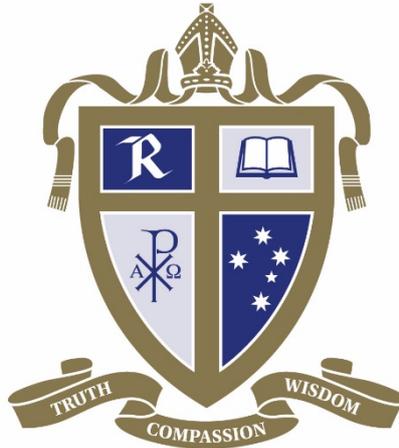




# Annual Report 2017

RADFORD COLLEGE





# RADFORD COLLEGE

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

**RADFORD COLLEGE**  
1 College Street, Bruce ACT 2617  
T 02 6162 6200  
F 02 6162 6263  
[reception@radford.act.edu.au](mailto:reception@radford.act.edu.au)  
[www.radford.act.edu.au](http://www.radford.act.edu.au)

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## Foreword

The Principal: Fiona Godfrey

I am pleased to report on 2017 as a year of exciting developments at Radford, tempered by some challenges.

### Increased enrolments, building works and launch of the Master Plan

The year began with deliberations about the future size of the College and development of the campus.

The *Radford College Strategic Plan: A Vision for the Future 2016–2020*, included a key objective to review the optimal size of the College to ensure better learning outcomes whilst maintaining a strong College ethos and spirit. To this end, the College had, for some time, been reviewing the entry points for enrolments into the school.

Following this review, I made several announcements during 2017 about expanding enrolments in coming years.

In the Junior School, it was decided that from 2018 we would offer four streams (classes) of students from Pre-Kindergarten. This would mean four classes of students in both Pre-Kindergarten and Kindergarten and, from 2019, would extend the intake to have four classes all through the Junior School. This meant that by 2019 we will have an additional 176 students in the Junior School, bringing the total population to 736 students.

The rationale for increasing the intake from Pre-Kindergarten to Year 2 was compelling and took into account the academic, social, and emotional needs of our students, as well as key organisational and logistical considerations for the College.

Several months later, I was able to announce a further expansion of enrolments over the next four years.

The result will be that, from the start of the 2021 academic year, Radford College will have four streams from Pre-Kindergarten to Year 2, five streams from Year 3 to Year 6 and eight streams from Year 7 through to Year 12, taking the total school population to just over 2,000 students.

The rationale for this decision was based on extensive Board and Executive deliberations on the best long-term interests of the College. First and foremost, the College was in a strong position in terms of enrolments and waiting lists and, unlike most other independent schools around the country, we were able to determine the College's maximum capacity without significant investment in advertising and recruitment.

Moving from seven to eight streams in the Secondary School would also result in a number of timetabling efficiencies and potential enhancements to our pastoral care model.

The proposed increase in student numbers in 2018 and 2019 required planning for extra additional classrooms and facilities.

Construction of the first of these projects—a new Junior School specialist learning building with modular classrooms, teacher facilities and a large break-out space—commenced and was largely completed by the end of the year.

A second building, similar to the existing Year 4 classrooms (Gold Room), was planned and the groundwork laid for its construction to commence in 2018.

These two projects became the first under the College's new Master Plan, the full detail of which was released in June.

In addition to the Junior School projects, the first stages of the Plan included a new Secondary School commons building and outdoor gathering space, to be completed by the end of 2018, as well as refurbishment of existing Secondary School classrooms.

Other highlights of the released Master Plan included:

- an expanded Junior School with undercroft parking, new Library and Hall, together with additional covered recreation space and new Year 5 and Year 6 classrooms
- a new extended quadrangle and green square at the main entrance to the College, to be known as The Main Quad
- a new square combining internal and external spaces at the hub of the Secondary School and integrating activities in the Library, IT, Science, to be known as The Library Square.

Shortly after the Master Plan was released, Marcus Graham, Practice Principal of Stewart Architecture, gave a presentation to parents about further works under the Plan, at which he shared a number of artists' impressions of these projects.

While the outlining of future development of our campus was reason for excitement, major changes to the funding landscape announced in 2017 raised questions.

### Changes to Government Funding and the Building and Maintenance Fund

The Federal Government announced proposed changes to the way schools would be funded over the next 10 years and I outlined the likely impact of the changes to Radford's parents and caregivers.

We received figures from the Department of Education and Training that gave us a reasonably clear idea of how College finances will be affected in the future.

Up until 2017, Federal and ACT government funds contributed approximately 29 per cent of the College's annual revenue stream, with our parents contributing the other 71 per cent. The Federal funding was \$4,904 per student and the ACT Government funding was \$1,693 per student. These funds were dedicated solely to the day-to-day costs of running the school.

As a result of the 'over-funding' proposition, which had influenced the educational debate for a number of years, we were informed that there would be a decrease in the College's income over the next 10 years. In 2018, the Federal grant per student will drop to \$4,841 and, by 2027, this rate will have decreased to \$3,638 per student. This decrease in funding accumulates to nearly \$10 million over the 10-year period.

These funding cuts will have a significant impact on the College's finances. However, with ongoing sound financial stewardship, under the guidance of the Finance Committee and the College Board, the College believes that the full reduction in funding per student will not necessarily be directly passed onto our community via an equal increase in fees. There will be a detailed review of the College's costs and sources of income. The reduction in funding will take a number of years to reach its full impact and, therefore, we will have a number of years to reposition ourselves.

While a loss of revenue for any organisation is disappointing, the College believes that the needs-based adjustment is fair and equitable. Radford was founded in the 1980s with limited resources, and is now well established. The changes mean schools that have a limited resource base will have a greater financial capacity, regardless of their geographical location or the system to which they belong.

In late 2017, the Board of Radford College approved the Operating Budget for 2018 and decided on an average increase in school tuition fees for 2018 of 4.3 per cent, a decision consistent with historical fee increases.

Citing key issues including the decrease in Federal Government funding and a continuing decrease in voluntary Building and Maintenance Fund contributions to under 70 per cent of families, the Board also determined that the voluntary Building and Maintenance Fund donation (previously \$1,400 per child) was to be replaced with a lower, but compulsory, capital levy of \$1,190 per child commencing from 2018.

### International Baccalaureate Diploma Programme (IB DP)

Much of 2017 was spent preparing the College for its IB DP authorisation assessment, due to commence in 2018.

Lindy Braithwaite, the College Senior Studies Co-ordinator, reported that these preparations were not unlike a registration process, where every area of the College would need to be ready to ensure they were equipped and ready to deliver the IB Diploma.

Understandably, the IB wants to ensure that the reputation it enjoys is maintained. Some examples of the areas due to be assessed in 2018 included:

- facilities: dimensions and adequacy of learning spaces, access to learning resources and even our ability to have exam tables a required minimum distance apart
- policies and procedures: academic, special needs, behaviour, safety, wellbeing, amongst others
- teacher training and collaboration: to ensure curriculum is not delivered in isolation
- an international mindset: local, national and international engagement.

Thirteen teachers attended specialised subject training in the IB DP, allowing them to familiarise themselves with the curriculum, map it compared to the ACT curriculum, and begin planning documents for possible delivery in 2019 or 2020.

In addition, they had the opportunity to form invaluable networks with other teachers of this curriculum in the ACT, Australia and the Asia region, which allowed them to benchmark and share resources to best prepare Radford students to achieve excellence.

In addition, Lindy and others worked to ensure that the cohesiveness of Radford's Years 11 and 12 students would be maintained. The aspiration was for the IB DP to be a welcome option alongside the two current options of a Year 12 ACT Certificate and the ATAR, not an option that would divide. Students were counselled as to which option would suit them best to provide a meaningful, rich pathway beyond school, and College staff were careful not to value one option over another.

Additionally, we strengthened our post-secondary education ties. Our Head of Student Pathways made information available for international university applications, and our 'local' universities all communicated the high value they placed on the IB DP, several with early entry schemes.

### A review of the Social and Emotional Learning Program (SEL)

The Radford SEL Program was developed to help build students' capacities in the areas that were consistently highlighted in longitudinal research studies, including the 2015 OECD report: *The Power of Social and Emotional Skills*, as being essential not just for adolescent wellbeing but also for long term quality of life. These are: self-regulation, respectful relationships, and resilience and resourcefulness.

The Radford SEL Program has two components: it is a stand-alone program taught by tutors across Years 7–12 once a cycle in a designated period. Secondly, it is designed to develop key skills and attributes that make up the Radford Secondary School Learner traits. These are: self-regulated, thinker, communicator, principled, resilient and open-minded. These traits are at the heart of everything we do and bridge the academic and pastoral domains. In this way, social and emotional learning is focused on every minute of every day—in every classroom, every co-curricular event and every interaction.

As part of this program, we participated in a research project with Macquarie University during 2017 that aimed to provide further evidence that specifically teaching these skills to students does improve outcomes for them in every facet of their lives.

The key outcomes of the program were:

- upskilling of all staff in relation to social and emotional learning that flowed into all classrooms, not just the designated SEL lessons
- an increase in students' understanding of the particular importance of being able to identify and regulate emotion
- an increase in parents' understanding of the relationship between social and emotional learning and improved outcomes for students.

Parent statement:

*I value the Social and Emotional Learning program at Radford College as it enables my child to work with her peers to develop her ability to sit with uncertainty. With the fast-paced nature of social media and the desire for instant answers and solutions, providing her with skills, resources and activities that assist her to navigate the world around her is of great benefit. The program also touches on sleep and relaxation which is also important at this time. Whilst I can provide the necessary and relevant messages at home, it's fantastic that it is followed up and reinforced in the school setting.*

Staff statement

*The SEL program at the College enables tutors to follow a sequential and appropriate program targeting issues that are relevant for the students. The opportunity to have dedicated time towards working with your own tutor group enables the information to be delivered in a safe and engaging manner. The progression of topics enables students to work with content that is relevant to them and they can workshop solutions to many of the problems that they face. The students can then follow up on content in subsequent tutor periods.*

By the end of 2017, the Radford Social and Emotional Learning (SEL) Program had been taught in the College for one year and, in discussions with the Director of Student Development, Ms Claire Melloy, it was timely to assess its success and appropriateness. Claire and the Heads of Year reviewed the program late in the year to refine it for the 2018 academic year.

### Radford College Development Foundation

One of the most pleasing achievements of 2017 was the establishment and launch of the Radford College Development Foundation.

The Board and Management announced the Foundation, which is a Company limited by guarantee with its own constitution and Directors. It operates independently of, and reports to, the Radford College Board.

The Radford College Development Foundation (the Radford Foundation) is an important initiative that arose from within the broader Radford community. During consultation for the Radford College Strategic Plan, many people suggested that the College:

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

The Radford Foundation will support the long-term advancement and development of the College's educational programs and facilities, which are available to all students and which will help them reach their true potential.

The Foundation operates the following three funds:

- Scholarship Fund
- Major Projects Fund
- General Fund.

In early June, I was delighted to join an enthusiastic crowd to celebrate the launch of the Radford Foundation. Guests included people from the full spectrum of Radford community members: Collegians, former staff, parents of former students, Board members, current parents and current staff.

Guest of honour was distinguished educator Dr Stephen Parker AO, who is also a former Radford parent. In his address, he spoke about the importance of ensuring that all students have the opportunity to reach their full potential, and the role of educational foundations in helping to achieve this.

He shared some personal reflections from his daughter of how Radford transformed her educational experience, and expressed his appreciation and support with a substantial donation to the Foundation.

## Academic Outcomes

### National Assessment Program Literacy and Numeracy (NAPLAN)

NAPLAN is organised under five testing domains: reading, writing, spelling, grammar and punctuation, and numeracy. Each student achieves a scaled score for each domain. The scores are designed so that any score will represent the same level of achievement within a specific testing domain at a given time. Scores should not be compared between domains because each domain assesses different skills, so scores do not always represent equivalent achievement by students in different domains. The mark in numeracy or in reading is not standardised to a common scale, however, performance is mapped to a common scale. The reporting scales are divided into 10 bands and each year level reports on six bands. The bands assist with mapping with regard to the National Minimum Standard (NMS).

### 2017 NAPLAN results

In May 2017 NAPLAN tests were administered nationally. Even though we have significant intakes of students in both Year 3 and Year 7, Radford's community can be proud of the growth in the performance of all cohorts of students. Although cohorts vary from year to year, it is encouraging to see the College consistently posting strong results. It is heartening to see that Radford has again outperformed the ACT average across all domains and in every age group.

#### Year 3 and Year 5 NAPLAN results

| Domain             | Year 3 Radford mean | ACT mean |
|--------------------|---------------------|----------|
| Reading            | 467                 | 446      |
| Writing            | 436                 | 416      |
| Spelling           | 446                 | 414      |
| Grammar            | 472                 | 446      |
| Numeracy           | 453                 | 419      |
| Domain             | Year 5 Radford mean | ACT mean |
| Reading            | 554                 | 521      |
| Persuasive Writing | 514                 | 480      |
| Spelling           | 535                 | 499      |
| Grammar            | 537                 | 508      |
| Numeracy           | 540                 | 499      |

**Table 1:** Mean scores for Years 3 and 5 compared to ACT mean 2017

#### Year 7 and Year 9 NAPLAN results

| Domain   | Year 7 Radford mean | ACT mean |
|----------|---------------------|----------|
| Reading  | 598                 | 563      |
| Writing  | 555                 | 523      |
| Spelling | 572                 | 550      |
| Grammar  | 594                 | 555      |
| Numeracy | 594                 | 560      |
| Domain   | Year 9 Radford mean | ACT mean |
| Reading  | 629                 | 597      |
| Writing  | 598                 | 565      |
| Spelling | 615                 | 588      |
| Grammar  | 621                 | 585      |
| Numeracy | 645                 | 600      |

**Table 2:** Mean scores for Years 7 and 9 compared to ACT mean 2017

**Radford students at or above National Minimum Standards (NMS)**

| Domain                  | Year 3  |     | Year 5  |     | Year 7  |     | Year 9  |     |
|-------------------------|---------|-----|---------|-----|---------|-----|---------|-----|
|                         | Radford | ACT | Radford | ACT | Radford | ACT | Radford | ACT |
| Reading                 | 99%     | 94% | 99%     | 95% | 99%     | 95% | 97%     | 93% |
| Writing                 | 100%    | 93% | 100%    | 93% | 100%    | 91% | 90%     | 83% |
| Spelling                | 100%    | 95% | 98%     | 94% | 98%     | 94% | 98%     | 92% |
| Grammar and Punctuation | 95%     | 93% | 99%     | 93% | 99%     | 93% | 98%     | 91% |
| Numeracy                | 100%    | 96% | 99%     | 96% | 100%    | 97% | 99%     | 97% |

**Table 3:** Percentage of Radford students achieving at or above National Minimum Standards 2017**Radford and ACT students achieving in the top 2 bands**

| Domain                  | Year 3  |     | Year 5  |     | Year 7  |     | Year 9  |     |
|-------------------------|---------|-----|---------|-----|---------|-----|---------|-----|
|                         | Radford | ACT | Radford | ACT | Radford | ACT | Radford | ACT |
| Reading                 | 67%     | 56% | 60%     | 46% | 60%     | 38% | 43%     | 28% |
| Writing                 | 67%     | 50% | 40%     | 18% | 34%     | 23% | 37%     | 21% |
| Spelling                | 68%     | 47% | 56%     | 32% | 48%     | 36% | 43%     | 28% |
| Grammar and Punctuation | 79%     | 65% | 44%     | 37% | 49%     | 32% | 42%     | 24% |
| Numeracy                | 66%     | 45% | 59%     | 31% | 54%     | 34% | 53%     | 27% |

**Table 4:** Percentage of Radford and ACT students performing in the top two bands by cohort.

For example, in Year 3; that is bands 5 and 6.

**Tertiary Offers**

In 2017, 323 offers were made to Year 12 students who received an ATAR or who were eligible to apply for admission to a tertiary institution. As some students received multiple offers, the total number of offers exceeds the cohort size.

*Note: Total student offers for Western Australia and Tasmania are unavailable*

**UAC (NSW & ACT) offers made to Radford 2017 students for 2018 admission**

| University                      | Number | % (rounded) |
|---------------------------------|--------|-------------|
| Australian National University  | 82     | 32          |
| University of Canberra          | 82     | 32          |
| University of New South Wales   | 25     | 10          |
| University of Wollongong        | 21     | 8           |
| Charles Sturt University        | 13     | 5           |
| University of Sydney            | 12     | 5           |
| Australian Catholic University  | 6      | 2           |
| University of Newcastle         | 4      | 2           |
| University of Technology Sydney | 4      | 2           |
| Griffith University             | 2      | 1           |
| Macquarie University            | 1      | <1          |
| National Art School             | 1      | <1          |
| University of New England       | 1      | <1          |
| Southern Cross University       | 0      | 0           |
| Western Sydney University       | 0      | 0           |
| Total                           | 254    |             |

#### VTAC (Victorian) offers made to Radford 2017 students for 2018 admission

| University              | Number | % (rounded) |
|-------------------------|--------|-------------|
| Monash University       | 14     | 30          |
| University of Melbourne | 13     | 28          |
| RMIT University         | 11     | 24          |
| Deakin University       | 3      | 7           |
| La Trobe University     | 2      | 4           |
| Swinburne University    | 2      | 4           |
| Victoria University     | 1      | 2           |
| Total                   | 46     |             |

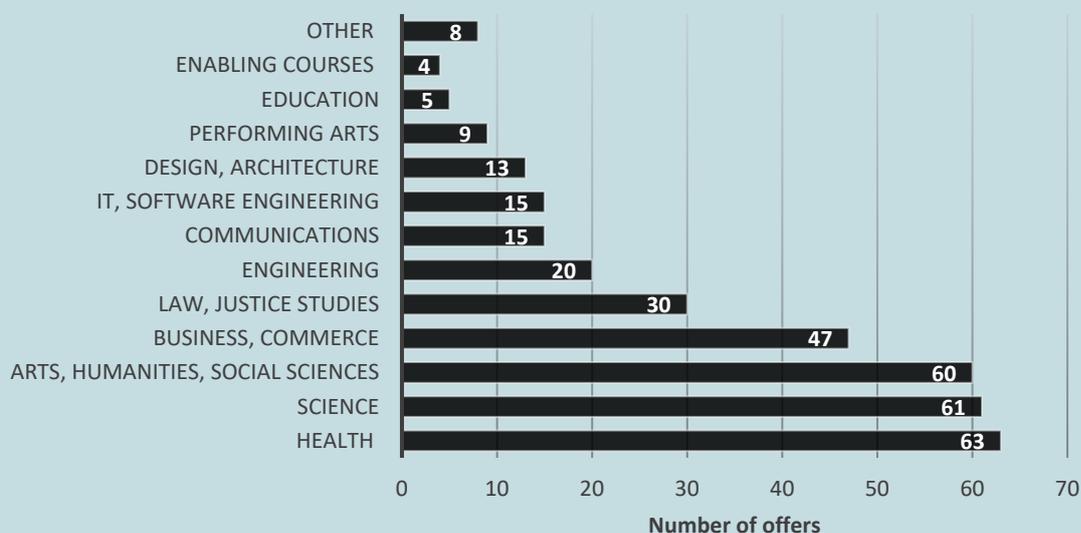
#### QTAC (Queensland) offers made to Radford 2015 students for 2016 admission

| University                          | Number | % (rounded) |
|-------------------------------------|--------|-------------|
| University of Queensland            | 8      | 50          |
| Griffith University                 | 4      | 25          |
| James Cook University               | 2      | 13          |
| Queensland University of Technology | 1      | 6           |
| Central Queensland University       | 1      | 6           |
| Australian Catholic University      | 0      | 0           |
| University of Southern Queensland   | 0      | 0           |
| Total                               | 16     |             |

#### SATAC (South Australia) offers made to Radford 2017 students for 2018 admission

| University                    | Number | % (rounded) |
|-------------------------------|--------|-------------|
| University of Adelaide        | 4      | 50          |
| Flinders University           | 2      | 25          |
| University of South Australia | 2      | 25          |
| Total                         | 8      |             |

### Distribution of university course offers 2017-2018



## Pastoral Care

### Junior School

Radford College considers the wellbeing of students, families and staff to be of fundamental importance.

The Wellbeing and Pastoral Care program in the Junior School aims to provide an environment that encourages students to thrive and flourish. Our teaching and learning programs challenge students to explore, inquire and learn. Our aim is to provide learning experiences that are dynamic and stimulating, nurturing collaboration.

In conjunction with the Primary Years Programme (PYP) framework, along with an emphasis on the Reggio approach, our Junior School students engage in Wellbeing lessons both through implicit and explicit teaching. Students are given support and guidance on how best to learn, grow and develop a more confident and resilient attitude.

Early in 2017, Junior School staff were fortunate to participate in a full-day workshop facilitated by David Bott from the Institute of Positive Education. The intention was to build on our existing understanding of Positive Psychology and further develop our insights into how this can transfer into all areas of school life. Explicit teaching through Positive Education models aims to enable students to develop empathy, gratitude, resilience, kindness and a growth mindset.

Our dedicated Wellbeing committee meets regularly to facilitate the development of a Wellbeing framework, based on the Positive Education principles of Professor Martin Seligman, founder of Positive Psychology. The intention is to provide a research-based curriculum framework that is broad, conceptual and connected.

In Term 4 of 2017, the Junior School commenced a pilot program focusing on character strengths. The program is based on the 24 character strengths established by the VIA Institute on Character.

The Junior School staff drafted a definition of Wellbeing as:

*'A state of awareness, balance and fulfilment, nourished by a sense of purpose and belonging.'*

On a daily basis, our staff continue working towards developing a Wellbeing model that includes:

- positive behaviour management—moving towards strengths-based
- respectful and cooperative school-family relationships
- explicit Wellbeing lessons conducted fortnightly
- character Strengths 'spotlighting', along with the development of common language
- mindfulness and meditation
- student-driven Celebration Assembly—providing agency and authentic acknowledgement
- embedding Wellbeing practices throughout the Junior school—knowing about Wellbeing and equipping students with some tools to combat illbeing
- documentation of a framework reflective of developing practice.

### Secondary School

The Secondary School has committed significant resources to establishing a school culture where every student is known, feels safe and supported. The 2017 year saw the introduction of a targeted age-appropriate Social and Emotional Learning (SEL) curriculum delivered once a fortnight by tutors. The curriculum was developed after extensive research into accepted best practice for each year level.

The 2015 Organisation for Economic Co-operation and Development report *The Power of Social and Emotional Skills* was a foundational reference point. The report identifies three core skills to be developed in our young people: self-regulation, respectful relationships and resilience.

As every teacher is considered to be a teacher of Wellbeing, significant professional learning was offered to all staff to ensure the welfare of students is monitored closely and that appropriate supports and interventions are put in place where necessary. Connection to the broader life of the college through co-curricular and service learning experiences was also encouraged, as connection and belonging are known to be significant protective factors for young people's health and wellbeing.

### Year 7

Year 7 is year of transition. The focus of the pastoral program was to work alongside the *Wicked Problems* course to help students manage the move into high school, while also developing a sense of belonging and connectedness to the Secondary School. This involves organisation, planning and managing a routine, digital citizenship, friendships and a sense of belonging, learning styles and study skills, social awareness, practical skill-building, recognition and reflection of personal stories. In conjunction with these areas, Year 7 students also had the opportunity to be involved in the Year 7 Camp, Market Day, Service Learning, Harmony Day activities, RAS Charity fundraising and Foundation Day.

### Year 8

The 2017 Year 8 students participated in the second year of the *Insights* research program, developed by Macquarie University. This research- and evidence-based program has produced positive outcomes for our students in relation to emotional regulation and the capacity to sit with uncertainty. Other positive findings resulting from participation in the program can include a reduction of anxiety, depression, envy and catastrophic thinking about social evaluation and personal failure. It also aims to increase students' confidence and self-efficacy to manage anxiety and increase their capacity to manage and regulate their emotional responses to a variety of social situations including social media use.

### Year 9

The overall focus for the year was respectful relationships and we used the resource kit from YWCA as the basis for a lot of the work undertaken during Social and Emotional Learning lessons. Students started by determining their own character strengths and then used this information to assist them to build skills in developing stronger and more confident relationships with each other. Students also had the opportunity to participate in the national yLead student leadership program. The culminating focus at the end of the first semester of Year 9 was providing insight into, and an understanding of, a range of communities. Through investigation, engagement and reflection, students are afforded the opportunity to develop an appreciation of and empathy for diverse groups in our society. This is achieved through the integration of experiences in the curriculum and pastoral program, specifically through the week-long Worn Soles Program. With the introduction of the new Year 9 Camp, students implemented many of the strategies and techniques that had gained in their SEL lessons to assist with assimilating into their groups and having confidence and success during the camp experience. Following on from camp, students continued to develop their respectful relationships with the focus moving towards developing healthy relationships.

### Year 10

In Term 1, the Year 10 cohort undertook a nine-day camp experience in the Snowy Mountains National Park. The camp included a range of rewarding and challenging activities like whitewater rafting on the Snowy River, caving, rock climbing, abseiling and bushwalking. Away from their family and without access to technology, the camp experience supported the students to develop a deeper understanding

of self, build resilience, refine their leadership skills, form new friendships and obtain a greater understanding of others, as well as the natural environment.

Another significant aspect of Year 10 is the completion of community service. Designed to build empathy and selflessness, the Year 10 students were invited to participate in a number of College-determined projects (such as volunteering at the Hartley Hall Markets, Brumbies face-painting for the Asthma Foundation, supporting OzHarvest and spending time with students from Cranleigh, The Black Mountain School and Pegasus Riding for the Disabled) or undertake a program of their own choice. Our community service program aims to develop our students into fully engaged citizens who are willing to give their time to work with others in the community.

The key themes explored in the Year 10 Social and Emotional Learning (SEL) Program were improving self-management skills as well as establishing and maintaining respectful relationships. Both themes were unpacked within our designated SEL lessons, facilitated by the Year 10 tutors, and supported by external presentations. Notable presenters, focusing on establishing and maintaining respective relationships, included Sexual Health and Family Planning ACT, Menslink and Paul Dillon.

To celebrate the students completing Year 10, and provoke discussion about issues relevant to their transition to Senior School, the students undertook a three-day end-of-year program. During the program, the students participated in a full-day workshop focusing on healthy relationships, visited the University of Wollongong to explore university options and enjoyed an afternoon at the Jamberoo Water Park. Year 10 finished with a celebration and dance at the College.

### Year 11

In 2017, Year 11 began with a retreat at Greenhills, where students participated in workshops relevant to life in the senior school. The themes of these workshops included work/life balance, time management, study skills and respectful relationships. The Year 11 pastoral program focuses student attention on becoming a young adult and preparing for the world beyond the College. Students explore transition issues in the areas of work, study and alternative pathways. They participate in careers activities and are invited to attend lectures and seminars presented by university representatives. Additionally, students are exposed to many leadership opportunities through subject captaincy roles and also house vice-captain positions.

Students are also presented with ideas focusing on building self and community, and participate in activities and programs within and outside the school day. Students maintain the relationships that they formed in Year 10 with partner organisations, offering experiences and services to the local community. Students are offered the opportunity to participate in extended service learning experiences through relationships with organisations in Canberra, northern New South Wales and Timor-Leste.

### Year 12

The 2017 program presented to Year 12 considered a range of topics that aimed to prepare our students for life after school. A number of guest speakers were invited to the College to speak to the cohort including speakers from the Butterfly Foundation; ACT Police; Dr Andrew Leigh, Member for Fenner; and a variety of different speakers from universities and other institutions of interest. Important areas focus of 2017 included driving responsibilities, sexual consent, domestic violence and rights and responsibilities as citizens. Students participated in committees and groups that seek to serve the student and broader community, offering them the opportunity to actively engage in worthwhile community activities, to understand the importance of service and to develop the knowledge and skills of active citizenship. These activities include: Senior Leadership Camp, RAS (student-led), Youth in the City, Calvary visits, GetSet Mentoring (with Year 7 students), Learning Leadership guest speakers, the Year 12 Revue, and Timor-Leste and Gamilaraay trips.

## Service in the Community

The Radford College Service Learning Program continues to ask students to engage thoughtfully in service activity. In doing so, it also encourages them to develop and refine both a personal and whole-school service philosophy, centring on how to keep their endeavour both authentic and sustainable. In the past year, the Year 9 and 10 Service Learning programs have encouraged *every* student to find and explore myriad ways to best contribute to both the Radford and wider community.

Within the school grounds, the 'Year 3 Buddies' program has proven to be a popular and worthwhile activity. Now a greater number of Junior and Senior school students can interact and share their love of learning, if not life, at least once a fortnight. The school community benefits greatly from its students walking alongside each other, irrespective of differences in age and experiences. Mentoring also plays a great part in activities outside of Radford College, such as regular visits to Black Mountain and Cranleigh schools, or assisting Rotary Sunrise with the running of Dream Cricket activities for primary school-aged students with disabilities and/or special needs at Gala Days or smaller visits to local and occasionally interstate primary schools.

Outdoor service ventures have included both regular and one-off experiences with Pegasus Riding for the Disabled and through assistance at their Open Day; once more preparing display areas and sheep pens for the Royal National Capital Agricultural Society at The Canberra Show; helping with stalls, BBQs and set-up/pack-up at Hartley Lifecare's Hall Markets; and the occasional visit to Hartley Lifecare residences. But perhaps one of the biggest highlights of the service calendar remains the increasingly well-attended L'Arche Disco, at which participants with a disability from around the Canberra community celebrated 10 years of Radford and the L'Arche organisation's outreach, dancing the 'Nutbush', 'Time Warp' and 'Macarena' alongside the Year 11 cohort and Radford staff.

## Gamilaraay

The 'G-Trips' continued to build on existing relationships with pre and primary schools in the Gamilaraay region of northern New South Wales. Spending time at Minimbah Aboriginal School in Armidale, Kiah Preschool and Moree East Public School in Moree, and Tingha Public School near Inverell, remains the focus of these trips. Students have maintained the now long-standing tradition of assisting staff and students both in and outside of classrooms, while learning more about Aboriginal history and culture, as well as some of the realities associated with living in rural communities. In the past year, our 400th student and 21st staff member attended G19, with waiting lists currently filled until the end of 2019.

Radford also continues to be represented at Indigenous Commemoration ceremonies. We are now a regular presence and active participant at the Myall Creek Commemoration Service, which will have its 180th Anniversary in 2018 and the college hopes to begin attending the Appin Commemoration Service in the new year. The warmth with which Radford is received at Myall Creek is an honour – we are also invited to play a part throughout the ceremony – and testament to the relationship the College has with the Gamilaraay people of the region.

The Service Learning program wishes to once more express gratitude to the Collegians Association for its ongoing support of both the Gamilaraay trips and the teamSUPPORT program. The latter has continued to encourage leadership at the Year 10 age group, while cementing friendships with students of a similar age with disabilities at Black Mountain School through vibrant and thematic sports and activities days.

## Co-curricular Activities

Approximately 79 per cent of students from PK to Year 12 participated in at least one traditional co-curricular activity, such as sport, music, oratory, dance or drama, Green Team, bushwalking, coding and robotics in 2017. Of the students who engage in co-curricular activities, their average participation is at a rate of 3.1 activities per student (or 2.5 activities per student for the total number of students enrolled in the college).

There were 1,832 places filled in sport for the College; 1,114 places in co-curricular music (Years 1–12); 701 places in co-curricular drama/dance/oratory activities; and over 176 students achieving significant contribution to Service Learning Activities.

Radford's biggest sports in 2017 were once again football, and basketball, with students in Years 3–12 playing for the College. In its second year of operation, The Radford Dance Academy continues to grow with 270 places, up from 152 places in 2016.

### Co-curricular activities in 2017

| Music                         | Drama                      | Sport                          |
|-------------------------------|----------------------------|--------------------------------|
| Concert bands (4)             | Drama Club                 | Athletics                      |
| Jazz bands (4)                | Junior School Production   | Basketball (summer and winter) |
| Beginner Instrumental Program | Year 7–9 Drama Production  | Chess                          |
| Percussion ensembles (3)      | Senior Drama Production    | Cricket                        |
| Brass ensembles (3)           | College Musical            | Cross Country                  |
| String orchestras (4)         | Technical Crew             | Duke of Edinburgh Award        |
| Guitar ensembles (3)          | Performing Arts Night      | Equestrian                     |
| Chamber ensembles (4)         | Year 12 Revue              | Football (Boys and Girls)      |
| Choirs (7)                    | <b>Oratory</b>             | Mountain Biking                |
| Keyboard performers           | Junior School Oratory      | Netball                        |
| Rock Pop ensembles            | Debating 7–8, 9–10, 11–12  | Orienteering                   |
| Production & Theory groups    | Legal Oratory – Mock Trial | OzTag                          |
| <b>Other activities</b>       | Mock United Nations        | Rowing                         |
| Robotics                      | ACT Legislative Assembly   | Rugby                          |
| Media Crew                    | <b>Dance</b>               | Snowsports                     |
| Junior School Bushwalking     | Year 7–8 Dance Festival    | Swimming                       |
| Junior School Green Team      | Year 9–10 Dance Festival   | Tae Kwon Do                    |
| STEM Cell                     | Year 11–12 Dance Festival  | Tennis                         |
| Road Ready                    | Radford Dance Academy      |                                |
| Y3–6 Art                      |                            |                                |
| Code Club                     |                            |                                |

At the Australian National Eisteddfod for Bands and Orchestras, the Little Big Band received Gold in the 16 Years and under Jazz Bands category, as did the Corelli Chamber Strings Orchestra in the 18 years and under String Orchestra section. Ten students participated in the Generations in Jazz festival in Mount Gambier and found it a tremendous learning experience.

The Secondary School participates in the ASC Competition in athletics, cross country, swimming, basketball and netball championships. Radford had wins in both the cross country and athletics combined results for ASC.

The Junior School participated in the Belconnen Zone athletics, cross country and swimming carnivals. The Junior School also participated in the Matt Giteau Cup for rugby; the James Hird Cup for AFL; and, for basketball, the Jaime Pearlman Cup was won by our Year 5/6 team, and the Sue Geh Cup, which our Year 3/4 team won.

Radford travelled to Sydney in 2017 to compete at the Sydney International Regatta Centre for the NSW Rowing Championships, Head of the River and National Rowing Championships.

In 2017 Radford offered for the first time a school holiday camp for students, successfully run by the Sports Department and dedicated teachers, coaches and staff.

### Individual sporting achievements

Radford students were selected in a wide range of representative teams and individual pursuits. We congratulate the following students on their achievements and representation at national and international levels in 2017:

*Lauren Robards – Cycling*

*Jay Macdonald – Hockey*

*Alex Couldrick – Swimming*

*Jessica Cox – Archery*

*James Martin – Basketball*

*Josh Rochow – Netball*

## Communication

### College website, social media

A new look for the website was launched in 2017 and introduced several changes including quick links to the most popular pages, allowing easier navigation for current parents who use it. The website continues to be a key platform for communicating with prospective and current parents and the broader College community.

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

### The Bulletin

Updated weekly during term time, the Bulletin continues to provide current information on key academic, pastoral, co-curricular, sporting, service learning and community matters. It is always available through the College website. Notification of each new edition is distributed weekly to around 2,280 community members, including current parents, staff and Board members.

### Principal's messages

The Principal continued to write fortnightly articles for the Bulletin. The Communications Department distributed regular timely direct messages from the Principal to the College community via email during 2017, especially around increased enrolments, building works and the Master Plan.

### Printed publications

The annual yearbook, *Radfordian*, and the biannual magazine, *Radford Report*, were distributed to the Radford community. A College *Prospectus* was produced during 2017, as well as a Radford College Development Foundation *Prospectus*. Specialist handbooks for parents and students were also issued by particular areas of the College, including the Senior School and Junior School.

### College reports – electronic distribution

The College Master Plan was launched in June and a digital version was made available through the Publications page on the Radford College website, along with the 2016 *Annual Report*, the 2017 Semester 1 and Semester 2 editions of *Radford Report* and the College *Prospectus*. The Radford College Development Foundation *Prospectus* was made available on the Foundation's homepage.

### Media management

The Communications Manager secured coverage in the local newspaper, the *Canberra Times*, about major announcements including increased enrolments, building works, the Master Plan and the launch of a scholarship by Radford College Development Foundation.

### Briefings to the Parents & Friends Association

The Principal and Senior Executive staff provided briefings to P&F Management Committee meetings throughout the year. These meetings were open to all parents.

### Community Forums

A range of special interest community forums were held during 2017, including:

- Education forums co-ordinated by Director of Teaching and Learning, Mrs Louise Wallace-Richards
- Master Plan presentations by Stewart Architecture
- Radford Institute seminars coordinated by Head of Secondary School, Mr Phil O'Regan
- Wellbeing presentations co-ordinated by Director of Student Development, Mrs Claire Melloy.

## Enrolments and Attendance

Radford College was fully enrolled in 2017 and continued to maintain waiting lists for future enrolments.

### Enrolments as at commencement Term 4, 2017

| Level            | Female     | Male       | Total       |
|------------------|------------|------------|-------------|
| Pre-Kindergarten | 22         | 24         | <b>46</b>   |
| Kindergarten     | 23         | 22         | <b>45</b>   |
| Year 1           | 22         | 22         | <b>44</b>   |
| Year 2           | 23         | 22         | <b>45</b>   |
| Year 3           | 49         | 49         | <b>98</b>   |
| Year 4           | 49         | 49         | <b>98</b>   |
| Year 5           | 52         | 48         | <b>100</b>  |
| Year 6           | 49         | 51         | <b>100</b>  |
| Year 7           | 88         | 89         | <b>177</b>  |
| Year 8           | 89         | 89         | <b>178</b>  |
| Year 9           | 90         | 89         | <b>179</b>  |
| Year 10          | 85         | 90         | <b>175</b>  |
| Year 11          | 87         | 91         | <b>178</b>  |
| Year 12          | 90         | 86         | <b>176</b>  |
| <b>TOTAL</b>     | <b>818</b> | <b>821</b> | <b>1639</b> |

A total of 77 students departed the College during the year, for a variety of reasons such as travel, temporary or permanent relocation interstate or overseas, or to attend another school within the ACT. All these students were replaced so the College remained fully enrolled or slightly over-enrolled throughout the year. In 2016, the College over-enrolled Years 10 and 11 to help offset the movement of students out of the College in Years 11 and 12. It is difficult to replace departing students who leave in Year 11 and 12, due in part to implications for their ATAR scores.

The main intake points at Radford College are Pre-kindergarten, Year 3, Year 7 and Year 11, 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 of current students, children of collegians (former students) and children of practising, full-time Anglican clergy, in that order.

Offers of places do not depend on criteria such as academic, sporting or co-curricular performance, where a student lives, their current school, their religion or community involvement, their parents' background, job or influence, or their family circumstances. A child's date of registration on the waiting list was the key factor when offering places at Radford College in 2017. The College offers an equal number of places to boys and girls at its main entry points and endeavours to maintain a gender balance in all year levels. To this end, the College maintains separate waiting lists for girls and boys.

### Attendance

Student attendance is electronically recorded by teachers. Parents/caregivers are required to notify the College of the reasons for any student absence or late arrival and these reasons are also recorded electronically. If no notification is received from the parent/caregiver they are contacted to determine the reason for the student absence. The student attendance rate in 2017 was 94.4 per cent.

## Facilities

The College undertook a thorough assessment of the campus during 2016/17 culminating in the development of the Master Plan announced in June 2017. The Master Plan outlines significant opportunities and flexibility to support the College for many years into the future with Phase 1 projects including:

- Junior School Specialist Centre
- Year 3/4 Building
- Learning Commons Building and surrounds
- refurbishment of four Secondary School classrooms
- construction of a new Secondary School car park.

*[See also Principal's Foreword for details of Master Plan projects].*

In addition to the Master Plan there were many other facility projects undertaken including:

- installation of 40 new state of the art monitors in the Junior and Secondary school classrooms
- installation of a new security system including the introduction of secure automatic doors
- installation of a new Emergency Warning and Intercommunication System (EWIS)
- additional heating and cooling provided in classrooms and lecture theatres
- new projectors in the G Wigg Sports Centre and the RA Young Hall.

## Information Communication Technology (ICT)

Over the course of 2017, a range of provisions strengthened IT infrastructure and opportunities for digital learning at Radford College.

A revamped Radford Online dashboard went live in February 2017, with a tailored experience for users depending on their access needs, limiting exposure to information that is not relevant to particular users. This infrastructure continued to be evaluated and evolved, however, the 2017 MMG Parent Satisfaction Survey again recorded some frustration with the College's digital platforms and communications, especially the intranet (Radford Online). The College announced it was forming a staff Electronic Communications Group to review Radford Online and other digital platforms and applications in 2018.

New interactive touch screens with a wireless screen mirroring component were installed in 25 Secondary School classrooms. These screens enable teachers to be mobile in the classroom while still connecting to a screen, and to use interactive touch features for a digital annotation or whiteboard experience. Installation of additional screens in both Junior and Secondary classrooms is scheduled for the start of 2018.

Use of Office 365 has continued to consolidate learning for students on 1-to-1 devices. OneNote Class Notebook continued to evolve with improvements at each update and has become a key learning space for students from Year 4 to Year 12. The upgrade to iOS 11 for iPads enabled a broader experience for Junior School students, with upgrades to many applications providing a series of new creative features and options. A set of iPads was purchased for the Secondary HPE department, to broaden their capacity to document practical tasks and explore a range of interactive applications for Health.

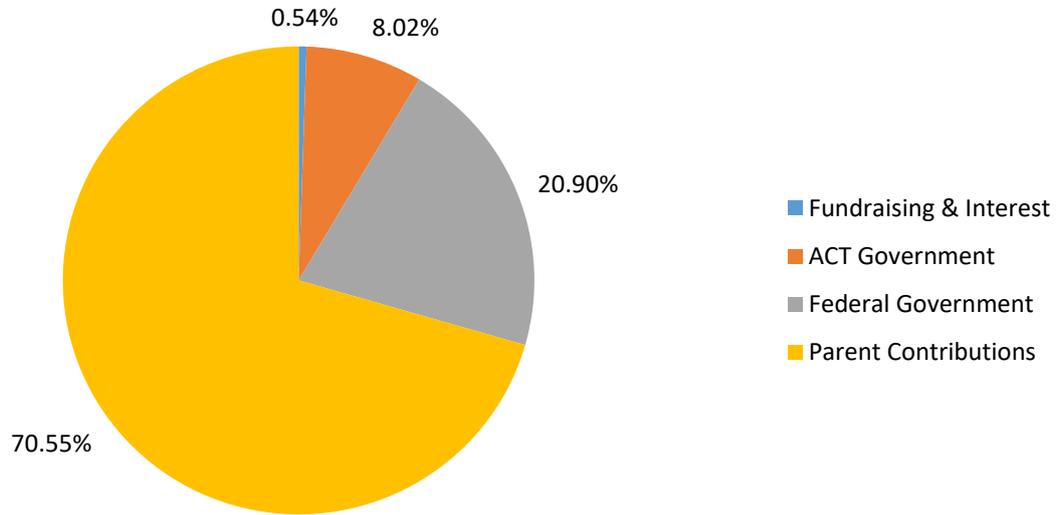
Early in 2017, Radford Junior School successfully applied to become an Apple Distinguished School and was awarded this prestigious certification from July 2017 until 2019. Reflecting on the year, Junior School teachers collaboratively wrote and published an eBook, [Radford College Data Inquiry 2017](#). Available in the iBooks Store, the publication covers key focus areas for each year group and highlights teachers' action research and findings.

A review of IT systems and teams resulted in the appointment of an IT Operations Manager in early 2017. Following this appointment, various elements of IT infrastructure and systems have been evaluated. A review of the server infrastructure led the College to undertake an upgrade to the server infrastructure in late 2017. A replacement to the College's web filtering and firewall systems is scheduled for 2018.

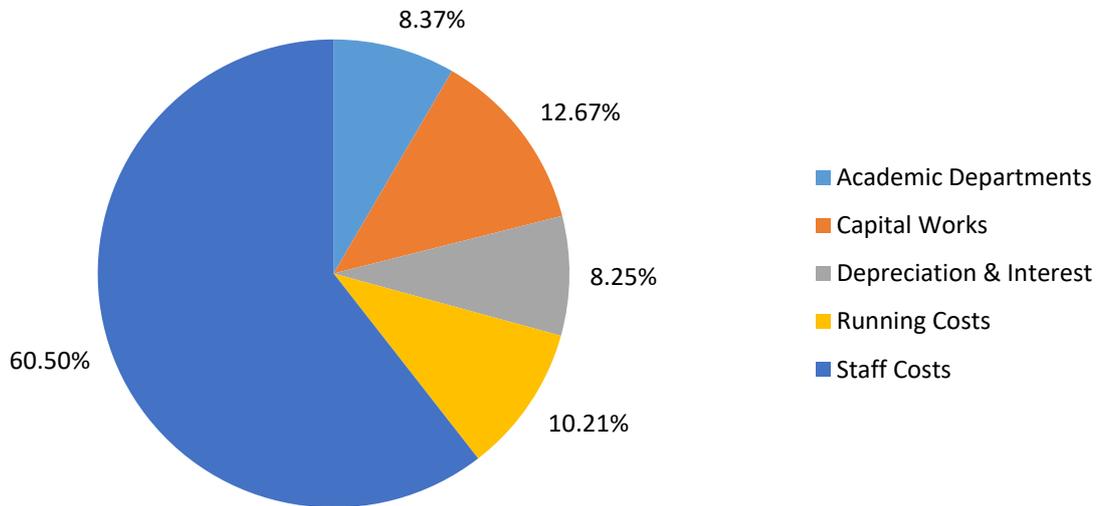
A staff ICT Innovation Committee was established late in 2017 with the goal to collaboratively evaluate existing digital systems, platforms and practice and to make informed decisions about the future of ICT at Radford College. The committee meets twice per term.

Financial Data

Revenue



Expenses



## Staff

In 2017, 324 teaching and support staff were employed in total, 214 females and 110 males. No ASBA employees or Indigenous staff were employed in 2017.

### Academic profile of teaching staff

Bachelor – 180

Master – 39

Doctor – 2

Graduate Certificate – 17

Graduate Diploma – 97

## Parent Satisfaction Survey

Radford College is committed to listening to the views and expectations of key stakeholders and commissions independent surveys to provide performance feedback on a wide range of related education topics.

The feedback from these surveys greatly assists the College with both its operational and strategic planning and its determination to continually improve the educational experience offered to the students. The College once again commissioned MMG Education to conduct an independent, confidential experience survey of parents of students in five year levels, as well as Year 12 students. In 2017, 314 parents from Years 2, 5, 7, 10 & 12, and 97 students from Year 12 participated in surveys and provided views on such areas as academic performance, pastoral care, RAVE program, co-curricular, sport, communications, reputation and facilities.

In the 2017 survey, 94 per cent of parents' expectations were met or exceeded in relation to a balanced education and 93 per cent of students' expectations were met or exceeded in relation to the focus on student welfare.

## Partnerships

### COLLEGIANS

In 2017 the Collegians' Association officially launched its new website [www.radfordcollegians.com.au](http://www.radfordcollegians.com.au). Collegians are now able to 'claim a profile', enabling them to share biographical details, news and photos; giving us a snapshot of what collegians have achieved since leaving Radford. The website also includes news and events pages, photo galleries of old photos, a business listing and more.

The Radford Collegians' Association Facebook page is also an important means of communication, and an eNewsletter is published monthly, featuring stories about the national and international activities and achievements of collegians.

### Radford College Twilight Fete

The RCA hosted the Devonshire Tea stall at the Fete with the assistance of Year 8 students, volunteer collegians (and their parents). The Year 8 students and the RCA Committee baked over 300 scones in the College's food science kitchen. This year, the men's and women's Collegians versus 1st XI soccer matches were played at the Fete. The student 1st XI won the men's game 4–3, with the Collegians women's team victorious in their match 4–2.

### Welcome Back to the classes of 1997 and 2007

The Welcome Back event in September marked special anniversaries for the classes of 1997 (20 years) and 2007 (ten years). Close to 150 collegians attended the festivities and tours at the College. Some Collegians travelled from overseas for the reunion, and some who could not attend hosted reunions in other cities.

### 'Life beyond Radford' forum

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 panel of collegians was chosen for gender balance, diversity of story and a mix of graduating years.

### Giving back

RCA continued to provide funding to the College's Gamilaraay service learning program, the teamSUPPORT initiative and awards for current students at Awards Night.

### Collegians Association Committee 2017

#### Executive

President – Mark Whitby (2000)

Vice President – Alastair Gregory (1988)

Treasurer/Board nominee – Kate Potter (Lones, 1995)

Public Officer – Nerida Dyne (1991)

#### Committee members

Claire Osborne (Gibbons, 1999)

Andrew Kominek (2003)

Andrew Letton (2012)

Phil Trenbath (2004)

Stewart Munro (2001)

Tristan Maddigan (1999)

## PARENTS & FRIENDS ASSOCIATION

The AGM in March was an opportunity to reflect on the P&F's achievements in the previous year and elect the 2017 Management Committee.

### Executive

President – Sarah Jennett  
 Vice-President – Kristen Foster  
 Treasurer – Wendy Elkhuisen  
 Assistant Treasurer – Bernadette Mihaljevic  
 Secretary – Ana Thomson  
 Publicity Officer – Dean O'Brien

### Ordinary Members

Claire Newton  
 Andrew Herring  
 Nicola Gibson  
 Samuel Beever  
 Sue Miller  
 Itilasha Gupta

P&F Board Nominee – Edward Hutchinson until September, then Andrew Wyman

\* *The Principal, Fiona Godfrey, is an ex officio member of the Management Committee*

Outgoing President Mr John Shevlin gave his AGM Report and was thanked for the countless hours behind-the-scenes that he gave to the College during his tenure.

## Community events

Community events for the P&F in 2017 were:

|                  |           |
|------------------|-----------|
| Welcome Barbecue | February  |
| Art Show         | May       |
| Trivia Night     | September |
| Twilight Fete    | November  |

## Distribution of P&F Funds

In 2017, the P&F has been able to support the Radford College community in the following ways:

- \$70,000 to provide half of the funding required for a new College bus
- \$20,000 to new Junior School playground equipment in relation to the school expansion
- \$18,000 to the Radford Sports Department to purchase new sporting equipment
- \$8,000 to support the student-led Dirrum Dirrum conference.

## Special thanks

Thanks to the P&F Committee, P&F Administrator Angie Walters and the many other volunteers who worked so hard and so willingly on the P&F events, and in particular:

### Art Show

Angharad Dean – Art Show Curator  
 Kristen Foster – Art Show Committee

### Trivia Night

Greg Jennett – Trivia Night MC  
 Dean O'Brien – Organising Committee

### Sponsors

The Lighthouse, Supabarn Florey, Aarwun Gallery, Radford Collegians Association, Herring & Associates Lawyers, QOTE, Super Smile Orthodontists, Jamison Travel & Hotel Hotel.

## Radford College Board

The Board is responsible for governing the College and focuses on strategic direction.

Board members in 2017 were:

Mr Ian Morison (*Chairman*)  
Mr Steve Baker (*Deputy Chairman*)  
Mrs Mary Brennan  
Ms Mariana Galinec  
Mrs Fiona Godfrey – College Principal  
Mr Malcolm Lamb AO  
Ms Jocelyn Martin  
Mr Peter Quiggin PSM  
Ms Genevieve Quilty  
Mr Mark Whitby  
Mr Edward Hutchinson – Parents and Friends Association nominee (till September)  
Mr Andrew Wyman – Parents and Friends Association nominee (from October)  
Ms Kate Potter – Collegians Association nominee

Departures from the Board in 2017 were:

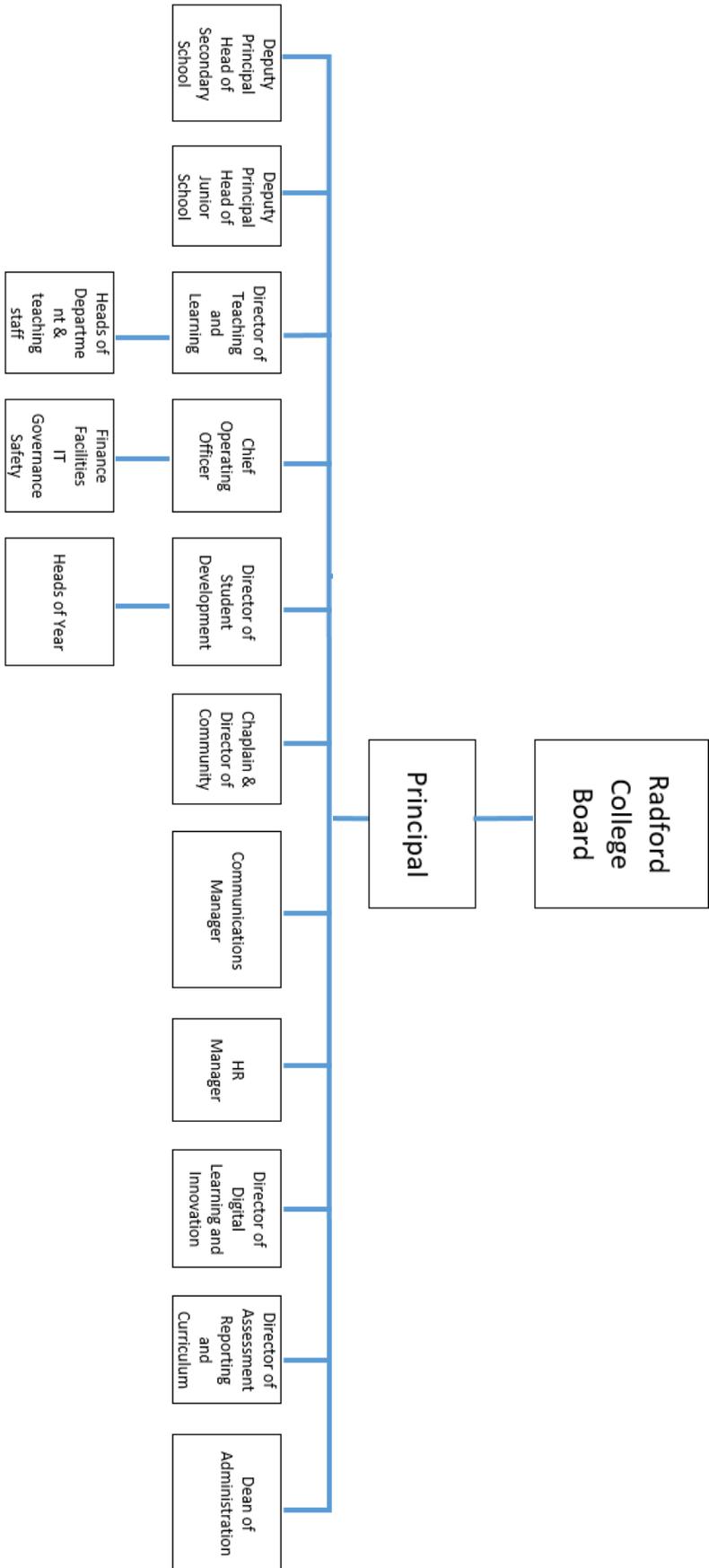
- Mr Ian Morison retired on 31 December 2017 after 10 years as Chairman
- Ms Mariana Galinec retired on 31 December 2017 but remains the Chair of the Building and Grounds Committee
- Mr Edward Hutchinson, Parents and Friends Association nominee, resigned in September 2017.

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

New/returning Board members welcomed in 2017 were:

- Ms Kate Potter returned to the Board in January 2017 as the Collegians Association nominee, and also serves on the Education and Wellbeing Committee
- Mr Andrew Wyman joined the Board in October 2017 as the Parents and Friends Association nominee.

Organisational Chart 2017



## Access and Contacts

Mrs Fiona Godfrey, Principal

Mr Steve Baker, Chairman of the Board

Mr Simon Wallace, Chief Operating Officer

The Reverend Richard Browning, Senior Chaplain

Mr Mick Bunworth, Communications Manager

Mr Robert Harris, Facilities Manager

Radford College, 1 College Street, BRUCE ACT 2617

Phone: 02 6162 6200

Fax: 02 6162 6263

Email: [Communications@radford.act.edu.au](mailto:Communications@radford.act.edu.au)

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

**RADFORD COLLEGE**  
**1 College Street, Bruce ACT 2617**  
**T 02 6162 6200**  
**F 02 6162 6263**  
**reception@radford.act.edu.au**  
**www.radford.act.edu.au**