



RADFORD COLLEGE

Radford Report 2017

Volume 32 | No 1



Truth
Compassion
Wisdom

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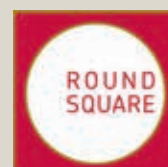
RADFORD COLLEGE

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Some diary dates for Semester 2

4–5 August	Dirrum Dirrum Festival
16 August	Radford Rocks
15 September	P&F Trivia Night
16 September	Collegians Welcome Back (1997 and 2007)
4 November	P&F Twilight Fete
20 November	Year 12 Graduation
6 December	Junior School Awards Afternoon and Secondary School Awards Night

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



Editorial team: Mr M Bunworth, Miss C Lindsay, Ms L Cook, Ms J Molony
Cover: Junior School students exploring light and maths
Principal photographers: Ms J Mackey, Mr A Lee, Mr G Huitker, Fr R Browning
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Ms Jocelyn Martin
Chair

I'm delighted to report that the Radford College Development Foundation has reached some important milestones in its inaugural year.

At the launch of the Foundation, I introduced the highly qualified group of Directors who have kindly agreed to give their time and energy to the Foundation's mission – to build a capital reserve that can be used for the College's major initiatives and navigating an uncertain future.

The Foundation's Prospectus, which includes information about the Directors and the Foundation's mission, sits under the *Community* section of the College's website, for it was the community that drove the establishment of the Foundation.

During consultation for the Radford College Strategic Plan, many of you supported the need for the College to:

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

I have a long association with the Radford community. My three children have been educated at Radford – Lily (Class of 2011), James currently in Year 12 and Lewis in Year 8 – and I was the Business Manager of the College. I am also a member of the Radford College Board and the College Building and Grounds Committee.

My links with Radford have shown me the power of community, which is why I am especially pleased to announce our first donations.

Parents of departing Year 12 students from the Class of 2016 were asked to consider donating their refundable deposit to the Radford Foundation, and I thank those parents who did so.

Another milestone is the Foundation's establishment of three funds that will operate for the benefit of the College and its students. In line with the Radford Foundation investment policy, funds will be prudently invested to generate long-term growth and income.

The funds are:

Scholarship Fund

This fund will be used to award scholarships to students considered to have high academic potential but who are unable to attend the College due to economic circumstances. Donations are tax deductible.

Major Projects Fund

The Foundation Major Projects Fund is to be used for major new buildings and development in alignment with the College Master Plan.

This will complement the ongoing renovation, refurbishment and other works under the Radford College Building and Maintenance Fund, which current Radford College parents donate to.

Both funds will work in concert, to ensure the pace of new building and refurbishment meets the needs of each generation of students. Donations are tax deductible.

General Fund

This fund will be used for projects including the purchase of equipment, recruitment of specialist staff and enhancements to the academic and teaching programs not covered by tuition fees. As this fund gratefully accepts bequests, it is not tax deductible.

We would be delighted to hear from anyone interested in donating, or arranging a bequest. Please email foundation@radford.act.edu.au

FROM THE Chairman



The Board is supported by three specialist committees - Finance; Education and Wellbeing; and Building and Grounds.

Mr Ian Morison

On the following pages, you will meet the current Board Directors of Radford College Limited.

The Directors recognise the trust placed in them, as custodians of this not-for-profit company that is one of Australia's leading schools.

The Board secures the long-term future of the College by:

- establishing and focusing on the College Aims and Strategic Plan (both are available on our website)
- appointing the Principal and specifying and monitoring their performance
- monitoring the performance of the College and evaluating the results achieved
- establishing a framework for the Board's expectations and performance
- reviewing and monitoring adherence to systems for risk management, governance compliance and legal compliance.

Good governance requires good structure and the Board has three committees that help it to achieve this:

Finance Committee

The Finance Committee provides independent assurance and advice to the Board of Directors on corporate governance, finances and the company's financial reporting including external audit, risk-management systems and ICT matters.

Education and Wellbeing Committee

The Education and Wellbeing Committee reviews and reports on matters of educational policy, program and curriculum submitted by College staff and those invited to attend Committee meetings from time to time.

Building and Grounds Committee

The Building and Grounds Committee provides independent advice to the Board so that it can fulfil its overall responsibilities in relation to health and safety and building and grounds matters, including maintenance and upgrades of existing facilities, infrastructure and new projects.



*The 2017 Radford College Board.
Learn more about the qualifications
and experience of each of the Board
members on pp. 6-7.*

Master Plan

The Board has recently engaged Stewart Architecture, and is overseeing development of the new Master Plan. This has included significant community consultation through public and staff forums, a display at the Radford College Fete, regular updates and requests for feedback in the College Bulletin and website, and presentations to the Board, Building and Grounds Committee and Executive.

The Master Plan represents many exciting opportunities for the College and is now available on the Publications page of the College website. As a living document, it will evolve during its life.

College Auditor

Whilst Ernst and Young has conducted Radford College's external audit for several years, global best practice for good governance recommends a periodic change of external auditor. RSM was the successful bidder in the tender process and will be the College's external auditor from the 2017 financial year.

Budget Cycle

The College undertakes a robust annual budget process that determines expenditure and, importantly, the setting of tuition fees and charges. This includes assessment by Senior Management, the Building and Grounds and Finance committees, and finally the Board. The Board believes annual increases to tuition fees and charges in recent years have been relatively moderate. The Federal Government has announced proposed changes to the way schools will be funded over the next 10 years. As the Principal and I recently wrote to you, these funding cuts are going to have an impact on the College's finances. However, with ongoing sound financial stewardship by the Finance Committee and the College Board, we believe that the full reduction in funding per student will not necessarily be directly passed onto our community via an equal increase in fees. There will be a detailed review of all of the College's costs and sources of income. The reduction in funding will take a number of years to reach its full impact and, therefore, we will have a number of years to reposition ourselves.

Finances

The College has a strong balance sheet and low debt. This provides the College with the opportunity to continually upgrade and further develop the campus.

Radford College Development Foundation

The Board recently announced the establishment of the Radford College Development Foundation (the Radford Foundation), with the aim of raising funds to assist the College in the future. The Radford Foundation is a Company limited by guarantee with its own constitution and independent Directors. It operates separately from, but reports to, the Radford College Board. You can read an update from the Foundation Chair Jocelyn Martin on p. 3 of this edition of *Radford Report*.

Meet the College Board



Chairman
Mr I Morison *BEC, LLM*

Ian holds the degrees of Bachelor of Economics (Finance) and Master of Laws. He has been a partner in a top-tier legal firm, a corporate adviser, negotiator and manager and, more recently, an independent director. He has been involved with the development, and as a Director, of Radford since 1990. His three children went to Radford.



Deputy Chair
Mr Steve Baker *BComm(Acc), ICAA, CPA, MIIA, Registered Company Auditor*

Steve is a Chartered Accountant and Partner of PwC, heading up the Risk Assurance practice in Canberra. Steve has been involved with Radford College since 2007 as a parent; Finance Committee member, and chair of the committee in 2012; and Board Director since 2014. Steve has a Bachelor of Commerce (Accounting), is a Registered Company Auditor and member of the ICAA and AIIA.



Ms Mariana Galinec *DipProfCouns, DipB&C(Mgt), ACT Builder's Licence Class B*

Mariana became a member of the Building and Grounds Committee in 2010, and joined the Board in 2013. She is currently Chair of the Building and Grounds Committee. Mariana has wide project management experience in the building and construction industry and, in the last five years, she has turned her specialist skills and knowledge to delivering student accommodation and retail projects for the Australian National University and the University of Canberra. Mariana holds a Diploma in Building and Construction (Management), a Diploma in Professional Counselling and an ACT Builder's Licence (Class B).



Mrs Fiona Godfrey *BSc, DipEd, MEd Man, GAICD (Principal)*

Fiona is the first woman to be appointed Principal of Radford College. Her current role was preceded by her principalship of St Peter's Girls' School in Adelaide and deputy principalship of Canberra Girls' Grammar. Fiona holds a Bachelor of Science, Diploma of Education, Masters of Educational Management and is a Graduate of the Australian Institute of Company Directors. She was previously president of Anglican Schools Australia and a director of the Association of Independent Schools SA and is now an executive member of ACEL and a Board member of AIS ACT.



Ms Mary Brennan *BA, LLB, GDLP*

Mary has been a Director for two years and has served on the Finance Committee for the last four years. From 1991–2012 she worked in two national law firms. She was the managing partner of the Canberra office for the last six of those years, and a member of the firm board for the last two. After retiring from that partnership, Mary was appointed to the NSW Civil and Administrative Tribunal and ACT Civil and Administrative Tribunal as a senior member and has mainly heard professional disciplinary cases involving health practitioners and lawyers. She has also been a member of the Psychology Board of Australia since August 2012 and undertaken over 40 independent reviews for a range of Commonwealth and ACT Government entities.



Mr Edward Hutchinson
BA, MAppLing, AdvDipAppLang (Vietnamese) (P&F Nominee)

Edward is the Parents and Friends Association nominee on the Board and sits on the Education and Wellbeing Committee. He has a Bachelor of Arts, an Advanced Diploma in Language (Vietnamese) and Master of Applied Linguistics. A former Army officer, Edward is now a Commonwealth officer in the Foreign Affairs and Trade portfolio.



Mr Malcolm Lamb *AM, BA (Hons), MA, DipEd, FACE, MACEL*

Malcolm has been on the Board for nearly six years and is currently Chair of the Education and Wellbeing Committee. He has taught and been involved in leadership in a number of schools

including Canberra Grammar and then Guildford Grammar in Perth. From 1991 to 2010 he was principal of Pembroke School in Adelaide. He has been Chair of AHISA and for two years a member of the Board of the International Baccalaureate Organisation. He now works as an educational consultant.



Ms Jocelyn Martin *BComm, MHospMan, MProfAcc, GradDipACG*

Jocelyn serves on the Building and Grounds Committee and is Chair of the Radford College Development Foundation. Jocelyn is currently the Chief Executive – Corporate Services

at the Housing Industry Association and, prior to this, was the Business Manager at Radford College.

Jocelyn holds the degrees of Bachelor of Commerce and Master of Accounting and a Post Graduate Diploma in Corporate Governance. She sits on the boards of Basketball ACT and Anglicare NSW South, West and ACT, and is a Director of Ravensworth Wines.



Ms Kate Potter *BA (Hons), LLB, GDLP, GradCert StrComm, GradCert EditElecPub (Collegians Nominee)*

Kate attended Radford from 1990–95 and now has three children at the school. Kate joined the Board in 2017 and has been a member of the Radford

Collegians committee since 2007. She is completing a Master of Strategic Communication and works in government, specialising in organisational communication. She is an executive committee member for the Canberra Society of Editors.



Mr Peter Quiggin *PSM, BSc, LLB, GradDipProfAcc, FAICD*

Peter is on the Finance Committee, the Education and Wellbeing Committee and the Executive Committee. He has been on the Board in various capacities for around 10 years. He holds the degrees of

Bachelor of Laws and Bachelor of Science (Computer Science and Mathematics) and a Graduate Diploma in Professional Accounting. He is a Fellow of the Australian Institute of Company Directors. He is a legislative drafter and has been the First Parliamentary Counsel for the Australian Government for 13 years. His two sons attended Radford College.



Ms Genevieve Quilty *BA (Hons), LLB, MAICD*

Genevieve holds the degrees of Bachelor of Arts (Hon) and Bachelor of Laws. She established the Radford Collegians Association in the early 1990s and has been connected with

the College as a Collegian and Board member for many years. Genevieve served as a policy adviser and chief of staff to the federal finance minister for over 10 years from the mid-1990s and, since then, has been a senior adviser at Access Economics. Most recently, she was the Chief Executive Officer of Optometry Australia, the peak professional association for registered optometrists. Genevieve is a foundation Collegian, having graduated in 1988 and was the first female College Captain. Genevieve's two daughters attend Radford College.



Mr Mark Whitby *BIM, GAICD*

Mark has been a Director since 2012, is the current President of the Radford Collegians' Association and also sits on the Building and Grounds Committee. He graduated from Radford in 2000, holds the degree of Bachelor of Information

Management and is also a Graduate of the Australian Institute of Company Directors. Mark is actively involved in the Canberra business community, especially in the fields of tourism and development. He has one child at Radford and another on the waiting list.



Secretary to the Board
Mr Simon Wallace *BComm, FCPA*

Simon is a Certified Practising Accountant, and has been Chief Operating Officer and Company Secretary at Radford College since October 2014. Simon oversees the

operations of the College including Finance, Governance, Facilities, IT, Safety and Risk. Simon is also the Secretary of the Radford College Development Foundation and reports to the Finance and Building and Grounds committees. Simon was previously the chief financial officer of ACTEW Corporation (ICON Water).

FROM THE Principal



Schools of the modern era should embrace the notion that learning occurs in many different forms and not just in the traditional classroom.

Mrs Fiona Godfrey

Quite often when meeting prospective parents or leading tours of the College, I am asked to detail my educational philosophy. I always struggle to answer this question in a few succinct sentences as, in my view, it requires a complex response. I do believe, however, that it is a valid question and one that should be routinely reviewed and articulated to the wider community.

My educational philosophy is based on the premise that students should be encouraged to develop their intellectual talents to the full and acquire a lifelong love of learning. Students should have the opportunity to develop in intellectual, artistic and physical endeavours so they can discover their aspirations, gain confidence to exercise leadership and become mature integrated personalities. I am committed to the idea that students should learn at a rate that is commensurate with their abilities and that they should have the opportunity to be constantly challenged within the learning environment.

I also hold a firm view that, as educationalists, we have a responsibility to give our students an understanding of their role in the global economy and have an intimate knowledge and understanding of their geographical neighbours. We need to prepare our students to have the linguistic and cultural knowledge to both compete and work collaboratively with countries in our region and beyond. We must offer our students a range of studies that are creative and innovative, but which have

at their core a curriculum that produces literate, numerate and technologically able students. A school's curriculum offerings should allow its students, from Pre-Kindergarten to Year 12, to be active learners, well-rounded individuals and engaged world citizens.

Schools of the modern era should also embrace the notion that learning occurs in many different forms and not just in the traditional classroom. The pursuit of academic excellence requires schools to provide a range of experiences and a flexible approach to learning. This includes classes being conducted in a range of stimulating environments and the provision of extensive co- and extra-curricular programs that appeal to a variety of skills, expertise and interests.

Extensive co- and extra-curricular programs are major features of many independent schools that often set them apart from government and some other non-government schools. There is now, more than ever, an expectation that schools like Radford will provide our students with a range of extra-curricular programs that will not only enhance their learning but will allow them to develop



into responsible, respectful, proactive citizens who are committed to making a difference in their community. Programs currently on offer in the College include our RAVE and Chapel program, our service learning projects (Years 9 & 10 Community Service, GTrips and Timor Leste), Radford Action Service (RAS), Duke of Edinburgh Awards Scheme, Round Square opportunities, international exchange programs and the Dirrum Dirrum Centre for Values, Ethics and Compassion.

In addition, the College offers a myriad of co-curricular programs, including an extensive sports program, a fabulously wide-ranging music program, performing arts opportunities, debating, oratory, dance, martial arts and an ever-expanding House and camps program.

In recent times, the College has undertaken a major review of its co-curricular activities, with a special emphasis on the sports program. This review was instigated after feedback revealed some concerns about the lack of choice in the sporting program, particularly in summer and for girls; concerns about the quality of coaching; and frustrations with some of the administrative aspects of the program.

A strong, vibrant and fulfilling sports program is a high priority for the College and the benefits of physical activity for young people are well documented. We know that the habits developed in childhood establish the habits of the

future and students who are exposed to a fun and fulfilling sports program at school are far more likely to continue in competitive sport or be involved in physical activity on a regular basis once they leave school. We also know that these habits set them up for a far healthier lifestyle. Repeated studies demonstrate that exercise is one of the most important factors, along with diet and good sleeping habits, to prevent an array of diseases and illnesses including cancer, obesity, diabetes, heart problems and osteoporosis.

In addition to the physical benefits that regular exercise brings, it is also recognised that there is a strong correlation between exercise and psychological health. Physical activity reduces stress, produces a feeling of wellbeing and promotes a sensible approach to weight management. When people exercise on a regular basis during childhood and adolescence they are more keen to exercise during adulthood, resulting in a longer, healthier and happier life.

The third major benefit of physical activity is something that is not as well known. Participation in regular sport and physical activity has, in recent times, been linked to improvements in academic performance. Recent studies have shown that physical activity's influence on academic performance is via the acceleration of psychomotor development, which may accelerate the learning of academic skills.

Whilst the review of the sporting program is ongoing, there have been a number of major changes in recent times that have brought about some real positivity in the co-curricular sporting program. Most importantly, the College has now appointed a full-time Director of Sport whose role is not only to oversee the administrative aspects of the program but to develop and promote sports for all students. Prior to taking up this position, Mr Brent Larkham was a tennis professional, coach and administrator. Mr Larkham has already made some very important changes, including the appointment of coaching directors for each sport and the appointment of Ms Vicky Spencer as the new Director of Rowing, following the retirement of Mr Philip Winkworth.

Following the successful implementation of the Radford Dance Academy last year and the martial arts options this year, the College will continue to examine what sports will be offered, to which age groups and at what times. We will also continue to examine the coaching programs, offering coaching clinics in most sports over the holiday periods.

My educational philosophy is multifaceted, but a strong and successful co-curricular sporting program is at its core. Over the coming months and years, we will be devoting resources to ensure our students have access to an exciting and rewarding sports program, with strong participation across the year levels.

New Staff in 2017



Mr Brent Larkham

Head of Sport

Brent recently moved back to Canberra from Brisbane, where he was employed at the Australian Institute of Sport and Qld National Academy as the Head Coach. Brent is a Collegian with a passion for tennis, with which he has been heavily involved over the years at a professional level.



Rev. Erin Tuineau

Chaplain

Erin grew up in Lismore, NSW. After initially training and working as an art teacher and school counsellor, she decided to answer God's call and trained as an Anglican priest in Canberra, before undertaking ministry in Queensland and Victoria.



Mr Carl Flanagan

IT Operations Manager

Carl has more than 16 years IT experience, including working in Beijing for eight years, where his two daughters were born. He has rich international experience working for a large multinational company and for a global IT services provider.



Ms Sally Hendrie

Head of Performing Arts

Sally came to Radford from St Clare's College where she was the Visual and Performing Arts Coordinator and Drama teacher for 13 years. Prior to that role, Sally taught at Wanniasa High School and Narrabundah College and Canberra Girls' Grammar School.

Mr Liam Braithwaite **Learning Support Assistant**

Mr Michael Crawford *BEd, DipEd* **SOSE**

Ms Janine Crookes *BEd(Primary)* **Year 6**

Mr Carl Flanagan **IT Operations Manager**

Ms Avril Frost *BA, DipEd* **History**

Ms Sonia Geddes *BA, DipTeaching, TeachDip(Pianoforte)* **JS Music Teacher**

Ms Sally Hendrie *BA, GradDipEd* **Head of Performing Arts**

Ms Janine Hudson *BAEd(Primary), GradDipAppSc* **JS Teacher Librarian**

Mrs Rebecca Hunter *BA, GradDipEd, GradCert(RE)* **History**

Ms Dimity Kidston *BA(Vis), GradDipEd* **Creative Arts**

Mr Brent Larkham **Head of Sport**

Ms Erin McCarthy *DipEd(EarlyCh)* **JS Teacher Assistant**

Mrs Tamara Phelps *BLeisureSt, BEd* **JS PE Teacher**

Ms Lucy Shanny *BSc, DipEd* **Science/Psychology**

Ms Lisa Singleton *BA, GradDipEd, MEd* **Year 5**

Ms Bronwyn Stanbury *BSc(Hons), GradDipEd, MEd* **Science/Biology**

Ms Rowena Stevens *BA, GradDipEd* **JS Spanish Teacher**

Mrs Pamela ten Broeke *BB(Acc), DipEd, BEd* **Mathematics**

Rev. Erin Tuineau *BVA, BEd, GradDip(Pastoral Counselling), GradDip(Th), MTh*
Chaplain/RAVE

Ms Sara Vassallo *BA, BPsy, GradDipEd, GradCert(RE)* **Science/Psychology**

Ms Rachael Weeks *BSc, BC, MC, GradCert(NutritionMed), GradDipEd*
Science/Biology

Ms Jade Yin *BChineseLang&Lit, GradDipEd* **LOTE/Chinese**



Vision for the Year

Georgie Sayers and Zachary Browning
College Captains

We are privileged to have been chosen as the College Captains for 2017 and are excited for the possibilities of the year to come. We hope to make the most of it. We would be content at the end of the year if we could sit back and think that we had helped to create a stronger sense of community at Radford.



We want to get to know the people around the school we don't normally see or interact with.

In a full start to the year, the first fortnight saw the Year 7s go off on camp, accompanied by the student leaders from Year 12. This was a great opportunity not only to welcome a group of brand new Radford students, but also to spark a connection between the younger and older age groups. The student leaders will continue to meet weekly with the Years 7 and 8 in their Tutor Groups, essentially to have some fun, possibly to feed them some pizza and stand as role models. We will use this time to strengthen the bonds between students and create an environment that is positive from one year group to another. There is often a rift between year groups that we will seek to overcome.

There have already been a number of opportunities to embrace cross-year interconnectedness. A number of 2018 information evenings were a great chance to let future students connect with current students. Ride 2 School day was a load of fun and saw people from kindergarten all the way to Year 12 riding alongside each other.

This is an event that happens every term, so hopefully it's as successful during winter as it was during summer ...

As a part of our role, we get the chance to speak to Years 7–12 once a fortnight at the whole-school assemblies. During this valuable opportunity to provide a relevant student voice, we will aim to entertain as well as address some more serious issues. We want to get to know the people around the school we don't normally see or interact with. This undertaking started with 'Get to know Godfrey', which was a refreshing segment presented to the assembly to give everyone a little insight into the side of our principal, Mrs Fiona Godfrey, that most people don't know. We hope to continue this throughout the year and 'Get to know' some other members of our community, such as the grounds staff and those in the IT department.

The year to come should be a great one, and we aim to make it so for everyone.

Student Leaders 2017



L-R: Mrs F Godfrey, Josh Robinson (Vice-Captain), Zachary Browning (Captain), Georgie Sayers (Captain), Alyce Lonsdale (Vice-Captain), Mr P O'Regan



1st Row L-R: Mrs F Godfrey, Amelia Jaggars, Sophia Lo Pilato, Matthew Baker, Jennifer Kerr, Charlotte Ward, Meghan Foster, Vivien Wang, Claire Waddell-Wood, Georgie Sayers, Alexandra Coram, Mr P O'Regan

2nd Row L-R: Alyce Lonsdale, Jacob Jaksa, James Martin, Alexander Wanjura, William Davies, Luke Robey, Elijah Howe, Ben Theakston, Angela Shillington, Sophie McGready

3rd Row L-R: Josh Robinson, Lars Henson, Samuel Everett, Aidan Bowyer, Zachary Browning

Prefects	
Academic	Alexandra Coram
Junior School Liaison	Matthew Baker, Ben Theakston
Performing Arts	Amelia Jaggars, Jacob Jaksa, Claire Waddell-Wood
Service Learning	Sophia Lo Pilato, Vivien Wang, William Davies
Student Representative Council	Elijah Howe, Angela Shillington
Sport	James Martin, Sophie McGready

House	Captain	Vice-Captains
Acacia <i>Ms G Pajot</i>	Aidan Bowyer	Andrew McColl, Rebecca Morling
Banksia <i>Mr B Lamson</i>	Lars Henson	Matthew Overton-Clarke, Annabelle Creer
Boronia <i>Ms J Lilley</i>	Sam Everett	Deakin Jewell, Emily Li
Huon <i>Ms K Rose</i>	Charlotte Ward	Liam McIntyre, Miriam Van Dijk
Jarrah <i>Mr M Heinrich</i>	Luke Robey	Bailey Toscan, Sarah Brake
Karri <i>Mr T Robards</i>	Meg Foster	Nelson Cary, Lydia Murray
Kurrajong <i>Mr A Barber</i>	Jennifer Kerr	David Hayter, Emily Naumann
Wandoo <i>Ms S Morrison</i>	Alex Wanjura	Noah Poland, Rose Williams

Junior School Leaders

House	Name
Acacia	Robert Wilkinson (6HB), Shyam Arravelly (6CD), Lily Chapman (6JF)
Banksia	Angelina Fei (6HB), Sterling Notley (6JC), Hunter Jolly (6JC), Anneke Van Der Vyver (6HB)
Boronia	Ellie Maglasis (6JF), Josephine Truswell (6JC), Eloise Flynn (6CD)
Huon	Charlotte Taylor (6JC), Joseph Slater (6HB), Wynter O'Regan (6CD)
Jarrah	Kaitlyn Quade (6HB), Leo Jennett (6JF)
Karri	Mia Witheford (6JF), Jake Smith Gibson (6JF)
Kurrajong	Spencer Musgrove (6HB), Sacha Zerger (6JC)
Wandoo	Rishabh Bahl (6CD), Sarah Quilty (6CD), Chris Kalogeropoulos (6HB), Claire Reid (6JC), Kaitlin Barsby (6JF)



Foundation Day, Friday 8 April, is a day when the whole College gathers together to celebrate its foundation. The day encompasses ceremony, sport, activities, performances and the awarding of the Bishop's Cup.





Chaplain's Reflection

Fr Richard Browning
Chaplain

Radford Awareness and Service Learning (RAS)

Service is not a duty. At its best, service is something we do out of who we are; it is what our values draw out of us. It is a culture to foster and grow into – something that we have to practise.

The L'Arche Disco is a remarkable and illustrative example. On Saturday 6 May, to the theme 'Australiana', there were some great tunes and moves on the dance floor with:

- 120 people from the Canberra community of adults living with disability gathered in the TB Millar Hall, plus many of their carers
- 155 Radford College Year 11 students
- 20 staff members (being there, helping out)
- over 300 rissoles! (made Friday lunchtime).

The cost of the food and decorations for this extraordinary event comes out of the RAS Charity Fundraiser. Annie Duke, the liaison person from the L'Arche community, noted that many of the attendees are drawn from beyond the L'Arche community. Most students dance, but plenty can't and don't like to, so food preparation, canteen and set up are where they spend their energy.

Comments are typically effusive in their praise:

'When you said this night is near perfect, now I understand what you mean' — Yr 11 Radford student

'I cannot believe a school can actually do this. I am totally gobsmacked' — A carer who is new to Canberra

'Thank you. Thank you. My son has had just the most wonderful time' — Parent of an attendee

This is possible because of the relationships built over time. Students are comfortable, open, skilful because so many have been working at Black Mountain or Cranleigh schools, or Pegasus, from Year 10 and earlier. The work of George Huitker, Director of Service Learning, cannot be overstated. His capacity to know students and staff and carers from many other organisations is remarkable, and sets the tone. This is not a transaction; this is an exchange between people, albeit to the beats of the Village People and Aussie Crawl. If 'service' is about being human together, then this event is a model to enjoy and learn from.



Dirrum Dirrum 2017

Students are working towards

another brilliant Dirrum Festival on 5 August 2017: for the common good (www.dirrumdirrum.org)

The Festival will feature music, art, food, entertainment, entrepreneurial marketeering, fire, illumination plus maker sessions to explore|identify|make|share.

Speakers include Yassmin Abdel-Magied, Sarah Bachelard, Sam Bailey, Tobias Gunn, Holly Ransom, Michael Sheldrick, Richard Stirzaker, Mark Tedeschi and voices from the Radford College student body.

Terrific events prior to the Festival include a Change Maker workshop, hosted by Michael Sheldrick of Global Citizen; workshops by Ask Me Anything: Community Powered Learning; and Design Thinking for Social Change workshops by EDII.



Saturday Sunset

Looking for a place to connect with a Christian community at worship and not too sure where to start? The chaplains invite the College community and any friends or wider community to Saturday Sunset. After a quiet few years, we will reignite this gathering with a gentle start in 2017, and build from there. The evenings will include good music, people and worship, including Holy Communion. Gathered and led by Fr Richard and Rev. Erin, Saturday Sunset is suitable for any families looking to connect with the life and story of Christ in an open and inclusive community.

A gathered worshipping community

Saturdays in 2017
5 September, 11 November
5.30–6.25pm in the Chapel



Professional learning and enhanced skillsets

Mr Bill Weigall

Director of Assessment, Reporting and Curriculum

In the past year, Radford's teachers have significantly added to their skillsets.

They are now planning, documenting and reporting on the curriculum and student progress through the learning management system SEQTA. They have also increased their awareness and analysis of student data before applying that insight to planning differentiated delivery of the evolving curriculum. Finally, they have undertaken professional learning about 'Making Learning Visible' and begun planning student journeys from surface learning, through deep learning to transfer or application. At the same time, most of them have taken on OneNote Class Notebooks as a central tool in their evolving exploitation of the 1-to-1 iPad program. It has been a busy and impressively effective year of endeavour.

After marking attendance through SEQTA for three terms, teachers were asked to escalate their engagement with the system in Semester 2 of 2016. Setting up Marksbook was the precursor to the first set of academic reports being produced from SEQTA. While these reports were printed and posted as usual, they were also made available in digital form for the first time. In another first for Radford, student timetables for 2017 were also released through SEQTA and accessed via the revamped Radford Online (ROL). Boasting a single sign-on, the portal offers parents and students streamlined access to tailored information about school.

In the latter stages of 2016, professional learning was provided to all teachers in the Secondary School on the SMART website, which enables analysis of NAPLAN data. The Association of Independent Schools ACT gave training to Heads of Departments on the ways in which the data can be

manipulated and interrogated to yield useful data sets to inform differentiation by class. In January this year, time was allocated for staff to access the school's established academic data tracking and SMART data as they fine-tuned the planning for Semester 1 classes. The planned provisions were then recorded in the Unit Planner section of each course on SEQTA.

As part of that same professional learning week, our Director of Teaching and Learning, Louise Wallace-Richards, arranged a presentation by Dr Deb Masters, a member of the team that developed 'Visible Learning'. Having developed an enhanced understanding of the progression from surface learning to transfer of knowledge to authentic situations, staff then documented strategies to facilitate the learning process in each of their classes.

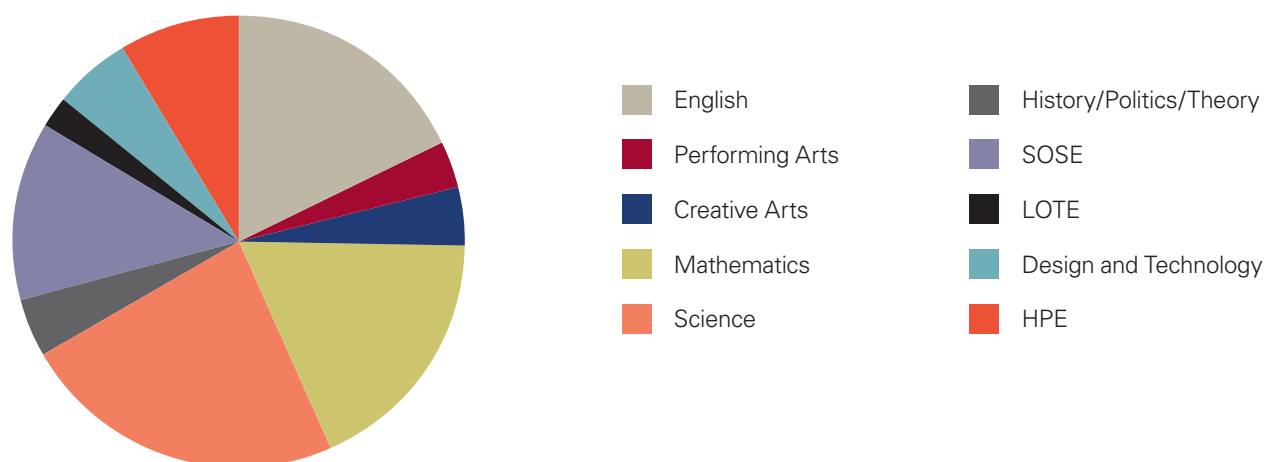
With the help of Matt Heinrich, Director of Digital Learning and Innovation, and Tech Coaches Lisa Plenty and Michelle Sharp, staff have been developing their expertise in using OneNote as a preferred platform for delivering laptop-focused lessons. Early feedback suggests that students have found the sharing and organisation capacity helpful. Lisa is currently exploring the benefits of fully integrating OneNote into SEQTA, while I am doing the same with our plagiarism detection package, TurnItIn.

Critically, these developments have been strategic and conservatively paced, but the sheer number of fronts on which the systems and pedagogy operate has been challenging for staff. Their progress is testament to their professionalism and commitment to maximising the opportunities for Radford's students. It has been a busy but productive and positive year.



Academic Results 2016

Tertiary units studied in 2016

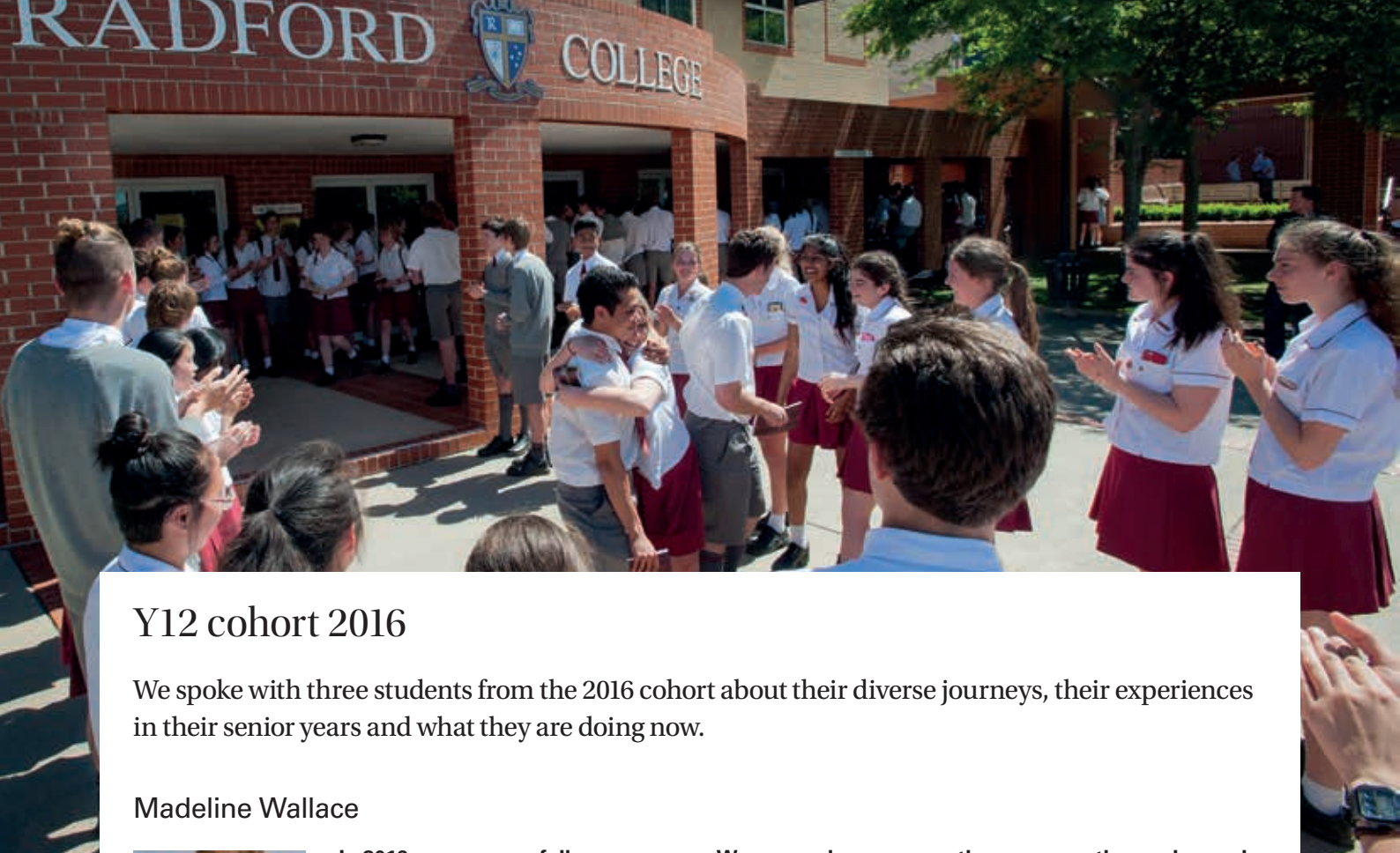


ATAR over 99 – top 1% of NSW/ACT	15 students (9% of Tertiary students)
ATAR over 95 – top 5% of NSW/ACT	57 students (34% of Tertiary students)
ATAR over 90 – top 10% of NSW/ACT	90 students (54% of Tertiary students)

Academic results of Tertiary students

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

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



Y12 cohort 2016

We spoke with three students from the 2016 cohort about their diverse journeys, their experiences in their senior years and what they are doing now.

Madeline Wallace



In 2016, you successfully completed the Accredited Course (ACT Senior Secondary Certificate), were awarded the ACT School-based Apprentice of the Year and were the national runner-up in the Australian School-based Apprentice of the Year Award. What did this involve?

I completed my course while doing an ASBA (Australian School-Based Apprenticeship) working at a veterinary hospital. I studied a Certificate II in Animal Studies and combined these with my school subjects. Being involved in many different aspects of College definitely contributed to my success last year. I learnt many skills from all the different roles including leadership and time management. But probably the most valuable lessons I learnt last year were through my ASBA success – confidence, independence and believing in myself.

Would you recommend this pathway to other students?

Yes. I was paid while working in my area of study and I gained valuable work experience. I was also offered a job in my workplace.

I believe there is a stigma associated with students studying Accredited Packages at the school. This is a misconception. Doing an Accredited Package offers many pathways for post-school opportunities, including Uni. The school was very supportive in my journey and I would encourage any parent to support their child if this is the pathway they wish to take.

Were you always aware there were pathways beyond the ATAR?

I found out about ASBAs in Year 10 when the school was preparing us for Senior School subject choices. It wasn't until I won the ACT ASBA student of the year that I really learnt about the Vocational Sector and the opportunities it brings.

What are you doing now?

I am working in England at an outdoor education facility and I plan to backpack around Europe. When I return home I am planning to study a Certificate IV in veterinary nursing at CIT in order to work and travel overseas as a vet nurse. My ASBA has already helped me get a jump start on this.

Is it what you wanted to do? Do you have an ultimate career goal?

I'm not sure of my exact career path at the moment but I do feel the pathway I chose at school has increased my opportunities and choices since leaving.

Do you think being involved in different aspects of College life was a key part of your success?

Yes, being involved in many different aspects of College life definitely contributed to my success last year. I learnt many skills from all the different roles including leadership and time management. But probably the most valuable lessons I learnt last year were through my ASBA success – confidence, independence and believing in myself.

Ashley Di Berardino



Dance was a focus of your senior years. How were you able to integrate this with your studies?

Finding time to study and complete assignments was always difficult as I had dance and singing for several hours most nights of the week and on weekends. I relied heavily on the weekends to study and I would dedicate all of Sunday to finish off any work I had. Flex periods

were also very useful for me during school as I didn't get as much time at home to do work.

What are you doing now?

I have moved to Sydney to study a diploma of musical theatre at Brent Street Studios.

Is it what you wanted to do? Do you have an ultimate career goal?

Yes, I have been dreaming about getting into Brent Street since I was very young and I am loving the course. My ultimate goal is to work in the performing arts industry.

Many people place a great deal of importance on ATAR results. Did you find this stressful?

Although I wanted to go into performing arts, I still wanted to do my best in school so that university was an option for me. The stress put on students to get a good ATAR shouldn't get in the way of people continuing the things they are passionate about.

Do you think being involved in different aspects of College life is a key part of doing well in your senior years? Why or why not?

I really enjoyed being part of these extra activities, especially the Gamilaraay trip, which is a highlight of my schooling years. While I don't think they necessarily help students do well in school, as it does take time away from studying, I definitely recommend participating in things like the school musical and service trips as it gives you a chance you do something fun, help other people and get to know your peers.

Callum Mayer



You achieved an incredible ATAR and were named Dux. Were you happy with your results?

I was pleased with my result. I worked hard through senior school, and I was really happy that the hard work I put in paid off.

What are you doing now?

I am studying at ANU doing a Bachelor of Engineering (Research and Development) and a Bachelor of Mathematical Sciences. I'm probably going to do some travelling during the uni breaks, and am currently planning on going to South America, as well as hiking around Australia.

Is it what you wanted to do? Do you have an ultimate career goal?

I didn't really know what I wanted to do when I finished school, but engineering sounded like it would suit me. I guess my ultimate career goal would be to find something that is both interesting to me, and something I feel passionate about. I am still yet to work out the exact degree I want to do, let alone the career path I want to take.

Many people place a great deal of importance on ATAR results. Did you find this stressful?

Absolutely. Senior school can be a stressful time trying to balance studies, interests, sports and have a social life, and the stress of the ATAR significantly adds to this. It's hard to not feel that extra stress on your studies. This stress can be good if it makes the students work a bit harder and achieve to the best of their ability. Although, it is vital that they have other important things in their life like sport or friends so they have a balanced lifestyle.

Do you think being involved in different aspects of College life is a key part of doing well in your senior years?

Yes, doing a variety of things outside of study is crucial to doing well in senior school. Doing service activities, sport, music and more contribute to helping a student find their own identity. I feel like I did well in my senior years not only because I came out with a decent score, but I also had a whole range of experiences and opportunities that made me the person I am now.

Briefly tell us a little more about your experience in Years 11 and 12.

I worked hard, and got the marks I wanted. I did lots of enjoyable and rewarding activities, and had a fun time. That's the best way to do school.



Secondary School

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

In this year, our first students undertook international exchanges with affiliate Round Square schools. So far we have received students from and sent students to Herlufsholm Skole in Denmark; Markham College, Peru; Le Salésien, Canada; and Roedean School, South Africa.

Students spend between four and eight weeks in their exchange schools and host their exchange partner for the same amount of time at Radford. We have been delighted to witness the positive influence our international visitors have had on the year groups they join, and the College more broadly. We are keen to offer opportunities for our students to engage with the world beyond Canberra and Australia and we are responding to a similar, strong desire on the part of our students. This program builds on the opportunities the College currently offers to our students to participate in language, cultural and subject-based international tours.

Radford values the benefits of exposing students to new settings and offering them the opportunity to engage meaningfully with their world through cultural, academic, co-curricular and service programs. These experiences are challenging, enlightening and entertaining. Throughout the remainder of the year, students from Years 7–12 will travel:

- nationally, as part of the Australian schools Year 8 exchange program and to the Generations in Jazz music festival in Mt Gambier, South Australia
- to Mongolia and South Africa for Round Square conferences
- to Europe for a Drama tour taking in performances and workshops in Spain, Italy and England
- to the east coast of the United States as part of an Economics and Business Studies tour

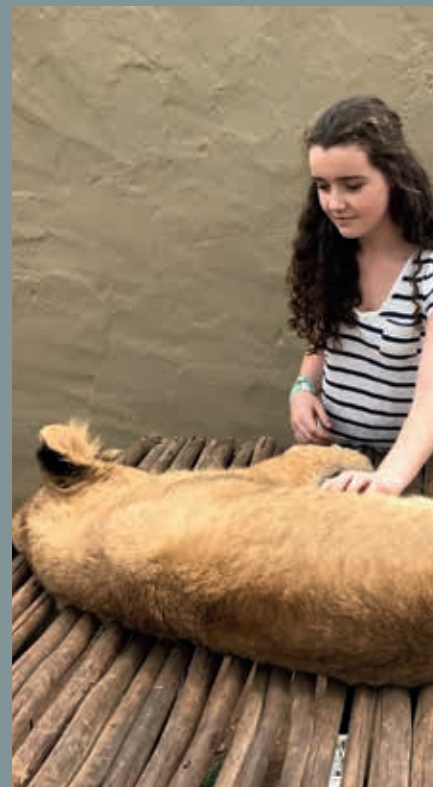
- to New Zealand with the Textiles faculty to observe the World of WearableArt Awards Show and to visit primary textile producers
- to Timor Leste, to which the College is returning for the eighth time, to participate in Service Learning and cultural experiences
- to Gamilaraay country in north-west New South Wales, for the 19th time, to work in partnership with schools in the region as part of Service Learning programs
- to France, China and Japan for Language tours with our sister schools.

The Great Radford House Lunchtime Challenges

The House Lunchtime Challenge is a new initiative in the Secondary School, to take place during lunchtimes throughout the year. Students will stretch their spelling, acting, cooking, minor games and problem-solving skills as they compete against peers from all Houses for the honour of representing their House in the finals, which will be held during school assemblies. This culminating event is a wonderful way to showcase these talents and celebrate diversity and House Spirit!

These challenges offer further opportunities for our students to develop bonds and relationships within their House and across year levels. There is substantial evidence in support of the benefits to students in their making connections with a range of social groups within their school community, and the College is actively seeking to support that process.





*Secondary School students
experiencing their world through
cultural, academic, co-curricular
and service programs.*



Junior School

Mr Paul Southwell

Deputy Principal, Head of Junior School

I agree with the words of renowned inquiry educationalist Kath Murdoch when she says that, in many schools, 'the expertise of specialist teachers in primary school is often a hugely undervalued resource ... Some of the best inquiry teaching I have seen occurs in art rooms, music spaces, outdoors and in halls'.

We are fortunate in our Junior School to have the expertise of 13 part- or full-time staff supporting our Visual Arts, Music, Strings, Spanish, Physical Education and Wellbeing programs.

I approached our specialist teachers to describe their understanding of the impact and importance of their part of the International Baccalaureate (IB) Primary Years Programme (PYP) teaching and learning puzzle, as we educate the whole child. It is their experience and insight that illustrates for us how inquiry transcends disciplines and isn't a subject but an approach.

In light of their expertise, I share the thoughts of just a few of our valued specialists:

Within our school community we are incredibly fortunate to have students and families with diverse language profiles and diverse cultural experiences. Learning another language and exploring the cultures of the countries where that language is spoken enables students to reflect on their own identities and to explore their role as global citizens in an open and inclusive world. At Radford JS, students are learning Spanish and discovering the cultures of the 22 countries worldwide where Spanish is spoken. This is a journey that will develop critical thinking, intercultural understanding and international mindedness in our students. — Rowena Stevens, Spanish Teacher

Students enhance their classroom inquiry through the Visual Arts by engaging in creative processes to explore the 'big idea'. They use action and reflection as tools to develop skills and techniques in representing their ideas, creating artworks and thinking critically about their artworks and the work of others. Within this practice, students achieve confidence in expressing their beliefs, values and opinions, and gain insight and awareness into the ideas of others, including broader global perspectives. — Charlotte O'Regan, Year 5/6 Visual Art Teacher

... the whole PYP system sees Physical Education as more like a journey that allows students to move back and forth between learning phases, as they consolidate their knowledge and understanding of the skills being taught. As educators, we know that students do better in school when they are emotionally and physically healthy. The role of Physical Education in the PYP model is to further develop the whole child by not only improving physical fitness, but also improving skill development, reinforcing self-discipline, reducing stress, strengthening friendships/team work (competition), improving self-confidence and self-esteem and, most importantly, resilience in each child. — Tamara Phelps, PE Teacher and Andrew Sullivan, PE Teacher

**Tell me, I forget.
Show me, I remember.
Involve me, I understand.**
Carl Orff (1895–1982)

This famous quote by composer and educator Carl Orff encapsulates the approach taken when introducing musical skills and knowledge. Children are inspired to develop a love of music and acquire understanding of how it works through active music-making. They sing, move, dance, listen, create and play instruments.

Foundation skill-building focuses on beat performance, simple rhythm reading and writing, pitch recognition and basic instrumental techniques for playing percussion instruments, xylophones and ukeleles. 'Stand alone' units of inquiry provide many opportunities for students to respond creatively through exploration of musical elements (beat, rhythm, pitch, volume, tempo and timbre) to be pursued in greater depth as they progress through other year levels. In the classroom, PYP transdisciplinary skills, attitudes and learner profiles provide a lens for our learning. We are constantly referring to the way we respond as communicators or thinkers and the way we are using self-management skills or being risk-takers.

Where authentic connections occur, music is integrated into many of the units of inquiry. Collaborative planning takes place with classroom teachers and other specialist teachers to create experiences that encourage students to develop interest, demonstrate understanding and take action. — Brenda Lander, Music Teacher





Visible Learning

Ms Louise Wallace-Richards
Director of Teaching and Learning

Making the learning of our students visible so that we can help them to achieve their best is key to the Secondary School's teaching and learning approaches.

This is evident in our adoption of Deb Masters and John Hattie's Visible Learning approach from the start of this year, our focus on differentiating through our pedagogy and assessment programs, the ICT strategies our teachers and students are using in the classroom, and the communities of practice our teachers and Heads of Department are engaged in to improve their professional practice. These areas of focus have been informed by the College's *Strategic Plan, 2016–2020* and our *Australian College of Educational Research (ACER) School Improvement Plan, 2015*.

As part of the ACT Independent School registration process in 2015, Radford was assessed using ACER's School Improvement Tool. One of the key pieces of feedback the College received was that we should:

Develop further the pedagogical approaches/policy for the College to develop common understandings, language and practice in order to meet individual learning needs of students to complement the stated whole College Curriculum.

The Junior School's curriculum, pedagogy and assessment is framed by the International Baccalaureate's Primary Years Programme and the Australian Curriculum. Though the Secondary School's curriculum and assessment is framed by the Australian Curriculum and the Board of Senior Secondary Studies, we needed another framework to assist us in developing common understandings, language and practice to help us meet the needs of all our students. Hattie and Master's Visible Learning framework is helping us to achieve this goal.



Visible Learning is:

a model of learning that proposes that various learning strategies are powerful at certain stages in the learning cycle. The model describes three inputs and outcomes (skill, will and thrill), success criteria, three phases of learning (surface, deep and transfer) and an acquiring and consolidation phase within each of the surface and deep phases. — Hattie and Donoghue

For each of the phases of learning, strategies are suggested that can be planned to be used in any discipline. The selection of strategies has been based on 228 meta-analyses.

The beauty of this model of learning is that it can be applied to any subject in the Secondary School and reinforces the need for the careful use of strategies to move students from surface, to deep, to transfer of learning. It highlights the importance of surface learning in a secondary context and the best conditions for the transfer of learning to occur:

An explicit assumption is that higher level thinking requires a sufficient corpus of lower level surface knowledge to be effective – one cannot move straight to higher level thinking (e.g., problem solving and creative thought) without sufficient level of content knowledge. — Hattie and Donoghue

[The] transfer is a major outcome of learning and is more likely to occur if students are taught how to detect similarities and differences between one situation and a new situation before they try to transfer their learning to the new situation. Hence, not one strategy may necessarily be best for all purposes. — Hattie and Donoghue

Visible Learning also emphasises the need to differentiate the learning experience of our students to make their learning visible. To support our teachers in differentiating learning experiences for our students, we have continued our 2016 focus on data being used to identify the learning needs of students, appointed an Enrichment Coordinator to lead in this area of pedagogical practice, and provided professional learning focusing on meeting the needs of students of high academic potential. The use of OneNote in many of our classrooms as a digital notebook and collaborative tool has also enabled teachers to see the learning of students and to provide timely feedback to help students to improve.

Finally, for 2017, we are seeking to embed the framework in our classrooms through our Secondary School Community of Practice (CoP) groups. This year, teachers are required to observe the lessons of their peers focusing on the use of strategies to facilitate surface and deep learning. The CoP feedback sessions that follow these observations will help to develop all teachers' knowledge and understanding of the framework and move the Secondary School forward in improving the learning outcomes of all our students.

Reference: John AC Hattie & Gregory M Donoghue, 'Learning strategies: a synthesis and conceptual model', *npj Science of Learning*, 10 August 2016, www.nature.com/articles/npjscilearn201613





Student Development

Ms Claire Melloy
Director of Student Development

[Education] should make you a unique individual, not a conformist; it should furnish you with an original spirit with which to tackle the big challenges; it should allow you to find values which will be your road map through life; it should make you spiritually rich, a person who loves whatever you are doing, wherever you are, whomever you are with; it should teach you what is important, how to live and how to die. — *John Taylor Gatto, Dumbing us Down: The Hidden Curriculum of Compulsory Schooling, 1992*

These noble aims cannot be achieved by schools alone. Parents and schools are partners in the education of our young people. There is an abundance of research on the positive impact of parent partnerships and student success, not just at school but throughout life.

How do we build effective parent–school partnerships?

I have written before about the real *Rs* for students: self-regulation, respectful relationships, and resilience and resourcefulness.

Closely related are what I think of as the 3 *Rs* to ensure effective parent–school partnerships: respect, relationships and responsibility.

In always acting with respect, both the parent and the school are valued. The long-term best interests of the child are put first and form the basis of all interactions. Radford recognises that the family perspective is invaluable in providing insight and information as to what the child needs for success at school. Parents recognise that teachers are professionals and respect their professional judgement.

Neither the school nor the family blames the other for what's not working but, instead, both take joint responsibility to ensure the best outcome for the child. Joyce Epstein, the Director for The Center on School, Family and Community Partnership at Johns Hopkins University writes, 'Our charge is to create parent friendly schools and school friendly homes'. Parent-friendly schools listen to parents and value diversity. School-friendly homes reinforce the importance of school expectations, support school policies and processes and encourage respect for every member of the school community. How parents speak about, communicate





with and regard teachers is critical in helping young people work successfully in the school environment. It is similar to the importance of parents/carers presenting a united front in their parenting.

Respect and shared responsibility go a long way to developing meaningful relationships that build trust and, thereby, feed the quality of the relationship. Building parent partnerships is the same as building relationships in the classroom. All parties need to feel a sense of belonging to a community with shared values – they need to feel valued and supported.

We often say that, for this to happen, communication needs to be regular, ongoing, two-way (and often three-way; that is, involving the student) and provide meaningful feedback. Successful and responsible partnerships accept the need to stay connected and informed.

Parents inform the school of those things that will help the school best meet the needs of the child. Students are included in conversations about their needs. Schools keep families informed of concerns and of things that deserve to be celebrated.

Do not confine your children to your own learning for they were born in another time.

— Hebrew Proverb

All communication is respectful, calm and considered. Students are encouraged to take responsibility for addressing issues themselves, which might mean emailing or speaking to a teacher directly instead of having their parents do it for them.

Inclusive schools understand that parents want to be their child's greatest advocate. Parents understand that sometimes young people just want to let off some steam at home – they don't always want their parents to do anything. Often, the most helpful thing to do is listen. Often, asking the child to consider what they could do to resolve an issue is empowering and gives them confidence in their ability to solve their own problems.

Learner responsibility and the development of effective communication skills is a developmental process. Parents and the school need to model the partnership process so as to empower students to take responsibility for self-advocacy. By the time students are in senior school, it is appropriate for them to be their own advocates wherever possible.

During the recent naming ceremony of the Heath Lecture Theatre, Head of Junior School Paul Southwell reflected:

Many of the discussions hosted in this lecture theatre deal with how we can be better teachers and better mentors. The College also often invites parents to information evenings, where guest speakers talk about better supporting our young people, as they navigate an increasingly complex and interconnected world.

That is, of course, the ultimate goal: to help our children and young people not just navigate complexity but to have faith, as Gatto says, in their own 'original spirits that help them tackle the big challenges' while leading fulfilling and meaningful lives. Working together closely and trustingly is the best way to make that happen.



Our dedicated staff continue to reflect on their use of technology to transform practices.

Information Communication Technology (ICT)

Mr Matthew Heinrich

Director of Digital Learning and Innovation

156 million emails, 16 million text messages, 4.1 million videos viewed and 1.8 million Snapchats. These are just some of the statistics that encompass what happens in an internet minute (Lori Lewis 2017). On an average day at Radford College, 1,112 wireless devices connect to the network, 788 users log into Radford Online, 9,167 emails are received and 3,045 documents are edited in OneDrive cloud accounts. As technology continues to pervade all elements of society, what does digital learning look like and how can we foster students that actively contribute to a digital age?

Semester 1 has seen digital learning tools increasingly utilised to engage students to actively participate in creating and sharing knowledge as they develop contemporary skills and understandings. The adoption of OneNote Class Notebooks has drawn students into a consistent online space to collaborate, receive feedback, review class notes and engage with multimodal elements such as 3D visualisations and interactive multimedia. A blank canvas with an array of tools designed specifically for education, staff retain the autonomy to manipulate and utilise OneNote's features dynamically

to best support learning outcomes and complement their pedagogy. With the infinite amount of applications and online resources available, the Office 365 suite provides a powerful, secure and familiar set of tools for staff and student use right across the College. This synchronisation was nicely illustrated during the Year 7 device orientation workshops, with existing students' OneDrive accounts bringing a portfolio of learning completed on iPads and classroom desktop computers during previous years onto their new laptops.



Radford Online 2.0 was released at the beginning of the year, following an extensive project to improve the function, form, interface, navigation and user experience. It was a timely opportunity to introduce and integrate several new systems into a personalised dashboard experience and evolve the repository of information and documents. We will continue to implement greater customisation of the platform in response to feedback and ensure it serves all users as a positive and seamless digital interaction with the College.

Our dedicated staff continue to engage in formal and informal professional learning to upskill and reflect on their use of technology to transform practices. Technology coaches, community of practice teams and confident colleagues have all aided in the increasing depth of technology integration across the College. These evolving practices include students designing virtual classroom spaces, creating interactive website content, coding and programming in and beyond the Digital Technologies subject and 3D printing (boosted by an additional eight printers). Flexible classroom environments maximise the learning opportunities that new technologies provide and 75" touch panels with the capacity for wireless mirroring of multiple devices simultaneously have been installed in 25 rooms. As these roll out across the College, such optimal instructional conditions provide staff and students with the flexibility to share multimodal content and collaborate with greater ease to ensure the focus remains on learning.



Apple Distinguished School

The Junior School was successful in its application to become one of 400 Apple Distinguished Schools worldwide. The program, by invitation only, identifies schools that demonstrate Apple's vision of exemplary learning environments that inspire student creativity, collaboration and critical thinking. Apple outlines Five Best Practices in common as part of the culture of these schools to promote continuous innovation, leadership and educational excellence with technology:

- visionary leadership
- innovative learning and teaching
- ongoing professional learning
- compelling evidence of success
- flexible learning environments.

The College's relationship with the Apple Education Development Executive team has grown since its inception in 2015 and, as a result, we have received exclusive invitations to professional learning opportunities and held regular meetings to discuss the 1-to-1 iPad program and innovative approaches to learning and teaching. The team from Apple recognises that we are on a journey regarding the integration of technology and continually affirm the practices they have witnessed in classrooms during their visits.

Radford's application to be recognised as a Distinguished School required the creation of a multi-touch iBook sharing the story of student learning within the 1-to-1 iPad program and teachers' use of Apple technologies. Addressing each of the Five Best Practices, a small team worked on the multimodal experience as an enjoyable and reflective process of articulating where we are positioned and where we seek to move towards in the future. Given the BYOD approach in the Secondary School, the requirements could only be met by the Junior School 1-to-1 program. Having said that, the Five Best Practices are reflected in the College's Strategic Plan and are evident in Secondary School classrooms using Apple and non-Apple devices.





A very special recognition ceremony

Miss Celia Lindsay
Communications Officer

On 7 April, Foundation Day 2017, a ceremony was held to recognise the outstanding contributions made to Radford College by Vic Gibbons, (Facilities Manager 1993–95 and Bursar 1995–2006), Phillip Heath (Principal 2009–13) and Jock Mackinnon AM (Foundation Principal 1984–88) and his wife, Elizabeth Mackinnon. The ceremony culminated in the naming of three significant spaces, to be known now as the Gibbons Pavilion, the Heath Lecture Theatre and the Mackinnon Senior School.

Principal Fiona Godfrey welcomed the guests and introduced Chief Operating Officer Simon Wallace, who gave the reflection on the contribution of Vic Gibbons. Major infrastructure projects during Mr Gibbons' service included the G Wigg Sports Centre, the LJ Willett Performing Arts Centre, Radford Chapel, the Browning Early Learning Centre and the Pavilion.

Deputy Principal, Head of Junior School, Paul Southwell gave the reflection on the contribution of Phillip Heath. Mr Heath's legacy includes the establishment of the Radford College Institute, a hub for

debate and information about educational issues and practice, and the Dirrum Dirrum Centre for Values, Ethics and Compassion, reflecting his commitment to Radford's active and compassionate engagement as part of the local, national and global community. An early building project during Mr Heath's term was the 2010 expansion of the Junior School, under the Australian Government program Building the Education Revolution. The new Senior School precinct, including the state-of-the-art lecture theatre, was opened in 2013, Mr Heath's last year at Radford.

The final reflection was given by Valerie Smith, Radford's first appointed staff member. Mrs Smith chose as her theme 'A matter of choice', the title of Jenny Murphy's 2004 history of the College. She reflected on the courage shown by Jock and Elizabeth Mackinnon in choosing to leave the security of well-established personal and professional lives in Adelaide, to come to Canberra

for a school that was little more than an idea at the time. Mrs Smith described how Jock Mackinnon's formal leadership was underpinned by what she described as the school's 'secret weapon', its 'ambassador-at-large': Mrs Elizabeth Mackinnon. Elizabeth worked on the establishment of the Art Show, Fete, parent and staff networking and much more. Having made their choice in favour of Radford, the Mackinnons were truly inspiring in the energy, enthusiasm, vision and leadership they showed.

Vic Gibbons and Phillip Heath both expressed their deep sense of honour that the College had chosen to acknowledge their contributions in this manner. Elizabeth Mackinnon and her four children travelled from interstate to attend the ceremony. Richard Mackinnon, speaking on behalf of his family, commented that Mrs Smith's speech had made him even more aware than he had been previously of the key role played by his mother in the early years of the College.

Above, left to right: Mr Vic Gibbons, Mrs Elizabeth Mackinnon and Mr Phillip Heath.



Anzac Commemorative Service

Mr Mick Bunworth
Communications Manager

The Radford College community gathered in solemnity for the 2017 Anzac Commemorative Service.

Rainy conditions prompted a move from the turning circle to the G Wigg Sports Centre, where students, staff and guests paused to remember not only the Gallipoli campaign of 1915, but the sacrifice and military service of millions of Australians since.

Principal Fiona Godfrey reminded those present of the sheer number of Australians who have died serving in the armed forces – more than 102,000.

In her speech, Mrs Godfrey said:

We are grateful for our peaceful country, a legacy of those brave young Anzacs who went into battle at Gallipoli, and the nurses who tended the wounded and dying.

They had all travelled a long way from home. And during those terrible months, home was never far from their thoughts.

... They fought for their home then, and our home today. For that we will be forever in their debt.

The combined Chorale and Camerata choirs sang a beautiful excerpt from Fauré's *Requiem*.

Guest speaker, Air Chief Marshal Sir Angus Houston AK, AC (Mil), AFC spoke about the Anzac tradition of mateship and teamwork in the face of adversity, which he said provides motivation and inspiration for Australians and New Zealanders in all walks of life.

Sir Angus went on to say:

The tradition is also evident when disaster strikes at home in Australia. Police, emergency services, the Australian defence force, volunteers and the wider community never hesitate to assist those in need. We put the needs of others before our own, and pitch in to assist those doing it tough. The Anzac tradition is an inheritance bequeathed to all Australians by the Anzacs. It defines our national character and our commitment to Australia in all endeavours. It is not myth; it is a reality that unifies and strengthens our nation and its increasing diversity.

College Chaplain Father Richard Browning led a prayer, quoting the *Armed Man*, a Mass by Welsh composer Karl Jenkins.

'Better is peace than always war!' he said.

The Last Post was followed by a minute's silence, as the gathering reflected on those who gave so much to make peace possible.





College Musical: *Song Contest, The Almost Eurovision Experience*

Mr Nick Akhurst

Head of Department, Co-curricular Drama/Dance/Oratory

After an extensive audition process in 2016, much research and rehearsal, the 2017 musical exploded on stage with a flurry of sound, smoke, lights and confetti. Under the clever direction of Tim Sekules, the talented vocal direction of Alira Prideaux, the musical skills of Leisa Keen, the technical and organisational skills of Susan Davenport and my set design and production management, the TB Millar Hall came alive to the sound of Eurovision.

Radford is the first amateur group to perform this production and the staff and students rose to the challenge. Including performances from 11 different countries and showcasing a variety of singing and dancing styles, this show was an eclectic mix that gave a wide variety of performers a chance to take to the stage.

Students worked to create dazzling choreography, vibrant and various music styles, amazing lighting and sound and a variety of media, including a live count down each night to recreate the experience of Eurovision. Margaret Prideaux also worked tirelessly with our students to create beautiful costumes to represent each country's unique style. This, combined with the talent of our students, produced an energetic and humorous performance that engaged the audience each night from the opening scene until the final result was announced. Live voting added to the energy of each performance, the excitement of the audience, and the tension of the technical support, who had to change scripts according to the results for each winner.

This show demonstrated the depth of talent in the performing arts at Radford – the musicians, committed technical crew and the passionate performers who graced the stage each night.

A show this complex could not have gone ahead without the support of the Head of Co-curricular, Dylan Mordike; technical support from Media Art, especially Tim Minehan and Crawford Anderson; and the commitment of the students and their parents and College staff.

Thank you to all those who were able to come and see the show, your enthusiastic response to each performance was valued by us all.



Foundation Day Concert

Mrs Nicola Bartasek

Head of Co-curricular Music and Instrumental Studies

This year, the Foundation Day Concert returned home to the beautiful Radford College Chapel where over 100 musicians presented the iconic choral work, Fauré's *Requiem*, to an appreciative audience of music lovers.

After a term of preparation, our choristers and string players performed this seven-movement work, which featured Radford vocal soloists Jacqueline McIntyre, Blake Reid and Michael Troy. The Chamber String Ensemble also featured our talented violinist and teacher Tor Frømyhr as soloist.

All musicians worked around a hectic Term 1 schedule to present a moving performance of this work. Written between 1887 and 1890, it is a mesmerising piece that reflects on eternal rest and consolation. As thoughts wandered to the contemporary global challenges and the season of Lent, the audience was certainly transported by the beautiful French impressionist melodies that drifted around the chapel. Congratulations go to Mrs Leanne McKean who prepared and conducted the performance and to Mrs Bronwyn Brown, Ms Kirsten Knight, Mr Stephen Leek and Mrs Emily Leong who also spent many hours preparing the musicians for this performance.

The concert opened to the sonorous sounds of Year 12 student Jacob Jaksa's cello with a performance of JS Bach's *Prelude from Suite No 2* and Saint Sæns *The Swan*. Accompanied by Bronwyn Brown, Jacob demonstrated his outstanding musicianship, which he has developed over a number of years at Radford and the Australian National University and as a member of many other performance groups in the Canberra region. Jacob concluded the concert with a moving solo performance of Sculthorpe's *Requiem*.

Congratulations to all the performers for their hard work and dedication and to the many staff who worked behind the scenes to support this exciting event in the Radford music calendar.



Music Camp 2017

Mrs Nicola Bartasek

Head of Co-curricular Music and Instrumental Studies

At the end of a very hot summer, Radford musicians from the Camerata Choir, Chorale Choir, Corelli String Orchestra and Bernstein Symphonic Wind Orchestra gathered in the LJ Willett Performing Arts Centre for the intensive day of rehearsals that makes up the annual Music Camp.

Music camp forms an important part of the Co-curricular Music Program at Radford, giving our premier ensembles an opportunity to develop a unified sound, explore new repertoire and begin the process of preparing for the many performances that take place throughout the year.

This year's program included preparation of Fauré's *Requiem* for the Foundation Day Concert. Under the direction of Mrs Leanne McKean, the Chorale and Camerata choirs began the journey of learning this iconic piece in the choral repertoire. Mr Stephen Leek spent part of the day leading sectionals with the tenors and basses as they tackled this complex work.

The Corelli String Orchestra spent the day preparing for the National Eisteddfod in May and for the performance of a *Prelude* by Grieg in assembly. Under the baton of Mrs Caroline Suthers and supported by our Director of Strings, Ms Kirsten Knight, this group worked tirelessly to achieve a beautiful blended sound, which was demonstrated to the whole school at the following weekly assembly. Tutorials also formed an important part of the day for this group and we thank our cello teacher, Mrs Louise Butler, for her time working with the lower strings.

With a busy schedule of performances this year, the Bernstein Symphonic Wind Orchestra worked through a number of pieces including Michael Sweeney's *Villages*, which certainly stretched the group as new members came to terms with the technical challenges of this difficult piece. Mr Justin Lingard again established a high standard for this group of talented young musicians.

As always, our thanks go to the music team, including our fantastic managers Mrs Karen Gregory, Miss Shivani Pillay and Mr Richard Wardman, for their support of this important event in the music calendar.

Senior Drama Camp

Mr Nick Akhurst

Head of Department, Co-curricular Drama/Dance/Oratory

The focus of the annual Senior Drama Camp is to combine the two acting classes and give them a chance to participate in workshops with industry professionals and for the technical students to develop their designs for the Musical production.

The 2017 camp for the acting students was held at Warrambui Convention Centre from Friday 17 to Saturday 18 February. The guest presenter, Pip Buining, director and former head of Canberra Youth Theatre, ran the students through a variety of activities and workshops based on ensemble-building and developing scripts using character, movement and space. These activities culminated in a performance based on the workshops.

The workshops were of great help in preparing students for their assessments. Ms Sally Hendrie, the new Head of Performing Arts, was given a warm welcome as she engaged with the Drama students in many of the activities.

The technical students started the camp with a Work Health and Safety workshop in the TB Millar Hall and then joined the acting students at Warrambui, where they began to design the technical elements for this year's musical, *Song Contest*. Those who saw the show can attest to the value of the time that the students spent developing their ideas.

Friday evening was focused on breaking down barriers between the year groups and their programs with improvisation games, stories, jokes and puppetry using glow sticks.

The Senior Drama Camp is a significant part of the Drama course and we look forward to further developing the different components of the camp in the future.



Outdoor Education

Ms Lizzy Pugh

Outdoor Education Program Coordinator

In 2017, adventures take priority at Radford!

The College has formalised a seven-year relationship with The Outdoor Education Group and doubled the number of the College's outdoor education experiences with which the group will be involved. As a consequence of this arrangement, I am delighted to have been appointed the Outdoor Education Group staff member within Radford College.

I am a budding adventurer, a passionate educator and I will be coordinating the Outdoor Education programs at the College. I am eager to unearth and foster the sense of adventure in our students. Having worked in the outdoor industry for 10 years in diverse environments, from the top of Mt Kosciuszko in Australia to the snowy Berkshire Mountains in the United States, I have a wealth of knowledge to share with the Radford community.

Adventuring in the outdoors communicates to students the importance of being true to yourself, expressing compassion towards the limits of others and being honest about your own limitations.

If happiness is the goal – and it should be, then adventures should be a priority. – Richard Branson

Radford's Outdoor Education sequence consists of the following programs:

Year 3 – Camp Cottermouth: this memorable overnight camping experience highlights being responsible and connecting with the world on our doorstep through mountain biking, teambuilding, bush skills and exploration galore!

Year 5 – Wombaroo (Southern Highlands): teambuilding and leadership skills are the focus of this fun-filled four-day adventure.

Year 7 – Biloela (Southern Highlands): five days mountain biking, abseiling, bushwalking, teambuilding, canoeing and making new friends.

Year 8 – Sydney Explore: a four-day urban adventure with a 'Game of Zones' trophy up for grabs! The students complete a range of challenges throughout Bondi, Manly, The Rocks and the Royal Botanic Gardens.

Year 9 – Kangaroo Valley: a five-day character-building journey connecting with the wilderness through activities including bushwalking, cycling and canoeing.

Year 10 – Odyssey: Echoing Homer's *Odyssey*, this is an extraordinary new opportunity for students to pursue their own adventure in four glorious venues over nine epic days by:

- sea kayaking in the tranquil Myall Lakes National Park (Central Coast, New South Wales)
- bushwalking and sea kayaking in the stunning mountains and off the pristine beaches of east coast Tasmania
- climbing and cycling in the glorious wilderness of Arapiles and Grampians national parks (Victoria)
- bushwalking and cycling in the dramatic hidden gorges of Mt Remarkable National Park (South Australia).

Skills Extension weekend trips are offered to senior students to give them the opportunity to try something new, or extend their skills in a particular outdoor discipline. The first of these was run on 10–11 June with a climbing trip to the Southern Highlands.

The Youth Adventure Challenge is currently looking for two teams of four to represent Radford College in a three-day event in October in the Rubicon Valley, Victoria. The challenge is not for the faint-hearted, with a multi-sport race, an extended Rogaine and various team challenges!

Along with Radford and The Outdoor Education Group, I am excited about this unique opportunity to enhance the skills and wellbeing of our students through the integration of a coherent Outdoor Education program into the College's schedule of activities.





Year 7 Camp

Mr Justin Wood
Head of Year 7

The Year 7 Camp at Biloela ran from Monday 6 to Friday 10 February, which falls in Week 2 of Term 1. The camp is located 90 minutes north of Canberra on the Outdoor Education Group's 99-hectare property that adjoins state and national parks. This Year 7 Camp differs from the centre-based camp experience of the junior years in being a journey-focused program. Students spend two nights camping in tents and two nights in eco-cabins while taking turns preparing and cooking for their group.

The main aim of the Year 7 Camp is to allow students to socialise in a relaxed, out-of-school atmosphere. It is a key aspect in the process of their coming to know their peers, tutors and prefects while making the transition to the Secondary School. During the course of the program they explored the surrounding valley in a variety of ways, including canoeing up the Wingecarribee River, abseiling down the sandstone cliffs, mountain biking along the river flats and experiencing the flying fox.

I always feel privileged to attend these camps and it was a pleasure to see the students facing new

challenges, overcoming fears and forging new friendships, which will no doubt last for many years to come.

The students, staff and prefects recovered well from their adventure, returning a little smellier and more worn out than when they left, but buzzing with excitement to see family and share their stories from camp. The camp was an overwhelming success, which is largely due to the enthusiasm and positive attitude of the students and the care and compassion shown by the Year 7 Tutor team, additional Radford staff, prefects and guides from the Outdoor Education Group.

Year 10 Camp

Zachary Gan, Thomas Scott and Alexander Sofoulis

Year 10 Students

On Wednesday 29 March, the Year 10 students set off for a nine-day camp experience at Buchan on the picturesque Snowy River. After a six-hour bus trip filled with nervous chatter and excitement, each camp group arrived to begin their adventure.

Over the nine days and under the guidance of a Radford College staff member and an Outward Bound instructor, each group participated in a variety of activities. The three-day 'expedition' hike, rafting and rock climbing certainly pushed everyone out of their physical comfort zones, while other activities, such as abseiling and caving, were more about everyone overcoming mental barriers. Throughout the camp experience, we were also expected to navigate for our group, work collaboratively and reflect on our achievements.

Each group shared different moments that made their camp experience more personal. The following three recollections sum up our individual camp experiences:

I felt that the evenings, where our group sat around the campfire and ate dinner together, was one of the most significant moments. During these times, we really bonded as a group and reflected on the day's events. This was also when our group learnt new things about each other. Another highlight of camp was discovering everyone's unique personalities. The positive vibe that was present throughout the whole of camp was definitely a testament to how well we got along.

Although our group got along fairly well, we were all given an opportunity to improve our leadership skills. We realised that it takes good communication and patience to successfully manage a group. We also learnt about the importance of allowing everyone to share their ideas when faced with a significant decision.

The group worked long into the night, preparing food and cleaning up until we didn't want to sleep anymore. This moment was the source of many jokes and stories within our group. This experience also improved our self-confidence and helped to motivate us when faced with other challenges.

The Year 10 Camp encouraged everyone to step out of their comfort zones, explore their potential and develop their self-confidence. We all agree that the more we put into the camp experience, the more we got out of it.

On behalf of Year 10, we would like to thank the Radford College and Outward Bound staff and instructors who accompanied us on camp. Your guidance and support throughout our nine-day expedition was ever-present and we are very grateful. We would like to offer a special thanks to Ms Lonsdale and Mr Moss for organising the camp and ensuring everything ran smoothly.





Year 11 Retreat

Ms Renae Woods
Head of Year 11

Year 11 students started their senior school experience with a retreat at the Greenhills Conference Centre at Stromlo in the ACT. This two-day off-campus experience was a great way for us to begin our year. The retreat was an opportunity to warmly welcome our new students, build unity amongst the House-based tutor groups and assist students to transition into the senior school. The secluded environment provided an opportunity for students to get to know each other and their tutor in relaxed surroundings and to establish important new group bonds.

On day one, students worked on different teambuilding initiatives including a rope-climbing course and crate construction and climbing task. Students also had visits from Mrs Godfrey and Mr O'Regan, whilst other executive and senior staff led targeted presentations on service and spirituality, consent and the law, and the diverse elements of the next two years.

The final day was about inspiring Year 11 to dream big. We heard the personal story of our guest speaker, Lauren Burns, who encouraged

students to believe in themselves, especially during the more testing times that they will experience in the later years of their schooling. Students participated in engaging sessions on study skills and time management and their feedback suggests that they found these sessions practical and relevant. Many mentioned having gained new insights into such things as dealing with procrastination, developing more productive study habits and enhancing their personal management and organisational skills.



Summer Sports Review

BASKETBALL

James Martin and Sophie McGready
Basketball Captains

We can reflect with satisfaction on the College's very successful summer season. A huge number of students from all ages competed each week, with basketball remaining one of Radford's most popular summer sports. Radford finished the season with five teams making the grand finals in their division and age group. Radford students also represented the college as coaches and game officials.

Three of the College's five grand finalists were victorious. We were proud to see Division 2 U12 Girls, Division 3 U12 Girls and Division 4 U19 Boys win their highly competitive finals.

A number of teams also made the semifinals for their age group. This included the Division 1 U19 Girls and the Division 1 U19 Boys, who concluded their seasons with courage in their final games. It was a shame that they did not go all the way, but both teams proved themselves as competitors in the top competition of ACT junior basketball. It was rewarding to see the improvement that the Radford teams made throughout the season.

None of this would be possible without the fantastic support of parents, who drive our players to the games, do bench duty and water-bottle runs. Thank you also to our team managers, who are champion emailers and ensure everyone is where they need to be, when they need to be, with what they need. And thanks, too, to our excellent coaches, who teach skills while keeping training fun and put a great deal of time and effort into organising the season from beginning to end. Finally thank you to Ms Bernadette Leger and Mr Ian Ellis, Directors of Basketball, who oversee and organise the sport at Radford.

Sophie and I have enjoyed coaching in the basketball program and we're looking forward to our involvement in the winter basketball season.

CRICKET

Mr Peter Wallensky
Sports Administrator

In October 2016, the College welcomed Tim Turnbull as Technical Director of Cricket. As a consequence of this appointment, the cricket program had some success in the 2016/2017 season and fielded several teams in various age groups.

The U9s (Thunder and Bulls) played at Harrison on Friday afternoons in the T20 Blast competition and three teams participated in the U11 Friday afternoon competition (Raptors, Warriors and the Wolves). Radford had a number of U11 players nominated for Cricket ACT trials, which is a testament to the coaches, managers and parents who put in a lot of time and effort coaching the kids. The two-day summer camp organised for our U11 teams was attended by 17 players who enjoyed a competitive match on the final day.

Our U13s had a mixed year but, importantly, they improved significantly as the season progressed. Next season will be a great opportunity for the players to build on the knowledge handed down their coaches.

The Division 1 U15 team participated in a very strong two-day competition. The players continually improved as the season went on, particularly after the Christmas break, and the team was victorious in the final game of the competition.

The 1st XI T20 team played games against Marist, St Edmund's, Canberra Grammar and Daramalan. These close-run games will provide a great base to work on for next season.



OZTAG

Mr Peter Wallensky
Sports Administrator

Once again, OzTag proved to be a popular summer sport for students in Years 6–12, with the College entering nine teams in this season's ACT OzTag competitions held at Kaleen. Twilight lent an enjoyable and relaxed atmosphere to the Wednesday evening games. With training and games played mid-week, our players have the option of keeping weekends free for other activities. OzTag really is a sport for all, with players of all levels taking to the field to represent the College.

While their seasons ended at the semi-final stage, congratulations to the U13 Girls (Flames), U17 Girls (Radtaggers) and U15 Boys (Roadrunners) on playing with strength and commitment throughout the competition.

CHESS

Helen Tong
Chess Captain

Chess at Radford continues to grow, with 49 students from Years 1–6 enrolled in the program. Tutors from the Canberra Academy of Chess are assisting our students to develop their understanding of the rules, conventions and tactics required to play chess for pleasure and competitively.

Six girls from Years 1–5 represented the College at the ACT JCL Northside Primary Girls Chess Competition, with four players eligible to compete in the upcoming finals. We are also planning to send up to 25 players to the Primary Open Chess Competitions later this term.

Although there have been no Secondary School chess competitions yet, the Monday Lunchtime chess club in Room 31 (feel free to join!) continues to flourish with over 10 regular members, as we prepare ourselves for the upcoming Girls Secondary Competition in Term 3, and the Open Secondary Zonal in June, to which we sent 16 players in four teams.

We wish our chess players the very best in their many upcoming tournaments!



ROWING

Sam Everett

Rowing Captain

The strong performances of the 2016–17 season resulted from the dedication of the boys and girls squads and led to many medals in the competition weeks prior to the pinnacle of the season, the Heads of the River regattas in Penrith, New South Wales.

A personal highlight was watching a boy from the Year 7/8 squad win a medal in the single scull at the Boys Head of River. Another highlight was Radford's domination of the Tuggeranong Cup Festival, at which the College qualified in the Champion of Champion boats and took out the first, second, fourth and fifth positions. The performances of the junior rowers confirms that the future of Radford rowing is in excellent hands, we encourage them all to return next season.

Thank you and farewell to the outgoing Director of Rowing, Mr Philip Winkworth, who has done an outstanding job over the last 10 years in establishing Radford's rowing program. Thanks also to the parents, caregivers and Friends of Radford Rowing for their help, support and guidance

throughout the season. The rowing program would not be as successful without their help. Thanks also to all of the coaches who have put in a huge number of hours over the season.

Welcome to the new Director of Rowing, Vicky Spencer, and best wishes for the 2017–18 season.





RADFORD DANCE ACADEMY

Ms Danielle White
Director of Movement

In its second year of operation, the Radford Dance Academy (RDA) has welcomed many new students to its diverse program. In 2017 we have established our first representative performance teams. The Junior Performance Group includes a dedicated group of students in Years 4–6 who focus on jazz and lyrical techniques. The group was excited about competing in their first competition, 'Rainbow', at the end of Term 2. The all-girl group has been working on their routines with a guest choreographer from Sydney and they trialled their jazz routine at Junior

assembly. The Junior Hip Hop Crew, 'Rivals', is made up of Years 3–6 boys and girls. The Rivals have been working hard to create a new routine with their crew leader, Isaiah, for competitions later this year.

We look forward to welcoming new students into the RDA family in Semester 2, when we will also offer the very popular genre of Acro dance. The Radford Dance Academy Showcase, the highlight of our dance year, takes place early in Term 4 and will feature all RDA classes in one spectacular show at Llewellyn Hall.



TAE KWON DO

Ms Danielle White
Director of Movement

The first classes in tae kwon do began at Radford in Term 1 and each session has full enrolment from Kindergarten through to Year 12. We are lucky to have the expert instruction of 6th Dan Master Barry Jordan and Pravin Bhatia of Nim Tae Kwon Do. Students are engaged in learning the fundamentals of tae kwon do, whilst also focusing on health and fitness of body and mind, weight management, muscle tone, flexibility, improved posture, effective self-defence combined with self-control, confidence, discipline, respect and pride.

The primary focus of tae kwon do at Radford is to provide a safe and fun training environment. Students are looking forward to receiving their *dobok* (uniform), working towards their first grading and participating in competitions. It has been wonderful to see the students' improvement throughout Semester 1, with the development of discipline and skill. Master Barry and Pravin welcomed all parents and carers to watch, participate and join in the fun of all tae kwon do classes in the final week of Term 2.



1.

Radford College P&F Art Show 2017

Ms Sarah Jennett

President

Radford College Parents and Friends Association



2.



3.



4.

The 33rd annual Radford College P&F Art Show was held over the weekend of 26–28 May. Once again, the TB Millar Hall was transformed from the ordinary to a wonderland of beautiful artworks, with over 400 paintings, sculptures, woodworks and craft items on display. In this, its fourth decade, the Art Show has certainly come of age, but remains true to its original purpose to celebrate and share in the creativity of local and regional artists and build a spirit of community around our school.

This year marked the second year that the Art Show has awarded prizes. Thanks to the generosity of our sponsors, there were four awards this year:

- Herring & Associates Lawyers Art Critic Award 2017 – Jill Clingan for *Tea on the Terrace*
- Radford Collegians Association Art Critic Award 2017 (Highly Commended) – Amanda Poland for *Untitled*
- Aarwun Gallery Emerging Artist Award 2017 – Paris Lomé for *Australian War Memorial*
- Redback Consulting People's Choice Award 2017 – Sarah Welsford for *Chief Standing Bear*.

Thanks also for their valued contributions to our print sponsor QOTE, and to opening night musicians, *The Art of Jazz*.

We were honoured to have Angus Trumble, Director of the National Portrait Gallery, Canberra, as our guest judge and speaker for the evening. With his wealth of knowledge, Angus gave an engaging talk about the ways in which creative works can be judged and the critical role of the arts in education.

Over the course of the weekend visitors were also able to experience the talents of the Radford students. The stage was filled with pieces created by our senior students, and visitors who were impressed by the quality of the works. Whilst they strolled through the displays, art lovers were treated to a program of beautiful vocal and instrumental performances by student musicians. Thank you to all those students whose musicianship helped to enhance the Art Show.

Each year the event comes together through the efforts of a dedicated group of volunteers working hard to ensure the event's success. The Art Show committee comprising Kristen Foster, Claire Newton, Itilasha Gupta and Bernadette Mihaljevic spent countless hours prior to and throughout the weekend. The contribution of artist and Radford parent Angharad Dean in curating the exhibition with such skilful discernment ensured that each artwork was displayed to best advantage. Additionally, our Art Show Convenor, Angie Walters kept us all organised and managed the artists and their registrations fabulously.

Planning is already underway for the 2018 Radford Art Show. We look forward to welcoming the community once again to one of the premier displays of artwork within the Canberra Region.

From top: (1) Principal Fiona Godfrey (2) Guest of Honour Angus Trumble (3) Tea on the Terrace, major prize winner (4) Paris Lomé, Emerging Artist winner.



Radford Collegians Association

Mr Mark Whitby
President

Launch of the new collegians website

The Radford Collegians' Association is pleased to announce the launch of the Radford Collegians' Association Website www.radfordcollegians.com.au

We are excited about the opportunity that the website provides to connect past students and the broader Radford community in a user-friendly and visually appealing way.

If you're a collegian, now's the time to log on and claim your profile to share biographical details, news and photos.

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 – we want it to not only provide inspiration and valuable lessons for our community, but also to spark connections and new opportunities. Why not tell us your story? You never know where it could lead.

The website's filters allow users to search by location, profession and year graduated.

Collegians own a wide range of businesses across Canberra, Australia and the globe, and the website's business listing allows business and entrepreneurial endeavours to be shared and promoted.

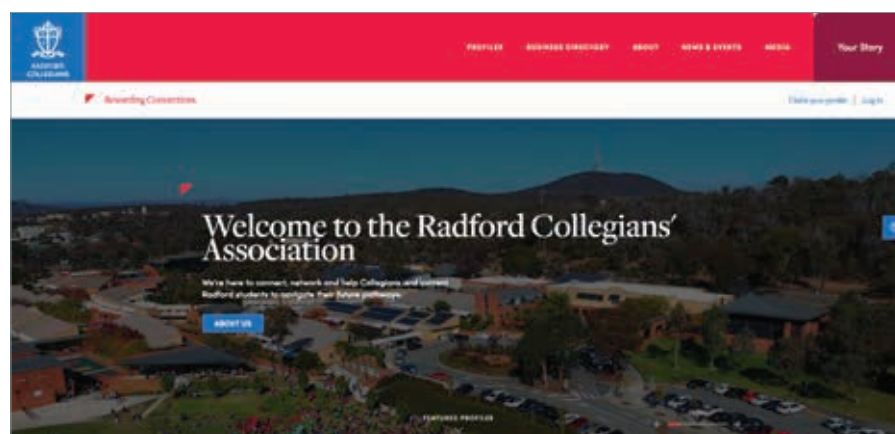
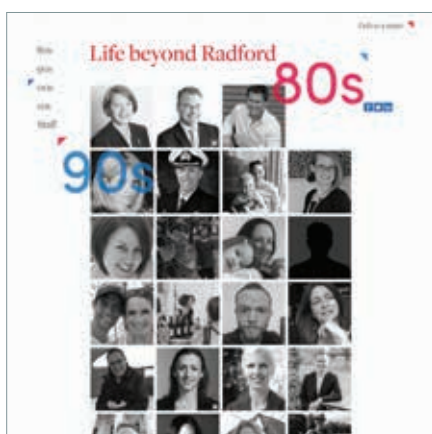
The platform will also facilitate our new mentoring program, enabling even more rewarding connections and career and business partnerships.

A key aspect of the website is its potential to give us a better understanding of what students go on to do later in life, particularly in relation to what they thought they might do. This information will assist the College in tailoring the development and career advice that it provides to students. The tool has been designed to allow teachers and parents to contact collegians and to strengthen our community and school network. The website profiles and connections will also feed into the *Life after Radford* panel event for Year 12 students and, hopefully, other collegian events later this year.



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

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





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