

2024: Future Ready



*Service Prefect Will Pak Poy and
Chapel Captain Poppy Barlin
at Graduation.*



RADFORD COLLEGE

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From Mr Andy Gordon, Interim Principal



The Class of 2024 are to be commended for setting a high standard of leadership and modelling the College values of truth, compassion and wisdom. These well-rounded and caring students consistently led by example, supporting one another and stepping up whenever called upon.

They lived the strength of a Radford education and made the best of the pathways provided. Their contributions to the community, especially through service, and their efforts to mentor younger students, reflected their dedication to making a positive impact. From raising over \$100,000 for those facing blood cancer, helping with the Year 7 Camp and Disco, working with an Indigenous artist to design a meaningful jersey for their final year, and forming the Radford Formal Committee to plan a memorable celebration, the Class of 2024 demonstrated their collective spirit in many ways. In a first for Radford, the Year 12s also hosted a Family Thank You BBQ, inviting parents to share in their final-year celebrations. The students took this opportunity to express their gratitude by cooking for their families and offering them tours of the College. This act of appreciation showcased their maturity and

understanding of the importance of family support on their journey as Radford students.

On the academic front, the Class of 2024 also has much to be proud of. A total of 189 achieved the ACT Senior Secondary Certificate, with 176 earning an Australian Tertiary Admission Rank (ATAR). Additionally, 13 students completed an accredited package, achieving nationally recognised qualifications. Furthermore, 22 students undertook the International Baccalaureate Diploma Programme, marking Radford's fifth and largest cohort to date.

This talented and capable group is poised to make a lasting impact. As they embark on their individual journeys, we extend our warmest wishes for their continued success and happiness in all their future endeavours.







Class of 2024 Duxes

Congratulations to the Class of 2024 Duxes, Palak Maheshwari and Jadon Wijendra. Palak's grades secured her a place at the Australian National University (ANU) to study a double degree in law and international relations in 2025. Jadon's ATAR result means he is a step closer to his dream of studying medicine. Jadon hopes to study at the University of New South Wales where he could pursue a research year alongside his degree.



Palak Maheshwari

International Baccalaureate Diploma Programme (IBDP) Dux – ATAR 98.15

"I am incredibly grateful for the results I achieved, and I owe much of that to the support of my family and teachers. The teachers at Radford are always willing to help students, and they truly make the school what it is.

"My experience at Radford has been so fulfilling because I said yes to opportunities and took risks. My advice to future Year 12 students is to do the same. Work hard so you can feel proud of giving your best in your final year, but also explore other aspects of school life - whether it's leadership, service, sports or something else. Whatever your path, aim to leave Year 12 knowing you made the most of your time."



Jadon Wijendra

J.A. Mackinnon Dux – ATAR 99.65

ACT Senior Secondary Certificate Excellence Award Recipient (TES)

"I was thrilled when I heard about my ATAR. After two years of hard work, seeing it pay off was incredibly rewarding. However, I couldn't have done it without the support of my family, teachers and friends.

"For next year's Year 12 students, I have two main tips. The first one is to find learning and time management strategies that work for you. Everyone learns differently, so don't be afraid to experiment with different methods - what works for your friends may not work for you. Secondly, enjoy Year 12 and get involved. This is your final year, and you'll create some of your best memories during this time, so make the most of the opportunities and activities available to you."

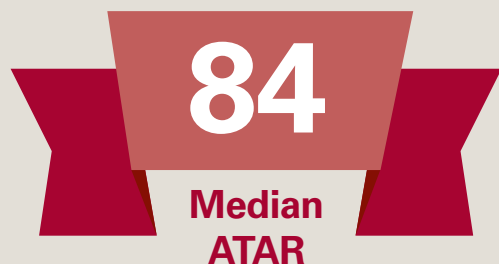
"Whatever your path, aim to leave Year 12 knowing you made the most of your time."



Academic Highlights

Cohort Achievements

Cohort size: 198 students



Significant Awards and Acknowledgements

- The Vera Bowman (Lucas) Award - **Sophie Espeland**
- The Dr Rob Lesslie Award - **Deyzang Ugyel**
- ANU Bright Horizons Scholarship - **Deyzang Ugyel**
- University of Canberra All-Rounder Award - **Holly Dalton**
- The University of Canberra Design Futures Award - **Kalea Ford**
- Australian Catholic University Impact Award - **Joy Guo**
- Dirrum Dirrum Oration - Carters Family Award - **Maddie Wheeldon**
- New College, University of NSW Accommodation Scholarship - **Mia Archibald**
- ANU Challenging Futures Scholarship - **Mia Archibald**
- Academic Excellence in Anatomy and Physiology, University of Canberra Accelerated Pathways Program - **Rose Chaldi**
- Runner-up in the 'What Matters?' Writing Competition - **Kerry-Anne Chan**

Co-Curricular and Community Service Statistics

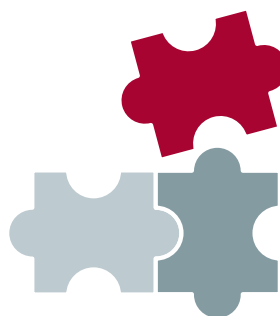
(final two years of school)



73%

engaged in a community service activity

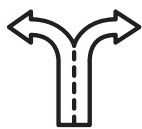
E.G. SERVICE LEARNING, RADFORD AWARENESS AND SERVICE (RAS) AND THE DIRRUM DIRRUM FESTIVAL



93%

engaged in a co-curricular activity

E.G. CLUBS AND INTEREST GROUPS INCLUDING DUKE OF EDINBURGH, ORATORY, DANCE, DRAMA, MUSIC AND SPORT



Student Pathways

By Dale Casburn, Head of Student Pathways (Careers Counsellor)

The 2024 Year 12 cohort pursued a variety of pathways to achieve their post-school ambitions, and their dedication paid off. Students earned numerous scholarships and reached competitive interview stages. More than 300 early entry offers were extended to our Year 12s from prestigious institutions. These opportunities highlight the diverse aspirations and resilience of the cohort, who not only chased their top choices but also secured strong back-up plans, positioning themselves for future success. This year's achievements demonstrate the commitment of Radford College students to creating meaningful futures across various fields, supported by their academic excellence and determination.



Sophie Espeland

Many high school students believe they must choose conventionally difficult subjects, such as specialist maths or physics, to achieve success, especially if they are interested in a degree such as medicine. As a mathematician of mediocre skill (at best), neither of those subjects resonated with me. Instead, my interests directed me towards the biological sciences and humanities. When the time came to choose subjects in Year 10, I opted for the classes that sparked my interest - English, literature, biology and chemistry (and, of course, the obligatory maths). I can confidently say that choosing subjects I enjoyed alongside the required prerequisites, led to a more fulfilling Secondary School experience. This approach made school more enjoyable and now I'm on track to study health science at the Australian National University.



Jack Dimond

At the start of Year 11, I felt lost and unsure about my future. I had no idea what I wanted to do and thought my options were limited. The idea of going to university seemed like a dream I could never reach. As I moved through Senior School, I explored different subjects and took part in various activities. I talked to teachers and mentors who helped me see my strengths and interests. Gradually, my outlook changed. By the middle of Year 12, I was thrilled to receive offers from great universities, such as the Australian National University (ANU) and the University of Wollongong. I also passed the military component for the University of NSW's Australian Defence Force Academy, where I hope to study engineering. What started as confusion turned into many exciting opportunities, showing me that consistent effort and exploring your options can lead to success.



Kalea Ford

When I received my acceptance into the civil engineering program at the University of Wollongong, I was delighted but unsure if it was the right choice for me. To help me with my decision, I secured a work experience placement with Huon, a civil engineering business, at a new housing development. I spent the first week of my holidays on-site, learning from experienced engineers about infrastructure processes. I thoroughly enjoyed the dynamic environment of being on a construction site. I had the opportunity to shadow engineers and construction workers, learning about everything from project management to on-site execution. This hands-on experience solidified my passion for the civil engineering field. As I embark on my studies in 2025, I feel confident in my decision and career pathway.



“Moving into a full-time apprenticeship early gave me a valuable head start, allowing me to develop skills and industry connections that would set me up for success as a carpenter.”



Finley Rosengren

From the moment I started my senior studies, I knew the traditional university route wasn't for me. I was always drawn to working with my hands, building and fixing things. So, throughout Years 11 and 12, I focused on exploring different trades through work experience. Whether it was carpentry, plumbing or electrical work, I immersed myself in various trades to figure out what fit me best. Each placement confirmed my belief that the trade industry was where I belonged and helped shape my career goals. By the time I finished Year 12, my persistence and dedication didn't go unnoticed. I had several offers from local tradespeople and companies who were impressed by my work ethic and skills. Looking back, I can confidently say that my hard work paid off and I now have a bright future doing something I love.



Ambrosie Brassil

Until midway through Year 11, I didn't know what I wanted to do at university or where my interests lay. It was through exploring the possibility of an online degree, doing research and attending school career activities (including university presentations) that I discovered I am incredibly passionate about women's reproductive health. My goal for my future is to improve education and research to help women understand and live in harmony with their bodies. With this goal in mind, I applied to and received early entry for a Bachelor of Health Science at ANU. I am extremely excited to start delving into my passions next year and I plan to follow this path to become a doctor. Having studied International Baccalaureate Diploma Programme (IBDP) in Year 11 and 12, I feel very prepared for my studies next year. The additional support from my teachers throughout the IBDP gave me greater confidence in my abilities.



Lachlan Blight

Midway through Year 12, I decided to leave school to turn my Australian School-Based Apprenticeship (ASBA) into a full-time role. Having already completed my Year 12 requirements over the previous 18 months, I was able to achieve my Senior Secondary Certificate while gaining hands-on experience in the trade I'd always wanted to pursue. Moving into a full-time apprenticeship early gave me a valuable head start, allowing me to develop skills and industry connections that would set me up for success as a carpenter. Looking back, I'm glad I took this path – it's given me practical experience, a solid foundation and a clear direction for my career.



International Baccalaureate Diploma Programme

By Mrs Alison Steven, Dean of Senior Studies and IBDP Coordinator (Terms 1-3)

In 2024, Radford College celebrated its largest graduating cohort for the International Baccalaureate Diploma Programme (IBDP), with a total of 22 Year 12 students completing the course by November.



IBDP 2024 students and staff.
Absent: Joe Martin, Rena Cao,
Ambrosie Brassil and Clarissa Gautama.

Our IBDP students are inspiring, showcasing a wide array of interests, talents and skills reflected in the diverse subjects they study. In addition to their core subjects — theory of knowledge; creativity, activity, service; and the extended essay — the 2024 cohort explored theatre, visual art, music, computer science, design technology, psychology, chemistry, biology, environmental systems and societies, economics, business, global politics, literature, mathematics, French, Chinese and Spanish.

The IBDP curriculum empowers students to take ownership of their education, allowing them to pursue their interests while challenging them to approach their subjects with a global perspective. As a teacher of global politics and business, it is incredibly rewarding to witness the growth of students across two years of continuous learning.

Our core coordinators — Ms Ailsa Mackerras, Ms Jeanette Clayton, Mr Jake Bailey and Dr Rebecca Barlow — organised numerous enriching experiences that engaged our broader community and fostered international mindedness. From music appreciation and crochet workshops with local seniors to 4000-word essays on compromised sovereignty in Papua

New Guinea, our students demonstrated remarkable open-mindedness, compassion and critical thinking abilities.

Furthermore, in 2024, our IBDP study hall evolved as three Class of 2022 graduates met regularly with the current students for tutoring sessions. This collaboration created a supportive and dynamic environment in which IBDP students honed their skills together.

In Term 4, we welcomed Mrs Alyssa Maier as Acting Dean of Senior Studies and IBDP Coordinator. We thank Mrs Maier for quickly acclimating to her role during the busy exam period. We also express our gratitude to our kind and professional IBDP exam invigilator, Mr Graeme Brown, who ensured that our mock and final exams were conducted with precision in a caring and safe atmosphere. Finally, we acknowledge our outstanding Secondary School Executive Administration team for consistently providing invaluable support to the IBDP at Radford.

As we prepare for 2025, we are excited to see how our IBDP students continue to excel and make a positive impact on our community and the world around them.



IBDP score 31.75/45
ATAR 83.85

Cohort Median

13.6% of students achieved 40 or above

22.7% of students achieved greater than 95 (ATAR CONVERSION)

36.4% of students achieved greater than 90 (ATAR CONVERSION)

Certificate of Merit

Palak Maheshwari (MATHS (SL*), CHEMISTRY (SL) AND SPANISH (SL))
Sarah Lin (MATHS (HL*) AND CHINESE (HL))
Rena Cao (BIOLOGY (SL) AND BUSINESS MANAGEMENT (HL))
Pippa Humphries (ENVIRONMENTAL SYSTEMS AND SOCIETIES (SL))
Ethan Trinh (CHEMISTRY (SL) AND PSYCHOLOGY (HL))
Joe Martin (CHEMISTRY (SL))

*HL – Higher Level *SL – Standard Level

Certificate of Distinction

Palak Maheshwari
Rena Cao
Ethan Trinh

Subject Awards

Studies in Language and Literature - Rena Cao
Language Acquisition - Sarah Lin

Individuals and Societies - Rena Cao
Sciences - Rena Cao

Mathematics - Palak Maheshwari
The Arts - Charlie Rehfish

Results as of 20 December 2024.





40th Foundation Day

By Holly Hatton, College Captain

On 12 April, Radford College celebrated its 40th Foundation Day – a day that will be remembered fondly by all. It was a momentous occasion, with many old friends of the College invited to the opening of the Collegians Centre and our annual retelling of the Story of Yungbali.

The day was significant for the Year 12 cohort as it was the last time we would participate in this community event. Many from

the Class of 2024 had an active role in the storytelling, with some chosen to participate in a smoking ceremony or hoist the vessel, while others led their House for the impressive storm.

Helping to continue this tradition on the 40th anniversary was an extraordinary moment for us all. It was heartwarming to lead so many younger students and teach them the importance of community at Radford.







Service-learning

By Will Pak Poy and Laura Castle, Service Prefects

2024 has been one for the books! We have immensely appreciated our role as Service Prefects and have been so proud of everything Radford has accomplished. Off the bat, the World's Greatest Shave in Term 1 was an incredible display of unity and compassion from the Year 12s, raising more than \$100,000 in support of the Leukaemia Foundation. We have the whole community to thank for this record-breaking feat, which we challenge future cohorts to smash in years to come.



We are so exceptionally proud of everything our community has achieved this year.

This momentum continued with Radford Reaches Out Rainbow Day at the end of Term 1, where students indulged in rainbow ice cream to raise funds for St John's Care and the Anglican Development Fund. As part of the festivities, we captured an awesome whole-school photo with each year group wearing a different colour.

We also had several Year 12 students attend the service-learning trip to Timor-Leste – an experience that focused on building genuine connections with local communities, learning about Timorese culture and history, engaging in cultural exchange and developing a deeper understanding of our closest neighbour by interacting with schools, communities and social enterprises.

Wear It Purple Day is a powerful initiative supporting LGBTQIA+ youth, born from the recognition of the discrimination and mental health challenges faced by young queer individuals. Wear It Purple Day has a mission of creating safe, supportive environments and celebrates identity, passion and resilience while highlighting the ongoing journey towards true equality and acceptance. Radford came together to celebrate Wear It Purple Day in Term 3, with students invited to wear a splash of purple to show their solidarity and support for LGBTQIA+ youth in our community. This was another great example of the inclusive nature of the Radford community, demonstrating that every student matters, regardless of their sexual orientation or gender identity.



Term 4 witnessed the inaugural inter-house competition, Pay It Forward Day. Instead of a whole-school swimming carnival, each house competed in the challenge of who could bring in the most non-perishable items for St John's Care. Congratulations to Karri on taking first place!

We are so exceptionally proud of everything our community has achieved this year. We could not have done it without every person involved in organising, planning and participating in each event.



Maddie and Josie
with Grace Tame



Dirrum Dirrum Festival

By Maddie Wheeldon, Year 12 Student Organiser

Nothing in the months spent organising the 2024 Dirrum Dirrum Festival could have prepared us for the night. Through our theme of 'makarrata' — the coming together after a struggle — we heard from brilliant speakers, including First Nations activist and pastor Brooke Prentis, 2021 Australian of the Year Grace Tame, climate activist and leader of the Duty of Care campaign Anjali Sharma, Palestinian activist and author Reem Borrows, journalist Sushi Das and Canberran community leader Garang Bul. We finished the evening with a beautiful performance from First Nations singer-songwriter Maylene Yinarr, who perfectly encapsulated the feeling of makarrata.

One of the standout moments for me was interviewing Grace Tame with Josie Holt, another Year 12 Dirrum Dirrum Festival organiser, about Grace's advocacy for survivors of child sexual abuse. Grace spoke honestly about her experience, drawing in the crowd with her bluntness and humour. It was an experience I will never forget, and I hope those who listened felt the same.

Working on the 2024 Dirrum Dirrum Festival was one of the most rewarding things I have ever done. It was incredibly hard work, however, with the help of all involved in the planning, stalls, music and speakers, we managed to pull off one of — if not *the* — best Dirrum Dirrum Festivals!

A special shout-out to Year 12 student Petra Belgun for designing the incredible logo and Dirrum '24 backdrop, and to the Dirrum Dirrum Festival student cabinet, Will Pak Poy, Josie Holt, Milly Surman-Schmidt and Charlie Rehfish for all their hard work in pulling off the night! Finally, I'd like to thank Senior Chaplain Rev. Dr Katherine Rainger and Associate Chaplain Rev. Andy Fleming for their dedication to the Dirrum Dirrum Festival as a whole. We would not have been able to pull off the night without their tireless support, and we are eternally grateful for the opportunity the festival gave us to make and inspire change in the community.



The Duke of Edinburgh's Award

By Jadon Wijendra, Duke of Edinburgh Award Captain

The Duke of Edinburgh's Award has grown to new strengths at Radford in 2024, with a record number of participating students and teachers. The program allows Years 9-12 students to receive international recognition for the various co-curricular activities they complete at the bronze, silver and gold levels. Students take part in weekly activities in the categories of sport, skill and service, as well as an adventurous journey.

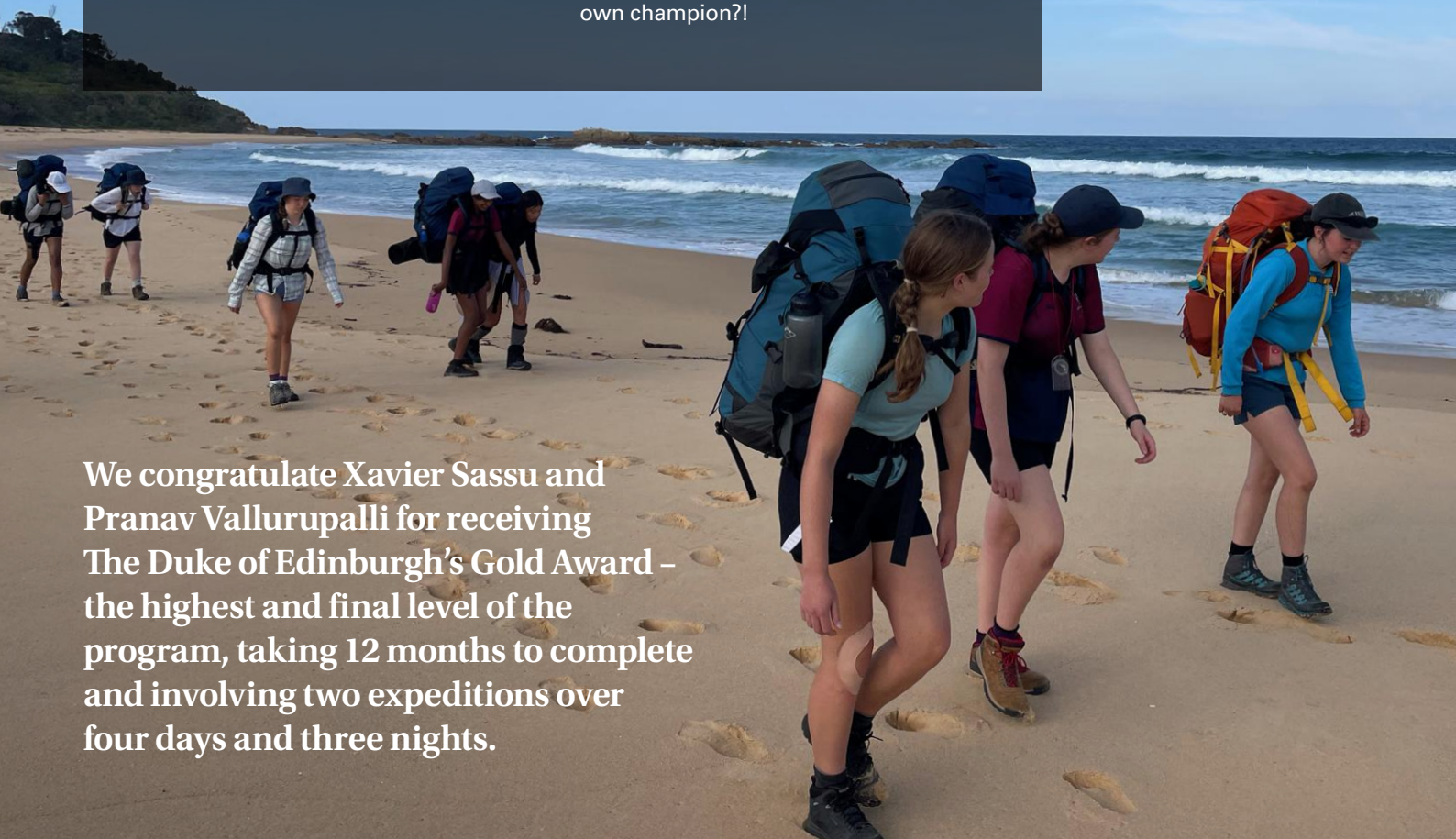
There is a wide variety of eligible activities, catering to everyone's interests. In fact, many Radford students are already doing activities recognised by the Award. Each activity can be personalised, so I highly recommend anyone interested, or wanting to know more, to attend one of the weekly Duke of Edinburgh meetings at the start of next year. In addition to the activities, the adventurous journey is a highly enjoyable and memorable experience, which is easy to enrol in and is organised by the College.

This year, our silver and gold award groups went to Mimosa Rocks National Park on a hiking and canoeing expedition in partnership with Burgmann Anglican School. On this four-day trip, we saw beautiful coastal scenery while hiking, camping, canoeing and raft building!

I would like to thank and acknowledge all the teachers who helped with the Duke of Edinburgh Award this year. The large team of teachers involved with the program ensured everything ran smoothly, especially while Mrs Sue Hassall took her well-deserved long service leave. Throughout the year, Mrs Hassall, Ms Tracey Craze, Mr Jack Chalker-Harris and Mr Tim Briggs regularly dedicated their time to assist and guide students in completing the Duke of Edinburgh Award and were central to the program's success at Radford.

If you are going into Year 9-12 next year, I strongly urge you to consider taking part in the Duke of Edinburgh program. You learn so much about yourself and the world. So why not have a go and be your own champion?!

We congratulate Xavier Sassu and Pranav Vallurupalli for receiving The Duke of Edinburgh's Gold Award – the highest and final level of the program, taking 12 months to complete and involving two expeditions over four days and three nights.





Performing Arts

Year 12 Revue: Wish Upon an R

*By Sebastian Leigh,
2024 Revue Co-Director*

Revue changed our year group. It also showed us the power of contouring to make rowers look especially muscly (haha). But most of all, it changed us.

When a group of 80 students are given a single goal, the results can be mixed. Collaboration is tricky to balance in the best circumstances, let alone amongst high school peers. However, as the Co-Director of this year's Revue with Evie Piotrowski, I was blown away.

Wish Upon an R was written over six months. Our writers were not just dedicated, but also precise, carefully piecing together scenes to ensure everything runs smoothly. Most impressively, they were open to change. As we workshoped different scenes, our magnificent writers encouraged us to do what we wanted with their work. This was particularly useful considering the quality of our cast and crew. From the first full read through to closing night, they were unceasing in their determination to have fun. This fun extended beyond one-liners. An entire rap battle scene was created by them (which was eventually scrapped, but impressive regardless).

During Revue, I saw people glow both on stage and off. It has not faded since. Revue connected our Year group and changed us. I am grateful to have witnessed it.



Senior Drama: Dead White Males

*By Evie Piotrowski,
2024 Senior Drama
Production Captain*

I was honoured to be the 2024 Senior Drama Production Captain, and it was an even bigger honour to lead the wonderfully insightful David Williamson play, *Dead White Males*. Year 12 students had an opportunity to audition and be part of this production with Year 11 students. While it was challenging to learn our lines and find out more about Shakespeare's plays and their influence on society, everyone had a lot of fun throughout. I feel so incredibly lucky to have been able to be the Captain of this extraordinary play and work with so many people that I admire.

Katie Wyman, Max Johnson, Indigo Buckman, Izzy Faris and I have been doing drama together since 2021 and were able to act alongside each other, sharing many comical but also moving scenes one last time in our final production. I would like to give a huge thank you to Mr Nick Akhurst (Head of Co-curricular Drama, Dance and Technical Theatre), Will Pak Poy (Year 12 Service Prefect) and the rest of the techies for their incredible effort that made this production run so smoothly. Finally, a massive thank you to Mr Jason Golding (Acting Assistant Principal Curriculum) and Ms Emily Ridge (English, Literature and History Teacher) for making the 2024 Senior Drama Production so special.

Evening of Fine Music

*By Ellie Archer,
Performing Arts Prefect*

Year 12 musicians represented a smaller group this year, but what they lacked in numbers, they made up for in talent and commitment to Radford's performing arts. In recognition of their skill, Year 12 musicians performed at the Evening of Fine Music, where they presented an accumulation of their musical studies in self-driven repertoire. Performers Sarah Lin, Luke Peebles, George Birmingham, Sebastian Leigh, Sohumi Shukla, Finn Robinson and I highlighted our Radford music journey with beautiful performances.

Throughout this year, Finn Robinson and Sohumi Shukla performed fortnightly at the Year 12 chapel, enhancing the services with their instrumental aptitude. Furthermore, the Year 12 Revue was supplemented by the musical talent of our Year 12s. The band, led and accompanied by Finn Robinson, performed his arrangements, which enhanced the jokes with comical kazoo toots and created sweeping, glorious love duets with their ensemble renditions.

This year's group of Year 12 musicians was exceptional. I thank every Year 12 musician for their commitment to the College. I encourage you to pursue your love of music beyond school. So, Year 12s, thank you for the music!





Top 10 Students



Rose Chaldi



Vinny Do



Sophie Espeland



Ramon Luo



Jason Luo-Xia



Palak Maheshwari



Jet Narayanan



Genevieve Nguyen



Rubaa Qadri



Jadon Wijendra

*Students listed alphabetically
and not by ATAR results.*

BSSS Recognition of Excellence



Callan Veal

ACT Senior Secondary Certificate
Excellence Award (Non-Tes)



Jadon Wijendra

ACT Senior Secondary Certificate
Excellence Award (TES)



Max Smith-Saarinen

Vocational Studies Award
(External)



Australian Representatives



Anna Berge

In 2023, Anna Berge (then in Year 11), competed for Australia in the under 19s for the International Handball Federation (IHF) Trophy Oceania. The team finished fourth, only losing to New Caledonia (the winning team) by one goal.

Callum Baran

In 2023, Callum Baran (then in Year 11) was selected to play for the Australian Futsal Association team, competing in the Montesilvano Futsal Cup in Italy. The Montesilvano Cup is the biggest youth futsal tournament in Europe, with teams from the US and Asia competing each year.



Sporting Achievements

We congratulate the many Radford Year 12 students who were selected in a wide range of representative teams and individual pursuits in their chosen sports.

The following students played at a state or national level in 2023 and/or 2024.*

Rowing

Angus Scott
Chloe Miller
Connor Malouf
Euan Greig
Hamish Gaden
Hamish McKee
Izzy Faris
Marcus Ward
Noah Vosen
Pippa Humphries
Rohan White
Stuart Ward
Zoe Hickey

Cricket

Dylan Shillington
Joshua McIntyre
Krish Joshi
Lukas Boorer
Raakin Rahman

Orienteering

Aoife Rothery
James Tailby
Max Johnson
Mia Kluth

Snowsports

Charlie Seddon
Euan Greig
Sunny Smith
Xavier Pauza

Swimming

Aoife Rothery
Callan Veal
Waylon Hayashi

Futsal

Callum Baran
Cameron Terry

Handball

Anna Berge

Basketball

Rena Cao
Holly Denman

Volleyball

Nick Neshev

Golf

Matilda Sullings

* This is based on information provided to the College by parents or the students themselves.



Visiting the Early Learning Centre

On Friday, 8 November, Year 12 students participated in a cherished tradition, visiting Radford's Early Learning Centre (ELC) for a walk down memory lane.

The Class of 2024 reflected on their time at the College, looking through old class photos, reconnecting with past teachers and exploring areas they'd outgrown. Surrounded by the youngest members of the Radford community, it was a full-circle moment

for our senior students, reminding them of how far they'd come. There was plenty of laughter, a few tears and meaningful exchanges as students and staff shared stories and fond memories of their years at Radford.



The teachers – they've been so helpful and amazing
— Mia

The new sports facilities and lunchtime soccer games
— Jack

Having recess and lunch every day to socialise with my friends
— Xavier

The teachers and my friends
— Ramon

Seeing all my friends
— Angus

Hanging out with Mr Salman (Spanish and Geography Teacher)
— Oscar

Being a Year 7 Mentor
— Shennelle

Philosophy talks with Ms Clayton
— Sebastian

The teachers, because they're all super supportive and helpful
— Josie

Lunchtime soccer
— Tinura

All the people, everyone
— Christina



What will you miss most about being a student at Radford College?

The campus – it's really nice and I like being out in nature
— Izzy

Seeing my friends every day
— Lachlan

Being part of my soccer team
— Lucy

Hanging out with friends every day
— Sohum

Hanging out with friends
— George

I'm going to miss seeing my friends and teachers every day
— Genevieve

I'm going to miss the stability of having somewhere to go every day
— Maddie

The people, the teachers and the support
— Poppy

Hanging out with my friends and Mr Wojcik's maths classes
— Shyam

The friends I made along the way
— Hugo

Recess and lunchtime handball
— Hemant

The opportunities to be with my mates every single day
— Sunny

The place where I've created so many childhood memories, it's like a second home
— Ryan

The routine of coming to school every day
— Brock