



RADFORD COLLEGE

# Radford Report 2017

Volume 32 | No 2



Truth  
Compassion  
Wisdom

# Contents

Farewell to the Chairman	3
From the Principal	4
A community of learners	6
The best kind of motivation	7
Junior School	8
Secondary School	12
A year of consolidation, reflection and refinement	13
Academic Competitions	14
Textiles Tour of New Zealand	17
USA SOSE tour	18
Drama Tour of Italy and England	19
LOTE Exchange Tours	20
Round Square	22
Timor-Leste 2017	23
L'Arche Genesaret 10th anniversary disco	24
Dirrum Dirrum Festival	25
Co-curricular Music	26
Senior Drama – <i>An Inspector Calls</i>	28
Year 12 Revue 2017	29
RadPAC	30
Dance Festival	31
Sport	32
Radford College Development Foundation	36
Parents and Friends Association	37
Collegians Association	38
Reunion and Welcome Back Day, College Tours	39
Visual Arts 2017	40
Creative Expressions	42
Photography 2017	46



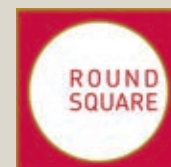
RADFORD COLLEGE

1 College Street,  
Bruce ACT 2617  
P 02 6162 6200  
F 02 6162 6263  
[www.radford.act.edu.au](http://www.radford.act.edu.au)

## Term dates 2018

Term 1	Wednesday 7 February to Friday 13 April
Term 2	Monday 30 April to Friday 29 June
Term 3	Monday 23 July to Friday 28 September
Term 4	Monday 15 October to Tuesday 11 December

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



Editorial team: Mr M Bunworth, Miss C Lindsay, Ms J Molony  
Cover: Outdoor learning takes many forms: Y10 Geography excursion to Perisher.  
Principal photographers: Ms J Mackey, Mr A Lee, Ms J Hillman, Mr G Huitker, Fr R Browning  
Graphics, layout and typesetting: QOTE! Canberra  
Printing: Union Offset



## FAREWELL TO THE Chairman

**After several decades of service to Radford College, Chairman of the College Board, Mr Ian Morison, has announced his resignation. Here, Principal Fiona Godfrey reflects on the extraordinary contribution that Ian has made to the College as a parent, member of the Board and friend.**

On behalf of the Radford College community, I want to sincerely thank Ian Morison for his service to the College.

Ian has worked with five of the College's six Principals, and appointed two, myself included.

He first served on the Radford College Board from 1989–2000, returning in 2004 and becoming Vice-Chairman in 2006, a position that he held when the College decided to establish the Mulford Junior School, one of the most significant developments since the College was founded.

Assuming the Chairman's role in 2008, Ian oversaw other major projects including the construction of the JA Mackinnon Senior School building.

He also guided the College through the protracted planning process and complex negotiations with the ACT Government to obtain approval for a second entry to the College off Haydon Drive.

More recently, Ian has been involved in finalising the Master Plan, the blueprint for the College's development over the next 15–20 years.

In line with good contemporary governance principles, he has allowed senior management at Radford to lead daily operations whilst overseeing the Board and committees that provided the College with a clear strategic direction, and an exciting future.

Ian's leadership has given the Board and committees a sense of unity and orderly renewal, while always maintaining the right balance of opinions, skills and experience to serve the College's best interests.

Our current enrolments, academic results and financial position are a testament to Ian's support, hard work and commitment.

Ian has spent countless hours preparing for and overseeing meetings; representing the College at functions and events; providing legal, risk and governance advice; and, on a personal level, supplying sound advice, guidance and support.

At the 2017 Awards Night, we thanked Ian for the outstanding contribution that he has made to Radford College. The event was a fitting tribute to a person who has had such a big impact on our College.

We wish Ian and his wife, Jennifer, and their three girls – all of whom attended Radford College – the very best for the next chapter in their lives, knowing that they will always be a part of our community.

## FROM THE Principal



**Radford continues to provide contemporary and innovative pedagogy in classrooms and facilities designed to produce the best learning outcomes for our students.**

### Mrs Fiona Godfrey

---

It is always a pleasure to take the opportunity provided by the end of the academic year to consider the events of the past four terms and to look ahead to the exciting developments planned for the next 12 to 18 months.

On reflection, 2017 was a year of major decision-making and announcements in relation to the College's expansion; its long-awaited Masterplan; and future funding and initiatives involving curriculum, pastoral care and co-curricular opportunities.

The College's current Strategic Plan, *A Vision for the Future 2016–2020*, details its commitment to explore the optimal size of the school. Radford's Board and executive has spent considerable time over the past four years dealing with the question of how big the College should be. We have been concerned to establish what sized school would allow for maximum opportunities, whilst still maintaining the sense of community that is currently so evident at Radford College.

There is no doubt that our healthy waiting lists place Radford in the enviable position of being able to determine the size of our school's population at any given time. In contrast, other schools' populations increase and decrease according to popularity or changing demographics. Our certainty about enrolments and, consequently, our revenue and expenditure, allows for confident planning for the future of programs of study, staffing numbers and capital works programs.

After many months of deliberation and investigation, the College announced that class numbers would increase across all year levels. The increase will begin in 2018 and continue over the next four years. Pre-Kindergarten to Year 2 will increase by an additional two classes at each year level, while an extra class will be offered in each year from Years 3 to 12. This means that by 2021 we will have five streams in Years 3 to 6 and eight streams in Years 7 to 12, bringing the total school population to 2,050. We believe that this size will maximise opportunities for our students whilst being sustainable on the current campus. There are no current plans to establish a second campus, nor a desire to increase the student population beyond this number.

While investigating the optimum size of the College, we also undertook a master-planning process. Considering the growth of the College, our planning was concerned to ensure that Radford continues to provide contemporary and innovative pedagogy in classrooms and facilities designed to produce the best learning outcomes for our students. Additionally, it was deemed desirable to push all traffic flow and parking to the periphery of the campus, incorporate



Years 5 and 6 classrooms into the Junior School, give all students direct access to the ovals and provide comfortable leisure areas for Secondary students, particularly during the winter months.

After consultation and deliberation with Stewart Architects, the Master Plan was released to the school community in Term 3. The plan detailed an exciting range of projects, including classrooms, libraries, science laboratories, sporting facilities, theatres, car parks, landscaping and a revised traffic flow. Given the extent of the plan, it is estimated that it will take 20 years to finance and complete these projects in their entirety.

The College has since released details of Phase 1 of the Master Plan, which allows for the immediate increase in student numbers and includes three major projects. The first of these, which will eventually be the Junior School Specialist Centre but, in 2018, will house our Year 4 students, is close to completion. It is made up of four classrooms, a large 'break out' or enquiry space, office accommodation and an internal corridor. The Specialist Centre's extensive undercroft includes staff and student amenities, a kitchen and an open space for After School Care and Physical Education classes to be held during inclement weather.

Construction of the remainder of Phase 1 of the Master Plan will start at the end of this academic year and will be ready for occupation by the beginning of 2019. A new Years 3 and 4 building will be nestled into the hillside behind the Green Room on the Junior School campus. This double-storey facility will house five classrooms on each level, centred around a large enquiry space; office accommodation; internal amenities; and meeting rooms.

Finally, a double-storey structure will be situated between the Secondary School and ADT buildings. It will provide classrooms, formal and informal meeting areas for students, study areas, and staff accommodation. Importantly, this new building will become the Main Reception for the Secondary School, will have a dedicated Student Services area, and will house the Secondary School staff. It will have 10 new classrooms; two break-out spaces for recreational purposes, individual study and teaching; and office spaces for at least two Heads of Year. These areas can accommodate both Year-level and House meetings.

In Term 2 the Federal Government made the long-awaited announcement regarding school funding. As was feared, Radford College's funding, along with that of some 23 other 'over-funded' schools around the country, will not only cease to increase, but we will lose funding, in real terms, over the next 10 years. While this news was disappointing, we support the necessity to establish a fairer system of funding nationwide. Fortunately, our commitment to increasing enrolments means that we will have a moderate financial buffer, which will enable us to withhold from increasing fees to make up our funding shortfall.

The 2017 academic year saw for the first time a pastoral care program being taught across all year levels. In the Junior School, this program was based around the Positive Education philosophy while, in the Secondary School, the curriculum was written by the Heads of Year and was focused on 'Social and Emotional Learning' (SEL). These age-appropriate and sequential programs of study have already seen great benefits for all students and have helped to deepen the connections between students and their classroom teacher in the Junior School, or Tutor in the Secondary School.

Much of the College's academic focus has centred on our quest to be accredited to offer the International Baccalaureate Diploma Programme (IBDP). This has necessitated a huge investment in time and resources to develop policy and to train teachers. At this stage, it is envisaged that we will offer the IBDP from the beginning of 2019. In other areas, we have moved from paper to online reporting, adopted the Visible Learning framework, formalised our Communities of Practice (teachers mentoring other teachers), used data more effectively to inform teaching and learning practices and upskilled all staff in the use of our three new systems (Seqta, Synergetic and ConnX).

This extremely busy and productive year will no doubt shape the future of the College in the long term. The plans we have made are based on extensive deliberation and consideration and we look forward to continuing to enjoy the support of the Canberra community as we prepare for the exciting times ahead.



## A community of learners

*Ms Louise Wallace-Richards*  
Director of Teaching and Learning

---

Radford College can undoubtedly be labelled as a ‘learning organisation’ by the very fact that it provides primary and secondary education to over 1,600 students. But it is much more than merely an organisation that delivers a curriculum to students aged 4–18 years. It is a learning community, a place where students, parents and teachers share similar values, feel connected and cooperate in working towards achieving the purpose of our College:

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

One of the major ways that our community works towards achieving our purpose is through collaboration. Radford teaching staff work together to enable our students to have the best possible learning experiences during their time at the College: a best practice 21st-century learning experience with a focus on developing the skills of creativity and innovation, critical thinking and problem-solving, communication and, most importantly, collaboration. These skills, along with many others considered critical for life in the 21st century workplace were expressed in the *P21 Framework for 21st Century Learning* in 2007 and have been used worldwide by educators putting these skills at the heart of the learning in schools.<sup>1</sup>

This framework has at its heart a focus on learning and innovation skills – skills that Radford College is seeking to develop in all our students.

Other formal opportunities for teacher collaboration across the College – such as the Junior School planning meetings that occur fortnightly, the faculty and pastoral meetings in the Secondary School and the year group subject team approaches being fostered in departments – all provide time for teachers to increase the strategies available to them in their pedagogical toolboxes.<sup>2</sup> Similarly, the Communities of Practice (CoPs) for teachers that have now been operating in the Secondary School for the past two years, and the Head of Department CoPs since 2017, enable teachers and leaders across departments to both mentor and coach each other in the implementation of key teaching and learning initiatives such as Visible Learning,<sup>3</sup> the International Baccalaureate Diploma Programme (IBDP) and using data to improve student outcomes.

Radford teachers also collaborate with educators in our region, other parts of Australia and the world and bring their learning back to the College to improve practice in the classroom. The BSSS (ACT Board of Senior Studies) Moderation Days may be seen as days off for our Year 7–11 students but, for our teachers, they are opportunities to learn new pedagogical and assessment approaches from other Year 11 and 12 teachers in the territory. The professional conversations at these days are gold

for our staff! Similarly, the IB network workshops for our Junior School teachers held every year, and the Secondary School iTea Showcase, open to other AIS teachers and held for the first time in Term Two this year, provide valuable opportunities for our staff to showcase what they do in the classroom and learn from others. Professional learning workshops and conferences attended by our teachers in Australia and the world provide rich learning experiences and inspire our staff to implement new pedagogies in their classrooms.

Our College is certainly a learning community for both teachers and students. Radford teachers are 21st-century citizens and workers, life-long learners who are collaborating with each other to enhance the classroom experience for our students. We use technology to get connected with other educators to improve our practice and critically and creatively think about what we do to improve the learning outcomes for our students. We have a common purpose and are working together to provide the best learning experiences for our students.

- 
1. [www.p21.org/our-work/p21-framework](http://www.p21.org/our-work/p21-framework)
  2. [www.edutopia.org/discussion/10-hallmarks-21st-century-teaching-and-learning](http://www.edutopia.org/discussion/10-hallmarks-21st-century-teaching-and-learning)
  3. [visible-learning.org](http://visible-learning.org)



## The best kind of motivation

*Ms Claire Melloy*  
Director of Student Development

---

**In helping our young people to deal with challenge and change in their academic and personal lives, we should encourage them to *focus on personal best.***

At Radford, we work to ensure that the education we provide benefits students in their personal lives at school and beyond. We know that there is a close link between personal wellbeing and academic success. Academic success does not, however, have to mean an 'A' or a high ATAR. What we are more interested in is students working to achieve their personal potential, and one of the most important factors in that process is motivation.

What exactly is motivation? It is a students' inclination, energy and drive to learn and work effectively and practice the thoughts, behaviours and feelings that reflect this.

We all know it's not difficult to be motivated when things are going smoothly; for example, when students get along with teachers and when they are managing their deadlines and enjoying their subjects. The challenge is to stay motivated when things aren't going so well: when they are working with a teacher they don't like, receive a disappointing mark, or are enrolled in a subject that they don't enjoy. In the face of academic challenges, we need to cultivate what Dr Andrew Martin calls 'academic buoyancy'. This means understanding that school is full of change and challenge and we need to learn to deal with and adapt to setbacks.

There are three key factors in adapting to challenge and change:

1. The ability to *adjust one's thinking* to be able to think about a situation in a different way.
2. The ability to *adjust one's behaviour* to be able to seek help and new information.
3. The ability to *adjust one's emotion* to be able to minimise frustration, disappointment, fear or anger. In short the *ability to self-regulate*.

This is where a focus on personal best is so important.

Motivation research clearly shows that when young people consistently judge themselves against other students, they can lose motivation and waste cognitive resources worrying about what others are doing. By focusing instead on their personal best, they are more likely to stay motivated. If a student has improved on previous achievements, they have been successful. By focusing on self-improvement, students retain the energising aspect of competition but make success more accessible. This is motivating in itself.

Students and teachers can work together to:

- consider strategies to help the learning focus
- focus on the learning process rather than the learning outcome
- break tasks into chunks and view the completion of each chunk as a success
- use 'to do' lists as a motivator: ticking off each task becomes a success in itself and assists in building self-belief.

We can increase students' sense of control by discouraging their focus on the external factors contributing to achievement, such as luck or easy/tough marking, and emphasising:

1. effort
2. attitude
3. strategy (planning and persistence)

Help young people to challenge common negative thinking traps:

1. generalisations and mountain-building
2. black and white thinking
3. mistaking feelings for facts

These are surely all essential skills for life beyond the Radford gates.



## Junior School

*Mr Paul Southwell*  
Head of Junior School

Education is moving from learning about things, to learning things – moving from ‘what’ as opposed to ‘how’. Given the vast and worldwide changes that today’s students face, it is easy to see why so many educational systems are now moving in this direction.

When our Junior School opened 10 years ago, I saw this step as ‘engagement meets skills’ but, following our last term during which we have celebrated Learning Journeys as assessment pieces for PK to Year 5, Exhibition as a culminating assessment for Year 6, and Allwell assessments and NAPLAN outcomes, I am now more inclined to look at inquiry learning along the lines of Seymour Papert.

Seymour Papert often talked about ‘hard fun’ as his thinking about how teachers, students and parents can create those learning scenarios where skill meets engagement – hard fun.

Mihaly Csikszentmihalyi famously labelled this as flow: ‘An optimal psychological state that people

experience when engaged in an activity that is both appropriately challenging to one’s skill level, often resulting in immersion and focus on a task, resulting in deep learning and high levels of satisfaction’.

For an understanding of flow that is appropriate to a junior school, I like the term ‘hard fun’.

As I have often mentioned, I remember learning my times tables before going to bed. I am still very good at my tables; I had the ‘hard skills’ covered. My problem was that I didn’t know why or how I needed to know them, I wasn’t engaged, I didn’t connect to the fun, or challenge!

When I was challenged in history, however, to walk to Yass to prove or disprove a theory on democracy in Ancient Rome, I walked, I connected, I was engaged in understanding human rights through the ages.

**We allow our learners to have the fun of engagement – where they understand the ‘what’ and the ‘how’.**





If we look at teaching at Radford through the lens of ‘hard fun’, we can see why our Junior School continues to grow and flourish.

It has taken time for educators and communities to see how difficult teaching in this way truly is, how it requires much more than that which is needed to impart learning in a traditional manner.

To teach through an inquiry stance, you must firstly know the content, be rigorously academic and know your curriculum. To add to this, you must be a strong listener and questioner, able to redirect quickly. You must be agile, able to learn, unlearn and relearn. You must be collaborative, able to engage and provoke, but not disclose the full content. Instead, we allow our learners to have the fun of engagement – where they understand the ‘what’ and the ‘how’.

The traditional school curriculum and teaching approach often misses this ‘hard fun’, because the focus isn’t on personalising learning for the whole child, instead it tends to be on low-level measuring.

At the beginning of our school year, we challenged our teacher teams to identify data and evidence from their

cohort related to areas requiring additional focus. We challenged our teams to produce an iBook to show how they had used NAPLAN and our other standardised assessment data, as well as ‘softer’ data, to target their focus. We challenged teams to act as research groups, as leaders within our Junior School. We challenged their use of ongoing Professional Learning, how they may use their spaces and learning centre designs to improve outcomes, and how they may use innovative teaching and learning to support their focus.

Term 3 has given us much needed data to support our teams’ challenges and, in particular, to build their ‘hard fun’ focus.

Learning Journeys, Exhibition, NAPLAN results, Allwell assessments, units built around our new building project, camps, PYP Standards and Practices, wellbeing, campfires and waterhole metaphors for learning spaces, have all challenged us to be the educators we must be, the educators who can produce ‘hard fun’.

I have been reassured that we have wonderful, talented and passionate teachers, students and families, to continue the tradition we have created within our community over the past 10 years.

# Year 6 PYP Exhibition

*Ms Janine Crookes*

Assistant Head of Junior School (PYP Curriculum)

---

Every year in Term 3 we celebrate the success of our Year 6 students with the annual PYP Exhibition. The exhibition is a culmination of the Primary Years Programme (PYP), requiring them to demonstrate five essential elements: **knowledge, concepts, skills, attitudes** and **action**. For 2017, the students chose to use the trans-disciplinary theme 'How the World Works' to shape their Exhibition and the overarching concept of 'Impact' was selected from within that theme.

The PYP Exhibition is a challenging feat – even for many of our Year 6 students who have essentially been preparing for this project since Pre Kindergarten. In working towards Exhibition, they were required to take responsibility for identifying, investigating and offering solutions to real-life issues or problems in the context of their local and global communities. Working collaboratively to solve problems, they came up with creative solutions and built independence by completing tasks without constant supervision or assistance.

Despite challenges along the way, we have all been astounded by the ongoing commitment and perseverance displayed and the high quality of print, multimedia, dramatic and interactive work produced by the students. A highlight of the exhibition was observing our Year 6 students effectively adjust their presentations to suit their audience, which ranged from our 4- and 5-year-old Pre Kindergarten students, to parents and grandparents.

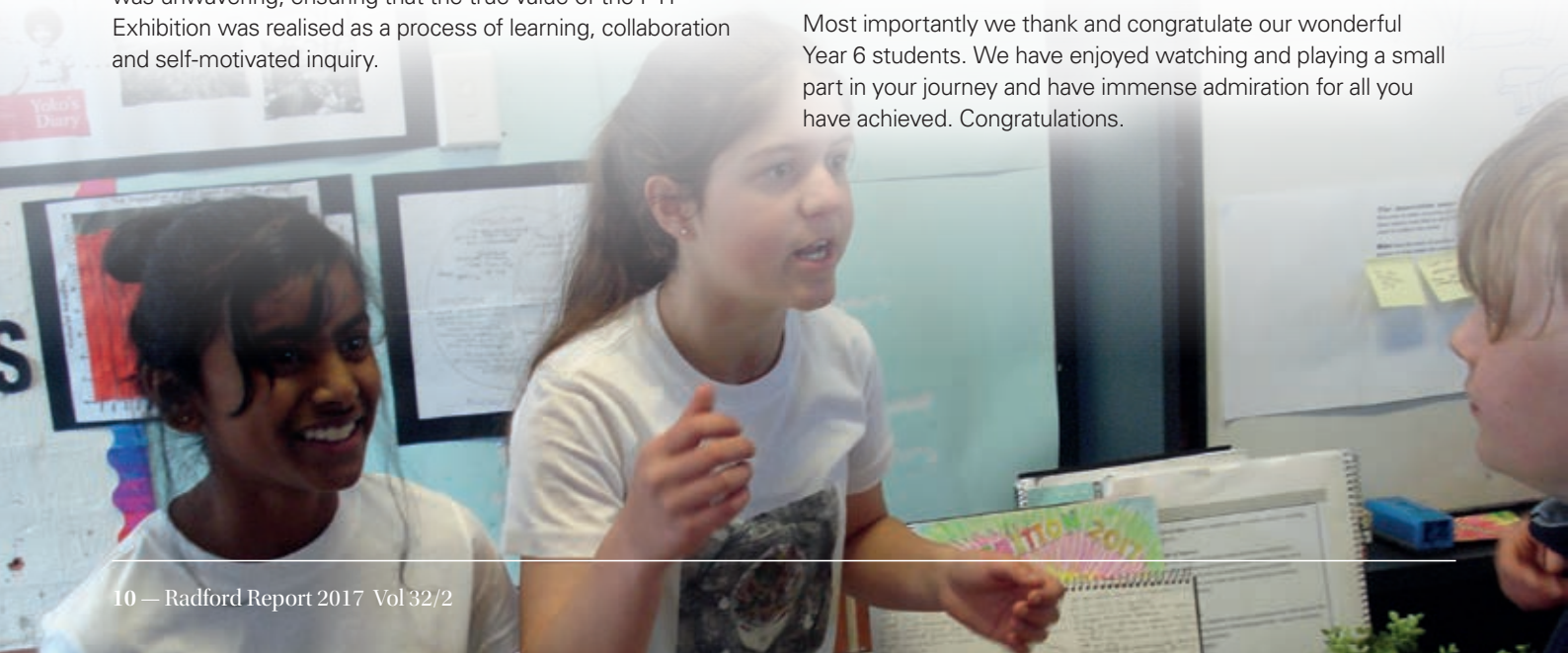
This exhibition could not have been possible without the dedication, energy and care provided by our classroom teachers: Jessica Ford, Helen Blanch, Craig Donaldson, Rebecca Ryan and Darren Roberts. Their commitment to guiding students through the long and often challenging process was unwavering, ensuring that the true value of the PYP Exhibition was realised as a process of learning, collaboration and self-motivated inquiry.

The wonderful opening to our exhibition – the moving breathing periodic table of elements – was the result of the collaborative efforts of our wonderful, imaginative, risk-taking specialist teachers: Charlotte O'Regan, Andrew Sullivan, Sonia Geddes and Rowena Stevens. We are grateful that they thought outside the box to create this celebration with the students. We also thank our specialist teachers for supporting the students and class teachers in the completion of their collaborative inquiries.

We thank the many other members of the Radford Community who contributed to and supported the Year 6 Exhibition, including:

- group mentors and workshop presenters who came from all areas of the College
- library, IT and other support staff who assisted classroom teachers daily
- parents, collegians and other community members who supported students by offering guidance and expertise, and also stepped back where necessary
- the many Junior School staff members who have supported and guided this cohort from their first PYP and Radford experiences as the Pre Kindergarten class of 2010 or the Year 3 intake of 2014 through to our Year 6 class of 2017.

Most importantly we thank and congratulate our wonderful Year 6 students. We have enjoyed watching and playing a small part in your journey and have immense admiration for all you have achieved. Congratulations.





*The 2017 Year 6 PYP Exhibition, with the theme 'How the World Works', was a creative culmination of seven years of primary schooling.*





## Secondary School

*Mr Phillip O'Regan*  
Head of Secondary School

The spirit of a school is drawn from its history: the lived values, the experiences and traditions developed over time, the tone and culture set by those who have come before. It is further shaped by the collective endeavour, prevailing attitudes, relationships amongst community members and the shared experiences of those currently at the College.

We seek to provide moments beyond the curriculum: opportunities for students to develop their sense of citizenship, challenge and creativity and to experience great joy through exploring and promoting the values and character traits we hold dear at Radford. These traits were perhaps best showcased recently in the Year 8 and 9 Camps, the inaugural House Singing Challenge and Lunchtime games and, once again, at the 10th anniversary Radford and L'Arche Genesaret disco.

### A celebration of voice

In seeking to bring the College together across age groups, we celebrate difference and diversity by making space and time to create and collaborate. In addition to the traditional sports carnivals and Foundation Day activities, this year saw the inclusion of the Choirs challenge. The singing festival proved a great success, showcasing the musical talents of singers and instrumentalists. Drawing on classics from the '80s and '90s,

we saw four-part harmonies, stunning choreography for 160 students, guest appearances from staff and controversial judging decisions!

### The essence of Radford

The legacy of meaningful and substantive relationships, built on years of shared purpose, is seen annually through the impact it has on the emotional, social and intellectual status of large numbers of senior students. In seeking to reveal what it is that characterises the spirit of Radford, I am drawn to the programs designed by our staff that enable our values to live beyond words. Three programs in particular encapsulate the spirit of Radford: the Dirrum Dirrum Festival, the Radford and L'Arche Disco and the Timor Leste service experience. Under the guidance of Father Richard and the service staff, each of these student-led programs have a profound impact on the participants – both Radford and partner organisations – shaping their perspectives and beliefs and encouraging action. The gift of

understanding and exploration of personal and shared values is one that will stay with our students, and me, for a lifetime.

### Outdoor purists

Through our dedicated outdoor education partnership with the Outdoor Education Group (OEG), we have seen students flourish in the outdoor setting. Since formalising the College's relationship with OEG in 2016, there has been the addition of a five-day expedition experience for Year 9, skills extension weekend programs for students in Years 5–8 and a team of students travelling to Victoria to compete in the OEG Youth Adventure Challenge. We have received overwhelmingly positive student feedback from these experiences. We build on these programs in 2018 with the introduction of an options-based, peak-experience extended journey program for Year 10 students set in one of four beautiful national parks on the eastern seaboard of Australia.



## A year of consolidation, reflection and refinement

*Mr Bill Weigall*  
Director of Assessment, Reporting and Curriculum

---

**Last year I wrote that 2016 had been a year of renewal. By that measure 2017 has been a year of consolidation, reflection and refinement.**

Our 2017 NAPLAN results show that we have maintained our position relative to other schools while implementing measures designed to enhance that performance in future. The 2016 ATAR scores were similarly strong and the contributions made by our students in the social and service spheres were also wonderfully diverse and valuable.

We are refining the digital reporting process – introduced 12 months ago – in the light of feedback from students, parents and staff. Our staff are already competent with the technology and many are highly skilled practitioners. Similarly, over the past year, staff have looked at the detailed NAPLAN data regarding their classes and will soon be in a position to interrogate the growth data provided by the first round of comparative data from the Academic Assessment Services (AAS) testing. While every year has been busy and staff are still working incredibly hard, there has been a decrease in the pace of change as we begin the consolidation and refinement of the systems introduced in the past two years.

Of course, unexpected challenges necessitate some reactive change, even when the strategic intent is to consolidate. In response to Synergetic's sub-optimal capacity to manage the myriad excursions offered across Radford's diverse curricular and co-curricular realms, we have introduced Parent Paperwork. From all accounts thus far, this has been well received. We are grateful for the skill and diligence of staff in mastering yet another system.

Once again, amidst these transactional aspects of the academic life of the college, time has been set aside for re-evaluation of the curriculum. I am delighted to report that the Literacy and Numeracy (L&N) support classes have proven popular and

efficacious. Having said that, further examination of student performance data has suggested that the combined approach has not suited all students so we will adjust the approach for next year. The class will focus on literacy development and extra staff will be timetabled to attend the classes containing students with identified need for support in numeracy.

Similarly, we have been monitoring the Year 7 trimester and Year 8 semester approaches to language delivery. While this two-year program cannot be meaningfully reviewed until it has completed its first cycle at the end of next year, it is pleasing to note that a significant number of students have adjusted their programs as a result of the breadth of experience at Year 7 level. Furthermore, there has been a marked increase in the number of students electing to continue a language into Year 9. While the take-up of language in Year 9 2018 may have been influenced by a number of factors, such as the likely availability of the International Baccalaureate Diploma Programme (IBDP) in 2020, the trend is positive.

Big History has proven a valuable addition to the Year 9 elective program and will run again in 2018, as will Philosophy in Year 10. Year 11 Engineering Studies will be reprised in 2018, for the first time in several years. Heads of Department and several specialist teachers have been attending professional learning around the IBDP and we are already considering which subjects should be offered initially. Student, parent and staff information sessions will be organised in the coming months and we encourage the entire community to share your thoughts on this program and how best to integrate it into the existing curricular fabric of the college. Your thoughts are always welcome and can best be conveyed by email to [bill.weigall@radford.act.edu.au](mailto:bill.weigall@radford.act.edu.au)





## Academic Competitions

### da Vinci Decathlon

*Ms Mary Willett*

Student Support and Enrichment Coordinator

Radford fielded Year 5 and Year 6 teams of eight in the 2017 ACT da Vinci Decathlon, an academic competition designed to challenge and stimulate the minds of students across a range of disciplines (science, engineering, mathematics and chess, code breaking, art and poetry, English, philosophy, creativity, cartography and general knowledge). There were 36 schools participating in the 2017 competition. Our Year 5 team was placed second out of 16 in their division, and the Year 6 team was placed first.

*Above left:*

*Front row: Jordan Scholfield, William Howarth; Back row: Jack Dimond, Pranav Vallurupalli, Max Phelan (Absent: Sienna Costello, William Pak Poy, Madeline Wheeldon).*

*Above right:*

*Front row: Thomas Lin, Olivia Wang; Middle row: Olivia Steenbeek, Jake Smith Gibson, Evelyn Toyne, Terry Yang; Back row: Anneke Van Der Vyver, Angelina Fei.*

*I felt excited to be working as a team in different subjects that we don't get to do normally like cartography and code breaking. We used our problem-solving skills to work on a variety of tasks. At break times, we had gummy bears and pizza which boosted our energy levels. It was a great day and we all had lots of fun.*

*It was a great opportunity to represent Radford and well done to Year 6 on coming first. I am very pleased that we came second overall. It was all down to good team work. — By Pranav Vallurupalli, Year 5 Team Captain*

*The day was a challenging yet gratifying and highly enjoyable experience. As a team, we faced many difficult scenarios that called for patience and compassion, and put our teamwork to the test. We were – and still are – extremely pleased to have come first in this competition, despite having to overcome many frustrating problems. — By Anneke Van Der Vyver and Angelina Fei, Year 6 Team Co-captains*



*Patrick Leerdam, Natasha Erb,  
Mandy Wang, Krystal Doumos, Tom Scott.*

## Australian History Competition

*Mr Nick Ewbank*

Head of History, Philosophy and RaVE

In May, a number of Year 8 and Year 10 students volunteered to take part in the Australian History Competition.

The competition tests students' thinking and critical analysis skills through a 40-minute examination made up of 50 multiple choice questions structured around historical stimulus.

The seven Year 10 students who completed the competition did particularly well, with high distinctions obtained by Elise Northcote, Patrick Knight and William Goodchild and two distinctions, meaning that 71 per cent were in the top 20 per cent nationally!

Of particular note was the performance of Will Goodchild. With a score of 96 per cent, Will was announced as the highest scoring student in the whole of the ACT. At a recent Assembly, Mrs Godfrey presented Will, **pictured above**, with his medallion to commemorate this notable achievement.

Congratulations to all students who participated!

## Maths Competitions

*Emily Li*

Maths Captain

The Radford Maths Department has continued to provide an array of excellent competitive enrichment opportunities for students to practise and expand their knowledge. These competitions are an exceptional way for students to increase their motivation and interest in mathematics.

Radford offers exam-style competitions such as the Australian Mathematics Competition (AMC), ICAS and Olympiads that present a diverse range of interesting questions to allow students to explore new ways of problem-solving and logical thinking. The exams expand on what is learnt in class and students gain skills that can assist them to identify and solve problems in the real world. Radford's efforts in the 2017 AMC were again outstanding with 14 students achieving a high distinction and Ryan Stocks (Y11) winning a prize.

Apart from these exam-style competitions, students also participated in informatics competitions such as

the Computational and Algorithmic Thinking (CAT) competition and Australian Informatics Olympiad (AIO). These competitions focus on computational thinking and IT skills, which are increasingly important in our technologically adapted society. We also had students push themselves mathematically in attempting the Australian Mathematics Trust Challenge and Enrichment competitions. Enjoyment of and interest in mathematics is the reason why hundreds of students have participated in these enrichment opportunities, and is why we encourage many more to try out in the future.

The year has also seen students heavily involved in mathematics through STEM club and other school activities, including interschool competitions. Of special note, we congratulate Christina Gao on winning our annual Pi day competition by impressively reciting over 700 digits.



*Pictured with Mrs Hunter are, front row: Chloe Marks, Jacinta Quee, Taylor Colvin, Angus Gibson and Hannah Lilley; back row: Isabella Zardo, Annabelle Creer, Claudine Page-Allen.*



*Charlotte Ward, Sophie Elder-Harris, Nicole Georgopoulos, Georgina Warren and Maddie Perceval.*

## Law Society of New South Wales Mock Trial Competition

*Chloe Marks*  
Year 11 student

Eight Year 11 Legal Studies students joined the NSW Law Society's Mock Trial Competition in February with over 160 other schools from New South Wales and the Australian Capital Territory. The competition introduces students to the legal system by allowing them to take on the role of either a barrister, solicitor, witness, court officer or magistrates clerk and then run a court case. Teams are issued with a case and an opposing school and represent either the prosecution or the defence. It is up to them to find loop holes, raise areas of doubt, object to their opposition, write compelling arguments and prove their case to the judge.

After the first four rounds, Radford was successful in making it to the elimination rounds, which consisted of the top 64 schools (which is the furthest any ACT team has progressed in 20 years). From there it was do or die, after another three elimination rounds Radford was successful in making it to the quarterfinals, which comprised only the top eight schools. Alongside their team teachers/mascots Mrs Hunter and Mr Ewbank, the students were filled with nerves and excitement as the pressure started to set in. The barristers were finding new points of cross examination and the solicitor was sorting through tremendous amounts of paperwork and the witnesses were reciting their statements continuously. The team made it through the semifinals and faced the ultimate test – the Grand Final at Sydney University College of Law Moot Court on 30 November. Their opponents were John Paul College from Lismore. While the result was not known at the time of publication, the team can be rightly proud of its achievements in this highly regarded competition.

## ACT Schools Mock Trial Competition

*Georgina Warren*  
Legal Oratory Captain

Radford's legal orators have had another amazing year competing in the ACT Mock Trial Competition, run again by LOACT (Legal Oratory ACT).

The competition requires teams to compete in a mock court case with, prior to the trial, each team writing opening and closing statements, examination-in-chief and cross examination questions, and memorising witness statements before competing against other schools. Radford entered Year 11 and Year 12 teams into the competition.

The Year 12 team successfully advanced to the grand final. This was held in the ACT Supreme Court and judged by Richard Refshauge, a former justice of the Supreme Court; Professor Thomas Faunce, ANU Professor of Law and Medicine; and Sophie Hewitt, a LOACT representative.

Through a lot of hard work, the Year 12 team won the final and was awarded the 'Most Outstanding Team' award.

Thank you to Alani Johnston, our amazing coach, who put an enormous amount of effort into working with both teams, and Mrs Hunter, for her support and organisation throughout the trials.





## Textiles Tour of New Zealand

Annabelle Ferrington  
Year 11 student

On a sunny Canberra morning in the recent school holidays, 16 textiles students and their two teachers set out for Wellington, New Zealand.

After a three-hour flight, we arrived in the afternoon and met our tour guide, Naomi, and bus driver, Graeme. We jumped on the bus and were driven around the city of Wellington, seeing sights such as the 'Beehive' (otherwise known as the NZ Parliament House) and Mount Victoria, which had an amazing view of the whole city. Later, we ate dinner at our hostel and went for a walk to the iconic red Wellington Cable Car.

Our second day commenced with a visit to the phenomenal Museum of New Zealand Te Papa Tongarewa where we learnt some of New Zealand's history and tried out the 'Awesome Forces Earthquake House'. We then travelled to the Hutt Valley to visit the Dowse Art Museum to view some outstanding contemporary art. Next up was the Stansborough woollen mill to experience the nostalgia of a bygone era in a 1920s-style textile mill. This is also where many of the cloaks and costumes were made for the film series *The Chronicles of Narnia* and the *Lord of the Rings*, and *The Hobbit* movie.

After dinner, we went to the spectacular *World of WearableArt Awards Show*, which was a highlight for many of us, and we all left feeling inspired to create some of our own wearable art.

The third day began with an early wake-up so we could travel to the geothermal capital of New Zealand, Rotorua. On the way, we stopped at Hobbiton, the movie set that was used for 'The Shire' in *The Lord of the Rings* and *The Hobbit* movies. Once we arrived at Rotorua, we ate a dinner of fish and chips and visited the Polynesian Spa.

The morning of the fourth day began with a visit to the Agrodome, where we watched a sheep show and learnt about different types of sheep, how to shear them and what happens to the wool after shearing. This was followed by a visit to Te Puia, where we practiced some hands-on weaving, including learning about traditional weaving with flax leaves and the different uses of them.

That night we visited the Tamaki Maori Village for a firsthand experience of Maori culture. We learnt some new games, experienced a traditional welcome, found out about the art of tattooing, and the boys were able to try the haka while the girls were given the chance to try poi. This was followed by a traditional hangi dinner to finish off the night.

On our final day in New Zealand we returned to Wellington to fly back to Canberra. On the way, we stopped at Huka Falls for a quick look at the rapids. In Wellington we were taken on a tour around the Weta Workshop where we learnt how different special effects in movies are achieved. The trip concluded with our flight back to Canberra and everyone was very glad to see their loved ones again, even if it meant leaving New Zealand behind.



## USA SOSE tour

*Ms Alison Steven*  
Head of SOSE

---

**By all accounts, this tour was a ‘success and nothing less’.**

In July, 28 SOSE students from Years 10, 11 and 12 embarked on a trip to the east coast of the United States of America. The students on the tour study one or more SOSE subjects including Economics, Global Studies, Business Studies, Legal Studies and International Commerce. Ms Lindy Braithwaite directed the trip and organised a wonderful itinerary that made strong connections with our SOSE studies. We experienced and learnt much about America’s financial system, court system, domestic politics, unique culture and the complex and deep relationship shared between Australia and the United States. There were numerous highlights, which the students share below:

*Learning about the American legal system firsthand in New York was an experience not to be wasted. Watching the court hearings in the city setting was especially engaging and provided me with a great learning opportunity. Experiencing American culture was very eye-opening and gave me a new perspective on the world. An example was the Macy’s 4th of July Fireworks Show, an incredible sight to behold.*  
— *Liam Wilde, Year 10*

*I really enjoyed visiting the Library of Congress, it was interesting to learn about the history of the building and institution and see how the purpose of the building had effected the architecture. The 9/11 memorial was also a highlight because it gave a completely new perspective on the tragedy that we don’t see in Australia, the holes that had been left by the building really hit home on how devastating the fall of the Twin Towers was.* — *Nicole Georgopoulos, Year 12*

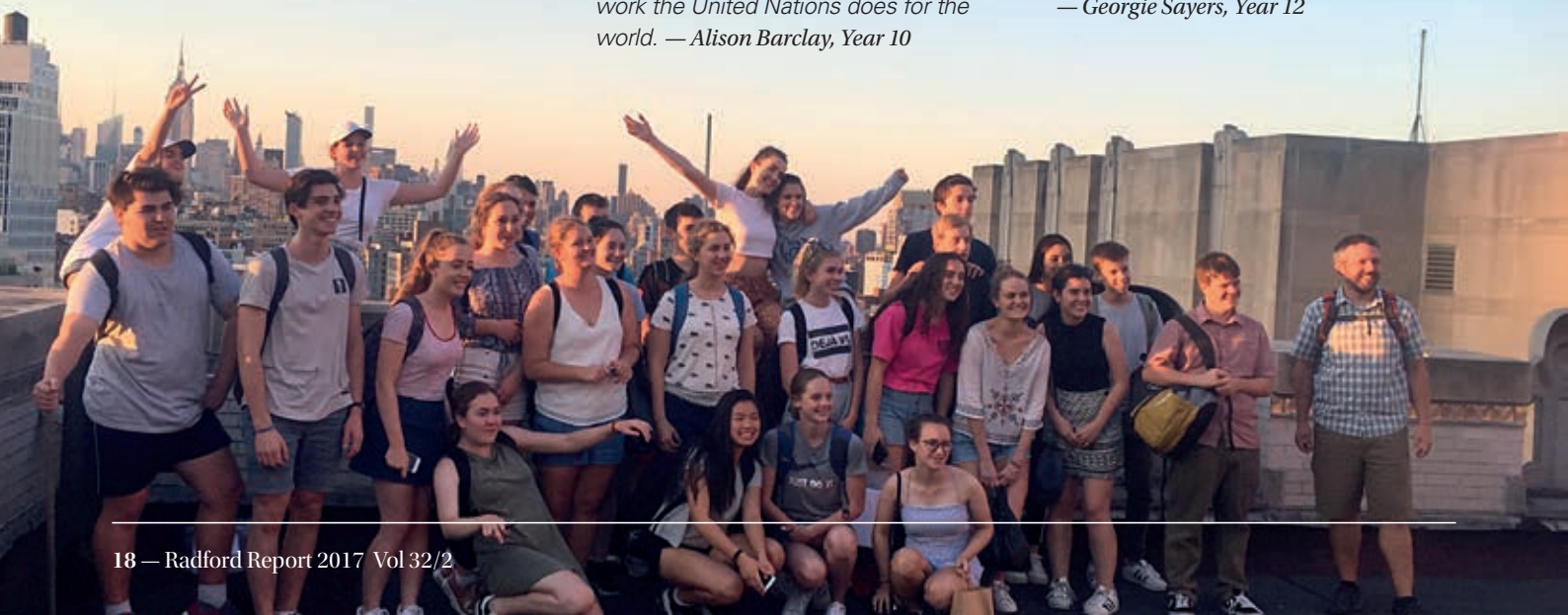
*I would say the best memories were in New York when we had group dinners and night time events like the Broadway show. One of the best memories was the packed subway trip home on the 4th of July after watching the longest set of fireworks any of us had ever seen and we weren’t sure if we were ever going to make it off the subway.* — *Elise Bullus, Year 12*

*I really enjoyed seeing the difference between the three cities – New York, Washington and Boston. I particularly enjoyed going to the UN headquarters in New York to see where many inspirational speeches have been made and hear about all the wonderful work the United Nations does for the world.* — *Alison Barclay, Year 10*

*The US trip was insightful and a great opportunity for me to learn more about world relations. The highlight for me was in New York, at first it was overwhelming but the more I was exposed to the streets the more I loved it. For me, it was also a great opportunity to hang out with new people.* — *Angus Gottaas-Hughes, Year 12*

*The US trip was a unique experience filled with many fun and memorable moments. Visiting the Lincoln Memorial at sunset gave me an amazing image that still sticks out in my memory. Other highlights were walking around Central Park, the behind-the-scenes business tour of Macy’s, visiting the Harvard campus in Boston, the old but amazing Grand Central terminal, and the strong-standing Statue of Liberty. The trip was a highlight of my year that I have very fond memories of.*  
— *Dani Zhang, Year 10*

*My highlight was the awesome tours in Washington and going to that baseball game where we all hung out together! Ohhh of course that beautiful sunset on top of the Rock!*  
— *Georgie Sayers, Year 12*





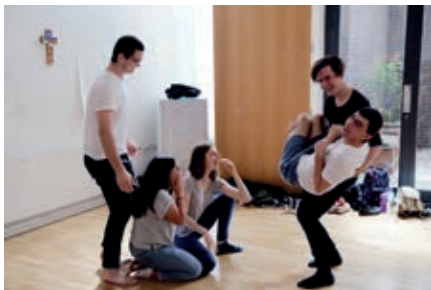
## Drama Tour of Italy and England

Mr Nick Akhurst

Head of Department, Cocurricular Drama/Dance/Oratory

---

In the mid-semester holidays, an intrepid group of staff and students left the cold of Canberra's winter and ventured forth on the first European Drama tour. It was an experience we will never forget, filled with dramatic performances, amazing historical scenery, beautiful theatres and some great opportunities to shop in Milan and London.



As we adjusted to Milan's 36-degree heat and the time difference, we were treated to tours of the city including the beautiful churches of San Maurizio and the Duomo and La Scala theatre. After a little shopping and sampling of local food, the dramatic aspects of the tour began with a three-hour workshop in Reggio Emilia run by the world-famous Commedia dell'Arte performer Antonio Fava. We all benefited from the chance to work with such an important artist using traditional masks and developing our comic character skills. These insights were reinforced through another modern Commedia workshop instructed by Matteo Spiazzi, with his take on masks in modern performance.



An exceptional experience at this time was our attendance at *Aida* at the Verona Arena, a glorious ancient open-area stadium.

Our tour of Italy finished with a daytrip to Venice where we walked through the Piazza San Marco and marvelled at the architecture and artworks evident along the city's winding backstreets and canals. After a lunch of traditional Italian pizza, we visited Ca' Macana Atelier for a workshop that including decorating our own mask and learning the history of Venetian masks.



From Venice, we travelled to London and on to Shakespeare's birthplace, Stratford-upon-Avon, Warwickshire. After a visit to the house in which he was born and a

walk around the town, we were treated to a workshop by the Royal Shakespeare Company on the play we were to see that night, *Titus Andronicus*, one of Shakespeare's bloodiest and most vengeful plays. Many have been shocked by *Game of Thrones*, but nothing prepared us for this in-your-face theatrical spectacle.

From Stratford-upon-Avon, we visited a damp and gloomy Stonehenge followed by a tour of Salisbury Cathedral where we viewed the Magna Carta and, short on time, raced 123 metres up winding ancient wooden staircases to see the breathtaking view.

Returning to London, we visited the West End to see the modern musical based on the film *School of Rock* and the classic musical *42nd Street*, after which many students expressed a new-found interest in tap dancing.

Our last drama workshop was with members of the National Theatre and this was followed by a classic tour of London sites ending at The Royal Opera House at Covent Garden.

Our 12-day tour, jam-packed with history, theatre, music and the experience of new cities, traditions and cultures, would not have been possible without the support of Mrs Bronwyn Brown and Ms Sally Godtschalk.

It was such a pleasure to see the students learn, develop and strengthen friendships from these shared experiences.





## LOTE Exchange Tours

### Japan

*Elise Northcote*  
Year 10 student

Over the course of 19 days, 11 students and two teachers travelled around Japan on a journey that illustrated Japan's rich culture and history, and the beautiful people that live within it.

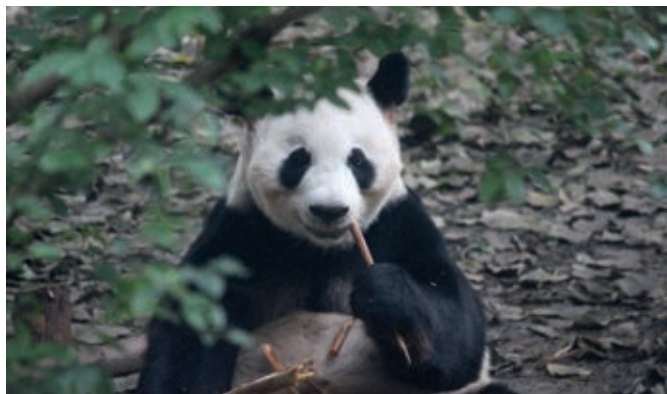
After a day of travelling on Tuesday 19 September, the group was given a warm greeting, including bands and introductory speeches, by our host school, Konko Gakuen. While we were all a bit nervous to leave the security of the group and go with the host families, this fear was misguided as, even after the first night, many were raving about the hospitality of their families, and the food, kindness and generosity given to all. We were lucky enough to arrive in time to see and participate in the sports carnival of Konko Gakuen on the fourth day, which included a range of unique competitions including a 19-legged race, an obstacle course, rope skipping, and team challenges – all of which demonstrated the extraordinary team spirit of those who live in Japan. Although we admittedly were not the

best athletes, it was the spirit of the day and the welcoming nature of all those at Konko Gakuen which made it so fun. Konko Gakuen went above and beyond to make our visit enjoyable, and gave us a range of activities throughout the week, including hosting a tea ceremony and a cooking class on obentos. On the Saturday, we went with students from Konko Gakuen on an excursion to Hiroshima, visiting the peace park that commemorates the resilience of those at Hiroshima during the nuclear bombings, as well as seeing the famous paper crane memorial. Afterwards was a trip to a Hiroshima Carps baseball match, where many of us dressed in full Carp attire and participated in chants. The atmosphere at the game was amazing. After a Sunday with the host families, when we were spoiled with trips to Himeji Castle, shrines, and good food, we were sad to say goodbye.

The first stop for the touring part of the trip was to Kyoto, where the group saw famous temples including the

golden Kinkakuji pavilion and were given remarkable performances by geiko. After three days at Takayama, we experienced authentic Japanese culture at a traditional inn, where we were hosted by a lovely elderly Japanese couple. Activities in the scenic mountains included hunting for mushrooms in the forest, mochi and soba-noodle making and exploring the old town, which was filled with wonderful architecture. The final stop was Tokyo, where the group saw the Japan of today, exploring the country's largest city and concluding with a trip to Disneyland and Studio Ghibli. The latter was a favourite for some in the group, as it was extremely interesting to look at all the artwork and animation behind movies such as *Totoro* and *Spirited Away*. Our trip to Japan was a wonderful experience as it gave an insight into the history and culture of Japan, as well as its people today. We all grew friendships both outside of the group at Konko Gakuen and within it, and these will last far beyond our two-week visit.





## China

*Madeleine Scott*

Year 10 student

---

On the morning of 20 September, seven Chinese-language students embarked on the 4 am Murrays' bus to Sydney international airport to fly to China. We were waved off by teary half-asleep parents who had gotten up an hour beforehand. First stop on our two-week trip was Beijing, where we stayed for a week with host families.

During our week in Beijing, we attended classes with the children of our host families, hung out with them after school, and did whatever they did. Some of us ate out every night with our exchange families, while others had home-cooked meals. We also went on numerous adventures around Beijing, including climbing the Great Wall and visiting the Forbidden City, the Summer Palace and Tiananmen Square.

After a sad and early goodbye to our host families, we caught the fast train from Beijing to Xi'an. The trip took six hours at a top speed of 310 km/h. First up in Xi'an was a trip to the Terracotta Warriors. Of the three pits of warriors, the first pit is the most well-known as it is filled with warrior figures. The second and third pits have fewer warriors but more relics, horses and variety than the first pit. The next day, we rode bikes for 10 kilometres along the ancient city walls, which was an extremely interesting way to see the city's architecture.

Next up after Xi'an was Chengdu to see the pandas! We went to the pandas on the first day of China's national holiday, so it was really busy. We got to see baby pandas, big pandas, red pandas, and two pandas wrestling and falling off their enclosure equipment. We also saw Leshan's Giant Buddha, a statue built into the side of a mountain. We had to take a river cruise to see it in its full glory.

For the last part of our tour, we went to Shanghai. We did so many things in Shanghai including visiting the 100-floor-high World Financial Centre, the tallest building in the city. We took the elevator to the top and went to the observatory to look down on the Shanghai. We also visited the Bund, and Nanjing Road – the busiest shopping street in China. Our China visit came to a close after we shopped in the AP Plaza, under the Science and Technology Museum.



## France

*Camille Lo*

Year 10 student

---

The 2017 French Exchange Tour held much anticipation. For almost a year, our small group of eight students had prepared for this trip by brushing up on our French and communicating by email with our exchange partners. So, when the bus to Sydney Airport left, the nerves were uncontrollable. We were worried about how difficult using a foreign language everyday would be. The long flights left time for us to ease each other's minds and, if there were still second thoughts, arriving in Paris put them to rest. In our busy schedule, we visited the Eiffel Tower, even climbing all the stairs, and ate lunch on a river cruise along the Seine, which included live music and delicious food. We also saw Notre Dame, the Louvre (yet only part of it, as it was enormous), the Arc de Triomphe and Sacré Coeur. Each was even more amazing in real life than we imagined.

Before we knew it, we were boarding the bus to Le Mans. Everyone was excited, but as the bus came closer to Le Mans, we grew increasingly quieter. In Le Mans, our exchanges were waiting for us with signs and baguettes. One of us yelled, 'They're real!' which helped to lighten the mood. We were quickly taken away, with no chance to say goodbye. Almost instantly, we were part of another family, living their lives as they would. At first, the French was overwhelming, with the families speaking rapidly and all at once. But luckily, the exchanges were excellent at English, so it meant that miscommunication could be cleared up easily.

School was difficult. The teachers spoke quickly and used technical words, making it nearly impossible to understand at times. The days were longer, yet dessert at the cafeteria made up for it.

However, we adjusted to the lives of our exchanges, and soon their friends became ours. Their families helped us to feel at home, and made the whole experience much less confronting. Saying goodbye was extremely difficult. We knew we would see our exchanges again, but would not see their parents or siblings, at least for now.

The rest of the trip consisted of brief stops in different towns in France. We visited the Normandy beaches and the Bayeux Tapestry, as well as Tours, Caen, Honfleur and Monet's gardens, all of which were incredible experiences. After three weeks away, we boarded the plane back home and said goodbye to France.



Photos by Jordi Canadell, Year 8 student.



## Round Square Regional Conference, Mongolia

*Joanna Brinkley and Cooper Terry*  
Year 8 students

In the Term 3 holidays, a group of six students and two teachers went to Mongolia to participate in the Round Square Regional Conference hosted by the International School of Ulaanbaatar. We were joined at the conference by students from Launceston, Armidale, Cairns, Kuala Lumpur, Shanghai, Beijing and, of course, Ulaanbaatar.

We went on a pre-conference tour that highlighted how stunning and strange Mongolia and its weather can be.

One day we would be in shorts and T shirts, then the next day it would be snowing. We visited the Terej National Park and walked to a famous monastery. We also went to the largest statue of a human riding a horse in the world! The statue was of Chinggis Khan, undoubtedly one of the most famous people of all time.

The theme of the conference was sports, so all the activities were sport-related. We did rock climbing and played lots of volleyball as well as archery and basketball. We also heard from guest speakers and discussed ways that sport can be used to improve businesses. On the last day of the conference we played sports with people from the Mongolian Special Olympics team and this was certainly a highlight.

It was a fantastic opportunity to meet a range of people from diverse places and it was certainly a once-in-a-lifetime opportunity.



## Round Square International Conference, South Africa

*Bronte Holt and Nikita Chandekar*  
Year 10 students

'Unite to Ignite the Fire Within' was the theme for this year's Round Square International Conference held in Cape Town, South Africa. We embarked on a two-week journey to South Africa over the September holidays, to enjoy what was the most memorable trip of our lives.

Before the conference we were hosted by Dainfern College in Johannesburg and we visited a range of important sites and locations including the Apartheid Museum, the Cradle of

Humankind and Pilanesberg National Park. We also visited the Kingsway School and undertook a day of service through painting some of the school buildings, regenerating the vegetable gardens and cooking meals for the students. It was a highlight of the entire trip.

The conference in Cape Town was fantastic. With over 150 schools from around the world in attendance, we had the chance to mingle and meet with over 1,000 delegates from many different countries and cultures. We heard keynote presentations from a shark-attack survivor and a conservation expert. The conference then split into three groups and we were hosted by St Cyprian's School for the final phase. This provided us with the chance to develop strong bonds with our Barazza groups and discuss many of the ideas and issues presented throughout the conference. This certainly was the trip of a lifetime!



## Timor-Leste 2017

*Father Richard Browning*  
Chaplain

*B<sup>b</sup> F Gm E<sup>b</sup> F*  
*We sang and we danced*  
*Complete strangers holding hands*  
*I'm yours and you're mine today ...*

If the question is not 'What did you do?', then it must be, 'Who were you with?'

We started our 2017 Timor Leste visit with Avelino and the community of Lissa Veu, an old Portuguese coffee plantation. There we initiated what we hope is a lasting friendship that might lead to a fairer wage for coffee growers and better coffee in Canberra. (A picker is paid just 15 cents a kilo! On a very good day a person might collect 15 kilos.)

It was a privilege to be with the MAC (Movimento de Adolescentes e Crianças / Movement of Adolescents and Children) group, the capoeira and makalele is serious fun! The 1:1 conversational English is a rich experience for both. Returning with the comic book made last year, *Rosa and the gang*, was a treat.

The Beloi community on Atauro Island gave us insight into sport's positive impact on community. And, of course, we played soccer. Lots of soccer.

We built upon our affirming friendships with the students and staff at Fatunaba and Darlau schools.

*'You. Have. Everything.'*

Our friend and community leader Santos drew our attention to what, by comparison, is obvious. It was not about guilt, just a statement of how cards have been dealt. What is not so obvious is what do we do with what we have. This is what we each have to work out.

The 2017 Timor travellers have supported and funded bringing Santos to Canberra so he can study and develop his English via

a 10-week course at CIT. He loves the study and has dreams of further tertiary studies around conflict resolution and development to enhance his leadership skills for the benefit of his people.

*We trekked up to the little mountain village ... and carried photos taken by last year's group ... one older lady was so excited by the photos she grabbed one and sprinted off, yelling, to show the others in the community.*

This community has asked us to work with them on their football activities (sport is one of the biggest areas of UN community-based development). In October, Radford hosted Mario and Joas from the Beloi region to participate in a football coaching program.

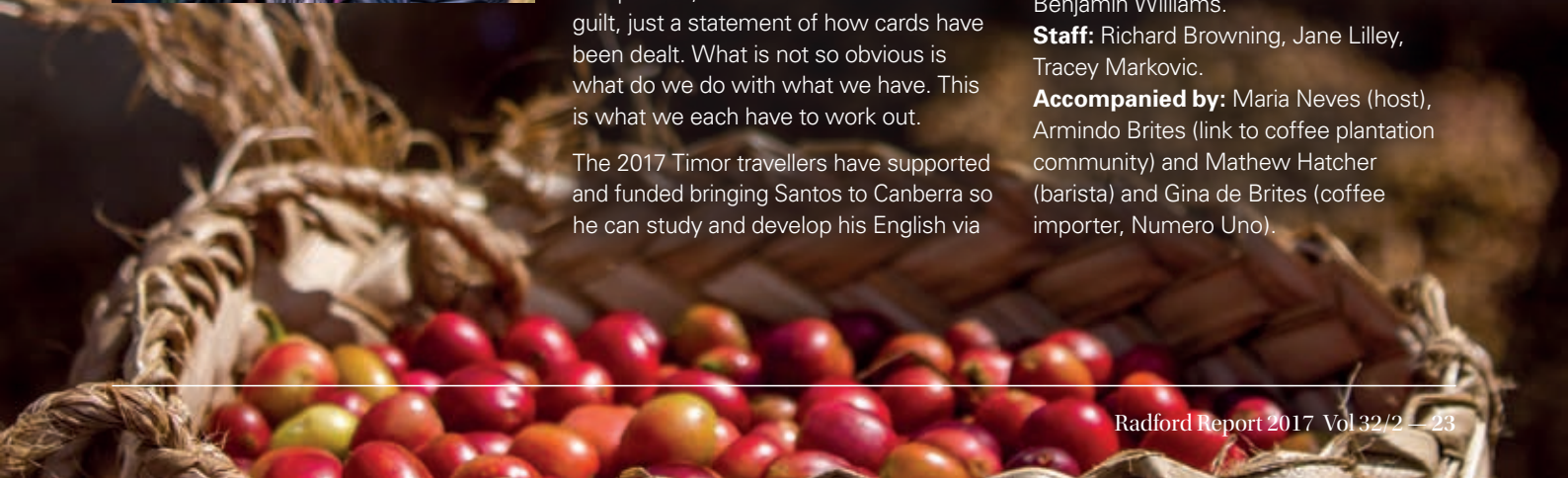
*B<sup>b</sup> F Gm E<sup>b</sup> F*  
*We sang and we danced*  
*Followed paths instead of plans*  
*I'm yours and you're mine today.*  
*Thanks for guiding me on my way.*  
*(Lyrics and music by Hannah Black)*

The travellers to Timor Leste in 2017 were:

**Students:** Jay Allen, Harrison Bernardo, Hannah Black, Jack Black, Harrison Blake, Neve Brissenden, Annabelle Creer, Andrea Edmondson, Jem George, Ryan Lindenmayer, Sophia Lo Pilato, Andrew McColl, Madeleine Perceval, Clare Roche, Angela Shillington, Stephanie Trinh, Campbell Waldron-Smith, Charlotte Ward, Hugo Webster, Benjamin Williams.

**Staff:** Richard Browning, Jane Lilley, Tracey Markovic.

**Accompanied by:** Maria Neves (host), Armindo Brites (link to coffee plantation community) and Mathew Hatcher (barista) and Gina de Brites (coffee importer, Numero Uno).





## L'Arche Genesaret 10th anniversary disco

*Mr George Huitker*  
Director of Service Learning

A 10th-birthday celebration of a life-affirming kind took place in the TB Millar Hall on Saturday 9 September when Radford and L'Arche Genesaret rounded off a decade of co-hosting many unforgettable and massively joyous nights of inclusive community-building through their discos, which wholeheartedly engage Year 11 students and people with intellectual disabilities across Canberra.

In 2007, Chaplain Father Richard Browning approached L'Arche Genesaret, an international community of people with and without intellectual disabilities, to explore how the school and L'Arche might form a partnership in community service and learning. L'Arche members suggested a disco and sent invitations out across the disability sector in Canberra. Over the years, the event has grown in popularity, bringing together people with a disability, carers, students and staff. The number of stylish 'groovers' on the dance floor in recent years has nudged beyond 250.

The event has provided students with an opportunity to share 'The Nutbush', do 'The Timewarp', chant the complete lyrics of 'Bohemian Rhapsody' or 'Living on a Prayer', or even execute a mighty 'Macarena' to an inclusive and buoyant backbeat. I have seen these discos leave an indelible impression on the minds of

those on the dance floor and like to think this joy will manifest itself, if not dance itself out again, in the service our students will do as adults.

Perhaps the final word should come from L'Arche Senior Co-ordinator Annie Patterson, who regards L'Arche as existing primarily to make known the gifts of people with an intellectual disability:

**At these discos, everyone on the dancefloor is an equal partner in generating joy, breaking down stereotypes and experiencing together what it means to be an inclusive, co-operative community.**





## Dirrum Dirrum Festival

Father Richard Browning  
Chaplain

'Absolutely brilliant.'

'I am just blown away – every part of it was awesome.'

'Totally professional. (Forgive me for sounding surprised!)

'This is my first time this year. It makes me wonder what I have missed out on in past years. I loved it.'

The Dirrum Festival is hosted by students, practicing a culture of engagement with the common good and caring enough about our world to have a go while learning from each other and building on each other's work.

*Even if others politicise your identity (black, female, Muslim), be yourself anyway. — Yassmin Abdel-Magied*

*When you get crash tackled, get up. Don't give up. If I can fly, so can you. — Sam Bailey*

*Look at who is around you. Practice keeping diverse kinds of people around you. — Holly Ransom*

*Here, the face of a genuine Australian hero: John Hubert Plunkett. — Mark Tedeschi (In prosecuting the case against the perpetrators of the 1838 Myall Creek massacre, Plunkett followed through a simple code: the rule of law applies to all!)*

*What I want to suggest is that this capacity for deep recognition – deep seeing of others – is at the heart of our sense of the common good. It's what gives us the experience of our 'common-ness', our sharedness of life, despite our differences ... We call it love. — Sarah Bachelard*

Dirrum is set apart not only by its extraordinary speakers but by the students: their young voices speak with authenticity and power. The work of Angie Shillington and Neve Brissenden, which was the focus for the Illumination, is an example of this:

### Equal=fair

*There are two islands  
There is East Timor  
There is Australia  
There should be a boundary  
between them – but there is not  
There is a gap.  
But shouldn't it be equal?  
Shouldn't it be fair?*

*There are enormous palm oil  
companies  
There are wild rainforests and  
jungles  
One of them is flourishing while the  
other is dying  
But shouldn't it be equal?  
Shouldn't it be fair?*

*There is a thirteen-year-old girl in  
Year 8 at Radford  
There is a thirteen-year-old girl in  
Niger  
One of them is getting married  
tomorrow  
But shouldn't it be equal?  
Shouldn't it be fair?*

*There is a female CEO  
There is a male CEO  
One of them is getting paid 16% less  
But shouldn't it be equal?  
Shouldn't it be fair?*

*There is my uncle and his girlfriend  
There is my aunt and her girlfriend  
One of them can get married  
But shouldn't it be equal?  
Shouldn't it be fair?*

*There is an Indigenous boy up  
in Armidale  
There is a non-Indigenous boy  
playing soccer on our ovals  
right now  
One of them is more likely to end  
up in jail than to graduate  
But shouldn't it be equal?  
Shouldn't it be fair?*

*There is me  
There is you  
There are 7 billion other people  
and 195 other countries  
Let's make it equal  
Let's make it fair  
Equal equals fair*



## Co-curricular Music

### Jazz Café, 2 June

*Alyce Lonsdale*  
Year 12 student

### Choral Eisteddfod, 18 August

*Emily Knight*  
Year 12 student



The 2017 Radford Jazz Café on 2 June was a very exciting showcase of jazz music coordinated by Mr Ben Marston and featuring Australian trombonist James Greening and his quartet. There were wonderful performances from the Little Big Band, both the Diz and Fox jazz ensembles, the Big Band and DysFunktional. The Radford Mixed Big Band, which performed at Mount Gambier in May at the Generations in Jazz festival, performed their group piece *Second Take*. Year 12 musicians featured on the night were Alyce Lonsdale singing *My Funny Valentine* and Claire Waddell-Wood and Alexander Wanjura who played *Caravan* while performing in a three-way drum battle with James Greening's drummer, Toby Hall. This was by far the most exciting part of the night. Following this, the James Greening quartet gave us an extremely charismatic performance. They were very supportive of our jazz groups, making the night a lot of fun for both performers and audience.

Held at St Paul's Church, Manuka, on 18 August, the Radford Chorale competed at the Australian National Eisteddfod in the High School/College Age Choirs section alongside four other choirs from across ACT. They were the first of five competitors and performed two pieces, *Soli Deo Gloria* (arranged by Kevin R Boesiger) and *Blessing* (arranged by Katie Moran Bart). They took out one of two Gold awards, as well as the Platinum award for the second year in a row.

Camerata competed the next day at Llewellyn Hall against choirs from ACT, Victoria, Queensland and New South Wales. They performed *She Moved Through the Fair* (composer unknown) and *Horizon* (composed by Australia's Paul Jarman). The second section was the ACT Under 20s, for which they performed *Wade in the Water* (composer unknown) and *Agnus Dei* (composed by Gabriel Faure). Camerata gave a beautiful performance and won this section. Congratulations to all involved.





## Radford Rocks, 2 August

*Jacob Jaksa*

Year 12 student

---

Radford Rocks was an amazing night, as all of Radford's finest rock stars were given the chance to showcase their talent. The stage was scattered with amps ready to explode and, as predicted, everyone had a headache by the end of the night. A good variety of performances – ranging from rap to classic rock – were interspersed with some hilarious musical jokes.

Haematology and Airborne Shadow, who performed at Radford Rocks, were the first bands to represent Radford in the National Eisteddfod Rock Bands category. In that competition, the two bands played a 10-minute set of original songs, and both performed to such a high standard that they achieved the silver award.

At Radford Rocks, the bands cheered each other on with such energy that everyone was exhausted by the last performance. The combined efforts of all the students resulted in a terrific night of music.

Thanks to the band coordinators and managers for mentoring the students and teaching them how to perform at their highest level possible. Thanks also to Ensembles Coordinator Mr Matthew Heinrich for his commitment and love for the students and music of Radford College. The students and staff of Radford wish Mr Heinrich the best in his future endeavours.

## Winter Concert, 3 August

*Alex Wanjura*

Year 12 student

---

It may have been cold outside but, inside the TB Millar Hall, the music swelled, warming hearts as several of our choirs, bands, orchestras and ensembles played. The evening was a formidable showcase of all the students' hard work over Term 2, from Year 1 all the way to Year 12.

The new format of the concert showcases the talents across the different faculties and parents are able to see the incredible assortment of skills their children gain while at Radford College. Our Bernstein Concert Band and Camerata both gave exceptional performances and Warblers stole the show with their lively performance. With the Hall packed and the music roaring, this year's Winter Concert was a humongous hit.

## Radford Celebrates Music, 8 September

*Ms Kirsten Knight*

Director of Strings, Acting Head of Co-curricular Music

---

On Friday 8 September, all of Radford's co-curricular music students gathered at ANU's School of Music for the biggest Radford Celebrates Music event to date. There were 40 musical performances in total involving approximately 45 different groups. More than 350 students participated and many of those played multiple times.

Performances took place in three venues within the School of Music building. Session 1 featured percussion ensembles and the brass ensemble in the main foyer. They drew a large crowd and could also be heard throughout the first few floors of the school. Sessions 2 and 4 were traditional concert-style performances in the beautiful Llewellyn Hall. Both concerts were well attended and featured a diverse range of groups including choirs, orchestras, concert bands, rock bands and chamber ensembles. Double bass student Melissa Fung (Y12) gave a spectacular performance of *Rondo* by Franz Keyper. Session 3 was held in the café on Level 5 where the jazz bands and other ensembles entertained a huge crowd of people as they enjoyed food and refreshments.

The evening had an exciting energy throughout as our confident performers enjoyed their time in the spotlight. There were stunning performances by groups at different stages of their musical journeys, and it was lovely to see the beautiful relationships that develop as our older students mentor the younger ones both onstage and backstage. It was a fitting celebration of the diversity that Radford Music has on offer and of all the hard work that our students put into creating music together.





## Senior Drama – *An Inspector Calls*

*Ms Sallie Hendrie*  
Head of Performing Arts

The Radford College 2017 Senior Drama Production, *An Inspector Calls*, directed by Jason Golding and staged in the TB Millar Hall, was a beautifully crafted psychological drama that kept the audience riveted throughout. The complex human relationships and subtextual undertones within this sophisticated play were fully realised by tight direction, strong ensemble performances and stunning design.

*An Inspector Calls* is perhaps JB Priestley's best known work. Written in 1945, the play critiques the upper-class hypocrisy within Edwardian English society of 1912. Centring around the wealthy Birling family, whose lives are closely scrutinised by a mysterious inspector following the tragic suicide of a young, working class woman, the play explores ethical issues of choice and accountability in a world in which we are all inextricably linked. In the words of Jason Golding:

*Priestley tapped into the consciousness of his time; a time when people were asking who's responsible? Who was responsible now to look after the homeless, the refugee? Rather than giving in to the temptation to turn our backs and look after our own interests, he challenged his audience to take a good look at themselves.*

Whilst played out in the past, the parallels to our times are uncomfortably relevant, making the play an excellent choice for this year's Senior Drama production.

The great strength of this piece was largely due to the cast's strong ensemble playing. All the actors involved must be commended for their stamina in maintaining their conviction, focus and energy throughout the highly complex and often subtly nuanced plot twists. Tightly choreographed blocking and rhythmic changes in the tempo and flow of the action supported the cast in beautifully capturing the play's pivotal moments in its race to a climactic end. Emily Pogson as Sheila Birling drew us in to the pathos of her story and Huw Smith (Mr Birling) and Oliver Golding (Eric Birling) fully captured the intense unfolding conflict between father and son.

The physicality of Claire Graham as Mrs Birling was unwaveringly polished, as was the vocal delivery of Lochlan Ferrington as the Inspector, and Blake Reid as Gerald Croft and Lara Balzanelli as Edna demonstrated wonderful comedic delivery.

The performances were matched by equally impressive production elements, with particular mention going to the set. The outstanding transformation of the TB Millar Hall into an opulent turn-of-the-century drawing room, complete with the authentic trimmings and strong aesthetic value, was a testament to Ryan Stocks' technical wizardry and attention to detail.

Overall the production was a thought-provoking, highly intriguing and engaging theatrical journey that captured the spirit of its time and setting and, frighteningly, reflected our own back to us.





## Year 12 Revue 2017

*Mr Bradley Greer*  
Head of Year 12

It is hard to articulate what the Radford Revue is to outsiders, but suffice to say it is uniquely Radford.

This year's Revue was no exception – weird, farcical, quirky, far-fetched but altogether Radford.

The amount of effort that goes into such a production is extraordinary. It takes almost a full year from the initial idea to the opening night performance.

Every single aspect of this production was created by the Year 12 cohort, from the script and direction to the marketing and ticket sales. It is an amazing effort requiring organisation, commitment, good communication and lots of patience. Lots!

The Revue is not a professional production – it has a few rough edges – but that is not its purpose. It is a celebration of the Year 12's final year of school, a chance to display their wide variety of skills and an opportunity to have creative and healthy fun with their peers and the wider Radford community. We never are sure how the Revue will turn out, but one thing is for sure, I couldn't be more proud of the energy and fun that Year 12 brought to this production.

May the force be with you all!





## RadPAC

*Mr Nick Akhurst*

Head of Department, Cocurricular Drama/Dance/Oratory

The 2017 Radford Performing Arts Competition took on a different performing art focus this year, with each House being allocated a song to display their group-singing abilities.

This year's songs included 'I've Had the Time of My Life', 'You're the Voice', 'Blame It on the Boogie', 'A Crazy Little Thing Called Love', 'Eye of the Tiger' and many more classics. This has definitely increased students' appreciation of music from the 60s, 70s and 80s ... or not.

Points were awarded to each house on the basis of their choral singing, depth of participation, inclusivity, variety of performance elements and spirit. Also, how many teachers they could con into joining in and rockin out on the TB Millar Hall stage.

This event is part of the House competition and gives students a chance to earn points for their House in a non-sporting arena. They are able to demonstrate singing, dancing and acting abilities to create passionate and humorous performances.

On the day of the competition, Houses were given some time to rehearse and refine their performances and set lights and

sound check for their act. As eight houses took the stage one after another to perform with sound, fury and a whole heap of classic costumes, the Hall filled with cheers and support for each group.

The winner this year was Kurrajong, having given a spirited performance of 'Livin' on a Prayer', featuring the astounding guest appearance by a mullet-wearing Mr Barber. A sight that can never be forgotten.

An honorable mention goes to Acacia for the amazing 'lift' in their homage to *Dirty Dancing's* 'I've Had the Time of My Life'.

This carnival could not have happened without the drive and passion of Dylan Mordike, support from Drama and Music Co-curricular staff (special mention to Leanne McKean), and all the staff who helped guide the Houses in their performances.



## Dance Festival

*Matilda Saddington and Anastasia Onorato*  
Dance Festival Captains

---

We were lucky to have the privilege of being Dance Festival Captains this year, and it has been a wonderful experience for us to watch dancers with varying experience come together to create three stunning dance pieces.

The Years 7 and 8 Dancefest group, choreographed by Viki Doumos (Y12) and Kat-E Yeow (Y11) and managed by Ms Michele Sharp, explored the styles of music that are popular in today's world and how music shapes us as a society. For many in this group, it was their first time dancing onstage, and we'd like to commend those people on their incredible effort and improvement in performance skills. It was great to see such a wonderful mixture of talents onstage.

The Years 9 and 10 Dancefest group, choreographed by Mia de Bortoli (Y11), Lydia Murray (Y11) and Nicola Greenland (Y11), and managed by Ms Kylie Rose, created a dance about the mindsets everyone experiences on a daily basis: stress, control, mindfulness, joy. The lyrical-contemporary style of this

challenging dance was unique when compared with Radford's previous Dancefest performances. It was fantastic to see this new flavour added to Radford's dance repertoire and the dancers' hard work pay off in their accomplished performance.

We choreographed the Senior Dancefest group in the performance of 'Year 12 Life', which told the story of an average person's progression through this final year of school, using four aptly chosen songs: *Speakerbox*, *Stressed Out*, *The Greatest*, and *We're All in This Together*. It was a pleasure to choreograph this enthusiastic group of Seniors who were willing to take part, have a go and even contribute some moves to the dance. Thanks to our amazing friends for dancing with us and our wonderfully efficient manager, Ms Dianne Lefebvre.



## Sport

*Mr Brent Larkham*  
Head of Sport

---

### This has been a whirlwind year for sport at Radford.

My appointment in a full-time, non-teaching role to develop sport here at the College has shown Radford's commitment to improve the sporting offerings for students this year and beyond. A restructure and a new sporting model has followed, along with the challenge of effectively implementing my high-performance knowledge at school level.

Technical Director (TD) roles in each sport, after-school strength and conditioning support for the older students five days a week, and school holiday sports camps have made for an exciting start. Opportunities for performance analysis in the gym and at game time for some of our sports is not far away.

The role of the TDs will be to improve the overall quality of coaching in their chosen sport, which will lead to better outcomes for the students.

Assisting all our sports coaches with session plans, drills, game-day tactics, goal setting, player management and coach education sessions will be among

some of their duties. While each TD role will be a little different, the overall philosophy will be the same. Creating some user-pays options for students wanting individual attention in their chosen sport is also on our agenda into the future.

I'm delighted to introduce some of the team who will be helping the students with their sporting journey in 2018. Further announcements regarding the appointment of Technical Directors in other sports will be made later this term and in the new year.

The following quote from the exceptional tennis player Billie Jean King is something that inspires my philosophy in teaching the positive impact of sport on the lives of our students:

**Sport teaches you character, it teaches you to play by the rules, it teaches you to know what it feels like to win and lose – so it teaches you about life.**







## Sports Technical Directors

*Mr Orhan Memedovski*  
Technical Director,  
Basketball

*Mr Tom Crossley*  
Technical Director,  
Football and Futsal



As a player, Orhan was ranked one of the best high school basketball players in Canada and played



Having played in NSW and ACT premier leagues and coached in China, Japan and Europe, Tom wants to build



university basketball. He has coached at ACT level and commenced coaching and teaching at Radford College in 2012. Orhan is wholeheartedly invested in developing Radford's basketballers, boys and girls, from Year 2 to Year 12 through the following goals:

1. Participation – as many students as possible playing basketball.
2. Positive competition – personal and team improvement.
3. Radford family community – parents getting involved.
4. Skills development – repetition, data analysis and players self-reflection.
5. Respect and trust – respecting teammates and coaches. Trusting that effort will be rewarded.

Radford's football program with the values of excellence, contribution and improvement. His coaching curriculum is based on four core skills – one-on-one, running with the ball, striking the ball and first touch – which he will introduce relative to the age and standard of each side. Tom will also deliver an education program for parents/ volunteers and coaches. He aims to increase the number of footballers and provide a pathway from grassroots to the First XI, inspiring passion and pride in all ages. Holiday programs and a pre-season academy are on the agenda for 2018.



*Ms Vicky Spencer*  
Technical Director,  
Rowing

*Mr Stephen Larkham*  
Technical Director,  
Rugby



Before her appointment at Radford for the 2017/18 season, Vicky led rowing programs at school and state level, as

well as fulfilling a range of coaching appointments within the Australian Rowing Team. She has coached and mentored elite athletes in Australia and internationally.

Vicky believes in building an inclusive and supportive culture within Radford Rowing, and promoting shared and personal excellence on and off the water.

She also wants to increase the number of students rowing, through initiatives like the 'learn to row' program, which introduces younger students to the sport, and increasing use of the boatshed facility by introducing other water sport activities.



*Photo by Stu Walmsley*

Stephen needs no introduction to Australian rugby fans. He played 102 games with the Wallabies including as

part of the triumphant 1999 Rugby World Cup side. Two more World Cup campaigns and many years as a player and coach with the Brumbies in Super Rugby have seen Stephen compete at world rugby's top level for decades. Recently joining the Wallabies coaching staff, Stephen also looks forward to leading and building Radford's rugby program.





*Mr Jonathan Mandl*  
 Technical Director,  
 Snowsports

*Ms Annabel Ellwood*  
 Technical Director,  
 Tennis



Jonathan's time with Radford Snowsports goes back to 2006, with two young sons newly enrolled and

keen to represent the College on skis and snowboard in the Interschools Championships.

The next 10 winters were fully occupied as a Friends of Radford Snowsports (FoRS) volunteer, in good company with other dedicated parents and enthusiastic students training and competing as talented athletes.

Jonathan joins Radford as Technical Director, Snowsports to continue his support of the ever-evolving team.

Jonathan's qualifications include a Bachelor of Visual Arts, Bachelor of Business and Level 1 CSCF Race Coach.



A former professional tennis player and coach, Annabel will work with Mr Brent Larkham to introduce tennis to the

Junior School in 2018 and expand the program from there. Tennis provides physical benefits and skill acquisition. It develops students' hand-eye coordination, gross motor control (through court movement and ball striking), fine motor control (through finessed drop shots and angled volleys), balance and body coordination, acceleration, change of direction, speed, strength, agility and flexibility. Tennis is a sport for life and Annabel and Brent want students of all ages and standards to enjoy it and have Radford field teams in local competitions and against other schools.





*Ms Jocelyn Martin*  
Chair

---

### The Radford Foundation supports the advancement and development of the College through the Scholarship Fund, Major Projects Fund and General Fund.

The Foundation Directors wish to thank the following Cornerstone Donors for their early support and generosity.

#### Cornerstone Donors

Ms Lynne Alexander  
Mr Andrew Walker  
Ms Maria Nasca  
Mrs B Robinson  
Professor S J & Dr R M Parker  
Ms Donna Driver  
The Kenyon Family  
Mr Malcolm Lamb

The Foundation was officially launched in June with guests from across the Radford community including collegians, former staff, parents of former students, Board members, current parents and current staff.

Guest of honour was distinguished educator and former Radford parent Dr Stephen Parker AO. His address asserted the importance of ensuring that all students are given the opportunity to reach their full potential, and the role of educational foundations in helping to achieve this. He shared his daughter's experience of the transformative effect that Radford had on her educational experience, and expressed his appreciation and support for the College with a substantial donation to the Foundation.

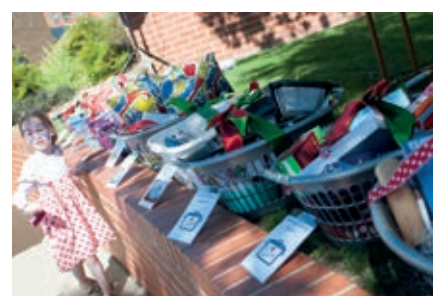
One of the Foundation's first initiatives will be to offer a scholarship in 2019, providing assistance to a student entering Year 11 who has high academic potential but is unable to attend the College due to economic circumstances. The Foundation has sought advice from the ACT Council of Social Service, the peak representative body for people living with low incomes or disadvantage, about promoting the scholarship. The scholarship application process will be finalised soon.

If you would like to make a tax deductible donation, please visit [www.radford.act.edu.au/community/radford-foundation](http://www.radford.act.edu.au/community/radford-foundation)

The Foundation Directors met recently to discuss their strategic priorities for 2018. These include:

- building on the Foundation's existing connections with College community members, groups and commercial suppliers
- increasing the visibility of the Foundation's fundraising effort
- finding innovative ways to engage and recognise donors
- continuing to invest prudently to generate long-term growth and income.





## Parents and Friends Association

*Ms Sarah Jennett*  
President

**Semester 2 has been busy for the Radford College P&F association. As a group, we have worked hard to emphasise and encourage the community to be a part of and participate in some key events at the school.**

In September, we hosted the annual trivia night. Aply organised by Dean O'Brien, the evening provided entertainment and enjoyment for all. Participants impressed the judges with their range of costumes, including school uniforms and mad scientists. Efforts were also made throughout the evening to cajole and persuade extra points from the judges. It was close all the way but, in the end, the table including the Radford College Principal reigned supreme. Well done to all.

As is traditional, the annual Radford College Fete took place in November. The glorious day was busy with the usual festivities and fun activities, such as home-baked goodies, rides and showbags, however, this year was notable for an added emphasis on 'community'. We asked that not only our parents but also our students come and get involved in the day to contribute to the community in which we all live. We had a fantastic response to this invitation and we are appreciative of all who embraced this approach. The students were steadfast in their efforts across the day and they are to be commended.

This year also saw the addition of some new activities and offerings. The 'Vintage & Sport Car' display on the oval proved a big hit and we look forward to building on this attraction next year. We also saw the introduction of the 2nd-hand uniform stall and it was delightful to see not only the donations made but also the discounted purchases available to families. The annual Collegians soccer match coincided with the Fete and it was lovely to have a number of the Collegians around to enjoy the festivities.

As always, these events require a mammoth effort, and so it was for Fete 2017. Andrew Herring and Ed Hutchison organised and led a dedicated team of volunteers and we thank them all. Sue Millar, Angie Walters, Dean O'Brien, Wendy Elkhuisen and Nicola Gibson made an extraordinary contribution to the planning and on the day of the Fete. SuperSmile Orthodontist, Jamison Travel and Hotel Hotel came on board to support our monster raffle and we are grateful for their generosity. Thanks also to Greg Hewitson from QOTE Concept Design Production for arranging the Fete's promotional material.



## Collegians Association

*Mr Mark Whitby*  
President

### The Collegian website

We launched the new Collegian website earlier this year, enabling collegians to claim a profile and share their stories: the platform continues to gain momentum with every new user. 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. The website features inspiring alumni stories under five themes: Innovating, Celebrating Success, Facing Challenges, Breaking Barriers and Giving Back. Some of our interesting profiles claimed this year are featured on this page.

If you are a collegian, why not tell us your story? You never know where it could lead.

### Life beyond Radford panel event

The RCA worked with the College to deliver the third 'Life beyond Radford' panel event, where themes of resilience, life lessons, finding your way, deciding what to do with your life, and all facets of learning and development beyond Radford were discussed with Year 12 students. The students reported that the speakers were energetic, captivating, insightful, humorous and thoroughly enjoyable to listen to. Collegian Captain Matthew Dragh told us that 'many found comfort through the words of the speakers around the daunting and unnerving task of our future lives'. We thank the 2017 panel: David Heness (1988; medically retired teacher), Louise Gilding (1989; Executive Director, ACT Housing), Andrew Woodman (1998; lawyer and former teacher), Karina Harding (1999; veterinarian), Andrew Snell (2004; entrepreneur) and Christina Refshauge (2003; teacher).



*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](mailto:collegians@radford.act.edu.au)*

### *James Overall (Class of 2001)*

Occupation: Ranger, ACT Parks and Conservation Service

**Lives:** Canberra

**Education:** Graduate Diploma, Tourism and Environmental Management

### GIVING BACK

When asked about whether his career went exactly as he had planned, James responded that he was never one to plan things out too far, though fortunately he made some good decisions along the way, pursued opportunities, worked hard and the roller-coaster of life delivered him to where he is now. Life this year included a visit to Year 6 students to

tell them about life as a ranger. He won the hearts of his audience early with tales of Radford of old (Go Acacia!) and finished his presentation with a series of slides showing the development of the area on which the College sits from the 1830s through to 2015. James stressed the importance of us understanding our environmental 'impact' through actions big and small. According to James, we all have a role to play in protecting and preserving our natural environment. As a result of his guidance, this Year 6 group has a solid basis from which to make a start.



*Sarah Collingwood (nee Lunney) (Class of 1997)*  
Occupation: Vineyard and winery owner, Four Winds



**Lives:** Murrumbateman, New South Wales

### BREAKING BARRIERS

Sarah is our 1997 graduating class ambassador and helped to organise this year's 20-year reunion. She is passionate about growing a sustainable business and making great wine. On 26 September Sarah received the Australian Women in Wine Award in the Owner/Operator category at a ceremony in London. Her award reflects her success in an industry traditionally dominated by men: 'Women do things differently to men and traditionally they have

not received much recognition in the wine world. It is good that that is starting to change, not only so capable women get the recognition they deserve but they can also provide role models for young women coming up through the ranks.' When she's not winning awards, Sarah is busy caring for her two children or turning four tonnes of spare shiraz grapes into over \$46,000 for refugees and asylum seekers in Canberra. In her spare time she likes to get out on her mountain bike and screen-print.

*Sam Nixon (Class of 2012)*  
Occupation: Co-founder, Mosaic money



**Lives:** Canberra  
**Education:** Studying Commerce and Law at ANU

### INNOVATING

Sam Nixon is supposed to be finishing his final year of a Commerce and Law degree at ANU, but says he will do that in his 'free time', instead he is pouring his time and energy into Mosaic, the fintech start-up he co-founded earlier this year.

Sam is passionate about how the intersection between finance, law and technology can help people create wealth and secure their financial future.

When we asked Sam about how easy it was to decide what to do in life, he said it was 'Difficult – I still don't think I know exactly what I want to do but I have certainly figured out what I don't want to do.' Find out more about Sam in his Collegian profile.

## Reunion and Welcome Back Day, College Tours

The Radford Collegians Association hosted the classes of 1997 and 2007 at Radford on Saturday 16 September for the annual Welcome Back Day. It is a privilege to welcome back students who farewelled Radford 10 and 20 years ago. Marking this significant milestone, reuniting with old friends and returning

to the College is an important and sentimental opportunity to engage with fellow collegians.

We would also like to take this opportunity to welcome the class of 2017 as collegians. We are encouraging this year's cohort to claim a profile and let us know what they plan to do next year.



# Visual Arts 2017



Above: Zoe Kerruish (Y12),  
Landscape 2017, charcoal on Rives  
paper, 53 x 38 cm

Right: Simone Thai (Y9), Impressionist  
Landscape 2017, water-based oil paint  
on board, 23 x 13 cm

Below: Hanna Coppell (Y11),  
Watercolourless 2017, watercolour  
pen and bleach on watercolour paper,  
64 x 11 cm



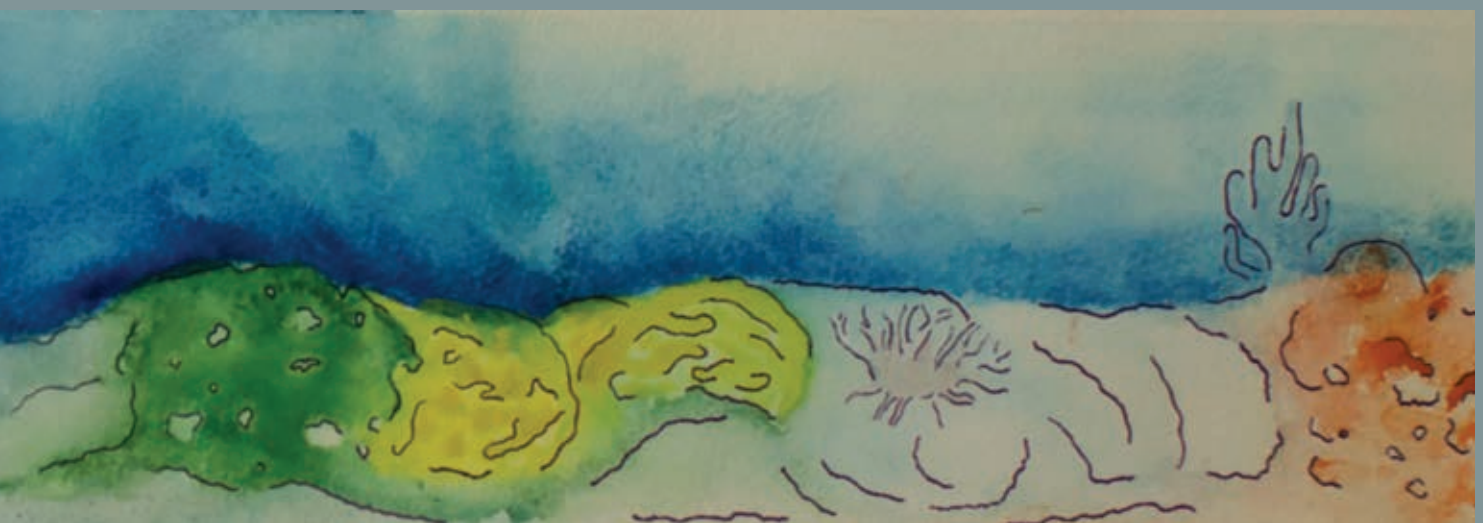




Above: Gwen Courtney (Y12), A Familiar View 2017, ink on paper and thread between acrylic sheets, 92 x 77 cm

Left: Y11 and Y12 Visual Arts students, Landscape 2017, encaustic wax painting on board, 60 x 102 cm

Below: Campbell Miller (Y11), Untitled (Portrait of a Hand) 2017, detail



# Creative Expressions

## Impossible Eye

Alan Chen

Year 11 student

---

The serenity of the park is quickly shattered by the onset of unwelcome screaming. Mothers turn to chastise the perpetrator: a distressed, red-faced baby, thrashing in the lap of an equally distressed father. He looks stupidly guilty, inspecting the infant as if searching for the off switch of an unintentional alarm clock. Diaper ... temperature ... she had eaten only 20 minutes ago ... what was it? He glances around, seeking reassurance. Only spectators. They giggle in hushed tones; the mothers avoid eye contact and quietly gather toddlers to chide from a safe distance. Not surprising.

He spies it lying in the dirt, the stuffed rabbit abandoned by its screeching owner. He presents the offering, but she frantically shakes her head, her sobs breaking into crescendo. Wisps of white flutter out of his hand as he shakes it unnervingly.

Oh, God. It's ripped.

She wails. Several parents start shepherding more obedient children across the park. A tinge of red seeps into his ears as he frantically unshoulders a hefty backpack and fishes for an elusive solution. Passers-by look down in disdain, the fumbling man pulling out a full-course plethora of towels and Tupperware as he smiles at them sheepishly. His fingers grasp the crinkled plastic and he pulls it out triumphantly. A pocket sewing kit. The needle glints reassuringly in itchy palms.

The relief is short-lived. He stares at the needle dumbfounded. Sewing would be straightforward, but the beginning ... He stares at the pin, the tiny sliver of despair enveloped by giant, weathered hands. He didn't even know if he could pry the needle out of its delicate plastic. The incoherent shrieking hits peak calamity. He scans the park desperately for anyone to take the situation out of his useless fingers.

'Um ... hello?'

The mothers swiftly avoid eye contact, ushering families away from the vicinity.

He is alone.

She's still crying as he sweeps her briskly from the park, a writhing bawling carried by exasperated shushes and uncomfortable crooning sounds. He sighs, the dainty sewing kit clenched tight in rough-knuckled hands.

\*\*\*

The half-dirty plate falls violently into the sink. For the first time, the baby is in bed, garbling faintly in restless sleep. The girl grumbles visibly, shoving items haphazardly into a bag while wrestling with the arms of a coat. The man remains hunched over the table, staring at the miniature blade clamped between taut fingers, his dinner untouched. The rabbit lies comatose nearby in partial dissection. Again, the problematic thread splits at the eye. He exhales defeat, slowly reaching for scissors and adding another fleck of broken thread to the accumulating pile of small failures littered on the table. Things could be worse.

She starts making a beeline for the door, before stopping and dragging herself back, irritably pulling the bag higher on her shoulder. 'Don't forget, she probably still has to eat in another two hours. I changed her diaper and there should be fresh clothes in the hamper.'

He briefly looks up from his labour, accidentally jostling the needle and stabbing the end into his finger. He yelps. The instrument spins across the table as he pinches the red prickling out of the wound, cursing under his breath. She snorts at the exhibit, unamused. He turns away awkwardly. 'Thanks for looking after her tonight,' he mutters, feeling hot incompetence latch onto his neck. 'Sorry I couldn't pay you this week.'

She sneers, glaring at him with unapologetic eyes. She has every reason to be furious; it rams the fist of guilt even deeper into his empty stomach. It hasn't been the first time. In fact, today was probably the last. He timidly holds up the needle and crooked thread. 'Could you help me with this, at least?'

Her smile drips with false sympathy. 'Maybe if you paid me first.'

She twirls with conviction and strides out, slamming the door with an air of justified indignation.

He is alone.

The light fades from the window. This is impossible. The man rubs heavy eyes and a heavy head. It just won't go *in*. He can't do it. He stands and stretches, shaking off the premonition of a sleepless night and stumbling away in search of a bandage. The needle rests forlornly on the table, untapped and out of reach.

Not again.

The peace of the night is littered in broken shards at his feet. Not again. She's still crying. The maelstrom rages unempathetically in his ears, a whirlwind of bitter tears and pure confusion. He didn't understand. The incessant squall pierces his unnerving thoughts. He is alone. He couldn't do it alone. God, how did he ever think he could do it alone?

The crying is relentless, the same as before. No matter how much cradling and lullabying. She just keeps crying and thrashing, crying and grasping at fistfuls of air, crying for something that he just couldn't fathom.

He collapses at the table, cradling the infant in a mass of muffled cloth. He stares at the needle.

He can't do it. He can't. He just can't.

He *has to*.

Shakily, with the bundle of thunder in his lap, he reaches for the needle with trembling fingers. Good. His other hand feels for the thread in the dim light. Okay. His taps his tongue, rolling the lifeline in useless fingers. Just for luck. He inhales, and slowly, slowly, pushes the thread towards the impossible eye. It didn't have to bend. It didn't have to break. It was just pure instinct. Patience, perhaps, and a matter of time.

She stops wailing, just for a second. The thread slips through.

The eye of the storm.

He inspects his handiwork. The rabbit is indifferent. He timidly runs tired hands over loose ends. It wasn't much, but it was a start. He smiles and sighs, letting go, releasing the stitched rabbit in her arms as a final offering. She accepts with a laugh and a sleepy gurgle.

The storm breaks. She is asleep. He is alone.

But it brings him comfort.

## In the Library

*Max Ashurst*  
Year 12 student

---

The library lies still beneath the surface of the sea. Motes of dust drift lazily through beams of sunlight, blindingly radiant within the deafening silence. In the far corner, underneath the stern gaze of item 190.4 (*Ethics in the History of Western Philosophy*), a solitary figure sits, head planted firmly between two calloused hands. Beside the individual is a sprawling pile of recycled sheets of paper, sporting blue lines separated by 7.2 mm of faded blank space. The man picks up his well-chewed fountain pen, twists it a quarter turn and begins to write. The pen inches its way slowly across the paper at first, but like a train leaving the station, it speeds up, until the feverish movements become a blur, the text sprawling and illegible. The person hanging onto the pen begins to chuckle, an insane grin on his face.

'Yes! This is the big one. This is the one I was waiting for', intones the crazed man, under his breath.

Gripping the pen, as a drowning sailor would an inflatable ring, he pours his soul into the pages, grinning as though possessed. The man starts to whisper as he works, his voice low and fast.

'It's just you and me now, just you and me. No-one is here to mess with us. We can have all the fun in the world. I can shape you, change you. You could be anything! A tragedy, a political satire! You could become an adventure story, a romance! Imagine the possibilities. This will be an epic to inspire generations to come. What fun! What fun!'

Beads of sweat lodge themselves in his eyelashes, as the sunlight hitting the frantic letters becomes the burnt-amber colour of a lazy afternoon.

'Hello?' a faint voice wafts towards the man, but gets lost somewhere between sentences. 'Excuse me, can I help you?'

The figure drops the pen, suddenly shaken away from his task. The chair under him creaks, as he leans back and appraises the newcomer. Before him is an elderly woman, wispy hair tied back to avoid it obstructing any part of her enormous spectacles. She is being held up by a trolley full of books, which has been pulling her around the building. The man quickly stands, knocking over the chair with a thud, as he hastily collects up the pages in front of him. He pulls the parchment close to his chest, scrunching several of the sheets in the process.

'Ah - no, no. I'm fine thanks,' the man splutters, eyes darting around his skull as he checks his surroundings for an escape 'just - uh - just writing. Yes, writing. A book, I'm writing a book.'

'Oh, how exciting!' The librarian squeals, her voice high pitched and grating. 'Are you an author?'

'Um - I, that is, ah ...' the man shakes himself, placing the papers on the table, he pulls himself upright and speaks, voice suddenly changed. 'Well I wouldn't call myself an author, that would be presumptuous, but yes, I can spin a yarn or two, when the feeling strikes me.'

'Ooh, I haven't seen a real author for the longest time,' whispers the old woman. 'Could you show me what you've written?'

The man acts as though he has been stung, he tries to retreat but ends up falling backwards over the overturned chair, sending dust flying. 'No, no, no,' he mutters from the ground. 'You mustn't read it yet; it would be improper.'

The woman takes several shaky, creaky steps towards the table and hovers over the pages. 'A little look shouldn't hurt anybody, now. Don't be silly,' she softly croons.

'Stop.' The man stands and quickly brushes the paper to the floor. 'I told you it wasn't finished. Haven't you heard what happens if you read an unfinished book?'

'N-n-n-no.' The lady shrinks back, cowering beside the trolley.

'Well, believe me, you don't want to find out,' the man growls, advancing on her. 'Didn't you hear the story of that poor elderly man in the big house on the hill? All they found of him was an old manuscript and a pair of -'

The rusted back-left wheel of the trolley, after years of neglect and several close encounters with table legs finally decides to let its owner down. With a crash, both trolley and librarian are sent sprawling to the ground, books and hair alike cascading in a shower of dust.

'Oh! I'm sorry.' The man quickly reaches down to help the old lady up. 'Look, I ... the book isn't ... it's not really all that impressive. I doubt anyone will actually want to read it. I'll ... I'll give you a copy when it's finished, OK?'

'I'd better - ah - get this fixed,' wheezes the old woman, excusing herself. 'Good luck with your story, sir ... Please be careful.'

The librarian shuffles off with her three-wheeled trolley, navigating the maze of books on the floor faster than she approached the man initially. The man bends down to retrieve his papers, haphazardly reorders them, then drops them onto the desk. He collapses, exhausted onto his chair before reaching across to grab his pen, launched across the table in the chaos. The man starts to scratch his pen across one of the already full pages, in a lazy, looping fashion. It takes him a good minute to realise the pen is no longer marking the page. He holds it above his head and stares directly at it.

'Why? Why must you abandon me at my time of need? I'm sorry for panicking. I just ... wasn't ready. I wasn't ready to show what you have wrought to the rest of the world.' The man sighs and collapses, head resting on the parchment, still holding the pen out in front of him. His voice becomes quiet and muffled.

'We could have been great. We could have been anything! Please, give me something to work with here, give me some guidance, anything!' The man looks up at the pen, and begins to turn it, watching the nib flick in and out. The man pauses, noticing a discolouring on his hands, caused by ink dripping from a crack in the side of the pen. He sighs, tosses the pen to the side and begins to collect his sheets of paper. He shuffles slowly out of the library, not even glancing back at the sprawling pile of books behind him.

There, resting innocently on the floor, underneath a bookshelf proudly displaying *Ethics in the History of Western Philosophy*, lies a pen. Solemn and lifeless, its well-chewed exterior has been broken, a crack running from nib to turning mechanism. The pen sits there, waiting. Maybe an old lady, retrieving a book, or searching for a missing wheel, will see the pen, and remember. Perhaps its previous owner will someday return, parchment in hand, with a wicked grin on his face. For now, though, the pen just bides its time, content to wait.

## Kokoda Trail

*James Charlton*  
Year 8 student

---

On Kokoda trail our brothers lie,  
Their lifeless eyes, stare at the sky,  
For every yard; with every step  
Paid dearly with, their final breath,  
Our loved one's sorrow, families cry  
Crucible of fire, there they die

Our nation's pride, now lie below  
Felled by the bullets, blow on blow  
They were our sons, we held them close  
But now they rest, Kokoda trail.

Kokoda trail, the mud below  
Drowning in the blood of friend and foe  
No longer they'll hear Lyrebird call  
Their mates beside them, brothers fall

Dark faced Angels, carry us home  
They did not let us die alone  
Bandaged our wounds, and held us high  
Our faces point towards the sky  
In loving arms forever lie,  
Kokoda trail; Kokoda trail.

## Melody of the Past

*Rhiannon Barnes*  
Year 9 student

---

Raindrops fall onto brightly coloured umbrellas, an offensive contrast to the grey monotony of the city-scape. The water collects into puddles of soot and grime, unable to penetrate through the thick cement. The raindrops, merely a hindrance to those the umbrellas sheltered, continue to fall among the bustle of the early morning – still dark as the sun struggles to overcome the smog that envelops the city. As a gust of wind assaults the streets, a tornado of rubbish emerges, settling eventually in the same puddles of water; the picturesque destination of the city centre.

A man drives past in his car on his way to work, unaware that the road he takes everyday trespasses on a sacred place. A coffee shop opens its doors to bleary patrons, who are oblivious that once, the same spot was carpeted in bright purple and yellow hues of bush iris blooms. A woman walks stoutly past in a pin-stripe suit, black briefcase in hand, tracing the steps a young boy made 60 years ago as he walked barefoot through the land. For him, every note of the lyrebird's song, every flutter of bees' wings, every rustle of the spring grass had woven a complex tapestry of harmony. A symphony that only played for him, the rhythm of the land intrinsic to his heart.

In her eyes, this boy would have been a primitive savage, someone who would never amount to anything, somebody to be pitied. But, while she walked the path alone, he had walked it entwined with the landscape, in the footsteps of his ancestors, in the echoes of their past. Unlike her he was happy. Unlike her, he was content.

Yet unlike her, he had no say. Unlike her, nobody cared when his homeland was stripped, nobody cared when the birdsong and the grass was burned away. Nobody listened to his anguish as the intrinsic parts of himself were viciously eradicated; the land robbed of its voice. She would never know. She would never care. She, like everybody else in the city, was oblivious to the day the melodies of the landscape went silent, never to be heard again.

## Hidden

*Isabelle Morrison*  
Year 8 student

---

When I go home, I have no need to wear this uncomfortable new top, and these too tight skinny jeans. I can let my hair run wild and walk around in fluffy socks. No one will judge me when I'm at home.

When I pass the bathroom on the way to my room, I stop and look in the mirror. The person I see staring back is not me. I reach into the cupboard and find some makeup remover. I use it. When I look in the mirror again, I see myself. I smile.

When I'm sitting in my room, by myself, I have no reason hide my feelings. I can let my true emotions show when I am alone. I can cry when no one is there to judge.

I dry my tears, pick up my phone and click on Instagram. Immediately images of a group of pretty, skinny girls pop up. My so called 'friends' all going to the mall without me. Having fun without me. Not caring about me. I am sad, I am angry, I am jealous. But more than anything – I am hurt.

But I have no one to talk to. No one who will listen to me. No one outside my home cares about me – but no one inside understands me. I am stranded in the hurricane of my emotions. All alone.

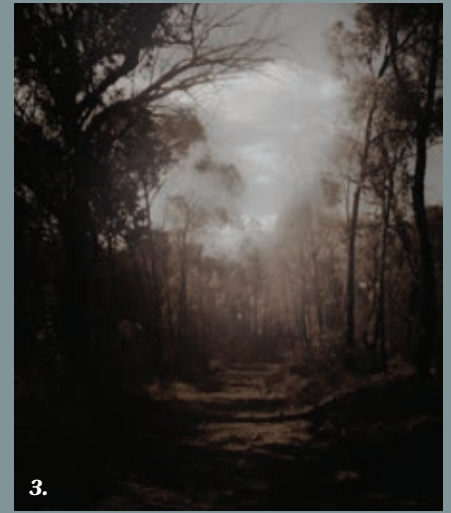
Sad. Angry. Jealous.

Hurt.

When I'm at home ...  
You wouldn't recognise me.

Or my pain.

# Photography 2017



- (1) *Alana Seears (Y12), Untitled 2017*
- (2) *Nathan Luu (Y11), Angel of the night 2017*
- (3) *Nathan Luu (Y11), Heaven and Earth 2017*
- (4) *Jack Douglas (Y12), Untitled 2017*
- (5) *Hugo Webster (Y11), Shine Dome 2017*





1.



2.

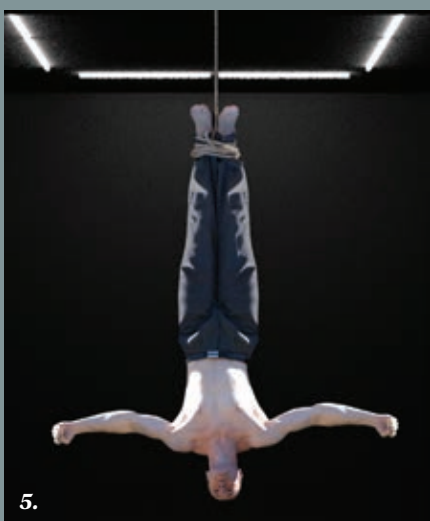


3.



4.

- (1) *Lara Franks (Y11), Untitled 2017*
- (2) *Nathan Luu (Y11), Natural Balance 2017*
- (3) *Nathan Luu (Y11), Let's Talk 2017*
- (4) *Hugo Webster (Y11), Drifting away 2017*
- (5) *Cameron Matthews (Y12), Untitled 2017*
- (6) *Hugo Webster (Y11), The eyes are the window to the soul 2017*



5.



6.



## RADFORD COLLEGE

1 College Street  
Bruce ACT 2617 Australia

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

WEB [www.radford.act.edu.au](http://www.radford.act.edu.au)