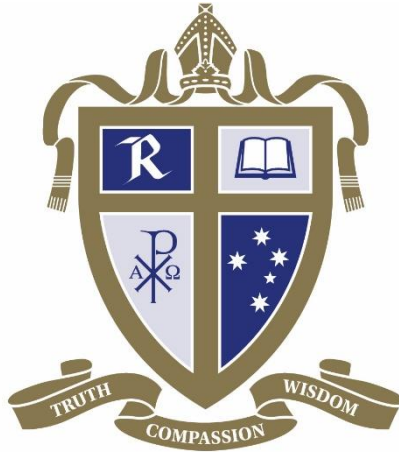




RADFORD COLLEGE

Annual Report 2016





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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Table of Contents

Foreword.....	4
Academic Outcomes	6
Pastoral Care	11
Service in the Community	13
Co-curricular Activities	14
Communication	15
Enrolments and Attendance.....	16
Facilities	17
Information Communication Technology (ICT)	17
Financial Data.....	18
Staff.....	18
Parent Satisfaction Survey.....	19
Partnerships	19
Radford College Board	21
Statutory Compliance.....	21
Organisational Chart	21
Access and Contacts.....	23

Foreword

The Principal: Fiona Godfrey

I am pleased to report that 2016 was a year of achievement for Radford College. One year in to the *Radford College Strategic Plan: A Vision for the Future 2016–2020*, the vast majority of the commitments listed in the plan were well on the way to being delivered.

A number of the Strategic Plan's 'Commitments' are shown below in italics, bundled under six areas: academic, pastoral care, co-curricular, professional development, communication, and finance, administration and maintenance. This is slightly different to the layout of the Strategic Plan's pillars: Our Students, Our Staff, Our Families, Our Communities and Our Governance.

The following is a list of achievements across the College in 2016.

A. Academic Program

Providing a curriculum that is challenging, rigorous and relevant and prepares the students for life after school:

- started its application to become a candidate school to offer the International Baccalaureate Diploma Programme (IB DP) from 2020. The IB DP is rigorous and challenging, truly international and requires students to study a broad range of subjects
- developed a more consistent approach to the teaching of literacy and numeracy in the Junior School
- investigated greater opportunities for students to be involved in STEM projects, having introduced a STEM co-curricular activity and a problem-based unit to Future Connections, and appointed a Coordinator of Stem for 2017
- restructured Learning Support across the College under the new title of Student Support and Enrichment. We have made significant changes to the way in which Student Based Learning is offered from 2017
- reorganising the fiction section of the library by genre, to encourage students to find fiction books they enjoy reading.

Preparing students to be effective in the digital world by developing ICT capabilities delivered through the curriculum:

- completed a Year 7–10 ICT scope and sequence overview, mapping against our curriculum. Teachers are expected to explicitly teach the ICT skills required as part of the competencies detailed in the Australian Curriculum
- appointed Mr Matthew Heinrich to the role of Director of Digital Learning and Innovation
- carried out thorough preparation for NAPLAN Online from 2017.

Embedding the Secondary School Learner Traits across all aspects of school life and developing teaching and learning frameworks to improve teaching practice:

- implemented a shared language to discuss student learning. We began the process of mapping how we develop the Radford Secondary School Learner Traits in our pastoral programs, curriculum, pedagogy and assessment and reporting programs. The traits were embedded into the Secondary School assessment and reporting programs
- began to adopt a framework based on the Visible Learning model developed by John Hattie. This model of learning provides a common understanding amongst all Secondary School teachers about how students learn and how to select teaching strategies that will have the most positive impact on student learning.

Reviewing and assessing the recommendations of the LOTE review:

- restructured the LOTE curriculum in Years 7 and 8 so students have a taste of each language option in Year 7 and, in Year 8, choose two from the three that they studied in Year 7.

B. Pastoral Care

Implementing an age-appropriate PK–12 pastoral care curriculum:

- the Junior School adopted the explicit teaching of wellbeing (positive education)
- the Secondary School developed a detailed curriculum outlining what will be taught in dedicated Pastoral Care time in 2017. This is the first time we have had an explicit Pastoral Care curriculum
- introduced a range of external speakers for parents and students on a variety of wellbeing topics.

C. Co-curricular Program

Continuing to carry out a wide-ranging review of the College's Co-curricular Program:

- introduced the very popular Radford Dance Academy
- appointed Brent Larkham to the new, non-teaching position of Head of Sport
- appointed Technical Directors in Basketball, Cricket, Football, Netball, Rowing, Rugby and Skiing
- introduced STEM and creative arts Co-curricular activities
- appointed Outdoor Education Group (OEG) as our outdoor education program providers to provide sequential opportunities for students to build on skill development from year to year.

Making connections with local, national and international schools and universities to investigate new partnerships:

- introduced a student exchange/immersion experience through affiliate Round Square schools to students in Years 9 and 10. Students were offered the opportunity to attend one of eight schools from eight countries across five continents and will spend between three and eight weeks living with a family or in a boarding environment. Countries include Denmark, Peru, South Africa, Korea, Canada, Northern Ireland, United States of America and India. Also exploring options in the United Kingdom (England and Scotland).

D. Professional Development of Staff

Teachers using data to personalise learning experiences for students through differentiating the curriculum, pedagogy and assessment programs:

- provided teachers with professional learning from experts from ACER, and had specific information about how NAPLAN data can be used to inform pedagogy and improve student learning. Heads of Department and Junior School Executive staff and Student Support and Enrichment Coordinator Mary Willett received further professional learning focusing on how to drill into the NAPLAN data to personalise learning for students
- made data available through our new Learning Management System SEQTA and our Academic Tracking program developed by Mr Andrew Barber.

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:

- implemented a Community of Practice, chiefly involving teachers in small groups observing each other's lessons followed by informal discussions about effective teaching practices in the Secondary School
- implemented a coaching model led by the Junior School PYP Coordinators, also involving lesson observations followed by professional conversations
- implemented our Staff Appraisal and Development system, providing the College with a formal process for teachers to reflect on their practice using the AITSL Standards and have professional conversations about their teaching with their direct supervisors.

E. Communication

Ensuring the communication between the College and families is precise, concise, punctual, easily accessible and relevant:

- over the summer holiday period, Radford Online (RoL) was revamped to include single sign-on, a new dashboard and easier navigation
- introduced more consistent language for reporting across the College
- rollout of three new IT systems, including a parent portal to go live in the new year.

Making a variety of avenues available for families to access information about the College's educational philosophy, educational program, events, activities and partnerships:

- introduced the Senior Executive Open Forum
- issued invitations to parents to attend the Education and Wellbeing Committee meetings, Radford Institute seminars, film screenings and speaker presentations
- invitations to hear other relevant speakers and to film screenings.

F. Finance, Administration and Maintenance

Developing a 5–10 year Master Plan, aligning existing facilities with contemporary and age-appropriate educational needs and the development of any new facilities to complement and enhance the current arrangements:

- introduced Master planning process
- undertook capital works in 2016 – new entrance, renovation and refurbishment of the bookshop, woodwork studio, dance studio, refurbishment of classrooms
- undertook refurbishment of canteen
- expanded onsite Uniform Shop
- Reviewed our IT systems to ensure optimal access, storage and reliability.

Carrying out long-term financial modelling to support the Master Plan:

- undertook modelling to cost and complete the Master Plan.

Initiating a Radford Foundation:

- initiated the Radford College Development Foundation.

Developing a comprehensive risk register:

- compilation of a comprehensive risk register
- initiated regular WH&S meetings.

While the above is a comprehensive list of achievements in 2016, we continue to work hard to achieve the goals set down in the Strategic Plan.

Much work was done during 2016 on our Master Plan. Many members of the Radford community provided feedback on the Plan, which will be the blueprint for our future development. When the Master Plan is released in 2017, it will inform the next stages of innovation and improvement around our campus.

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 10 bands and each year level reports on six bands. The bands assist with mapping with regard to the National Minimum Standard (NMS).

2016 NAPLAN results

In May 2016 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. Although cohorts change, it is encouraging to see the College consistently posting strong results. Even in the domains where the results are less strong, it is heartening to see that Radford has still outperformed the ACT average by some distance.

Year 3 and Year 5 NAPLAN results

Domain	Year 3 Radford mean	ACT mean
Reading	471	441
Persuasive Writing	439	420
Spelling	464	422
Grammar	491	444
Numeracy	462	414
Domain	Year 5 Radford mean	ACT mean
Reading	540	515
Persuasive Writing	494	475
Spelling	557	491
Grammar	577	513
Numeracy	549	499

Table 1: Mean scores for Years 3 and 5 compared to ACT mean 2016

Year 7 and Year 9 NAPLAN results

Domain	Year 7 Radford mean	ACT mean
Reading	589	559
Persuasive Writing	553	520
Spelling	559	547
Grammar	571	553
Numeracy	588	557
Domain	Year 9 Radford mean	ACT mean
Reading	627	602
Persuasive Writing	585	557
Spelling	613	592
Grammar	620	591
Numeracy	638	600

Table 2: Mean scores for Years 7 and 9 compared to ACT mean 2016

Radford students at or above National Minimum Standards (NMS)

Domain	Year 3		Year 5		Year 7		Year 9	
	Radford	ACT	Radford	ACT	Radford	ACT	Radford	ACT
Reading	100%	96%	99%	94%	99%	96%	99%	95%
Writing	99%	97%	98%	93%	98%	92%	96%	85%
Spelling	99%	95%	99%	93%	97%	94%	98%	91%
Grammar and Punctuation	100%	96%	99%	95%	99%	95%	98%	91%
Numeracy	99%	96%	99%	96%	100%	96%	100%	97%

Table 3: Percentage of Radford students achieving at or above National Minimum Standards 2016 (see explanatory paragraph above)

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	76%	58%	58%	43%	49%	39%	49%	33%
Writing	63%	51%	26%	16%	32%	19%	21%	15%
Spelling	75%	50%	65%	28%	33%	31%	35%	28%
Grammar and Punctuation	74%	54%	72%	42%	46%	35%	44%	30%
Numeracy	71%	43%	54%	30%	50%	33%	50%	28%

Table 4: 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 2016

ATAR over 99 – top 1% of NSW/ACT	15 students (9% of Tertiary students)
ATAR over 95 – top 5% of NSW/ACT	57 students (34% of Tertiary students)
ATAR over 90 – top 10% of NSW/ACT	90 students (54% of Tertiary students)

Table 5: Radford Year 12 2016 ATAR performance

Year	> 99 Top 1%	> 95 Top 5%	> 90 Top 10%	Median
2016 ATAR	9%	34%	54%	91.85
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 6: Academic results of graduating students – 10-year comparison table (percentage of Radford College students in each performance band)

GRADUATE TERTIARY OFFERS

251 offers were made to the 166 students who received an ATAR. Because some students received multiple offers, the total number of offers exceeds the cohort size. Approximately 44 per cent of offers made to Radford students were from ACT universities.

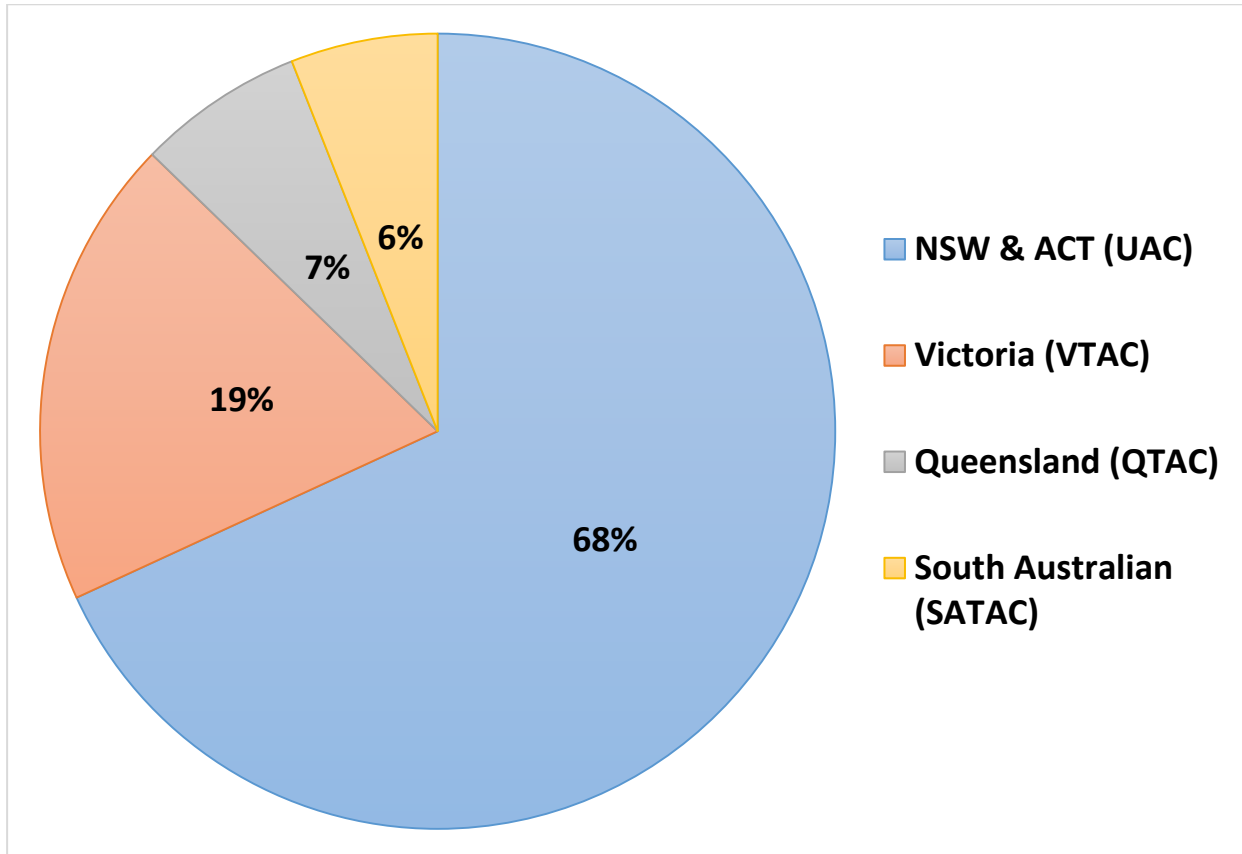


Fig 1: Tertiary Admission Centre offers made to Radford 2016 students for 2017 admissions
(note: tertiary offers for Western Australia and Tasmania are unavailable)

University	No.
Australian National University	62
University of Canberra	42
University of New South Wales	19
Monash University	18
University of Wollongong	17
University of Melbourne	13
University of Sydney	11
University of Queensland	11
Australian Catholic University	7
University of Adelaide	7
Charles Sturt University	5
Flinders University	5
Deakin University	5
University of Newcastle	4
Royal Melbourne Institute of Technology	4
James Cook University	4
University of South Australia	3
La Trobe University	3
Swinburne University	3
University of Technology Sydney	2
University of New England	2
Macquarie University	1
Melbourne Institute of Technology	1
Griffith University	1
Bond University	1
Total	251

Table 7: University offers made to Radford 2016 students for 2017 admission
(note: total student offers for Western Australia and Tasmania are unavailable)

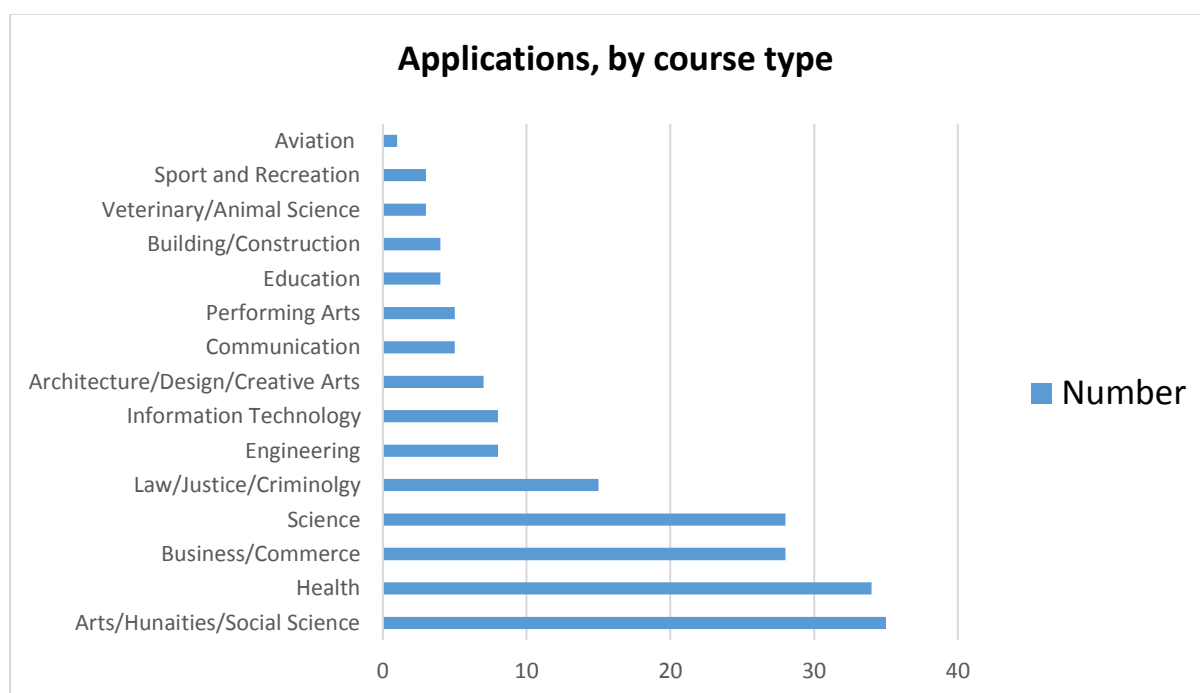


Table 8: 2016 Student course applications (the number of students exceeds cohort number as some students are undertaking double degrees)

Pastoral Care

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 (IB) to run the Primary Years Programme (PYP), designed for students aged four to 12. As such, Junior School pastoral care lies within the framework of developing the 'whole child'.

In 2016 Junior School pastoral care worked towards establishing a wellbeing program within a positive education framework. This early-years program aligns with the existing Years 7–12 wellbeing focus.

The Junior School continues to concentrate on really knowing our students and in truly educating the whole child and, as such, we consistently target 'how' we may teach and develop:

- the IB Learner Profile – 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.

SECONDARY SCHOOL

The Secondary School has committed significant resources to establishing a school where every student is known, feels safe and supported. In 2016, a Social and Emotional Learning (SEL) scope and sequence and curriculum was developed in preparation for the designated SEL to be introduced into the timetable in 2017. The curriculum was developed after extensive research into what is considered to be best practice for each year level. The 2015 Organisation for Economic Co-operation and Development report *The Power of Social and Emotional Skills* was a foundational reference point. The report identifies three core skills to be developed in our young people: self-regulation, respectful relationships and resilience.

In addition, every teacher is considered to be a teacher of wellbeing, to ensure the welfare of students is monitored closely and that appropriate supports and interventions are put in place where necessary. We also consider connection to the broader life of the college through co-curricular and service learning experiences to be significant protective factors for young people's health and wellbeing.

Year 7

Year 7 is year of transition. The focus of the pastoral program was to work alongside the Future Connections course to help students manage the move into high school while also developing a sense of belonging and connectedness to the Secondary School. This involves organisation, planning and managing a routine, digital citizenship, friendships and a sense of belonging, learning styles and study skills, social awareness, practical skill building, recognition and reflection of personal stories.

In conjunction with these areas, Year 7 students also had the opportunity to be involved in the Year 7 Camp, Market Day, Service Learning, Harmony Day activities, RAS Charity fundraising and Foundation Day.

Year 8

The 2016 Year 8 students participated in 'The Insights Program', which was developed by Macquarie University. This researched and evidence-based program has proven effective outcomes on the emotional regulation that results from delivery of its components. The positive findings include a significant reduction of anxiety, depression, envy and catastrophic thinking about social evaluation and personal failure. It also increases students' confidence and self-efficacy to manage anxiety and an increase in coping strategies to manage anger, which is especially important considering the increased demands faced by students as they enter senior school.

Year 9

The initial focus of 2016 was for students to establish meaningful, challenging and realistic goals. Students were supported in developing goals and timely measures were instituted for goal reflection. Throughout the year, students continued to be supported in developing practical study skills and benefited from a focus on developing planning, organisation and time-management practices. 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 of and empathy for diverse groups in our society. This is achieved through the integration of experiences in the curriculum and pastoral program, specifically through the Worn Soles Program.

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 that expand students' thinking and consciousness. The tutors who lead 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) or a program of their own choice. The Year 10 program, which stems from Year 9's focus on empathy in the Worn Soles Program, is a conduit into Year 11 and 12 projects. We hope the Secondary School program makes our students fully engaged citizens who are willing to give their time to work with others in the community.

A significant program was delivered at the end of 2016 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

In 2016, Year 11 began with a retreat at Greenhills, where students participated in workshops relevant to life in the senior school. The themes of these workshops included work/life balance, time management, safe driving and respectful relationships. 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 and participate in activities and programs within and outside the school day. Students maintain the relationships that they 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 New South Wales and Timor-Leste.

Year 12

The 2016 program presented to Year 12 considered a range of topics specific to young adult concerns. The 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, which were 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 that seek to serve the student and broader community and offer them 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 look for innovative, engaging and meaningful service opportunities for its students. In the past year, it has solidified the Year 9 program in particular, with a greater range of options for students to complete their required hours (10) in a manner that enhances their sense of community and wellbeing, while promoting selfless contribution as active, thoughtful and sensitive citizens. The introduction of Year 3 Buddies and Student2Student reading, have certainly enhanced the activities offered for this age grouping.

Highlights from 2016 have included two well-attended L'Arche Discos, where participants with a disability from around the Canberra community shared the inclusive dancefloor with the Year 11 cohort; senior event-organisation for the Dirrum Dirrum Conference; even greater Years 9 and 10 participation in the Rotary-organised Dream Cricket activities for primary school students with disabilities and/or special needs; small-group visitation to Hartley Residences, where proceeds of the popular Hall Markets are channelled (held on the first Sunday of each month, Year 10 students are welcome to volunteer to work at these markets); and the respective Years 7 and 8 focus on a garden project and homelessness.

Longstanding relationships with ACT Parkcare, Black Mountain School, Cranleigh School, OzHarvest, Pegasus Riding for the Disabled and the Royal National Capital Agricultural Society were maintained, as well as service within our school community at the Radford P&F Art Show; the Radford Twilight Fete; and catering for Junior School breakfasts and events, Drama productions and College canteens. It is heartening to hear comments from Radford Collegians asserting that the program helped point them either towards their vocation or, at least, played a part in beginning a lifelong habit of giving back to people in need in their immediate and wider community.

GAMILARAAY

The 'G-Trips' continued to thrive as relationships with pre- and primary schools in the Gamilaraay region of northern New South Wales went from strength to strength. Once more, the spots available for students to participate in the G-Trips have filled almost a year in advance. At the end of 2016, Radford's 325th participant undertook the 12-hour journey to Armidale, Moree and Tingha to spend time alongside the staff and students at our partner schools, working as a teacher's assistant both in and out of the classroom and largely helping the students develop their reading, writing and numeracy.

The enhancement of these skills was identified as a goal that is 'Not On Track' in the recent *Closing The Gap* reports. This year also saw Radford send a delegation to pay its respects at the Myall Creek commemoration service on the June long weekend. Our Year 4 students, under the guidance of Robyn Evans, were awarded first prize in the 8th Annual Myall Creek Art, Writing and Song Competition at this event.

The Service Learning program thanks the Collegians Association for its ongoing support of the Gamilaraay trips, as well initiatives such as teamSUPPORT, which sees its participants learn leadership, event-organisation and best service practice through the running of themed days for teenagers with disabilities at Black Mountain School.

Co-curricular Activities

Approximately 85 per cent of students from PK to Year 12 participated in at least one traditional co-curricular activity, such as sport, music, oratory, dance or drama, in 2016. There were 1,841 places filled in sport for the College, an increase of over 100 places from 2015. There were 657 places in co-curricular music (Years 1–12) and 750 places in co-curricular drama/dance/oratory activities.

Radford's biggest sports in 2016 were football, which saw 26 per cent of students in K–12 participating, and summer basketball, with 26 per cent of students in Years 3–12 playing for the College. The Radford Dance Academy commenced operation in the newly refurbished dance studio with 152 places in 2016.

College co-curricular activities available in 2016

Sport	Music
Athletics	Concert bands (4)
Basketball (summer and winter)	Jazz bands (4)
Chess	Beginner Instrumental Program
Cricket	Percussion ensembles (3)
Cross Country	Brass ensembles (3)
Duke of Edinburgh Award Scheme	String orchestras (5)
Equestrian	Guitar ensembles (3)
Football (Boys and Girls)	Chamber ensembles (4)
Mountain Biking	Choirs (8)
Netball	Keyboard performers
Orienteering	Rock Pop ensembles
OzTag	Production and Theory groups
Rowing	Dance
Rugby	Year 7–8 Dance Festival
Snowsports	Year 9–10 Dance Festival
Swimming	Year 11–12 Dance Festival
Tennis	Radford Dance Academy Dance Classes
Oratory	Drama
Junior School Oratory	Drama Club
Junior Debating Years 7–8	Junior School Production
Senior Debating Years 9–10	Year 7–9 Drama Production
Advanced Debating Years 11–12	Senior Drama Production
Mock United Nations	Tech Crew
Bond Mooting Competition	Performing Arts Night
ACT Legislative Assembly events	Year 12 Revue
Other	
Robotics	STEM Cell
Media Crew	Road Ready

Table 11: Co-curricular activities available at Radford College in 2016

The Secondary School participates in the ASC Competition in athletics, cross country, swimming, basketball and netball championships. Radford won the ASC Girls Year 9/10 Basketball.

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, for basketball, the Jaime Pearlman Cup, which the Year 5/6 team won, and the Sue Geh Cup, which our Year 3/4 team won.

Radford travelled to Sydney in 2016 to compete at the Sydney International Regatta Centre for the NSW Rowing Championships, Head of the River and National Rowing Championships.

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 2016:

Lucy Fanning represented Australia at the Mounted Games 2016 World Individual Championships

Noah Taylor was selected for the Australian Sailing Team

Communication

COLLEGE WEBSITE, SOCIAL MEDIA

The College website continues to be a key platform for communicating with prospective and current parents and the broader College community. The website underwent a substantial redesign during 2016 and a new-look website is due to be launched in early 2017.

The College Facebook page and Twitter account were used as complementary sources of information and provided the means for more interactive communication with the College community.

THE BULLETIN

Updated weekly during term time, the *Bulletin* continues to provide current information on key academic, pastoral, co-curricular, sporting, service learning and community matters. It is always available through the College website. Notification of each new edition is distributed weekly to around 2,000 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 regular timely direct messages from the Principal to the College community via email during 2016.

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 and Junior School.

COLLEGE REPORTS – ELECTRONIC DISTRIBUTION

The 2015 Annual Report as well as the 2016 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.

Enrolments and Attendance

During 2016, Radford College was fully enrolled, and continued to maintain waiting lists for future enrolments. Enrolment data, as at commencement Term 4, by year group for 2016 is shown in the table below.

ENROLMENTS

Year level	Female	Male	Total
Pre Kindergarten	22	22	44
Kindergarten	22	22	44
Year 1	22	22	44
Year 2	22	22	44
Year 3	47	48	95
Year 4	48	48	96
Year 5	47	47	94
Year 6	49	48	97
Year 7	88	88	176
Year 8	87	88	175
Year 9	87	89	176
Year 10	90	86	176
Year 11	91	87	178
Year 12	94	78	172
TOTAL	816	795	1,611

Table 12: Enrolments by year level and gender for 2016

A total of 61 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 throughout the year. The College over-enrols in Years 10 and 11 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 was the key factor when offering places at Radford College in 2016. 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 2016 was 93 per cent.

Facilities

This was another busy year at Radford in the Facilities area and a number of projects were completed throughout 2016.

The Haydon Drive entrance was finished early in the year and included landscape and structural enhancements that much improved the approach to the College. Similar enhancements were completed at the College Street entrance.

Other infrastructure projects of 2016 included creation of a Dance Studio and construction of a Drama storage shed, the upgrade of the Boardroom, refurbishment of the Canteen serving section, and a general refurbishment and relocation of the Bookroom/Uniform shop facilities.

A major state-of-the-art dust extraction system was installed in the woodwork area, additional handrails were placed in many areas of the campus and a number of offices and several classrooms were fitted with air conditioning.

The annual external painting program was carried out and Administration and the LOTE and Creative Arts offices were also painted. The Creative Arts Office was revamped to allow for a change in Art, Design and Technology staffing.

An external provider was contracted to undertake a major workplace health and safety audit of the College. While the resulting report indicated some areas needing generally minor attention, it was pleasing to receive the auditor's comments about the high standard of the College's facilities.

As we have come to expect, Facilities staff have kept the College's buildings and grounds in exceptional order, while providing excellent service to staff, students, parents and visitors. This is reinforced from time to time by positive comments received personally and via email.

Information Communication Technology (ICT)

Information Communication Technology (ICT) use across both the Junior and Secondary schools continued to evolve in 2016. With the 1-to-1 ICT Program fully implemented, the College moved away from aligning with suppliers and providing portals to families in response to unsatisfactory and inconsistent services. Continuing a device-agnostic approach, information was provided to parents to empower them to purchase a tailored laptop that will support student predilections, dispositions and learning styles. The College continued to provide software licenses for a range of digital tools and ongoing Helpdesk support.

Semester 2 saw the review of Radford Online with the intention of improving the function, form, interface, navigation and user experience for students, parents and staff. The project arose in response to user dissatisfaction with existing arrangements, which were communicated over a period of years and confirmed in the MMG Parent Satisfaction Surveys. In addition to consultation with Microsoft-certified partners, parents were engaged to inform the team reviewing and evolving the digital experience for the community. This project offered the College the opportunity to bring existing third party applications, together with the newly acquired Human Resource, Student Management and Learning Management Systems, into a tailored dashboard view for the user. Our increasing use of Office 365 in classrooms was enhanced by the adoption of the use of OneNote Class Notebooks, OneDrive cloud storage and other Microsoft applications.

There was a significant investigation into panels and wireless mirroring solutions to upgrade audio and visual provision in classrooms throughout the College. As a result, 25 panels were installed with mirroring hardware attached to maximise learning opportunities with technologies and digital systems.

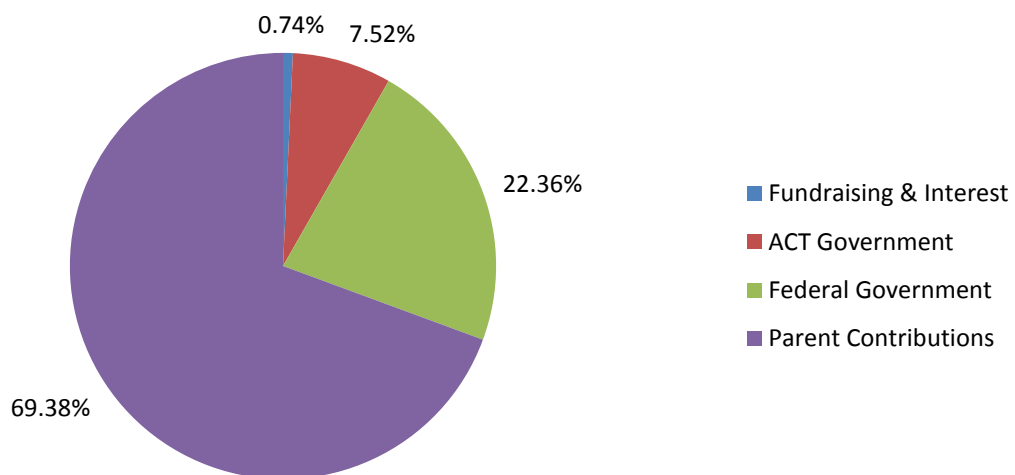
These will continue to be rolled out across classrooms in 2017.

An external review was conducted to determine the status of our internal servers with the objective of consolidation and establishing a clearer vision for the future. These reports also provided recommendations regarding security and hardware updates to inform future infrastructure investments and general IT operations.

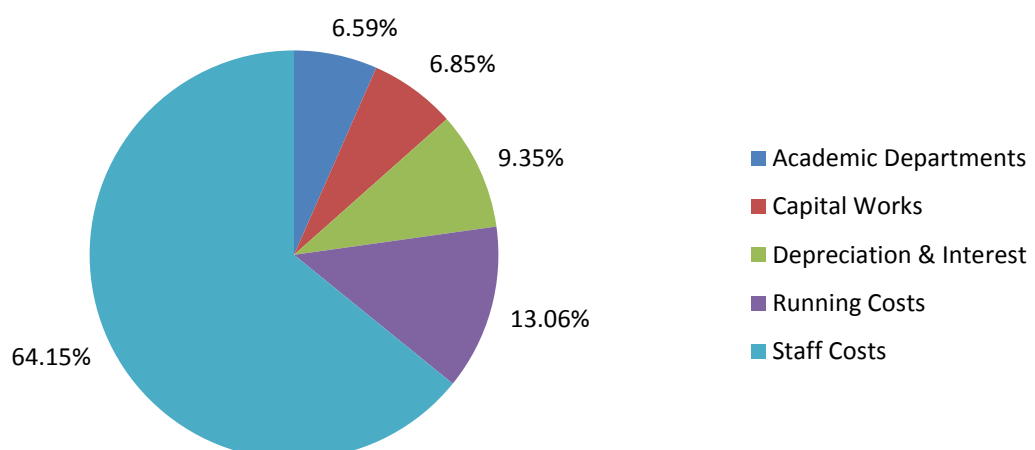
Finally, a draft ICT strategic plan was developed, aligning closely with the College's *Strategic Plan: A Vision for the Future*. Reflective of current research, resources and frameworks, an ICT Innovation committee will finalise and endorse the plan in 2017.

Financial Data

Revenue



Expenses



Staff

We are grateful for the hard work and dedication of our teaching and support staff. In 2016 the College employed 298 staff, comprising 187 females and 111 males. One staff member was employed under an

Australian School-Based Apprenticeship (ASBA). The College did not employ any Indigenous staff in 2016.

The College encourages active engagement with professional learning, and provided a professional development budget in 2016 for teaching staff and support staff.

ACADEMIC PROFILE OF TEACHING STAFF

- Bachelor – 175
- Master – 44
- Doctor – 2
- Graduate Certificate – 16
- Graduate Diploma – 99

Parent Satisfaction Survey

In 2016, the College again commissioned an independent, confidential *experience* survey of Years 2, 5, 7, 10 and 12 parents and 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.

For the 2016 review, a total of 324 parents and 151 students participated in surveys and provided views on areas such as academic performance, RAVE, pastoral care, co-curricular, sport, teaching, communication, facilities and resources and administration and leadership.

In 2016, 94 per cent of respondents described Radford as their first-choice school and 80 per cent of parents noted a previous relationship with the College (sibling or Collegian).

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.

In the latter part of 2016 the Collegians began work on the construction of a new website to launch in 2017. The website will formalise the strong informal network that already exists between former students, connecting past students and the broader Radford community in a user-friendly and visually appealing way.

The website will feature inspiring alumni stories, under five themes: Innovating, Celebrating Success, Facing Challenges, Breaking Barriers, and Giving Back. A platform to share stories can be immensely powerful and we want the website to spark connections and new opportunities.

The 'Life beyond Radford' event took place again in 2016, featuring a panel of five collegians with varied experiences answering questions about their choices after Year 12. This opportunity to engage former students in mentoring and career advice continues to be well-received and is now a fixture on the annual calendar.

The Collegians' strengthened its culture of philanthropy and continued to support College outreach programs. In 2016, the Collegians provided funding to assist with the College's Gamilaraay Service Learning Program and the Dirrum Dirrum Conference.

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 1996 and 2006. Unfortunately, the annual Collegians versus school boys' and girls' soccer matches were called off due to rain.

The Collegians also foster links with current students by sponsoring an award at the Year 12 Graduation. Collegians Captains were once again appointed in 2016, thereby strengthening the link between graduating students and the collegian network.

PARENTS & FRIENDS ASSOCIATION

The Parents and Friends Association had another productive year in 2016.

The traditional program of events got underway earlier than normal in Term 1 with the introduction of a Welcome Barbecue to welcome new students and families to the College. It was a fun and relaxing event with the College prefects organising games on the oval, senior musicians performing under the Pavilion and the P&F Management Committee cooking up a feast on the barbecues. This opportunity to meet new members of the College family and build a sense of community was well received by all who attended.

The P&F held a Special General Meeting in late February and members approved a new Constitution for the Association. At the ensuing Annual General Meeting, a new Management Committee was elected and a number of parents who were new to the College put up their hands to get involved. This allowed a few long-serving members to step down to enjoy a well-deserved break and was also testament to the high level of interest and engagement amongst the College parents.

The annual Artshow@Radford was held in Term 2 and, to mark Belconnen's 50th birthday, several art prizes were introduced including a Judge's Prize and a People's Choice award. These helped to raise the profile of the event and to encourage new artists to participate, resulting in the submission of a first-class range of artworks.

In Term 3, the second P&F Trivia Night was another fun-filled evening. Like so many College events, its success was built on the tireless efforts of a small band of volunteers and the generous support of our dedicated sponsors. Over 10 rounds of questions, a packed RA Young Hall was the scene of much creativity and well demonstrated the variety of skills, experience and general knowledge of parents and friends.

The Twilight Fete, which is the signature community event of the College calendar, was a highlight of Term 4. We were blessed with fine weather and a real village green atmosphere was created around the turning circle, where foodstalls produced international fare and old family favourites and patrons sat enjoying the scene.

The TB Millar Hall was abuzz with the sounds of commerce as stallholders encouraged shoppers to snap up a bargain. The McKinnon Oval and the College carparks were the scene of much fun and frivolity as children enjoyed the sights and sounds of Side Show Alley and various adrenalin rides. There was something for every age and taste and it was another wonderful event.

Outside of these important community and fundraising events, the P&F was closely involved in consultations regarding the development of the new College Master Plan. Parents were invited to comment on draft plans and the P&F provided an important vehicle for parental input and engagement, demonstrating that, by working in partnership, we can achieve a lot.

Radford College Board

The Radford College Board is responsible for governing the College and focuses on the strategic direction of the College. There were several changes of Directors during 2016. We were sad to say goodbye to:

- Dr Monica Kennedy, the Deputy Chair, resigned from the Board in January 2016.
- Mr Rodney Moss resigned from the Board in August 2016. Mr Moss was also a member of the Building and Grounds Committee.
- Mr Joel Copeland resigned from the Board in September 2016 as the Teachers' nominee. Mr Copeland was also a member of the Education and Wellbeing Committee.

We thank all these Directors for the tremendous contribution they have made to the College.

We were pleased to welcome to the Board:

- Ms Jocelyn Martin joined the Board in June 2016. Ms Martin also serves as a member of the Building and Grounds Committee and will be the Chair of the Radford College Development Foundation, to be launched in 2017.

Board Members in 2016

Mr Ian Morison (*Chairman*)

Mr Malcolm Lamb AO

Mr Peter Quiggin PSM

Mr Rodney Moss

Resigned 8/16

Mr Steve Baker

Mrs Mary Brennan

Ms Mariana Galinec

Ms Genevieve Quilty

Mr Mark Whitby

Mrs Fiona Godfrey

Mr Edward Hutchinson

Mr Joel Copeland

Resigned 9/16

Ms Jocelyn Martin

Statutory Compliance

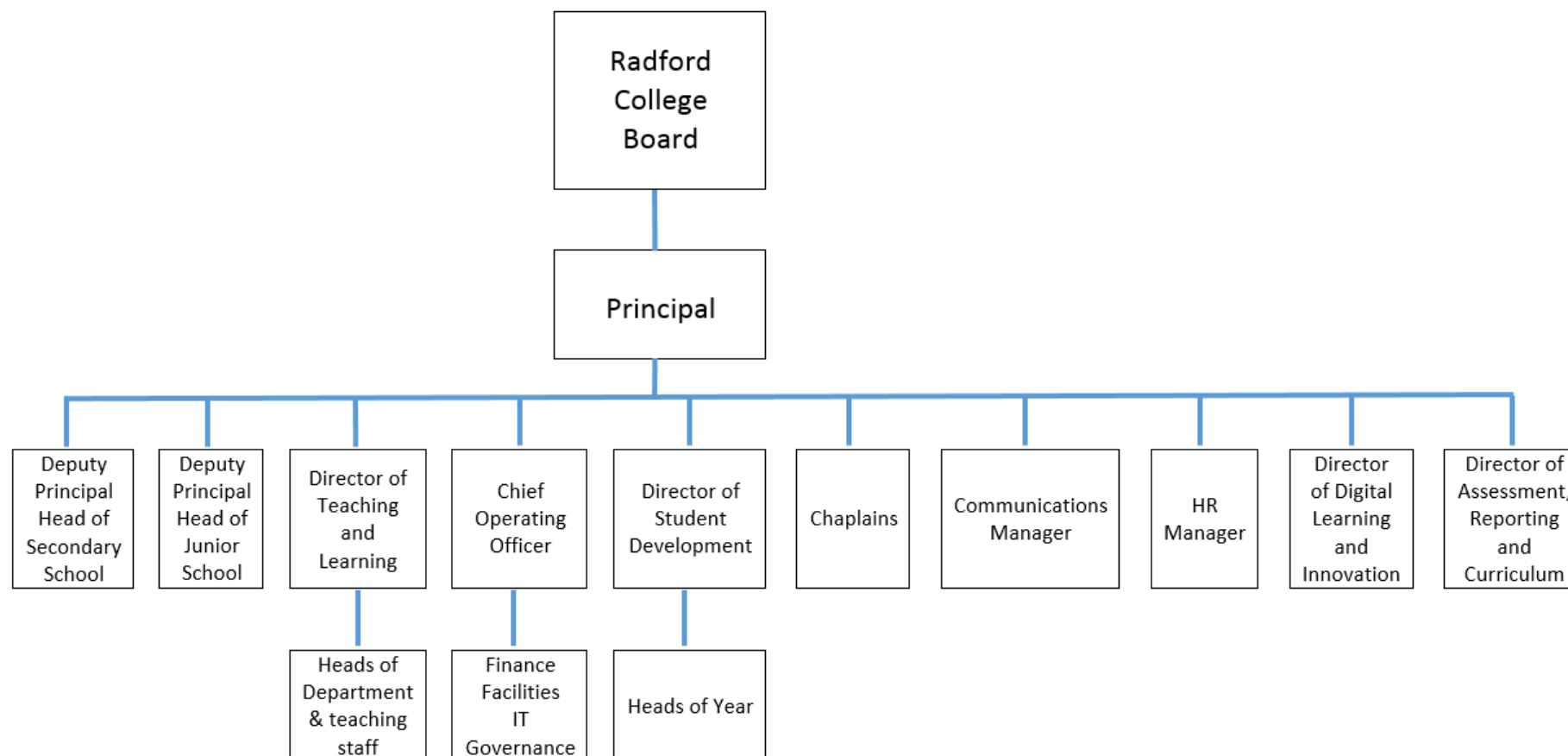
Radford College continued to comply with all relevant statutory obligations during 2016.

Organisational Chart

The College organisational chart for 2016 appears overleaf.



RADFORD COLLEGE



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Mrs Fiona Godfrey, Principal

Mr Ian Morison, Chairman of the Board

Mr Simon Wallace, Chief Operating Officer

The Rev'd Richard Browning, Chaplain

Mr Mick Bunworth, Communications Manager

Mr Robert Harris, Facilities Manager