



RADFORD COLLEGE

ANNUAL REPORT 2019

School Performance Information





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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The cover image: by Alan Lee - Morison Centre entrance

Under section 21 of the Schools Assistance Act 2008, all schools are required to ensure that School Performance Information is made publicly available, as prescribed in the Schools Assistance Regulations 2009.

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From the Principal

Fiona Godfrey

I am pleased to report on 2019 as a year of progress, achievements, and celebration. The College's principal publications – the annual *Radfordian*, the half-yearly *Radford Reports*, and the weekly, term-time *College Bulletin* – have documented in detail the rich and exciting life of the College in 2019, and some of the special highlights are listed below.

Teaching and Learning

- Commencement of teaching the International Baccalaureate Diploma Programme
- Expansion of team-teaching methodologies
- Recognition as an Apple Distinguished School
- Another year of outstanding academic achievement by Year 12 cohort.

Partnerships

- Establishment of a new sister school partnership - Chengdu, China
- Participation in the *Plans to Pedagogy* (P2P) program with University of Melbourne (P2P).

Master Plan implementation - completion of two major building projects

- "The Ridge" – Year 3/Year 4 building.
- "The Morison Centre" – Secondary School Learning Commons.

Radford College Foundation

- Awarding of the first Foundation Scholarship.
- Fundraising Dinner with the Hon. Julie Bishop and Prof. Ian Chubb in conversation
- Launch of the Boorer Scholarship program.

Community

- Launch of the book '35 Years of Radford College: Foundations, Traditions, Inspirations'.
- P&F events: including the Gala Ball, Art Show, Trivia Night and Radford Fete.
- Future of Education Forum, hosted by Mark Pesce.
- Collegian events: including *Life Beyond Radford* forum.

Service Learning

The College's service program is extensive, and operates on local, national and international levels. A few of the core activities in 2019 were:

- visits to schools in Gamilaraay country (northern NSW) and in Timor-Leste
- the student-led Dirrum Festival 2019, *Faces of Change*
- continuing support of the L'Arche Genesaret community with special disco events
- the Radford Awareness and Service Learning Fundraiser complementing volunteering efforts.

Staffing

- Senior Chaplaincy – farewell Father Richard Browning, welcome Rev. Katherine Rainger
- Head of Junior School – farewell Paul Southwell, welcome Andy Gordon
- College Services, Chief Operating Officer – farewell Simon Wallace, welcome David Perceval (from 2020).

The balance of this document is the 2019 School Performance Information statement, as required under the Schools Assistance Act 2008, and Schools Assistance Regulations 2009.

Contextual information

Radford College is located in Bruce, adjacent to the University of Canberra and close to the Australian Institute of Sport. The College is a thriving independent school dedicated to educating and supporting students to become compassionate, adaptable, global citizens.

The school is an Anglican co-educational day school, which recognises that each student has unique potential. We help them fulfil their potential by offering a world-class education and opportunities to learn beyond the traditional classroom through co-curricular and community service programs.

The enrolment process is non-selective, and as at the commencement of Term 4, 2019 the College enrolment was 1926 students, 961 females and 965 males.

Radford consistently ranks highly in the ACT academic rankings. We believe this is because of our innovative teaching, and our fundamental understanding that students are most successful when they are engaged.

Radford is committed to progressive and positive teaching methods and our students are encouraged to be responsible, motivated and engaged in their schooling.

Board Members in 2019

Mr Steve Baker - *Chairman*
The Right Reverend Dr Stephen Pickard - *Deputy Chairman*
Ms Mary Brennan
The Venerable Dr Brian Douglas
Dr Katherine Gordiev
Mr Malcolm Lamb AM
Ms Jocelyn Martin
Mr Tim McGhie
Mr Peter Quiggin PSM
Ms Genevieve Quilty
Mr Mark Whitby

Key Contacts

Mrs Fiona Godfrey, Principal
Mr Steve Baker, Chairman of the Board
Mr David Perceval, Chief Operating Officer
The Rev'd Dr Katherine Rainger, Senior Chaplain
Mr Mick Bunworth, Communications Manager

Radford College
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Staffing

In 2019, Radford employed:

- 345 teaching and support staff - 231 females and 114 males
- two Indigenous employees
- no ASBA employees.

Academic profile of teaching staff

Bachelor 209

Master 45

Doctor 3

Graduate Certificate 20

Graduate Diploma 96

Student Attendance

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.

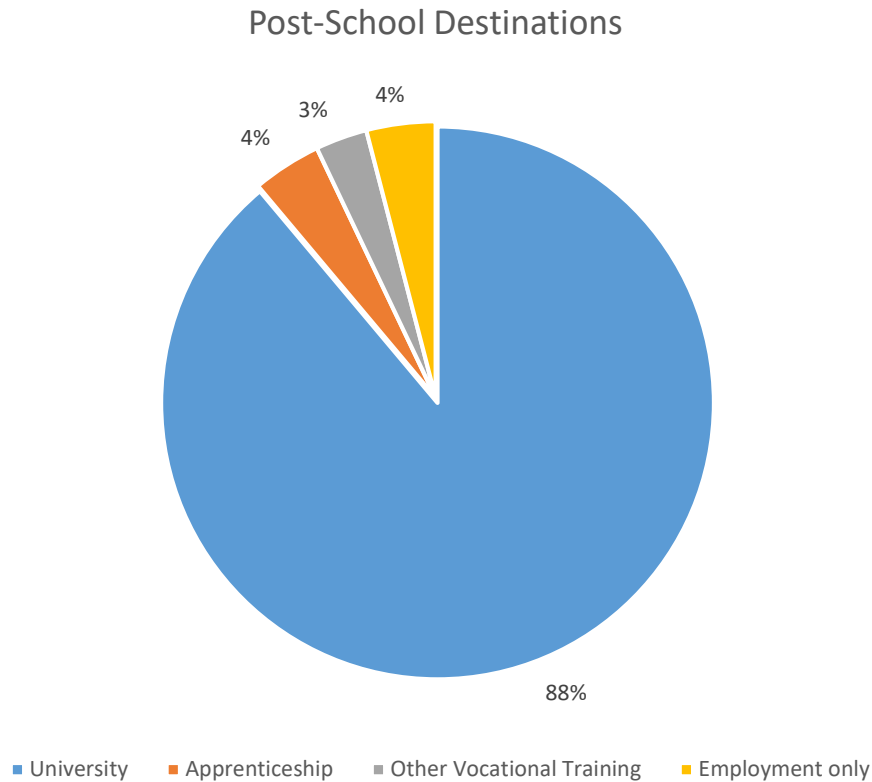
If no notification is received from the parent/caregiver, they are contacted to determine the reason for the student absence.

The student attendance rate in 2019 was 94.32 per cent. Attendance rates by year group are shown in the table below

YEAR GROUP	%	YEAR GROUP	%
Junior		Secondary	
Pre-Kindergarten	94.31	Year 7	94.45
Kindergarten	94.98	Year 8	93.58
Year 1	90.82	Year 9	91.86
Year 2	95.00	Year 10	93.04
Year 3	95.57	Year 11	97.72
Year 4	93.42	Year 12	98.14
Year 5	93.79		
Year 6	93.79	Whole College	94.32

Senior Secondary Outcomes and Post-School Destinations

In 2019, ACT Senior Secondary Certificates were awarded to 174 students, and 160 students were awarded an Australian Tertiary Admissions Rank. Fourteen students studied an ACT Board of Senior Secondary Studies Accredited package, and twelve students left with a trade/VET qualification.



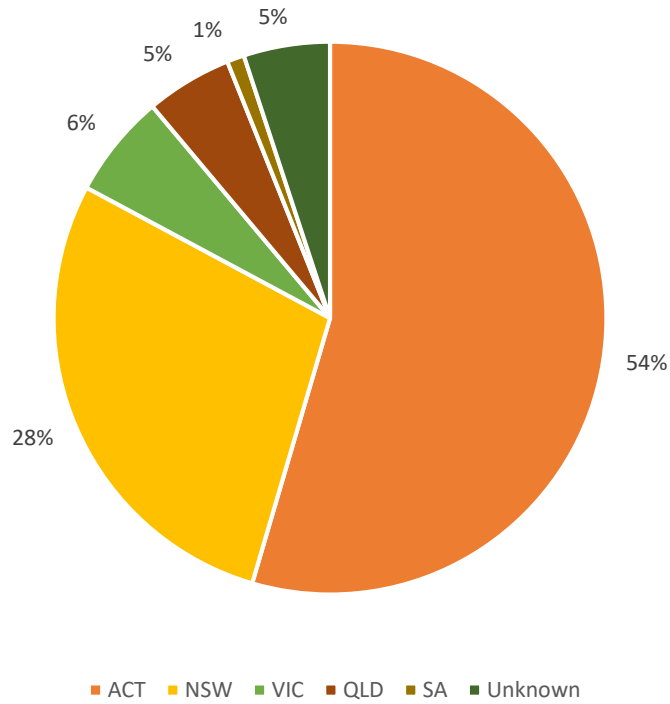
Students have been accepted to tertiary education programs in a diverse range of areas including, but not limited to:

Actuarial Studies, Aesthetics, Agricultural Regeneration, Architecture, Arts, Biomedicine, Building & Construction Management, Business, Commerce, Communications & Media, Computer Science, Cyber Security, Economics, Education, Exercise Physiology & Rehabilitations, Genetics, Health, Information Technology, Engineering, Film & Television, International Relations, Languages, Law, Marine Science, Mathematical Science, Media, Medicine, Middle Eastern Studies & Central Asian Studies, Music, Nursing, Performance & Theatre, Paramedicine, Pharmacy, Physiotherapy, Psychology, Science, Speech Pathology, Veterinary Science, and Vision Science.

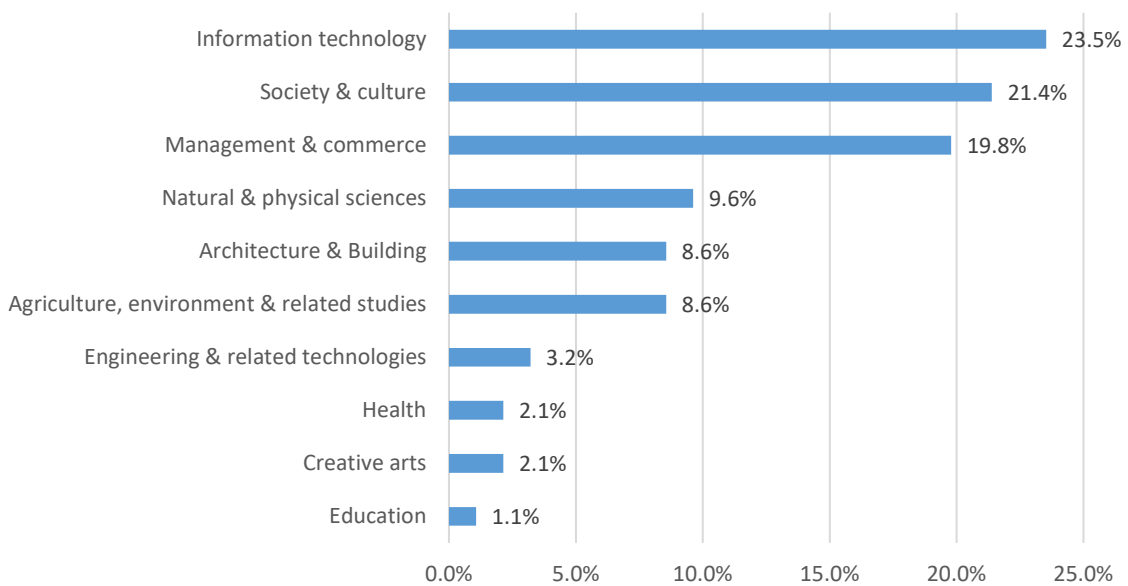
Those undertaking Vocational Training and Education qualifications have done so in areas including:

Beauty Therapy, Business, Carpentry, Dance, Commercial Cookery, Early Childhood Education & Care, Electrotechnology, Light Vehicle Mechanical Technology, and Property.

University Study - by location



Field of Study - Higher Education



Note:

The categories above are those used by the Australian Government Department of Education, Skills and Employment for their data collection purposes. For double degrees, each degree counted separately.

National Assessment Program Literacy and Numeracy Outcomes

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).

In May 2019 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 continues to outperform the ACT average across, and as a percentage, in the top two bands for all domains, in every age group.

Year 3 and Year 5 NAPLAN results

Domain	Year 3 Radford mean	ACT mean
Reading	495	441
Writing	449	419
Spelling	456	411
Grammar	502	446
Numeracy	467	416
Domain	Year 5 Radford mean	ACT mean
Reading	540	518
Writing	496	478
Spelling	518	499
Grammar	528	502
Numeracy	523	497

Table 1: Mean scores for Years 3 and 5 compared to ACT mean 2019

Year 7 and Year 9 NAPLAN results

Domain	Year 7 Radford mean	ACT mean
Reading	602	558
Writing	557	518
Spelling	579	548
Grammar	587	551
Numeracy	605	560
Domain	Year 9 Radford mean	ACT mean
Reading	633	595
Writing	589	556
Spelling	620	588
Grammar	619	583
Numeracy	641	596

Table 2: Mean scores for Years 7 and 9 compared to ACT mean 2019

Radford students at or above National Minimum Standards (NMS)

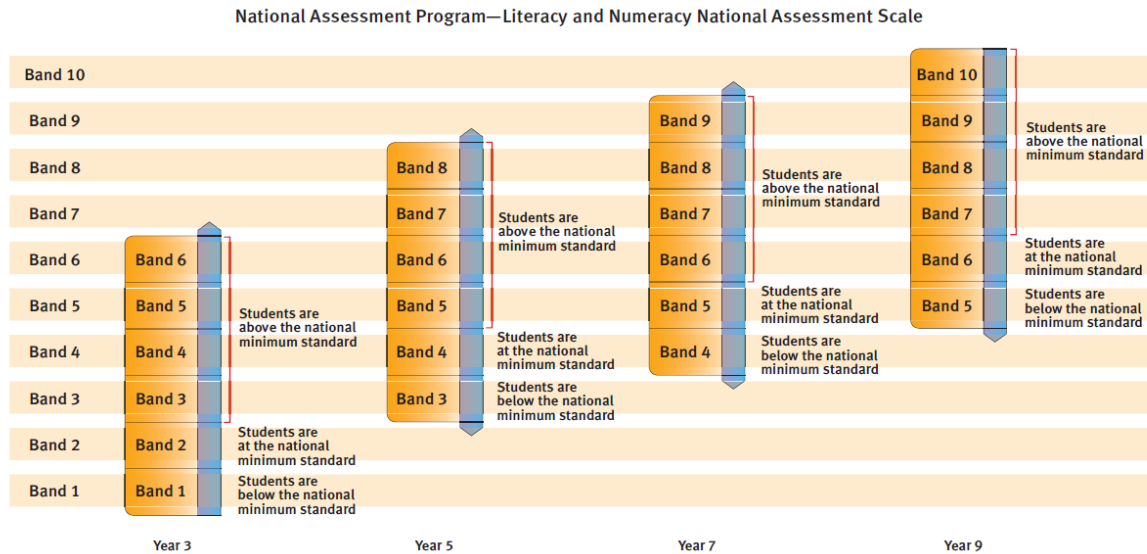
Domain	Year 3		Year 5		Year 7		Year 9	
	Radford	ACT	Radford	ACT	Radford	ACT	Radford	ACT
Reading	100	96	97.9	96	100	95	99.4	93
Writing	99.2	96	99	94	99	90	96	85
Spelling	98.3	92	99	95	99.5	94	100	92
Grammar and Punctuation	98.3	96	100	94	99	94	98.7	91
Numeracy	100	97	100	96	100	95	100	95

Table 3: Percentage of Radford students achieving at or above National Minimum Standards 2019

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	80	57	66	43.8	64.3	36.7	50.3	28.4
Writing	73.3	46.6	24.7	17.3	38.1	16.4	20.8	14.4
Spelling	69.2	44.1	45.4	31.8	49.5	30.9	40.7	25.5
Grammar and Punctuation	86.7	59.5	48.5	33.4	49.5	32.3	39.5	23.7
Numeracy	74.2	42.5	38.5	27.6	61.3	36.8	53.5	27.6

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.



Satisfaction Surveys

Radford College is committed to listening to the views and expectations of key stakeholders and in 2019 the College once again commissioned MMG Education to conduct an independent, confidential survey of parents in five year levels, as well as Year 12 students.

The survey sought feedback on areas such as the academic program, pastoral care, non-sport co-curricular, sport co-curricular, community engagement, reputation and parents' and students' affinity with the College.

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.

In 2019, 380 parents from Years 2, 5, 7, 10 & 12 (response rate of 60%) and 141 Year 12 students (response rate of 82%) completed the survey.

The overall score of parents' expectations being met/exceeded was 'very high' (87%), as it was for 2019 Year 12 students (84%).

Income by Funding Source

REVENUE

- Fee Income
- Government Grants
- Other Income
- Capital Levy
- Co-Curr,Camps & Excursions

