Tour. A relationship with Macquarie University was established to introduce a research-based universal intervention program, Insights, into the Year 8 program in 2016.

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 and there is a focus on developing planning, organisation and time-management practices.

In 2015, students also had the opportunity to participate in the national yLead student leadership program.

A key focus of Year 9 is providing insight into and an understanding of 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 undertook a substantive nine-day outdoor learning experience at Year 9 Camp. The program is designed to promote opportunities enabling students to develop ways 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 wellbeing of a group;
- encourage students to develop a deeper spiritual awareness of themselves and to develop a respect for all of God's creations; and
- provide opportunities to explore ways in which they 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 students' learning from Year 9 Camp. Exploring selflessness is not just about 'doing unto others', but also about awareness of oneself in the wider world. Current affairs topics serve as a catalyst for engaging with issues, which expand students' thinking and consciousness. 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.

All students are required to undertake a minimum of 20 hours of community service from either College-determined projects (such as volunteering at the Hartley Hall Markets, Brumbies face-painting for the Asthma Foundation, activities with Cranleigh School and Pegasus Riding for the Disabled, and more) or a program of their own choice. The Year 10 program is a conduit from Year 9's focus on empathy, including the *Worn Soles* unit, into Year 11 and 12 projects. We hope the

Secondary School program makes our students fully engaged citizens, willing to give their own time to work with others in the community.

A significant program was delivered at the end of the year to celebrate the students completing Year 10 and discuss issues relevant to their transition to senior school. Students participated in workshops and activities such as focusing on healthy relationships and the benefits of on-campus university options. Year 10 finished with an evening celebration at the College.

Year 11

Year 11 began with a retreat at Tathra, NSW, where students participated in workshops relevant to life in the senior school. Themes of these workshops included work/life balance, time management and wellbeing activities. The Year 11 pastoral 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 alternative 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 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 life beyond the school gates.

A seminar series was presented to students that focused on becoming an adult, personal initiative and accountability, learning leadership, managing the madness – finding time for reflection, mental health, organisation/time management and planning, using flexible learning time wisely, financial literacy, wellbeing and care for self and peers, and mentoring and leadership roles, evident in the initiatives of Youth in the City, committees and the Year 12 Revue. For the first time a forum with the Radford Collegians' Association was organised that focused on life beyond the ATAR.

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

Service in the Community

SERVICE LEARNING

The Radford College Service Learning Program continues to widen in scope with the aim of helping each and every student develop empathy and understanding through positive *action* – in the outreach to others in their immediate community, and possibly beyond it.

It has also made vital and intrinsic links to leadership, which can be developed in myriad ways through organising, planning, executing and promoting service activity. In the Secondary School, the program has been shaped as follows:

- **Years 7 and 8:** the building of community (and leadership potential)
- **Year 9:** the immediate community (and leadership development)
- **Year 10:** the wider community (and leadership practice)
- **Senior:** the local, national and global community (and leadership action)

In 2015, the program required all Year 10 program students step up to complete 20 hours of service.

As mentioned previously in this report, we have maintained our regular and mutually beneficial partnerships with ACT Parkcare, Black Mountain School, Cranleigh School, Hartley Hall Markets, L'Arche, OzHarvest, Pegasus Riding for the Disabled and the Royal National Capital Agricultural Society, to name a few. We have also encouraged service within our own school community through the Radford P&F Art Show, the Radford Twilight Fete and College canteens, through events associated with the RAS Charity Fundraiser and the Dirrum Dirrum Conference, and at the various school carnivals and similar events.

By the end of Year 12, all students should have been involved in a service learning activity.

GAMILARAAY

The 'G-Trips' are now a tradition at the College. With available spots filled almost a year in advance, it is heart-warming to see our students, staff and collegians so enthusiastically engage with rural Australia in the hope of acquiring a clearer, informed and empathetic understanding of Indigenous people, history and culture.

At the end of 2015, Radford's 250th participant undertook the 12-hour journey to northern NSW to spend time with the staff and students at preschools and primary schools in a triangle extending from Armidale to Tingha to Moree. At these Gamilaraay schools, Radford students spend some of their time acting as a teacher's assistant, helping the students develop their reading, writing and numeracy (identified as a goal in the *Closing The Gap* reports).

In November 2015, this initiative received an Order of Australia Association Group Award for community service and citizenship.

TeamSUPPORT/RAID Basketball

TeamSUPPORT recently completed its 10-year celebrations, which culminated in a festive reunion with many past participants of the program, alongside YMCA's RAID (Recreational Activities for people with Intellectual Disabilities) basketballers, at the Bush Capital Lodge.

It was wonderful to have teamSUPPORT's co-founder Rachael Bishop join us for this milestone event. The program is committed to improving male engagement in service spheres and leadership, and teamSUPPORTers commence their journey in Year 10 by busily preparing both sports days and themed-activity days for the students of Black Mountain School. While doing this, they can also join the senior teamSUPPORT members and collegians at RAID Basketball, shooting three-pointers with their friends every Wednesday evening of term time. As a participant recently observed, *social or physical differences are quickly forgotten – something special that we get to witness every week.*

ROUND SQUARE

Radford College is one member of some 100-plus schools that proudly belong to the international organisation Round Square. The schools are linked through a shared educational commitment towards five IDEALS – Internationalism, Democracy, Environment, Adventure, Leadership and Service – based on Kurt Hahn’s educational philosophies.

In 2015 Radford College maintained an active involvement in Round Square by participating in three regional conferences (held in South Korea for Years 10–12, Adelaide, SA, for Years 7 and 8 and Launceston, Tasmania, for Years 5 and 6). The regional conferences give students an opportunity to immerse themselves in a theme, based on the one of the five IDEALS.

In 2015 Radford students from Years 5–12 were able to engage in topical issues, including bridging international borders and environmental sustainability partnerships. They also listened to inspirational leaders’ stories.

Radford College also continued to play a role in the Australian exchange program for Year 8 students, while Year 10 students participated in a service project in a remote Fijian village, assisting in the local school.

Co-curricular Activities

Approximately 82% 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, in 2015. Of those students, 77% played sport for the College and there were 654 places in co-curricular music (Years 1–12) and 751 places in co-curricular drama/dance/oratory activities.

Radford’s biggest sports in 2015 were football, which saw 25% of students in K–12 participating, and summer basketball, with 25% of students in Years 3–12 playing for the College.

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College co-curricular activities available in 2015

Sports	Oratory
Athletics	Junior Debating Years 7–8
Basketball (summer and winter)	Senior Debating Years 9–10
Chess	Advanced Debating Years 11-12
Cricket	Mock United Nations
Cross Country	Bond Mooting Competition
Duke of Edinburgh Award Scheme	ACT Legislative Assembly events
Equestrian	
Football (Boys and Girls)	Dance
Mountain Biking	Year 7–8 Dance Festival
Netball	Year 9–10 Dance Festival
Orienteering	Year 11–12 Dance Festival
OzTag	Junior School Dance Classes
Rowing	
Rugby	Drama
Snowsports	Drama Club
Swimming	Junior School Production
Tennis	Secondary School Musical
	Senior Drama Production
Music	Tech Crew
Concert Bands (4)	Performing Arts Night
Jazz Bands (4)	Year 12 Revue
Beginner Instrumental Program	
Percussion Ensembles (3)	Clubs
Brass Ensembles (3)	Robotics
String Orchestras (5)	Media Crew
Guitar Ensembles (3)	
Chamber Ensembles (4)	
Choirs (8)	
Keyboard Performers	
Rock Pop Ensembles	
Production and Theory Groups	

Table 11: Co-curricular activities available at Radford College in 2015.

The Secondary School participates in the ASC Competition in athletics, cross country, swimming, basketball and netball championships. Radford won the ASC Combined Boys and Girls Point Score competition in athletics and cross country and the Senior Girls Netball competition.

The Junior School participated in the Belconnen Zone athletics, cross country and swimming carnivals. The Junior School also participated in the Matt Giteau Cup for rugby, the James Hird Cup for AFL, and the Jaime Pearlman Cup and Kate Paterson Cup for basketball.

Radford hosted two schools in 2015 – Townsville Grammar School (rugby and netball) in July and Barker College (cricket) in December. Radford participated in the Australian Schools Chess Championships in Melbourne. Radford travelled to Sydney in 2015 to compete in the Oceania

Netball Tournament and Barker College (rugby), as well as to the Sydney International Regatta Centre for the NSW Rowing Championships, Head of the River and National Rowing Championships.

The College participated in a highly successful basketball tour of the USA in December, winning the Excel New Year's Eve Tournament in San Antonio, Texas.

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 2015:

- **Matisse Sipa Borgeaud** represented Australia in the Youth Women's Volleyball Team for the trans-Tasman tour to New Zealand.
- **Chantel Horvat** represented Australia in the U19 World Basketball Championships in Russia.
- **Jay Allen** was selected to play for Australia in the World Indoor Cricket Federation Championships in Brisbane, Qld.
- **Claire Fletcher** was the National Champion in Muay Thai in the 12–14 Years age group (bantam weight division).
- **Lauren Robards** became a dual Australian champion, winning the U15 Road Cycling and U15 Road Time Trial.

Communication

STRATEGIC PLAN

In early 2015, parents, staff and the Board were asked to provide input to the *Radford College Strategic Plan: A Vision for the Future 2016–2020*. This was collected through surveys, forums and focus groups. The Plan was published and distributed to the College community in late 2015 and provides five strategic priorities – Our Students, Our Staff, Our Families, Our Community and Our Governance. The goals and actions under each priority set out a vision for the College's future direction.

COLLEGE WEBSITE, INTRANET, SOCIAL MEDIA

The College website continues to be a key platform for providing information to prospective parents and the broader College community.

The College intranet Radford Online is a secure platform for communicating and interacting with current students, staff and parents.

Feedback gathered during the 2015 Parent Satisfaction Survey ([see P24](#)) led the College to plan a full audit of Radford Online and the College website to identify improvements which could be implemented in 2016 and beyond.

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The College Facebook page and Twitter account continued to be used as complementary sources of information in 2015.

THE BULLETIN

Updated weekly, the *Bulletin* continues to provide current information on key academic, pastoral, co-curricular, sporting, service learning and community matters. Further design work was completed in 2015, improving navigation for readers. It is available at all times through the College website. Notification of each new edition is distributed weekly to around 2000 community members, including parents, staff and Board members.

PRINCIPAL'S MESSAGES

The Principal continued to write fortnightly articles for the Bulletin. The Communications Department distributed timely direct messages from the Principal to the College community via email during 2015.

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 *Radford College Strategic Plan: A Vision for the Future 2016–2020*, the College yearbook *Radfordian*, and the biannual magazine, *Radford Report*, were distributed to the Radford community.

COLLEGE REPORTS – ELECTRONIC DISTRIBUTION

The *2014 Annual Report* and the *Radford College Strategic Plan: A Vision for the Future 2016–2020*, as well as the 2015 Semester 1 and Semester 2 editions of *Radford Report*, were made publicly available in PDF format through the College Publications page on the Radford College website.

Partnerships

COLLEGIANS

The Radford Collegians' Association – known as 'the Collegians' – forms a vital sector of the Radford community. It successfully embeds a culture of loyalty, pride and lasting connection for former students, as well as promoting and fostering the welfare of the College.

The Collegians Committee meets once a term at the College and manages a number of events throughout the year.

A new event was trialled in 2015 for Year 12 students called 'Life beyond the ATAR'. This featured a panel of five collegians with varied experiences after Radford. In this session, collegians answered questions about their choices after Year 12. This opportunity to engage former students in mentoring and career advice was well-received and will now be scheduled as an annual event.

The Radford Collegians' Association strengthened its culture of philanthropy and continued to support College outreach programs. In 2015, the Collegians provided funding to assist with the

College's Gamilaraay Service Learning Program and the Dirrum Dirrum Conference.

Establishing and maintaining communication pathways with former students is a key priority. The Collegians continues to use social media to build member engagement. The Collegians' Facebook page is an active site which reaches in excess of 1200 former students and staff. The Collegians Committee is also investigating introducing a dedicated website, where members can share contact details and search for other alumni.

The Collegians has supported the College at community events, and a favourite and highly visible event is the Collegians' Devonshire Teas at the Radford College Twilight Fete. The Collegians also hosted the 10-year and 20-year Welcome Back day at the College for the classes of 1995 and 2005. This was topped off with the Collegians soccer teams playing Radford's top boys' and girls' soccer teams.

The Collegians also fosters links with current students by sponsoring an award at the Year 12 Graduation. It was decided in 2015 to appoint two Year 12 Collegian Captains from 2016. This initiative will strengthen the link between graduating students and the collegian network.

P&F

2015 was a busy and productive year for the Parents and Friends Association (P&F). At the Annual General Meeting held in February, the President, Hannah Baudert, stood down due to work demands and a new Management Committee and leadership team was elected. John Shevlin was elected the new President, to be supported by a new Vice President, Grant Anderson, and a Management Committee with a good blend of experience and energy.

Together, the Management Committee set about raising awareness of the role of the P&F and ensuring that parent voices helped to inform the development of the new College Strategic Plan. We facilitated several parent focus groups and were pleased to see that key areas of interest and concern were reflected in the final plan.

The P&F also set about organising a key community event for each term. The first of these was the annual Radford Art Show which was held in the last week of May. A small team of dedicated volunteers worked tirelessly to promote the event and ensure that it ran smoothly over the three days. Leeann Dunne ran an elegant cafe over the weekend, which provided a relaxing environment in which to listen to talented student musicians over a warm cuppa, while admiring a fine display of local art.

In Term 3, the P&F was again a major sponsor of the student-led Dirrum Dirrum Conference, and all who attended could not help but be inspired by the energy and enthusiasm, passion and drive demonstrated by the student organisers. The 2015 conference continued to build on the previous two conferences and it was a wonderful showcase of student talent and of the dreams, aspirations and determination of young people today.

The P&F also held a Trivia Night at the end of the term as a chance for some light-hearted fun and bonhomie. About 100 parents and members of staff pitted their wits and tested their general knowledge in a hard-fought contest of the minds. Over cheese and dips, pizza and cold chicken, and with a glass of wine in hand, most tables showed they knew bits of everything, but not much of anything. However, there was no shortage of fun and laughter and fancy dress aplenty. The night was a great success and another is planned for 2016.

The Twilight Fete in November was the final community and fundraising event for the year. It was another outstanding activity and, under the strong leadership of Celia Lindsay and her team of

volunteers, not even the threat of heavy rains could dampen enthusiasm. Rain did, however, necessitate some changes in layout and, for the first time, greater use was made of the Junior School precinct.

This change proved very popular and allowed a natural flow of patrons through side show alley and the rides to the showbag stall and then on to the delights of the food stalls around the turning circle, Devonshire Teas in the Pavilion and the White Elephant stall, second-hand books and clothes and sweet treats in the TB Millar Hall.

The fete was a great celebration of the Radford College community. The set-up and wrap-up arrangements ran very smoothly, aided by willing bands of volunteers and good planning. Parents were involved both in running stalls and as generous patrons and, in addition to showcasing real community spirit, the fete added greatly to our fundraising endeavours.

These funds were directed to the newly established co-curricular dance studio which was refurbished and fully equipped, as well as to a new Junior School playground and a most impressive slide.

Enrolments and Attendance

ENROLMENTS

During 2015, Radford College was fully enrolled across all year levels, and continued to maintain waiting lists for future enrolments. Enrolment data by year group for 2015 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	48	48	96
Year 5	49	47	96
Year 6	50	49	99
Year 7	87	91	178
Year 8	88	88	176
Year 9	89	88	177
Year 10	89	92	181
Year 11	92	84	176
Year 12	80	80	160
TOTAL	809	800	1614

Table 12: Enrolments by year level and gender for 2015

A total of 51 students departed the College during the year, for a variety of reasons (travel, temporary or permanent relocation interstate or overseas, or to attend another school within the ACT). All these students were replaced such that the College remained fully enrolled or slightly over-enrolled at all times. The College aims to slightly over-enrol in Years 7–10 to help offset the movement of students out of the College in Years 11 and 12. It is difficult to replace departing students who leave partway through Year 11 and 12, in part due to implications for their ATAR scores.

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, in that order.

Offers of places do not depend on criteria such as academic, sporting or co-curricular performance, where a student lives, their current school, their religion or community involvement, their parents' background, job or influence, or their family circumstances. A child's date of registration on the waiting list is the key factor when offering places at Radford College. The College offers an 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.

ATTENDANCE

Radford College student attendance is electronically recorded by the teacher. Parents/caregivers are required to notify the College of the reasons for any student absence or late arrival and these reasons are recorded electronically.

If no notification is received from the parent/caregiver, parents are contacted to determine the reason for the student absence.

The student attendance rate in 2015 was 94%.

Facilities

2015 saw the usual number of projects, large and small, commenced or completed at various periods throughout. The Haydon Drive entrance (Stage 1) was completed with a great reduction in traffic congestion. Stage 2 was commenced prior to the Christmas break and will lead to a truly outstanding College entry.

A number of improvements were completed at the upper Junior School play space with a slide to come in early 2016. Much of this work was designed and constructed by the College's own staff. The P&F Oval cricket nets were relocated to the western side of the oval, allowing the expansion and upgrade of the outdoor netball/basketball courts below the G Wigg Sports Centre (the gym).

During the year an Asbestos Report was commissioned with the pleasing finding of no asbestos evident on site. A full Accessibility Report was also commissioned, with some changes already made around the College. These include a ramp from the turning circle to JA Mackinnon Oval, and operable doors to both the gym and library. Other changes can be expected in the future.

As is the norm, facilities and maintenance staff have kept the grounds and buildings in excellent condition. This is reflected in the many compliments the College receives from time to time, from its wide range of visitors.

Information Communication Technology (ICT)

2015 saw the commencement of the 1-to-1 ICT Program implementation across the College. Students in Years 4, 5, 7 and 9 participated in a structured orientation and series of workshops to assist in their transition and support successful digital aspects within learning and teaching. Staff were provided with a range of regular professional learning opportunities to develop greater confidence and understanding of the correlations between technological, pedagogical and content knowledge. A 1-to-1 committee was formed to drive strategic planning and, with greater access to technology, students were engaged in collaborative digital learning experiences across a range of subject areas.

The College sought to continually improve the stability of its IT infrastructure and network. The College experienced some infrastructure issues early in the year and the ICT team worked hard to have these addressed. The College is looking further to streamline and support the network including the implementation of an enhanced business continuity model.

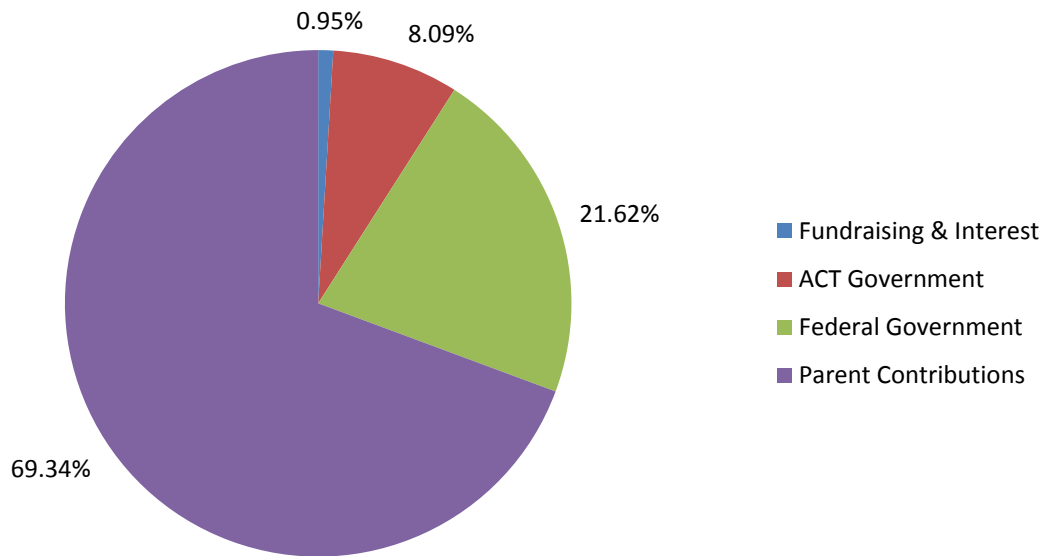
During the year the College undertook a review of the College administration systems. The review found these were in need of replacement. The review determined the need to implement a number of new College systems which will improve the efficiency and robustness of processes and systems and help the College engage further with the community. These systems are:

- SEQTA – teaching and learning system covering attendance, pastoral care and academic reporting;
- Synergetic – student administration system, including finance; and
- Micropay – a human resource and payroll system.

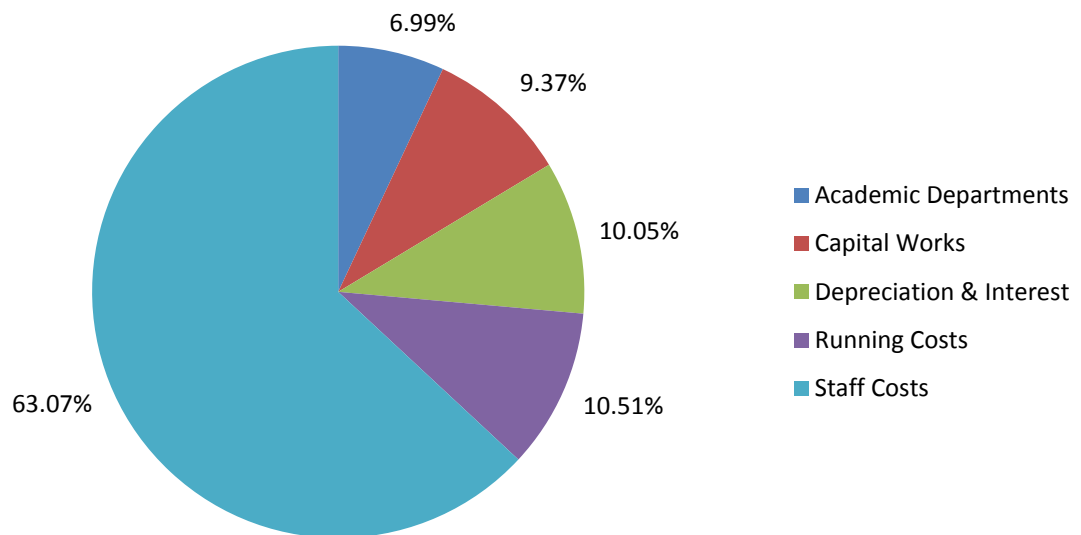
The College expects to have the majority of these systems operational by mid-2016.

Financial Data

Revenue



Expenses



Staff

We are grateful for the hard work and dedication of our teaching and support staff. In 2015 the College employed 261 staff, comprising 176 females and 85 males. One staff member was employed under an Australian School-Based Apprenticeship (ASBA). The College did not employ any Indigenous staff in 2015.

The College encourages active engagement with professional learning, and provided a professional development budget in 2015 for teaching staff and support staff.

Academic profile of teaching staff

- Bachelor – 172
- Master – 39
- Doctor – 3
- Graduate Certificate – 14
- Graduate Diploma – 96

Parent Satisfaction Survey

In 2015, the College again commissioned an independent, confidential *experience* survey of Years 2, 5, 7, 10 and 12 parents, as well as Year 12 students.

The College views this survey as vital to assisting its operational and strategic planning and its determination to continually improve its quality of education and offerings to students and families.

A total of 324 parents and 126 students participated in 2015 surveys and provided views on areas such as academic performance, RaVE, pastoral care, co-curricular, sport, teaching, communication, facilities and resources, administration and leadership.

The overwhelming majority of parents surveyed said their expectations were met or exceeded in relation to the quality of teaching, a balanced education, focus on student welfare and academic standards, as well as the College's reputation and tradition.

Parents and students were also asked to provide open responses to the most valued aspects of Radford College. The most frequently nominated aspects were:

- balanced, quality education;
- child's personal development and happiness;
- quality of staff;
- positive, safe learning environment;
- friendships made;
- sense of community; and
- values taught at the College.

Radford Board Update

The Radford College Board comprises up to 17 Directors and focuses on the strategic direction of the College. There were several changes with Directors during 2015. We were sad to say goodbye to:

- Dr Caroline Luke, who served from June 2005 and was a member of the Education and Wellbeing Committee and the Building and Grounds Committee. Dr Luke resigned from the Board in August 2015.
- Reverend Dr Brian Douglas, who served from June 2008 until August 2015. Reverend Douglas was also a member of the Education and Wellbeing Committee.
- Dr Russell Boyce, who served from May 2014 until May 2015 as the P&F representative. Professor Boyce was a member of the Education and Wellbeing Committee.
- Mr Paul Southwell, who served from December 2010 until April 2015 as the teachers' representative. Mr Southwell was also a member of the Building and Grounds Committee and the Education and Wellbeing Committee.

The College thanks all these Directors for their tremendous contributions.

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

- Mr Edward Hutchinson, who joined the Board in September 2015 as the P&F representative. Mr Hutchinson also serves on the Education and Wellbeing Committee.
- Mr Joel Copeland, who joined the Board as the teachers' representative in June 2015.

Statutory Compliance

Radford College continued to comply with all relevant statutory obligations during 2015.