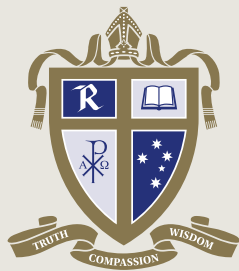




RADFORD COLLEGE
Prospectus





RADFORD COLLEGE

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

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CONTENTS

Welcome	5
Early Learning Centre	7
Junior School	9
Secondary School	11
Pastoral care and the House System	15
Spirituality and Service Learning	17
Co-curricular	19
Outdoor Education	21
National and international experiences	23



WELCOME

A warm welcome to Radford College.

I am proud to be a part of this school, and the wonderful community that supports it.

From Pre Kindergarten to Year 12, we provide an independent, co-educational, non-selective education within the Anglican context.

This prospectus will tell you a little more about what we do. It has information about our programs: academic, pastoral care, sporting, co-curricular, service learning and many others. Please take a moment to explore what interests you about Radford.

But it is just as important that you know who we are. Our College motto is Truth, Compassion, Wisdom. It informs the values that we seek to live, not just in service learning or religious and values education, but in everything we do, every day.

It is the reason that, from day one, all our students, staff, parents, families and friends are made to feel that they belong here.

It doesn't matter what subjects or co-curricular activities students are interested in, what sport or musical instrument they play, where they live, whether they make friends easily or not, or what their dreams and aspirations are: they all have a sense of belonging during their time at Radford, and beyond.

I know that we work better together as a community than as a group of individuals. I've often talked about walking around Radford, and getting a distinct sense of these invisible 'hands' that are constantly there, that lift each and every one of us up, that support each other and say: 'We are here, what do you need?'

Our whole community stands as both the beneficiary and custodian of two of the finest traditions – learning and teaching. By belonging to the Radford College community, every person is supported on their own journey to knowledge and fulfilment.

Fiona Godfrey
Principal



EARLY LEARNING CENTRE

The Browning Early Learning Centre (ELC) is a purpose-built learning environment for Pre Kindergarten and Kindergarten children. It is our privilege to welcome our youngest students and their families to the ELC.

The design of our learning spaces is based on the Reggio Emilia approach to early childhood education, in which the environment is the 'third teacher'. Indoor and outdoor spaces invite wonder and curiosity, exploration and play, inquiry and meaning-making. Our veggie patch, kitchen, sandpit and mud pit, art workshops, cubby houses, adventure gardens and classrooms nourish the minds, bodies and souls of our young ELC students.

The Pre Kindergarten year provides a strong formation in social and emotional development. Children search out knowledge through their own explorations and guided investigations, and the thoughts and questions of each child are valued. At this year level the Early Years Learning Framework and the International Baccalaureate [Primary Years Programme](#) (PYP) support the provision of rich, open-ended learning experiences.

During Kindergarten, children begin to participate in more structured learning experiences, while continuing to develop questioning and curiosity through PYP units of inquiry. The programme maintains a balance between play-based and guided learning experiences, where the development of early literacy is at the heart of teaching and learning.

The child's sense of security and belonging is paramount to both wellbeing and learning. In the ELC, positive relationships form the foundation of a journey in which identity, diversity and community are actively fostered and nourished. We recognise that children learn and express their thoughts and creativity in many different ways. These 'languages', or ways of learning, are actively celebrated as each child participates in experiences of belonging, being and becoming.



JUNIOR SCHOOL

The Junior School is a vibrant part of the College, with modern classroom spaces that support flexible learning and dynamic student investigation. Our philosophy and practice are based on the International Baccalaureate [Primary Years Programme](#) (PYP), where nurturing the development of the whole child is the key focus.

Our teachers take pride in developing positive relationships with each student as a unique person. They recognise the importance of motivating children to become the best version of themselves, socially, academically and creatively. The Junior School staff firmly believe that success is achieved when students are supported and encouraged to persevere and to embrace challenge as an integral part of learning.

Relationships between staff and students are based on mutual respect. Teachers get to know their students quickly in order to understand their motivations, their capabilities and the way that they learn. They understand that each student has different abilities and cater equally for students who need a challenge and students who require additional support. It is important for children to have positive relationships with other children and adults at school and we provide a nurturing environment where this is possible.

Using the International Baccalaureate Learner Profile and [Primary Years Programme](#) attitudes and skills as a solid foundation, the school establishes a framework within which responsibility, initiative and rewarding relationships can flourish. Students are openly encouraged to develop a sense of self-worth, respect and tolerance for others in an environment where they feel safe, secure and respected. This is not something that can exist in isolation and it is present in all aspects of school life. It is used to enable pupils to achieve their full potential.



SECONDARY SCHOOL

In the Radford College Secondary School, we teach students in a way which develops enthusiasm and engagement, fostering global citizens who remain keen learners, prepared to negotiate a future we cannot yet imagine. Radford aims to nurture students to become exceptional leaders of tomorrow through our focus on developing the Secondary School Learner traits:

- Principled
- Open-Minded
- Thinkers
- Self-Regulated
- Resilient
- Communicators.

Learning is a fluid process involving mutual respect and collaboration between the staff and students. We allow our students to be inquisitive and value their ability to question what they are learning. We are constantly monitoring best-practice teaching methods and adapting where it is in the students' best interest to do so.

Radford College aims to teach our students the importance of values. We teach them to value humanity, learning, and their own potential. In addition to the core components of the Australian Curriculum, we offer a range of other courses to ensure we value the strengths of all students. We provide spiritual guidance which is open and explores many avenues to faith.

Happy, relaxed students learn more efficiently and with more enthusiasm, so we attempt to make the curriculum engaging and enjoyable wherever possible. We believe that a positive association with learning will give our students a great advantage in life and we hope this allows them to be lifelong learners.



In secondary school, students are introduced to a range of new subjects to inspire and challenge them. All students are offered a set of core subjects which are fundamental to a person's education. In Years 7 and 8, students are exposed to a wide range of elective subjects in order to get a 'taste' of everything to see what they enjoy best.

In Years 9 and 10, the core program includes English, Mathematics, Science, Physical and Health Education, Religious and Values Education, Chapel, and one Humanities subject each semester from Geography and History. Students also choose subjects from the elective program: Chinese, Drama, Food Technology, French, Graphics and Design, Information Technology, Japanese, Media Art/Studies, Music, Textiles, The Commercial World, Visual Art and Woodwork, and Year 10 students undertake Careers Education.

The Curriculum for Senior School is set by the Board of Senior Secondary Studies (BSSS). Senior students in the ACT system study for two years with ongoing assessment by both assignments and exams. They can choose to study an Accredited Course which will give them a Year 12 Certificate, or a Tertiary Course, which prepares them for higher education and qualifies them with an Australian Tertiary Admissions Rank (ATAR), in addition to the Year 12 Certificate. All Tertiary level students must also sit the ACT Scaling Test (AST). Vocational courses are available for students who wish to begin pursuing certain apprenticeships, and such units can count towards their Year 12 Certificate.

Radford offers an extensive range of senior study subjects to give students the best chance of meeting their potential. Our nurturing environment has been created to make sure students find their senior years supportive and enjoyable. The College has a strong record of academic success, with its Year 12 graduates achieving the highest median ATAR of all ACT schools in eleven of the past thirteen years, including 2014, 2015 and 2016.



PASTORAL CARE AND THE HOUSE SYSTEM

Pastoral care

Pastoral care underpins life at Radford, for we believe that students flourish when they are in a safe environment where they feel valued and respected as unique individuals.

The College provides a range of programs and support to give students the best chance to reach their potential. These include learning support staff, occupational therapists, speech pathologists, school counsellors, a qualified social worker and two chaplains.

Mindfulness and wellbeing are taught and children participate in weekly Chapel services.

Our parents are important partners in the effective support of our students. Parents are informed and involved in the initial phases of any pastoral concern and it is through this proactive approach that we are able to manage issues effectively.

In secondary school, tutor groups are an essential part of pastoral care. Each tutor is a mentor, leader and counsellor, responsible for the general care of students in their group. The tutor oversees each student's academic progress, social adjustment, attendance and communicates with parents. Each Head of Year manages the collective welfare of a year group of students and moves with the students throughout their journey at the College.

Secondary school students take part in age-appropriate courses on matters of relationships, belonging and expectations.

House System

Radford's House system gives students the opportunity to be leaders, to engage with their peers of different years, and to celebrate community spirit.

The Houses compete in five major competitions: Swimming, Cross Country, Athletics, Performing Arts and The Bishop's Cup, held on Foundation Day each year.

Students are allocated to a House when they commence at Radford for the duration of their time at the College. Each House is run by House staff leaders, assisted by House Captains and Vice-Captains selected by the students.



SPIRITUALITY AND SERVICE LEARNING

At Radford College, we encourage an understanding and acceptance of Christianity as the spiritual and moral basis of life.

The College provides a learning environment for students which:

- allows them to explore personal beliefs and develop an awareness of spirituality
- helps them to develop a strong sense of morality and ethics
- encourages sensitivity to the needs of others
- nurtures tolerance and acceptance of difference
- encourages respect for and understanding of the search for truth
- presents the Christian faith as a meaningful and relevant way of life.

Religious and Values Education (RaVE) classes and weekly Chapel attendance teach students values based on the Anglican tradition and allow them to explore personal beliefs and develop an awareness of spirituality.

The College's Service Learning Program helps students to discover themselves through serving others. The program has been well embedded in the culture of the College over many years and it is a signature experience of a student's time at Radford. When young people engage in service learning, it not only provides a direct service to the community, but students also learn about the context in which the service is provided, the connection between the service and their own learning objectives and their roles as citizens. For many students, service experiences foster the development of a profound sense of caring and compassion.

By their senior years, Radford students have experienced a rich and deep range of opportunities and challenges to increase their empathy, activate their compassion, and develop their understanding of what is needed to create a just, inclusive, sustainable and diverse community.



Now the guns have stopped

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CO-CURRICULAR

Radford's co-curricular programs are elective, available to students of all ages, and are offered outside school hours. We have developed a range of activities which are challenging and fun. Students are able to try new things and make new friends. It is a great opportunity for students to work towards goals and be part of the community. The skills they gain are not only practical, they can learn self-discipline, teamwork and values which will support them in their learning and that they can call upon throughout their lives.

Junior School Co-curricular

Junior School students can participate in a range of co-curricular activities including chess, oratory, drama, Green Team, bushwalking and Tribal Council. Sports activities include modified sports and skills development for young players. Private instrumental lessons and choral/instrumental ensembles for junior students are supplemented by the Years 5-6 Beginner Instrumental Program.

Secondary School Co-curricular

Secondary School students can choose from a wide array of activities covering sport, music, performing arts, outdoor education, Round Square and Duke of Edinburgh programs. Service learning also provides valuable opportunities for students beyond the classroom.

Sports

Basketball, Chess, Cricket, Equestrian, Football, Mountain Biking, Netball, Orienteering, OzTag, Rowing, Rugby, Snowsports and Taekwondo.

Music

Instrumental studies, including bass and electric bass, bassoon, cello, clarinet, electric guitar, flute, French horn, keyboard, oboe, percussion, piano, recorder, saxophone (alto, tenor, baritone), trombone, trumpet, tuba, viola, violin and voice.

There are over 30 instrumental and vocal ensembles and production/theory groups, including concert bands, jazz, percussion, guitar, string orchestras, choirs, chamber ensembles, rock/pop and keyboard performance groups.

Performing Arts

Drama, Debating, Oratory and Dance.

STEM and Visual Arts groups



OUTDOOR EDUCATION

Radford College has a long history of providing meaningful and engaging outdoor education learning experiences for our students. Our experience, together with research in this area, shows the importance of students being introduced to the outdoors from a young age. Our sequence of programs provides students with experiences outside their usual environment, teaching them perseverance, self-reliance and independence. The experiences will also provide opportunities to confront and overcome challenges in groups to develop teamwork skills, tolerance and resilience.

Outdoor education experiences develop students' initiative and teach them to take responsibility for individual and group actions. These are important life skills which will stand them in good stead within and beyond the school environment.

Additionally, universities, locally and nationally, are now placing a high value on programs such as the Duke of Edinburgh Award, as they consider factors outside the ATAR when offering tertiary places.

Radford College works with its partner, the Outdoor Education Group (OEG), to deliver a varied and comprehensive Outdoor Education Program.

We offer a series of outdoor education experiences which are a combination of residential and expedition programs in the wilderness and urban settings. These include camps, skills extension programs and child and parent experiences. We also coordinate Duke of Edinburgh expeditions.

Camps in Years 3, 5, 7, 8, 9, 10 and 11 focus on everything from social and interpersonal skills to initiative, problem solving and collaboration, and vary in length from one night to eight nights.



NATIONAL AND INTERNATIONAL EXPERIENCES

There is a diverse range of opportunities available to students for national and international experiences.

Curriculum-related tours

Students can participate in tours related to aspects of the curriculum, for example:

- LOTE tours to schools in France, China and Japan, with which we have exchange arrangements
- The European Story of Science Tour
- the Earth and Environmental Sciences tour of New Zealand
- the Central Australia Cultural Awareness tour.

Co-curricular tours

- Co-curricular musicians participate in activities such as Eisteddfodau, the Combined Schools Music Festival and the Moruya Jazz Festival.
- Students involved in sports travel individually and as teams to national and international events.

Service Learning tours

The Timor Leste, Gamilaraay, Round Square and Duke of Edinburgh programs enable students to combine national and international experiences with service.



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