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

The Principal: Mr Phillip Heath

A school like Radford College is a complex entity. We draw together a diverse range of people unified by a common purpose – the nurture of children and young people. The 2013 Annual Report provides an overview of College activities for the year.

According to Forbes Magazine, great teams feature four shared components: a noble cause that ignites purpose; people who foster engagement with this cause; loyalty to the community and the cause (as opposed to the corporate rhetoric); and clear commitment to shared values.

Our academic life remains the core work of the College. We seek to provide all students with an opportunity to fulfil, and perhaps even to exceed, their own expectations in scholastic achievement. The really satisfying feature of our success in measures such as ATARs is the outstanding performance not only of our top-level students, but also of the entire senior year. It is for this reason that the College takes keen interest in the annual median ATAR score. The sustained high level of our median ATAR is a cause for celebration. It is a fitting reward for the combined efforts of students and their dedicated and gifted teachers.

It is important, too, that the Radford experience is not something that happens to students but rather something that is lived. Our student leaders continue to play a critical role in fostering the good climate of the College, participating in decision-making at both the routine and the strategic levels. Our student leadership group is equally comfortable running games on Foundation Day as they are being with College Board members advising on the Radford Master Plan (2014-2040). This sense of shared purpose is part of the unifying cause that holds us all together and the students make an incalculable contribution.

Radford College continues to enjoy impressive levels of participation by our students in community and cocurricular activities. At our Foundation Day this year we celebrated 30 years since the commencement of the College. We are proud of the experiences brought about by our involvement with Round Square, our Gamilaraay Program and our RAS activities.

While the pages that follow tend to be a formal record of our results, we strive to keep our community informed of the more active and indeed fun aspects of our College through our various forms of communication, and we gain much by working with our partners, our Parents and Friends, our Collegians and our Board. I remain particularly grateful to our hardworking teaching and support staff, without whom we could not report such wonderful success.
Academic Outcomes

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

2013 Year 3 and Year 5 NAPLAN results
In May 2013 NAPLAN tests for all students in Years 3, 5, 7 and 9 were held across the country. Given that 50% of our Year 3 students are new to Radford each year, we remain extremely pleased with the growth shown between Year 3 and 5 and the outcomes at both Year 3 and 5.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Year 3 Radford Mean</th>
<th>State Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>485</td>
<td>419</td>
</tr>
<tr>
<td>Persuasive Writing</td>
<td>461</td>
<td>416</td>
</tr>
<tr>
<td>Spelling</td>
<td>469</td>
<td>411</td>
</tr>
<tr>
<td>Grammar</td>
<td>475</td>
<td>428</td>
</tr>
<tr>
<td>Numeracy</td>
<td>473</td>
<td>397</td>
</tr>
<tr>
<td>Domain</td>
<td>Year 5 Radford Mean</td>
<td>State Mean</td>
</tr>
<tr>
<td>Reading</td>
<td>548</td>
<td>502</td>
</tr>
<tr>
<td>Persuasive Writing</td>
<td>511</td>
<td>478</td>
</tr>
<tr>
<td>Spelling</td>
<td>535</td>
<td>494</td>
</tr>
<tr>
<td>Grammar</td>
<td>557</td>
<td>501</td>
</tr>
<tr>
<td>Numeracy</td>
<td>568</td>
<td>486</td>
</tr>
</tbody>
</table>

Table 1: Mean scores for Years 3 & 5 compared to State mean 2013
Year 7 and Year 9 NAPLAN Results

<table>
<thead>
<tr>
<th>Domain</th>
<th>Year 7 Radford Mean</th>
<th>State Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>605</td>
<td>561</td>
</tr>
<tr>
<td>Writing</td>
<td>563</td>
<td>527</td>
</tr>
<tr>
<td>Spelling</td>
<td>576</td>
<td>555</td>
</tr>
<tr>
<td>Grammar</td>
<td>588</td>
<td>552</td>
</tr>
<tr>
<td>Numeracy</td>
<td>594</td>
<td>552</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain</th>
<th>Year 9 Radford Mean</th>
<th>State Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>636</td>
<td>601</td>
</tr>
<tr>
<td>Persuasive Writing</td>
<td>613</td>
<td>569</td>
</tr>
<tr>
<td>Spelling</td>
<td>608</td>
<td>590</td>
</tr>
<tr>
<td>Grammar</td>
<td>635</td>
<td>595</td>
</tr>
<tr>
<td>Numeracy</td>
<td>657</td>
<td>600</td>
</tr>
</tbody>
</table>

Table 2: Mean scores for Years 7 & 9 compared to State mean 2013

Radford performances measured against National Minimum Standards (NMS)

<table>
<thead>
<tr>
<th>Domain</th>
<th>Year 3</th>
<th>Year 5</th>
<th>Year 7</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>5%</td>
<td>1%</td>
<td>1%</td>
<td>4%</td>
</tr>
<tr>
<td>Writing</td>
<td>3%</td>
<td>6%</td>
<td>9%</td>
<td>11%</td>
</tr>
<tr>
<td>Spelling</td>
<td>0%</td>
<td>1%</td>
<td>7%</td>
<td>10%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>3%</td>
<td>3%</td>
<td>5%</td>
<td>7%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>1%</td>
<td>2%</td>
<td>1%</td>
<td>3%</td>
</tr>
</tbody>
</table>

Table 3: Percentage of Radford students at or below NMS

Radford achievement at ‘proficient’ standard

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

<table>
<thead>
<tr>
<th>Domain</th>
<th>Year 3</th>
<th>Year 5</th>
<th>Year 7</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>81%</td>
<td>57%</td>
<td>66%</td>
<td>56%</td>
</tr>
<tr>
<td>Writing</td>
<td>81%</td>
<td>42%</td>
<td>44%</td>
<td>41%</td>
</tr>
<tr>
<td>Spelling</td>
<td>79%</td>
<td>46%</td>
<td>46%</td>
<td>28%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>76%</td>
<td>66%</td>
<td>53%</td>
<td>45%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>82%</td>
<td>60%</td>
<td>54%</td>
<td>58%</td>
</tr>
</tbody>
</table>

Table 4: Percentage of Radford students at NAPLAN ‘proficient’ standard
Radford students at or above national benchmark

<table>
<thead>
<tr>
<th>Domain</th>
<th>Year 3</th>
<th>Year 5</th>
<th>Year 7</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100%</td>
<td>100%</td>
<td>99%</td>
<td>99%</td>
</tr>
<tr>
<td>Writing</td>
<td>98%</td>
<td>98%</td>
<td>98%</td>
<td>97%</td>
</tr>
<tr>
<td>Spelling</td>
<td>100%</td>
<td>100%</td>
<td>97%</td>
<td>97%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>98%</td>
<td>100%</td>
<td>97%</td>
<td>98%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>99%</td>
<td>100%</td>
<td>99%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 5: Percentage of Radford students achieving at or above national benchmark 2013

YEAR 12 RESULTS 2013

The College congratulates the Class of 2013 on achieving outstanding results, including a median Australian Tertiary Admission Rank (ATAR) score of 87.40. All students in this year group achieved the ACT Year 12 Certificate, and 163 were awarded an ATAR.

The College’s highest 2013 ATAR of 99.90 was achieved by Jo-Wai Douglas Wang, the JA Mackinnon Dux for 2013. Other highlights of the performance of Radford students were as follows:

<table>
<thead>
<tr>
<th>ATAR over 99 – top 1% of NSW/ACT</th>
<th>7 students, (approximately 4% of the year cohort)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATAR over 95 – top 5% of NSW/ACT</td>
<td>41 students (25% of the year cohort)</td>
</tr>
<tr>
<td>ATAR over 90 – top 10% of NSW/ACT</td>
<td>71 students (44% of the year cohort)</td>
</tr>
</tbody>
</table>

Table 6: Radford Year 12 2013 ATAR Performance

65% of the Class of 2013 received an ATAR over 80, which is a stellar performance in a non-selective school.

It is important to observe at such times that the ATAR provides only one measure of achievement. Whilst we are delighted with the performance of our students, we recognise that a successful school experience goes far beyond the scores gained on a single measure such as the ATAR. We seek to provide the means for our students to develop their character, as well as their intellect, by offering an extensive program of co-curricular activities and opportunities for community service and pastoral support. It is clear to us that the Class of 2013 contributed to the Radford community and beyond in quite remarkable ways, and we congratulate them all.
For the ongoing academic success of Radford College, we must extend our congratulations and thanks to our hard working teaching staff, to the Heads of Departments and the Directors of Studies right across the College. The provision of quality teaching over the years plays an important part in the successful completion of secondary schooling. The highly effective support of the Head of Learning and Teaching, the Heads of Schools, the Year Coordinators and individual tutors cannot be underestimated.

<table>
<thead>
<tr>
<th>Year</th>
<th>&gt; 99 Top 1%</th>
<th>&gt; 95 Top 5%</th>
<th>&gt; 90 Top 10%</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 ATAR</td>
<td>4%</td>
<td>25%</td>
<td>44%</td>
<td>87.40</td>
</tr>
<tr>
<td>2012 ATAR</td>
<td>7%</td>
<td>31%</td>
<td>46%</td>
<td>89.15</td>
</tr>
<tr>
<td>2011 ATAR</td>
<td>8%</td>
<td>28%</td>
<td>49%</td>
<td>89.1</td>
</tr>
<tr>
<td>2010 ATAR</td>
<td>4%</td>
<td>32%</td>
<td>57%</td>
<td>92</td>
</tr>
<tr>
<td>2009 ATAR</td>
<td>10%</td>
<td>25%</td>
<td>44%</td>
<td>87.3</td>
</tr>
<tr>
<td>2008 UAI</td>
<td>8%</td>
<td>25%</td>
<td>43%</td>
<td>87.7</td>
</tr>
<tr>
<td>2007 UAI</td>
<td>11%</td>
<td>33%</td>
<td>53%</td>
<td>91.85</td>
</tr>
<tr>
<td>2006 UAI</td>
<td>8%</td>
<td>33%</td>
<td>52%</td>
<td>90.45</td>
</tr>
<tr>
<td>2005 UAI</td>
<td>6%</td>
<td>31%</td>
<td>46%</td>
<td>88.9</td>
</tr>
<tr>
<td>2004 UAI</td>
<td>9%</td>
<td>30%</td>
<td>50%</td>
<td>89.95</td>
</tr>
</tbody>
</table>

*Table 7: Academic results of graduating students - ten year comparison table (Percentage of Radford College students in each performance band)*
GRADUATE OUTCOMES AND SATISFACTION

Each year the College surveys the satisfaction levels of Year 12 graduates. Students are asked to respond to questions relating to their academic, pastoral and co-curricular experience as well as their views on management and leadership. The 2013 cohort had a strong response rate where 69% of those invited responded to the survey and indicated overall levels of student satisfaction rated as follows:

- Education at Radford College - 85%.
- Academic program - 80%.
- Pastoral Care - 76%.
- Co-curricular non-sport activities - 77%.
- Co-curricular sports program - 73%.
- Day-to-day management of the College - 73%.

174 members of the cohort were awarded a Year 12 Certificate; 163 students were awarded an ATAR; of these, 149 students (91.4%) received an ATAR sufficient for entry to the University of Canberra and 106 students (65%) received an ATAR sufficient for entry into the Australian National University.

TERTIARY PLACE OFFERS

Note: some students received more than one offer which is why the total number of offers by UAC, VTAC and SATAC exceeds the cohort number.

### UAC (NSW & ACT) offers made to Radford 2013 students for 2014 admissions

<table>
<thead>
<tr>
<th>University</th>
<th>Number</th>
<th>% (rounded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANU</td>
<td>64</td>
<td>38%</td>
</tr>
<tr>
<td>University of Canberra</td>
<td>44</td>
<td>26%</td>
</tr>
<tr>
<td>University of Sydney</td>
<td>15</td>
<td>9%</td>
</tr>
<tr>
<td>University of NSW</td>
<td>12</td>
<td>7%</td>
</tr>
<tr>
<td>Charles Sturt University</td>
<td>11</td>
<td>6%</td>
</tr>
<tr>
<td>University of Wollongong</td>
<td>11</td>
<td>6%</td>
</tr>
<tr>
<td>Australian Catholic University</td>
<td>7</td>
<td>4%</td>
</tr>
<tr>
<td>University of Technology Sydney</td>
<td>3</td>
<td>2%</td>
</tr>
<tr>
<td>University of Western Sydney</td>
<td>3</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>170</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Table 8: UAC Offers made to Radford Students for 2014 admissions*
VTAC (Victoria) offers made to Radford 2013 students for 2014 admissions

<table>
<thead>
<tr>
<th>University</th>
<th>Number</th>
<th>% (rounded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Melbourne</td>
<td>13</td>
<td>30%</td>
</tr>
<tr>
<td>Monash University</td>
<td>9</td>
<td>20%</td>
</tr>
<tr>
<td>RMIT University</td>
<td>7</td>
<td>16%</td>
</tr>
<tr>
<td>Swinburne University</td>
<td>5</td>
<td>11%</td>
</tr>
<tr>
<td>Deakin University</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>La Trobe University</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>Australian Catholic University</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>Academy of Interactive Entertainment</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>44</strong></td>
<td></td>
</tr>
</tbody>
</table>

Table 9: VTAC Offers made to Radford Students for 2014 admissions

SATAC (South Australia) offers made to Radford 2013 students for 2014 admissions

<table>
<thead>
<tr>
<th>University</th>
<th>Number</th>
<th>% (rounded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Adelaide</td>
<td>2</td>
<td>67%</td>
</tr>
<tr>
<td>University of South Australia</td>
<td>1</td>
<td>33%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3</strong></td>
<td></td>
</tr>
</tbody>
</table>

Table 10: SATAC Offers made to Radford Students for 2014 admissions

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

Pastoral Care encompasses the personal, social, spiritual and academic wellbeing of students and teachers at our school. Through pastoral care we hope to create a school that is safe and supportive for both students and teachers. We hope each member of our school community will feel as though they belong.

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

(National Safe Schools Framework revised 2011)

JUNIOR SCHOOL

As an International Baccalaureate (IB) World School offering the Primary Years Programme (PYP), the Junior School’s approach to pastoral care is embedded in the essential elements of the PYP.

Through a focus on attitudes and transdisciplinary skills, we work towards our goal of fostering human beings who reflect the IB Learner Profile and uphold the mission. In the Junior School, a class-based program, closely aligned with the PYP learner profile, is delivered by the class teacher. The key skills are developed in age-appropriate contexts through the Junior School classes from PreK to Year 6. These key skills are:

- Research skills
- Thinking skills
- Self-management skills
- Communication skills
- Social skills

The ultimate goal of Pastoral Care at Radford Junior School is for each student and teacher to want to come to school, and to leave each day with a smile on their face.
SECONDARY SCHOOL
The following outlines the themes and content dealt with through classes, tutor group time, year assemblies, and other grouping of students through the secondary school.

Year 7
Future Connections
- Term 1 - Wellbeing – Knowledge, Choice, Consequence
- Term 2 - Problem solving – Future Problem solving framework
- Term 3 - Sustainable business – Market Day
- Term 4 - Acknowledging individual strength through performance

Big ideas
- *Owning Up* pastoral care program
- introducing the idea of upstanding as opposed to bystanding behaviour
- understanding how to coexist in a respectful way
- understanding the difference between humour and sarcasm
- examining the use of language and body language
- providing authentic leadership opportunities
- building healthy, respectful relationships.

Support/Resources
- Orientation activities in the previous year and in first week of Term 1
- Year 7 Camp Week 2 Term 1
- Leadership opportunities: student-run year assemblies and SRC
- Future Connections resources: *Owning Up, Sensibility, post-graduate psychology student support and workshops*
- Homework Café
- Guest speakers – AFP (Cyber-bullying)
- Presentations: Brainstorm Productions *The Hurting Game*.

Evaluation and reflection
- Wellbeing survey (Term 2)
- Future Connections (competency-based outcomes, ongoing).
Year 8

**Big idea**
Making and celebrating good choices

**Year 8 tutor time**
- study skills
- use of diaries
- time tabling
- organisation.

**Support/Resources**
- Round Square Exchange opportunities
- Race Around Canberra
- End of Middle Years Sydney Trip
- Leadership opportunities: student-run year assemblies, SRC
- Homework Café
- Brainstorm Productions: *Verbal Combat*
- Guest Speakers: AFP cyber-bullying
- Interdisciplinary unit end of Term 2.

**Evaluation and reflection**
- Wellbeing survey (Term 2)

Year 9

**Big Idea**
From empathy to compassion to service:
- **Theme 1:** Empathy – what it is like to be a refugee and a member of an international community.
- **Theme 2:** Compassion – diversity is explored through the RaVE program.
- **Theme 3:** Service – Looking beyond self and looking towards others.
- **Theme 4:** Adventure – *Worn Soles* and the Year 9 camp

**Program Overview**
RAS focus - Occasional projects (e.g. Anglicare, Children’s Special Christmas Party)
*Worn Soles* Unit - Understanding others by looking through the eyes of a refugee
Model United Nations Assembly

**Year 9 Camp - Resilience and service**

**Year 9 tutor time**
- Goal setting
- Study skills
- Time management.

**Evaluation**
- Refugee experience reflection and feedback
- Refugee experience parent feedback
- Year 9 Camp feedback students/staff.
**Year 10**

**Big Idea**
Service and leadership

**Program Overview**
- **Leadership Opportunities**
  - Junior School House Leaders
  - Junior School sports program leaders
- **Service Opportunities**
  - TeamSUPPORT 10: Boys’ leadership and service
  - Learning through working with disability: Black Mountain School, Cranleigh, Pegasus
  - YMCA RAID (recreational activities for the intellectually disabled) Basketball
  - Every student completes at least 20 hours of service in their own time.

**Evaluation**
- Year 10 Academic tracking interviews
- Personal reflection of their service learning journey
- Exhibition – students presenting to interested members of the whole school community on what they have learned.

**Year 11**

**Big Idea**
Learning to become a young adult and preparing for the world beyond Radford

**Themes**
- Semester I – Taking responsibility
- Semester II – Building self and community

**Program Overview**
- Year 11 Camp (retreat)
- Goal setting from the end of Year 10 – ongoing revisits throughout the year via reporting systems
- Organisation/time management and planning, using flex time wisely
- Balancing commitments and assessment
- Getting the little things right
- Mentoring, community service and leadership roles

**Support/Resources**
- Guest speakers – e.g. Paul Dillon, Butterfly Foundation, Counsellors, Magical Learning
- RAS student drive – L’Arche Discos, Red Cross, Calvary visits
- GetSet Mentoring
- Enrichment roles of Director of Service Learning and Chaplain – connecting students with the community
- Team approach to supporting the individual (Head of School, Director of Studies, Year Coordinators, office staff)
Evaluation

- Year 11 camp/retreat feedback
- Staff team meetings

Year 12

Big idea
Learning to become a young adult and preparing for the world beyond Radford

Themes

- Semester I – Learning to be good citizens
- Semester II – ‘Leaving the nest’

Program Overview

- Goal setting from end of Year 11, where to after Radford?
- ACT Board of Senior Secondary Studies AST preparation
- Everyone’s a leader
- Personal initiative and accountability
- Organisation/time management and planning, using flex times wisely
- Mentoring and leadership role: Youth in the City and Year 11 Leaders

Support/Resources

- Leadership Camps
- ACT Board of Senior Secondary Studies guidelines
- Guest speakers – e.g. Paul Dillon, Sebastian Batyr, Magical Learning
- RAS - student lead, Youth in the City, Calvary Visits
- GetSet Mentoring
- Collegians
- Z line, and lunchtime presentations
- Committee positions, Year 12 Revue, and celebrations
- Enrichment roles of Director of Service Learning and Chaplain – connecting students with the wider community
- Team approach to supporting the individual (Head of School, Director of Studies, Year Coordinators, office staff)

Evaluation

- Leadership Camp feedback
- Year 12 student exit survey
- Parent exit survey
Service in the Community

RADFORD AWARENESS SERVICE LEARNING IN 2013

At a glance
Students were involved in the following activities:

- 15 students to Timor-Leste
- 75 students to Gamilaraay country
- 120 Year 11 students engaged in L’Arche disco.

All students are involved in raising money (RAS charity fundraiser) and in awareness of the issues – both within the curriculum as well as alongside; an increasing number of students are engaged in the work of increasing the power of others (service) and learning from the experience.

Weekly events

- Yellow Van, cooking held on Tuesday afternoons and involving 15 Year 10 students
- RAID basketball with the YMCA, on average 10 students assist on Wednesday evenings
- Youth in the City, preparing food every Friday evening.

Many events occur across the year levels from the Junior School to Year 12, including the Worn Soles unit, encouraging Year 9 students to engage with refugees and migrants; the refugee soccer day and Companion House; the Anglicare winter appeal and the Year 10 wide-ranging service program where every student commits to over 20 hours of service.

Beneath this is the work of assisting students to make sense of their experiences and express in some manner the meaning that is found and made through their work.

RAS Charity Fundraiser
$51,013 was raised in 2013, in support of the following local, national and international causes:

<table>
<thead>
<tr>
<th>Microfinance ‘Moris Rasik’</th>
<th>Assisting women micro-entrepreneurs in Timor. <a href="http://www.morisrasik.com/">www.morisrasik.com</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Crossing The Divide</td>
<td>Providing school-aged students (mostly indigenous) with the opportunity to be educated in a trade <a href="http://www.bundarra-c.schools.nsw.edu.au/">http://www.bundarra-c.schools.nsw.edu.au/</a></td>
</tr>
<tr>
<td>Cancer Council And Leukaemia Foundation</td>
<td>Y11 and Y12 students can choose to participate in the Relay 4 Life and/or Shave for a Cure. <a href="http://www.actcancer.org/">http://www.actcancer.org/</a></td>
</tr>
<tr>
<td>The Yellow Van</td>
<td>The Yellow Van rescues food and connects it to charities and organisations across Canberra that can put it to effective use. <a href="http://food-rescue.commsatwork.org/yellow-van-food-rescue">http://food-rescue.commsatwork.org/yellow-van-food-rescue</a></td>
</tr>
</tbody>
</table>
Dirrum Dirrum
In 2013 saw the first Dirrum Dirrum conference Beyond Good Intentions, attended by 150 delegates.

In 2014 the conference will be is predominantly run by students, will host over 700 delegates running across 4 days. The 2014 theme is Be the Change and people will come from around Canberra as well as other capital cities.

Round Square
Radford is one of 70 schools around the globe that are members of Round Square. During 2013 students participated in a vast range of projects and exchange programs all over Australia and Internationally. Year 7 students took part in the Junior Round Square Conference in Bunbury and a delegation of five students took part in the senior conference at the Trinity Anglican School in Cairns. In 2013 eight of our Junior School students attended the Young Round Square conference at the Woodleigh School in Melbourne. International activities included attendance at the Round Square conference in Florida and work with communities in the Himalayas, Fiji and northern Thailand.

Gamilaraay
Radford students and staff have a growing relationship with schools and families in rural Northern New South Wales. Sixty students and four staff in all undertook service learning activities at pre-schools, and primary and central schools in Armidale, Bundarra, Gilgai, Gum Flat, Moree and Tingha in 2013, as well as developing relations and assisting with remediation work in the Warrumbungles. We also saw our first exchange student from the region, Monique Vickery, spend a week at Radford in what is hoped to be the first of many exchanges. Due to an expansion beyond the original (pre-school) brief into primary schools, from 2013 the trips became known as Gamilaraay to acknowledge the traditional language of the Kamilaroi people of the region.

Team SUPPORT
The teamSUPPORT program again provided extensive leadership experience in a range of service activities around the Canberra region, predominantly assisting with sport and themed activity days for Black Mountain School at both BMS and Radford College. It has continued to join Collegians in providing year-round support for the YMCA RAID basketball program for people with disabilities, an activity which is now permanently hosted in the G Wigg Sports Centre at Radford College.
Cocurricular Activities

Approximately eighty-five per cent of students from Year 3 to Year 12 participated in at least one traditional cocurricular activity such as sport, music, oratory, dance or drama. Seventy-five per cent of Radford students played sport for the College and forty-two per cent were involved in the cocurricular Music program (602 students). Forty-eight per cent of students were involved in Dance/Drama activities in 2013 (706 students).

### Sports
- Athletics
- Basketball (summer and winter)
- Chess
- Cricket
- Cross Country
- Football (Boys and Girls)
- Netball
- Oztag
- Rowing
- Rugby
- Snowsports
- Swimming
- Tennis

### Oratory
- Ford Debating
- Murray Debating
- Douse Debating
- Junior Crime Prevention
- Senior Crime Prevention
- UC Mock Trial Competition
- Bond University Mooting
- Mock United Nations

### Dance
- Year 7/8 Dance Festival
- Year 9/10 Dance Festival
- Year 11/12 Dance Festival

### Drama
- *Junior Joseph and the Amazing Technicolour Dreamcoat*
- *Senior Caucasian Chalk Circle*
- *Musical Theatre Back to the 80s*
- Technical Crew
Music Groups

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

**Jazz Bands**
Big Band
Little Big Band
Senior Jazz Ensemble

**Beginner Instrumental Program**
Beginner Woodwind and Bass
Beginner Brass and Percussion

**Other**
Precision Percussion Ensemble
Cross Rhythm Percussion Ensemble
Audio Production

**Strings**
Symphony Orchestra (T2 & 3)
Corelli Chamber String Orchestra
Elgar String Orchestra
Vivaldi String Orchestra
Mozart String Orchestra
Acoustic Guitar Ensemble

**Choirs**
Warblers (Yrs 1-2)
Choristers (Boys Yrs 5-8)
Songsters (Girls Yrs 3-4)
Vocalettes (Girls 5-6)
Radford Chorale (Yrs 7-12)
Camerata Choir

**Ensembles**
Chamber Ensembles
Rock/Pop Ensembles (various small groups)
Composition Ensemble

INDIVIDUAL SPORTING ACHIEVEMENTS
Radford students were selected in a wide range of ACT Representative Teams. We congratulate the following students on their achievements and representation at National and International levels in 2013:

**Danusia Sipa Borgeaud** - Represented Australia in Volleyball at the Junior Women Development Tour to Valaya, Thailand.
**Sarah Davis** - Represented Australia in the Junior World Rowing Championships in Lithuania/
**Cameron Hill** - Pro Junior (KF3) National Karting Champion 2013.
**Andrew Cameron** - Represented Australia in Water Polo at the Open Age Country Team in Hawaii.
**Adam Falzarano** - 2013 Australian Champion for Level 8 Men’s Vault Gymnastics.
**Jay Allen** - Selected in the U13 Australian All Stars indoor cricket side.
**Brittany Palombi** - Represented Australia in the Schoolgirls Football Team in the UK.
**Reilly Shaw** - National U18 Steeplechase Champion, recipient of an ACT Pierre de Coubertin Award and was subsequently selected to represent Australia at the 9th International Pierre de Coubertin Youth Forum in Lillehammer, Norway.
Communication

Social media and app
College communication methods include the Radford College ‘App’, which is available for Android devices as well as iPhone/iPad platforms. This provides an interactive map function and a handy ready-reference point for contacts, notices and events.

The Principal, Head of Senior School and Radford Junior School continued to use Twitter accounts for informal and interactive communication with the College community.

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

Principal’s Messages
The Principal issued a new website message each term, and made weekly postings in the Bulletin and on the RadNet intranet.

Briefings to the Parents & Friends Association
The Principal and Senior Executive Staff provided briefings to P&F Management Committee meeting throughout the year. These meetings were open to all parents. In addition, the Principal and Chairman each made special presentations to parents, hosted by the P&F.

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

College Reports - electronic distribution
The 2012 Annual Report and the current Strategic Plan were publicly available in <.pdf> format through the College website home page.
Parent Information Sessions
The Education and Wellbeing Committee of the Board hosted a series of parent forums presented by staff on key curriculum areas.

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

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

Radford College Institute
The Radford College Institute aims to bring high quality speakers to the ACT educational community, to intelligently inform about the issues and to foster debate. The Radford College Institute has become an important aspect of Radford’s outreach into the community. In 2013 the seminars were delivered by:

Diane Joseph, The Director General of the ACT Education and Training Directorate
People, Practice and Performance: Improving a high-performance education system.

ThinkUKnow the Australian Federal Police and Microsoft Australia
Internet Safety Program.

Bruce Ferrington Churchill Fellowship awardee
Mathematics in Primary Schools

Dr Bartek Rajkowski
Why too many Australians struggle with reading and what we should do about it.
Partnerships

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

Parents & Friends Association

The Parents & Friends Association conducted four major activities in 2013: the Art Show and Entertainment Books projects in Semester I, and the Twilight Fete and Monster Raffle in Semester II. The College is grateful to the P&F Management Committee and the individual activity committees/convenors, as well as the many volunteers, for their friend-raising and fundraising work. In addition, the P&F invited the Chairman, Mr Ian Morison, and the Principal to make special presentations to the community. The P&F is in discussions with the College about which projects will be supported with the funds raised in 2013.

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

John Shevlin served with distinction as the P&F nominee to the Radford College Board throughout 2013.

Two members of the P&F Committee, Charuni Weerasooriya and Adrienne Pollard, represented the College at the Association of Parents and Friends of the ACT (APFACTS), and Ms Weersooriya is the President of that body. In June 2013, Radford provided a venue for APFACTS ‘PROJECT ROCKIT ‘ parent workshops on cyber-bullying.

Collegians Association

The Radford Collegians Association continues to provide a vital and growing link between our past students and the College.

To celebrate the College’s 30th anniversary, the Collegians Association donated a magnificent sculpture to the College to commemorate the opening of the new Senior School. The College invited Canberra artist and craftsman, Robert Foster, to design a globe of the earth to hang in the 10 m void above the Learning Commons in the new Senior School building. The sculpture, titled Blue Mantle, has a 1.8 m diameter and is made from 180 metal pieces of painted anodised steel that are gathered to form the shape of the earth. With thousands of precise geophysical reference points depicted on the surface, Blue Mantle aims to remind Senior Students of their obligation to tend and nurture our earth and to lift their expectations to take their part in shaping the future.
The Association hosted a 10 and 20 year Welcome Back day at the College for the 1993 and 2003 graduating classes. As always, the event was well attended by many Collegians happy to remember their time at the College and see how much everything has changed. As part of the Welcome Back day, the Association also hosted the annual Collegians Soccer match against the Radford First XI. It was a friendly and at times competitive soccer match which eventually saw the Collegians achieve a narrow victory.

As part of the Association’s ongoing activities, there is a significant focus on community outreach. In 2013 the Association provided funding to assist with the School’s involvement in the Gamilaraay service learning program and the teamSUPPORT initiative. The Association also continued to fund annual awards to current students at Awards Night, as well as providing Community Outreach Grants to assist some graduating students to undertake community service projects in Australia and overseas.
Enrolments and Attendance

During 2013, Radford College was fully enrolled in all year levels, and continued to maintain waiting lists for future enrolments. Enrolment data by year group at the end of 2013 is shown in the table below.

<table>
<thead>
<tr>
<th>Level</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Kindergarten</td>
<td>22</td>
<td>23</td>
<td>45</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>22</td>
<td>22</td>
<td>44</td>
</tr>
<tr>
<td>Year 1</td>
<td>23</td>
<td>22</td>
<td>45</td>
</tr>
<tr>
<td>Year 2</td>
<td>22</td>
<td>22</td>
<td>44</td>
</tr>
<tr>
<td>Year 3</td>
<td>48</td>
<td>48</td>
<td>96</td>
</tr>
<tr>
<td>Year 4</td>
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<td>48</td>
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<tr>
<td>Year 5</td>
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<td>Year 11</td>
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<td>90</td>
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</tr>
<tr>
<td>Year 12</td>
<td>87</td>
<td>90</td>
<td>177</td>
</tr>
<tr>
<td>TOTAL</td>
<td>811</td>
<td>815</td>
<td>1626</td>
</tr>
</tbody>
</table>

Table 11: Enrolments as at December 2013

Student retention continued to be high, with less than 0.02% of students leaving the College at the end of 2013. All vacancies were filled before school commenced in February 2014.

The main intake points at Radford College are Pre-Kindergarten, Year 3 and Year 7, with replacements in all other year levels as vacancies arise through student departures. The overarching enrolment policy is that enrolment offers are based on the chronological date of registration by gender. The enrolment policy of Radford College is non-selective, with preference on the waiting lists given only to children of permanent staff, siblings, children of Collegians (former students) and children of practising, full-time Anglican clergy.
Offers of places do not depend on criteria such as academic, sporting or co-curricular performance, where a student lives, or their current school, their religion or community involvement, their parents’ background, job or influence, or their family circumstances. A child’s date of registration on the waiting list is the key factor when offering places at Radford College. The College offers equal number of places to boys and girls at its main entry points and endeavours to maintain a gender balance in all year levels. To this end, the College maintains separate waiting lists for girls and boys.

The student attendance rate in 2013 was 95%. Attendance is monitored through a daily roll call and follow-up of absentees. A process is in place to apply for any periods of leave of absence.

**Facilities**

The new Senior School building was completed for Semester II 2013 and opened by the Governor General, Quentin Bryce on the 26 September 2013. The building offers flexible learning spaces for senior students as they prepare for tertiary study. The College carefully considered the technical environment, allowing for a seamless wireless experience from a range of devices and classroom technology to support teaching and learning.

The College Board continues to maintain Master Planning as a major focus. Access to the College by pedestrians, cyclists and vehicles continues to be under consideration, as this lays the blueprint for the campus in years to come.

Work commenced on a ‘set-down only’ bay and new traffic arrangements on College Street, with the view to reducing the need for cars to enter the College at peak times. Planning for a new, additional entrance off Haydon Drive continued throughout the year. An entrance on the Haydon Drive side of the school would not only distribute the traffic wishing to enter the College, but also provide the opportunity to access as yet unused land in the area for future facilities.

Regular maintenance continues to include such projects as routine painting and improvements to existing classrooms, gradual renovations to staff rooms and administration areas, and the glass replacement program.
Information Communication Technology (ICT)

Throughout 2013, the College continued to consider its needs for Information Communication Technology in administration, infrastructure and in the classroom. The Committee structure including the e-Learning Committee, the IT Sub-Committee of the College Board, and project-based committees supported and guided initiatives throughout the year.

The fit out of the new Senior School was a major IT project during 2013. The building offers seamless wireless and a range of technical options for the delivery of teaching. The building offers the option for teachers and students to participate in the use of video conferencing through our AARNET link, as well as the ability to create state-of-the-art visual displays in the Lecture Theatre.

The introduction of new technology required significant focus on professional development for technical and teaching staff. The professional development days held in July involved sessions conducted for teachers by professional learning group, ELH.

The College continued to work hard on providing an intranet system which acted to both support classroom learning and communication with our community. Work was done throughout 2013 to determine the most suitable platform for this purpose. The RadNet system has served the College during times of rapid change in the IT environment but will be replaced for 2014.

During 2013 the College encouraged increased use of personal student devices and undertook research into options for the ideal personal device program for the College. Work continued on improving our wireless service in preparation for greater personal device use on campus and the plan to move to a 1-to-1 ICT Program in 2015.

The College recognizes and appreciates the hard work of our ICT Team in 2013, and the dedication of our ICT integration teachers in this busy and dynamic environment.
Financial Data

Revenue

- ACT Government: 68.55%
- Federal Government: 22.08%
- Parent Contributions: 8.10%
- Fundraising & Interest: 1.27%

Expenses

- Academic Departments: 53.24%
- Capital Works: 22.71%
- Staff Costs: 11.73%
- Running Costs: 6.34%
- Depreciation & Interest: 5.98%
Staff

We are grateful for the hard work and dedication of our teaching and support staff. In 2013 the College employed 269 staff, 169 females and 100 males. One staff member was employed under an Australian School-Based Apprenticeship (ASBA). The College did not employ any indigenous staff in 2013.

The College encourages active engagement with professional learning, and provided a professional development budget in 2013 of approximately $195,000 for teaching staff and $40,000 for support staff. In addition, the College allows access to an annual personal professional development fund which supported approximately $70,000 of professional learning activities in 2013.

**Academic profile of teaching staff**

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor</td>
<td>165</td>
</tr>
<tr>
<td>Master</td>
<td>34</td>
</tr>
<tr>
<td>Doctor</td>
<td>3</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>15</td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td>102</td>
</tr>
</tbody>
</table>

Parent Satisfaction

With the assistance of MMG Education consultants again this year, the College surveyed parents of students in Years 2, 5, 7, 10 and 12, to determine satisfaction levels with a wide range of College operations, including academic and pastoral matters, College leadership and administration, and success at meeting strategic objectives. In 2013 the College also surveyed Year 12 graduating students.

We continue to note some level of dissatisfaction with aspects of our communication which we hope will be reduced by a new College intranet. Overall, however, satisfaction levels were extremely high, and trends, based on the 2012 benchmark survey, were positive.
Radford Board

The main role of the College Board is the governance and strategic direction of the College. Board members provide expertise to College management, attending Board and Committee meetings, as well as providing support at College events and representing the College at external meetings. The Board is supported by active and expert sub-committees in the areas of Finance, ICT, Education and Wellbeing, and Buildings and Grounds.

We recognise the dedication of all our Board members, particularly Mr Neil Renfree who completed his many years of service to the College at the AGM in May and who had chaired the College Buildings and Grounds Committee through a period of significant growth. We acknowledge and thank departing Board members Ms Ainslie MacGibbon and Ms Fiona Bellchambers.

Statutory Compliance

Radford College continued to comply with all relevant statutory obligations during 2013.