



Radford Report

Autumn 2026



Term dates

2026

Term 2: Monday, 20 April to Thursday, 25 June

Term 3: Tuesday, 21 July to Friday, 25 September

Term 4: Monday, 12 October to Tuesday, 8 December

2027

Term 1: Monday, 1 February to Friday, 9 April

Term 2: Tuesday, 27 April to Thursday, 24 June

Term 3: Tuesday, 20 July to Friday, 24 September

Term 4: Monday, 11 October to Friday, 3 December



We live, learn, work and play on Ngunnawal Country. We recognise the peoples and families with connections to the land, respecting their cultures and hopes to be heard as we walk together with *Truth*, *Compassion* and *Wisdom*.

Editorial team: Annette Carter and Hannah Sparks
Cover: Margaret Hill (Class of 2025) in art class. Photo by Alan Lee
Photographers: Gavin Blue, Alan Lee, Hannah Sparks, Monica Singh and Kerrie Brewer

To keep up with the latest news, events and everyday moments at Radford, we invite you to follow us on Instagram and Facebook.



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From the Chair

Vicki Williams

It has been a positive start to the year, with our community quickly settling into the rhythm of school life. I always value this time, seeing new students form friendships and returning students embrace the many opportunities on offer. It has been a joy to see our vibrant community come together once again.

This strong beginning reflects the professionalism and commitment of our staff, whose work behind the scenes ensures students and families feel supported from day one. It reminds me of the Association of Independent Schools of the ACT Welcome Back event in January, which reinforced the shared priorities of independent schools and the collective responsibility we hold in shaping educational outcomes.



An important milestone early in the term was the opening of our new Health Care Centre, proudly funded by the Radford College Foundation. This purpose-designed facility provides a calm and professional environment where students can access care with dignity and privacy. The opening of Collegians Avenue has also enhanced the campus, improving accessibility and the overall experience of the College environment.

We were encouraged by the strong engagement at our Strategic Plan Information Evening. This work, informed by extensive consultation and careful consideration by the Board, will continue into Term 2 as we finalise the 2026–2028 Strategic Plan.

The term has also been marked by outstanding student achievement across rowing, cricket and basketball, alongside a deep commitment to service. This was exemplified by our Year 12 students, who raised more than \$100,000 through the World's Greatest Shave. We were also delighted to host the Round Square Regional Forum, welcoming representatives from more than 40 schools across Australasia and East Asia.

I was also pleased to attend our International Women's Day event, where the stories shared by Collegians highlighted the diversity of pathways and achievements of our graduates.

The Board has also been strengthened in recent months through the appointment of Patrick Quade, and the addition of Kurt Pollard and Rahul Verma to the Finance Committee.

Looking ahead, Term 2 will include the finalisation of the Strategic Plan, our AGM and the appointment of new Board members following a strong response to the recent expression of interest process.

This strong beginning reflects the professionalism and commitment of our staff, whose work behind the scenes ensures students and families feel supported from day one.



From the Principal

Christopher Bradbury

Welcome to the first edition of the *Radford Report* for 2026.

As I walk across the campus, I am heartened to see our community living out our founding vision: a thriving Anglican co-educational school committed to pastoral care, academic excellence and a rich co-curricular program that supports the growth of the whole student.

There is no doubt that our world faces many challenges, and supporting the wellbeing of our students has never been more important. At Radford, we recognise the need to be proactive in promoting student wellbeing and creating an environment where young people can thrive during

these formative years of growth and development.

A student's mental health underpins their entire school experience, which in turn affects resilience and performance. We therefore seek to support our students in improving their mental health as an integral part of their experience at Radford College.

To do this, it is essential that our educational approach focuses on building the "personal reserves" our young people need and developing their capacity to care for themselves. One way I think about this is through what I call a "menu" of self-care activities. Just as a restaurant offers a menu of choices depending on personal preference, self-care is highly individual. From my experience, the following eight areas can help students build personal reserves and maintain balance during these formative years:

1. Define success and set personal goals: Success cannot be measured by others' criteria or expectations. At Radford, we encourage young people to be clear on what matters to them and set realistic, evolving goals supported by their teachers and families. Defining success for oneself helps students make decisions aligned with their strengths and aspirations rather than simply trying to meet external pressures. Mentoring conversations and pastoral guidance are key ways we support students in this process.

2. Aim for achievable challenges: Achievable aspirations allow students to develop a sense of agency and control over their wellbeing. This is why goal setting and goal striving form the foundation of our character education program. Students learn to celebrate progress, reflect on their efforts and understand that small, steady steps lead to meaningful achievement.

3. Care for body and environment: Emotional health is strongly influenced by physical wellbeing. Nutrition, exercise, sleep and caring for one's environment, appearance and time management are vital. Our role is to guide students in developing positive habits. Encouraging students to maintain physical health and organise their surroundings not only supports concentration and learning but also reinforces the connection between body and mind.

4. Embrace play and recreation: Hobbies and recreational activities – sport, photography, travel, music, movies, journaling, cooking, board games and more – offer joy and a necessary break from life's demands. Creating space for these activities helps young people recharge. Our extensive co-curricular program provides students with opportunities to explore interests, discover new passions and connect with others who share similar pursuits.

5. Disconnect from technology: Stepping back from a digital world obsessed with screens can have profound benefits. The quick dopamine highs from constant connectivity often lead to unhealthy cycles. Time away from screens helps students reconnect with themselves and the world around them. At Radford, we encourage students to develop mindful technology habits that support both wellbeing and learning.

6. Build and maintain relationships: One of life's greatest sources of happiness comes from meaningful connections. Strong relationships with friends, teachers and family provide support, encouragement and a sense of belonging. Education is fundamentally about relationships, and nurturing connections within and beyond the classroom helps students feel supported and engaged in their learning journey.

7. Foster hope and optimism: Hopefulness replaces helplessness. It comes from knowing one can accomplish something, appreciating what is right, exploring solutions and focusing on the future rather than the past. Encouraging students to maintain a positive outlook helps them approach challenges with resilience and confidence while also celebrating successes along the way.

8. Learn: Facing mental health challenges directly fosters resilience. Learning involves self-candour, recognising strengths and weaknesses and turning mistakes or failures into opportunities for growth. Our pastoral programs help students reflect on experiences, develop coping strategies and embrace setbacks as a natural part of growth.

Taking care of others begins with taking care of ourselves. This 'menu' is an invitation – students can choose what works for them, guided by their teachers and families, to build their own wellbeing and flourish at school and beyond. By fostering a positive culture grounded in belonging, we ensure that each student is supported to reach their full potential – academically, socially and personally – now and into the future.

Together, we can continue to create an environment where students feel empowered, connected and confident to navigate the opportunities and challenges ahead.

By fostering a positive culture grounded in belonging, we ensure that each student is supported to reach their full potential.



Spirituality

Rev. Dr Katherine Rainger, Senior Chaplain
Rev. Andy Fleming, Associate Chaplain

‘Effective stewardship leads to generative work and a generative culture. We turn wheat into bread – and bread into community. We turn grapes into wine – and wine into occasions for joyful camaraderie, conviviality, conversation and creativity. We turn minerals into paints – and paints into works that lift the heart or stir the spirit. We turn ideas and experiences into imaginative worlds for sheer enjoyment and to expand the scope of our empathy’ – Makoto Fujimura, Culture Care: Reconnecting with Beauty for Our Common Life.



The above quote from Fujimura describes effective stewardship in a way that encompasses so much of human endeavour – everything from agriculture to art, community-building and storytelling. I wonder what we could add. What does effective stewardship look like in the fields of education, business, public policy, hospitality, administration, building, engineering, healthcare and parenting? Each of us are called to the holy task of effective stewardship.

In Genesis, sacred scripture for followers of the Jewish and Christian faiths, we are reminded that humanity is made in the image of God and given the task of stewarding the creation that includes all living things, the sky, water and land. The exact nature of the call will differ; however, the vocation to participate as effective stewards remains.

Radford’s purpose echoes the call to effective stewardship: a generous-spirited learning community that embodies the beliefs and values of the Christian faith in the Anglican tradition. We develop young people to live truthfully, practise compassion and seek wisdom in order to serve the common good.

How do we do this? Through a range of academic, artistic, sporting, spiritual and service pursuits that allow students to explore who they are in relation to the world around them. We do this through conversations where we are present with one another while looking for the unique contribution that each person can make.

Underpinning these interactions and opportunities is our Anglican identity, which provides a framework that enables meaning, purpose, belonging and connection to flourish. Godly Play, chapel services and the whole-college Easter service at the conclusion of Term 1 remind us of the God who creates and re-creates. A God who takes an act of violence, grief and loss – seen profoundly in the death of Jesus – and transforms it into an act of hope, love, peace and forgiveness in the dawn of Easter light.



From the Deputy Principal

Jane Smith

Schools play a formative role in helping young people explore the enduring questions of ‘Who am I?’ and ‘How should I live?’. At its heart, education is about nurturing the whole person and guiding students to grow into the best versions of themselves.

Our College is committed to a holistic approach to learning that supports students’ intellectual, personal and moral development within a caring and purposeful community.

Fundamental to nurturing our students is our character education program. This involves intentional work to develop students’ decision-making and choices, supporting their flourishing and responsible participation in community life. It is underpinned by the belief that character is malleable and shaped through experience and practice, high-quality relationships and culture.

Character is developed through what is caught (role modelling, values and culture), taught (explicit instruction and reflection) and sought (agency through sport, service, co-curricular and leadership opportunities).

Goal striving in the Secondary School is closely connected to character, as students are encouraged to set meaningful academic and co-curricular goals and pursue them with integrity and self-discipline. Monitoring progress encourages students to reflect on effort, setbacks and growth, reinforcing character qualities such as resilience and perseverance.

In the classroom, creative and critical thinking are intentionally fostered to deepen learning and support character development.

Engaging students in meaningful problem-solving cultivates decision-making, intellectual honesty and the confidence to navigate uncertainty with courage.

Students are regularly provided with opportunities to practise oral communication skills. This fosters the development of character by equipping students to lead with clarity, confidence and integrity while engaging respectfully with different viewpoints.

Through a rich variety of co-curricular activities, sport and service opportunities, students are given meaningful experiences beyond the classroom. These experiences nurture qualities such as teamwork, commitment, leadership and service to others, allowing character to be shaped through practice, challenge and reflection.

We also place a strong emphasis on physical and mental wellbeing and respectful relationships as essential foundations for learning and life beyond school. By learning how to manage challenges, build healthy relationships and support others, students develop the confidence and resilience to navigate life’s complexities. In doing so, they are equipped to rise to the opportunities that lie beyond the College gate with confidence, grounded in a strong sense of who they are and what they value.



Our College is committed to a holistic approach to learning that supports students’ intellectual, personal and moral development within a caring and purposeful community.

From the Head of Junior School

Anita McCallum

It has been an exciting and busy start to our school year, with children making connections with new friends and teachers and engaging in learning and play together.

This term, the Junior School has been shaped by a strong commitment to the Primary Years Programme (PYP), where inquiry drives learning and students are empowered to question, explore and reflect.

Our approach continues to centre on the development of the whole child – socially, emotionally, physically, spiritually and academically. Through the PYP framework, our learners are encouraged to see themselves as capable, reflective and responsible individuals within a vibrant and inclusive community.



Who are we, and how do we connect with others?

The Junior School has begun the Friendology program with its first unit, The Language of Friendship, helping students build a shared understanding of what positive, respectful relationships look like. This foundation equips students with the skills and awareness to develop healthy, supportive friendships across the school community.

In Years 5 and 6, camp experiences have provided powerful opportunities for students to build independence, strengthen relationships and reflect on their role within a community. Experiences such as making meals for the homeless and completing high ropes courses have helped our students learn more about themselves as learners and leaders, while also creating lifelong memories.

What does it mean to learn beyond academics?

Activities such as our co-curricular program, Friday sports program and the Athletics Carnival have highlighted the importance of balance, as our students have had opportunities to develop not only physical skills but also attributes of the learner profile and character strengths, including teamwork, resilience, encouragement and integrity. These moments reinforce that learning is holistic and deeply connected to real-life experiences.

How do connection and care shape our Junior School community?

This term has been rich with experiences that highlight the importance of relationships, respect and belonging. When students feel seen, heard and valued, they are more willing to take risks, ask questions and engage deeply in their learning. In such an environment, learning becomes meaningful, and every individual has the opportunity to flourish.

It has indeed been an exciting first term as Head of Junior School, and I look forward to a dynamic year ahead, supporting our learners to be happy, grow and achieve.



From the Head of Learning and Teaching

Catherine Cuddihy

Handwriting is far more than the physical act of forming letters on a page. It is a complex cognitive process that integrates fine motor control, visual perception, memory and language processing. Neuroimaging studies show that when students write by hand, multiple areas of the brain are activated simultaneously, supporting the development of strong neural networks associated with learning and recall (James & Engelhardt, 2012).

At Radford College, where we prioritise deep learning and intentional pedagogical practice, understanding the role of handwriting supports informed decision-making across year levels and learning areas.



In an increasingly digital world, it can be tempting to view handwriting as a skill of diminishing relevance. However, a substantial body of research continues to demonstrate that handwriting plays a critical role in learning, thinking and academic development. While handwriting supports early literacy, its importance extends into the secondary years, where students are required to produce sustained written responses, engage in complex note-taking and perform under timed assessment conditions.

In the secondary context, handwriting functions as a tool for thinking. Because it is slower than typing, it requires students to synthesise information, identify key ideas and make deliberate decisions about what to record. This process supports higher-order thinking skills such as analysing, summarising and connecting ideas. In subjects such as English, humanities and the sciences, handwritten note-taking promotes deeper processing, as students transform rather than simply transcribe information.

Handwriting fluency also plays a critical role in managing cognitive load. When handwriting becomes automatic, students can allocate working memory to higher-level processes such as planning, composing and problem solving (Berninger et al., 2009). By supporting the development of this skill, we enhance student independence and ensure that learners are well-equipped to access the curriculum and succeed across a range of academic contexts.

Handwriting remains a powerful and relevant tool within a contemporary educational landscape. By valuing and explicitly teaching handwriting, we are not looking backwards but rather equipping students with a skill that strengthens thinking, deepens learning and supports academic success.

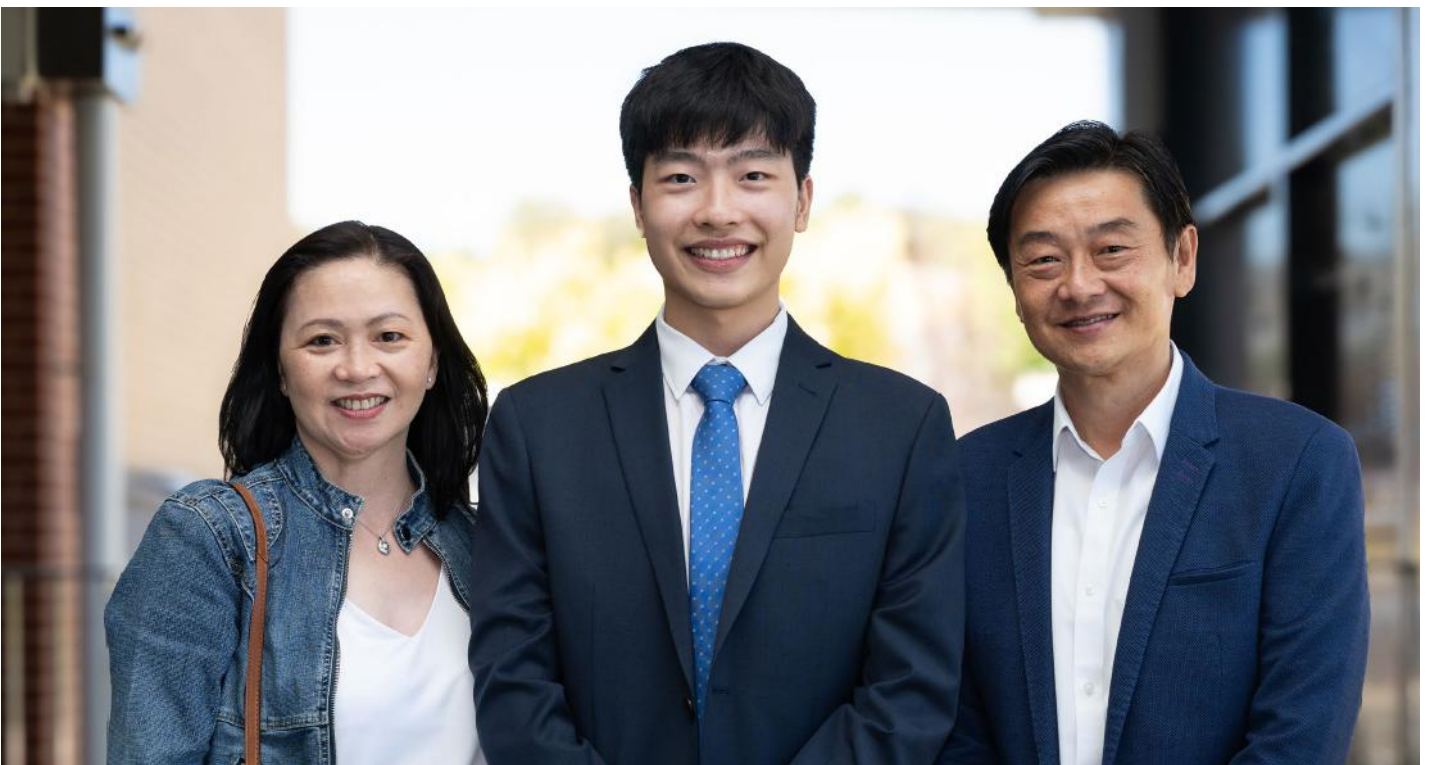
When combined with purposeful use of digital technologies, handwriting becomes part of a balanced, future-focused approach – one that recognises that how students learn is just as important as what they learn. In this way, we are not simply preserving a traditional skill but actively enhancing students' capacity to think critically, communicate effectively and engage meaningfully with their learning.

As I conclude my first term at Radford College as Head of Learning and Teaching, I have been continually impressed by the professionalism of our staff and the engagement of our students, and it is a privilege to be part of a community so committed to learning and growth.



Scholars' Assembly

Radford College proudly welcomed back its 2025 Distinguished Achievers for the inaugural Scholars' Assembly. The Assembly recognised Collegians who achieved outstanding ATAR results – many above 99 and 98 – alongside recipients of prestigious ACT Board of Senior Secondary Studies (BSSS) awards, while highlighting the diverse pathways and aspirations of the cohort. Reflections from College Dux, Brynten Au, school leaders and Academic Prefects underscored the importance of belief, consistency, resilience and strong habits. It was a celebration of excellence and an inspiration for current students to pursue their academic goals with confidence and purpose.



Round Square Forum

Kath Notley, Round Square Coordinator

Radford College had the privilege of hosting the Round Square Regional Forum in March, welcoming heads of schools and key staff from more than 40 Round Square schools across Australasia and East Asia.

The forum brought together educational leaders with a shared commitment to service, leadership and global understanding. Proceedings began with a warm welcome event, providing delegates with the opportunity to connect before two full days of professional learning and collaboration on campus. Participants were formally welcomed to Country and to Radford, setting the tone for a program grounded in respect, purpose and community.

Delegates participated in a diverse range of sessions designed to share best practice and explore contemporary opportunities and challenges in education. The Good Practice Carousel sessions offered practical insights into student leadership, service learning, exchange programs and embedding the Round Square Discovery Framework. Radford staff and Collegians, including Senior Chaplain Rev Dr Katherine Rainger and Tahlia Hunt and Matt Morey (both Class of 2025), were proud to contribute, sharing their work in fostering community and the common good.

A key strength of the forum was the emphasis on genuine collaboration. Through topical discussions and interactive Show and Tell sessions, participants exchanged ideas, reflected on their own contexts and learned from one another's experiences.

Discussions also explored important themes including wellbeing, the role of challenge and adventure in education and the impact of emerging technologies.

Hosting the forum provided a valuable opportunity for Radford to showcase its vibrant community while strengthening connections across the Round Square network. The presence of schools from across the region, alongside international Round Square leadership, highlighted the organisation's global reach and the shared values that unite its members.



Radford welcomed heads of schools and key staff from more than 40 Round Square schools across Australasia and East Asia.





End of Year Celebrations

Our community came together for the Junior School and Secondary School Celebrations in the Collegians Centre – two memorable events recognising student achievement, talent and growth.

Across the morning and evening ceremonies, guests enjoyed wonderful musical and dance performances, inspiring speeches from Principal Christopher Bradbury, our 2026 College Captains and Board members, as well as a blessing from Senior Chaplain Reverend Dr Katherine Rainger.

At the Secondary School Celebration, we were honoured to hear from special guest Brendan Swan, 2025 ACT Young Australian of the Year Nominee. Brendan shared his remarkable story of resilience following multiple concussions and several major surgeries, and how this journey led him to establish Concussion Australia – a charity providing vital education, support and advocacy for those affected by concussion.

A series of awards were presented throughout the day, celebrating students from different year levels and recognising special achievements.



Reconciliation Action Plan Launch

Radford College has launched its Reconciliation Action Plan (RAP), formally committing to reconciliation through strengthening relationships, fostering respect and embracing shared opportunities.

The launch brought together students from Pre-Kindergarten to Year 12, staff, families and members of the Canberra community for a meaningful and vibrant ceremony.

The event included music by Wiradjuri Echoes, a Welcome to Country from Senior Ngunnawal Elder Aunty Violet Sheridan and reflections from student leaders and Principal Christopher Bradbury, who emphasised the importance of a holistic and integrated approach to reconciliation. RAP Advisor Brooke Prentis challenged the community to remain committed to reconciliation with hope and creativity, while Aboriginal Artist in Residence Jodie Munday spoke about reconciliation as walking together with humility and respect.

Choral performances, prayer and a specially written Aboriginal blessing marked the ceremony, with celebrations continuing at lunchtime through an energetic concert by Wiradjuri performer Uncle Johnny Huckle.



Leading from the Front

College Captains: Isobel Egan and Ben Dugard

College Vice-Captains: Lucy Mihaljevic and Jack Dunn

2026 has begun exceptionally busy, with lots to celebrate within the community. Stepping into our roles as College Captains and Vice-Captains this year, our focus for Term 1 was all about belonging.

Belonging refers to the concepts of acceptance, respect, inclusivity and being part of something bigger than yourself. This is what we are trying to instil within the Radford community, where everyone can feel unconditionally accepted. We've been able to foster this sense of community through the tremendous House spirit displayed in the interhouse multisport and trivia competitions, but most importantly through the Athletics Carnival, Cross Country Carnival and Foundation Day events.

Working alongside Principal Mr Bradbury and the senior executive team, the four of us are aiming to focus on our theme of belonging by continuing previous traditions and starting our own. Our goal is to ensure that every single Radford student feels they are part of our community. We are excited to get involved with the Student Representative Council (SRC) and engage with the wider school community as the year progresses. It is incredibly important to us that everybody's voice is heard, emphasising that leadership is about the entire school community, not just individuals.

Throughout this first term, it

is clear everyone has begun with a positive attitude and mindset, setting high standards early on in their first pieces of assessment as they strive for their own personal bests. This is evident not just in academics but in co-curriculars too, as students make the most of the countless opportunities Radford has to offer, striving towards their own personal development.

The year has started with so much success. Firstly, Radford sport has had one of its best summers yet. Our 1st XI cricket team won both of their competitions, alongside many final wins across the rest of the cricket program. Numerous basketball teams made their grand finals, with a special mention to the U19 boys in the Junior Premier League, who more than 100 Radford students came to support!

Another exciting and recent event was the Year 12s participation in the World's Greatest Shave. As a cohort, more than 100 students shaved or cut their hair, raising over \$100,000 for an incredible cause – the Leukemia Foundation. The excitement, spirit and organisation of our year group has been amazing to see. We want to thank everyone involved, especially the shave committee, as well as parents, friends and the wider community who contributed to this fundraiser.

We are so excited to continue the year, building on the positive start we've had this term.





Foundation Day

Radford's Foundation Day service is an energetic celebration of colour, music and storytelling. Held on the final day of Term 1, the event brought together students, staff and families to honour the College's history and the spirit that continues to shape it. Junior and Secondary School students filled the Collegians Centre in their House colours, carrying banners, dancing and contributing to the central symbol of the morning – the vessel – into which Secondary School students placed spires representing the hopes of the community before it was raised and filled with House colours.

The morning was rich with sound and movement, from rhythmic drumming and playful nature effects created by Junior School students to performances by Wiradjuri Echoes and the Chorale choir. Storytelling incorporated Ngunnawal language, with Year 12 leaders presenting *The Story of Yunggbali*, blending creation themes with Radford's identity. The service concluded with the presentation of the Bishop's Cup points, collected throughout the day as students competed in a wide range of activities – from dance to rock climbing, chess, beach sports, art, soccer and everything in between. The winning House will be announced next term.



Charlie Lee raising funds for the Leukaemia Foundation by cutting her hair and donating it to make wigs.

World's Greatest Shave

Our Year 12 students once again rallied together to support the World's Greatest Shave, raising more than \$100,000 for the Leukaemia Foundation.

More than 100 students and staff bravely shaved or cut their hair in support of Australians facing blood cancer. A highlight was College Captain Isobel Egan and Vice-Captain Lucy Mihaljevic shaving their heads – a courageous act. Many boys also took part, while several girls cut more than 20 centimetres from their hair to donate for wig-making. Hair too short for wigs was repurposed into compost or floating hair booms that help absorb oil spills.

Our community showed extraordinary generosity, helping the Year 12 cohort surpass their fundraising goal.

Leukaemia
Foundation®

World's
Greatest
Shave

Junior School Camps

Across Years 3, 5 and 6, our students embraced a series of enriching outdoor education experiences that encouraged independence, resilience and curiosity.

Year 3 students enjoyed two sunny days at Outward Bound Tharwa, discovering teamwork and confidence through activities such as raft-building, crate-stacking and bushwalking while evenings around the campfire fostered friendships and reflection.

Year 5 students ventured to the Tallong Outdoor Education and Retreat Centre, where the 'challenge by choice' philosophy supported them in tackling kayaking, ropes courses, the flying fox and abseiling at their own pace.

Meanwhile, Year 6 students travelled to Sydney for the PYPx Urban Heart experience, engaging with organisations driving positive change and exploring real-world issues linked to sustainability, well-being and equity.

Together, these camps offered unforgettable opportunities for personal growth, collaboration and authentic learning beyond the classroom, helping students better understand themselves, each other and the world around them.





Secondary School Camps



Outdoor education experiences continue to shape Radford students. At the end of last year, Year 9 students spent 8 days in the Coolman High Plains, where hiking, canoeing and caving tested their resilience through wind, rain and even snow. Along the way, they discovered their strength, perseverance and ability to overcome challenges. Year 7 Camp in Tharwa provided a valuable start to the year, with activities that encouraged teamwork, communication and new friendships. Both experiences helped students step outside their comfort zones, build confidence and return to school with a stronger sense of connection and readiness for the year ahead.

Long Exchange

By Year 12 student, Sierra Stratton

Over the summer holidays, Asher Newman, Ciaran Milthorpe and I were given the opportunity to travel to France and live individually with a French family for 2 months. My exchange family welcomed me and made me feel like part of their family. Living with them gave me a real insight into French life and because of this, I spoke French all the time, both at home and in public, which greatly improved my confidence and language skills. My exchange student's father, François, worked at a cheese factory, so whenever I arrived home, I would be greeted by the smell of cheese. My favourite cheese was Comté.

During my exchange, I also attended a French school. At first, it was challenging to adapt to a new education system, different routines and to learn entirely in another language. As time went on, I became more comfortable and began to really enjoy the experience. It was interesting to see how French schools operate and to interact with students my own age in a completely different environment. I was surprised to be eating lunch from a self-service canteen every single day and to have 30-minute wait to get inside.

On the weekends, I had the opportunity to travel and explore France with my exchange student, Néva. One of the highlights was spending a weekend in Paris, where I visited famous landmarks such as the Eiffel Tower. I also visited several castles which was an unforgettable experience and allowed me to learn more about French history and culture.

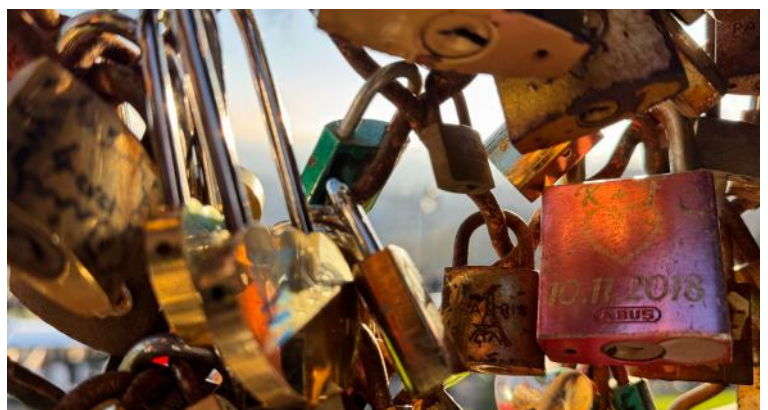
I formed a very strong bond with my exchange student, and we got along extremely well and built a genuine friendship. Saying goodbye at the end of the exchange was much harder than I expected, and we were both very emotional.

Overall, this exchange was a life-changing experience. It pushed me out of my comfort zone, helped me grow in confidence and independence and strengthened my language skills. Most importantly, it allowed me to create lifelong memories and friendships that I will always treasure.

I am so grateful for the opportunity that the Radford languages department has given me, and I encourage everyone to try and learn a new language to experience such a life-changing trip.



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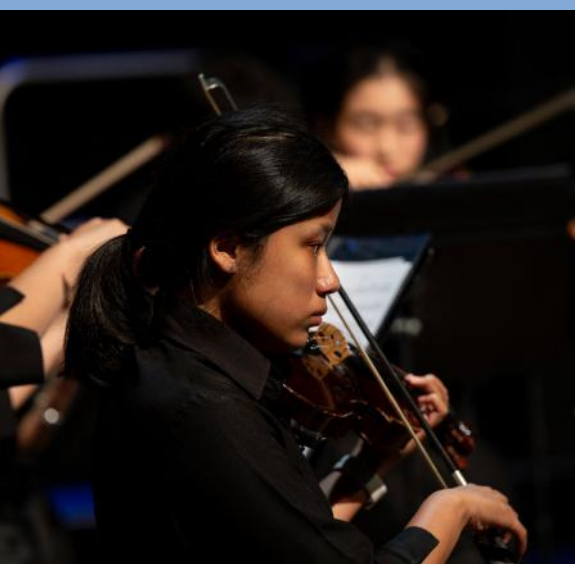


Foundation Concert

Kirsten Knight, Head of Co-Curricular Music

Our annual Foundation Concert was held in March. The concert, entitled *Songs of this Red Land*, featured music by Australian composers or with Australian themes.

while at Radford and his achievements in his music career since graduating. Adam is a well-regarded jazz pianist working in Melbourne and it was wonderful to welcome him back to speak and perform with our Big Band.



The evening was opened by Camerata performing two evocative songs by Australian composers, followed by an Acknowledgement of Country and blessing.

Corelli String Orchestra performed two upbeat Australian pieces, including *Waltzing Matilda*, featuring solos by Year 12 violinist Kamae Rajen.

Special guest Collegian Adam Davidson (Class of 2018) spoke about his musical inspirations

Chorale, our College choir, performed the uplifting *Take to the Sky* and was joined by Corelli String Orchestra for a stunning finale of *Ancient City* – both pieces by Australian composer Paul Jarman.

My thanks go to our conductors, accompanists, managers and the Media Crew for helping make the night a success. I also thank Adam for making the time to visit Radford again.

Junior School Music

Year 3 Strings

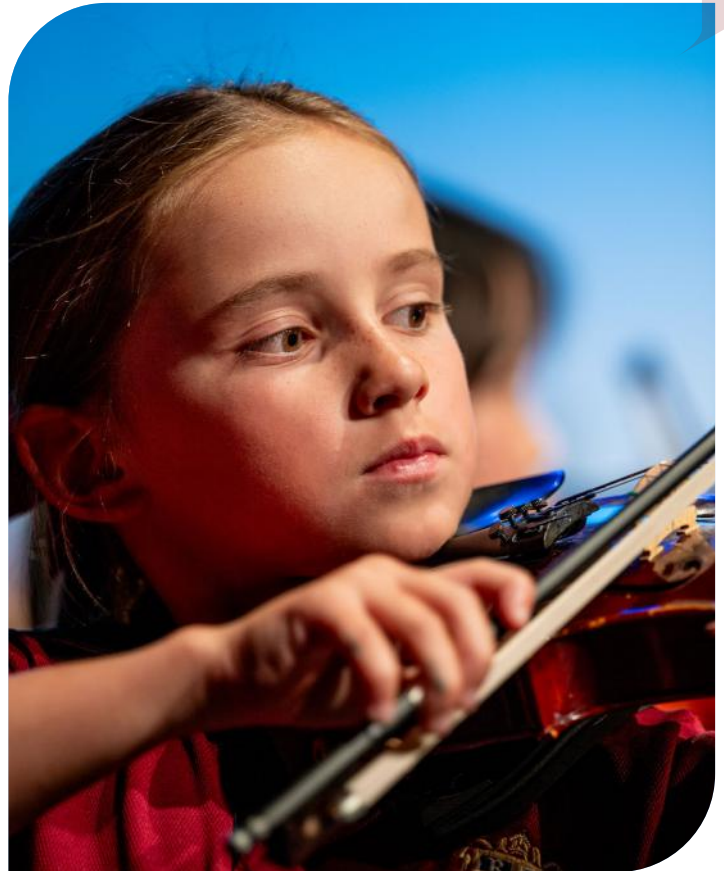
At Radford, all Year 3 students learn a stringed instrument as part of their music curriculum.

Each student is allocated either a violin, viola, cello or double bass and participates in weekly lessons. Many students choose to continue their instrument beyond Year 3, progressing into Radford's vibrant string orchestra program.

At the end of Term 4 last year, students presented a wonderful concert, and every Year 3 student should feel very proud of their efforts and achievements throughout the year.

In February 2026, our new Year 3 cohort received their instruments. Before taking them home, students learned about instrument care and safe handling.

It is remarkable to see how far they have come in such a short time – especially considering that, for many, February was the very first time they had ever held their instrument.



Year 5 Band

Every student learns a brass, woodwind or percussion instrument in Year 5 and is given their own instrument to use for the duration of the program.

The Year 5 Band Program commenced in 2025 after months of planning and now forms the core of the Year 5 music curriculum.

As with last year's launch, students were eager to open their brand-new flutes, clarinets, trumpets, trombones and percussion packs. The first lessons were filled with many enthusiastic – and at times unusual – sounds as students made their initial attempts at producing a tone.

As the year progresses, students will learn ensemble skills, begin playing together in smaller groups and eventually come together as a full cohort for a concert performance.



Senior Drama

Our Senior Drama production, *Hedda Gabler*, showcased the dedication of our Year 11 and 12 cast, who tackled demanding lines and complex characters across three months of rehearsal. Olivia Rehfisch delivered a compelling Hedda, supported by strong ensemble performances that highlighted the play's wit and its exploration of power, gender and social constraint.

A striking 1950s-inspired set by Mischa Pauza and atmospheric lighting by Noah Zweck deepened the production's impact. The production was led by Producer Mr Nick Akhurst, Assistant Director Ms Emily Ridge and Senior Drama Captain Olivia Grellman.



Year 10 Formal

Year 10 families, staff and students enjoyed a wonderful end-of-year celebration in the Great Hall at Parliament House. The evening featured music, awards and reflections on the cohort's journey so far. Awards were presented to Alia Livermore (Collegians Award), Alexander Tailby (ADF Long Tan Award), Kate Kristiansen (Allen Family Memorial Award and ADF Future Innovators Award), James King (ACU Award), and Methmal Gunaratne and Keating Lauman (inaugural Galambany Award recipients).





Farewell Class of 2025



ELC Visit and Avenue of Honour

As part of their final week, our Year 12 students visited the Early Learning Centre (ELC) – a cherished Radford tradition that celebrates connection across the years. They reunited with former teachers, shared childhood memories and reflected on their journey from the ELC to Year 12. The current ELC students were also the first faces the Year 12s saw when winding their way through the Avenue of Honour.





Graduation and Formal

Surrounded by family, friends and staff, students were celebrated for their achievements at the Graduation service, where College leadership encouraged them to embrace the future while cherishing their Radford journey. Later, the Year 12 Formal at the National Arboretum provided a stunning sunset backdrop for a final evening of dancing, meals and photographs, giving the Class of 2025 one last chance to come together and celebrate.



Sporting Highlights

Colts Champions

On Canberra Day, Radford College's 1st XI Cricket team claimed the 2025–26 Cricket ACT Colts Premiership, securing the ACT Colts Championship for the third consecutive year.

Batting first on a challenging wicket against Ginninderra Cricket Club, Radford posted 6/169, highlighted by a superb 95 not out from Aminda Weerasooriya.

The team then delivered a dominant performance in the field, bowling Ginninderra out for just 72, with sharp fielding and disciplined bowling throughout.

The premiership victory places the team in strong form as they prepare to compete for the prestigious Silk Trophy at Eton, UK, in July.

Basketball School Championships

Our U15 basketball teams finished strongly at the Australian School Championships on the Gold Coast in December, demonstrating skill, teamwork and determination throughout the week.

Schools from across the country fielded some of the strongest talent in the competition. The girls rose to the challenge and their growth across the week highlighted their ability to compete at the highest levels of school basketball. After a competitive start, they rounded out the tournament with two additional wins.

Special thanks go to all our staff whose dedication before and during the championships ensured our student-athletes were supported at every turn. We also extend our appreciation to all the parents and supporters who made the trip – cheering from the sidelines, assisting with bench duty, refilling water bottles and capturing wonderful photos.



Sporting Highlights



Futsal Finals

A team of Year 4 boys represented Radford College at the Champion of Champions futsal tournament in Queensland in November, demonstrating strong sportsmanship and teamwork throughout the competition.

The team progressed to the quarter-final, narrowly losing 8-7 to fellow ACT school St Matthew's Primary School. Ollie Milner was recognised for his outstanding performance, earning selection in the All-Star Squad.

The team's efforts were supported by Coach Mr Scott Jackson, Radford College Teacher and Team Manager Mr Dylan Hunt and dedicated parents.

Rowing Nationals

The 2026 Australian Rowing Championships delivered an outstanding result for Radford rowing.

All four Senior Quad crews qualified for A Finals, highlighted by a fourth-place finish from the Senior Girls A Quad. Individual successes included gold for Isobel Egan in the PR3 Mixed Doubles and bronze for Will Fraser in the U17 Men's Single Sculls. Strong results across junior events, resilience in challenging conditions and exemplary conduct reinforced Radford's reputation for combining high performance with strong character.



Sporting Highlights

Track and Field Championships

Emerson Ryan and Griff Steven represented the ACT at the School Sport Australia (SSA) Track and Field Championships at Sydney Olympic Park.

Emerson achieved personal bests across all events, placing sixth in the 100 metre, fifth in the 200m, and fourth in the 800m. Griff delivered a standout performance, becoming the SSA record holder and Australian champion in the U11 multiclass 100m. Both athletes also competed as members of the ACT 4 × 100m relay team.



Diamonds Visit

Radford College hosted high-performance training camps for the Australian Diamonds ahead of major international competitions in 2025 and 2026.

These visits included elite training sessions, match simulations and opportunities for Radford netballers to observe, train with and meet the superstars.



Wallaroos Selection

Ashley Fernandez (Class of 2020) has risen from school rugby at Radford College to the international stage, playing for Canberra Royals, Uni-North Owls, the ACT Brumbies and now the Australian Wallaroos. Despite injury setbacks, she

debuted for Australia in 2024 against Fijiana in Suva and represented the Wallaroos at the 2025 Rugby World Cup, all while studying a Bachelor of Secondary Education and working as a learning support worker.



Cross Country Carnival

We couldn't have asked for a more perfect autumn day for the 2026 Cross Country Carnival. Students of all ages came together to support their Houses and peers. The day began with a three kilometre race for older students and concluded with a brisk lap of the J.A. Mackinnon Oval by our youngest learners. In between, hundreds of students sprinted across the finish line, earning House points. Congratulations to Jarrah, winners of the Secondary School House Cross Country Shield, and Acacia in the Junior School.





Athletics Carnivals



By Tristan Thomas, Acting Head of Houses

With plenty of enthusiasm on display, students across both the Junior and Secondary School Athletics Carnivals embraced everything from sprints and field events to the ever-dramatic Golden Slippers. While the Secondary School enjoyed ideal conditions at the Australian Institute of Sport track, rain settled over the Junior School Carnival but could not dampen spirits, with competitors demonstrating resilience and teamwork throughout. Kurrajong displayed its trademark energy, Jarrah claimed top honours in the first House Cup event of the year and congratulations go to all Age Champions and Golden Slipper winners.



Competitive Swim Meet

By Alex Timms, Sports Program Coordinator

A fantastic day of competition unfolded at the 2026 Competitive Swimming Championships as 130 students from Years 2 to 12 took part in 50 metre and 100m events. Congratulations to our Golden Flipper winners - Louis Hayward, Isabelle Merenda, Austin Wang and Alexandra Smith - and well done to all our Age Champions. A huge thank you to the service students who volunteered as timekeepers and to our dedicated sports team for supporting our swimmers throughout the day.



News



Grandparents' Morning

The Grandparents' and Friends' Morning is a highlight of the Junior School calendar.

Classrooms were filled with warmth and activity as guests joined students in reading, creative projects, games and learning experiences, offering a glimpse into everyday life at the College. The event concluded with a morning tea hosted by Year 9 students, providing further opportunities for conversation and connection.

It was a meaningful celebration of belonging, shared learning and the special relationships that enrich our community.



Christmas Appeal

Radford Student Council raised \$1,812 through the Junior School Disco in Term 3 to support the Capital Regional Community Service's Christmas Appeal.

Students used the funds to purchase a wide range of gifts and hamper items for families

in the Belconnen community, helping ensure that no one goes without at Christmas. On a carefully planned shopping trip, they selected toys, household items and festive treats, with all donations placed in the Junior School's Magic Bathtub for collection and distribution ahead of the festive season.



Remembrance Day

Radford College observed Remembrance Day with a wreath-laying ceremony in the rose garden, followed by a one-minute silence in classrooms at 11 am.

Naval and Air Force Cadets in Years 9 and 10 played an important role in the ceremony, raising and lowering the flags and laying the wreath, helping to create a solemn and respectful occasion.

Debating Success

Congratulations to Henry Hirst (Year 11) and Joanna Yu (Year 10), who have been selected for the ACT Representative Debating Team for 2026.

Following a highly competitive selection process, they will represent the ACT at the National Schools' Debating Championship in Brisbane in May – the pinnacle event in Australian school debating. With only six students chosen statewide, Radford College is extremely proud to have two students selected and looks forward to hearing about their experiences at the national competition later in the year.



Round Square Conference

Radford College sent a student delegation to the 2025 Round Square International Conference in Dubai in September.

They joined 155 schools from 28 countries, engaging with peers from around the world in discussions on global issues such as tourism, environmentalism

and service. Following the conference, the delegation travelled to Egypt, exploring iconic sites including the Valley of the Kings, Karnak Temple and the Pyramids of Giza. Guided by an expert Egyptologist, the journey provided an unforgettable experience of global connection, learning and cultural discovery.



Super Swim for Starlight

Lab Technician Graeme Polewieski took to the swimming pool as part of the 2026 Super Swim for the Starlight Children's Foundation.

Inspired by Starlight's mission to bring joy to seriously ill children, he exceeded his goals by swimming more than 60 kilometres and raising over \$1,000, proving that stepping outside your comfort zone can make a meaningful difference.



Parents & Friends Association

Monique Glavonjic, Community Engagement Manager

Community events organised by the Parents & Friends Association (P&F) play a central role in bringing the Radford College community together. Through welcoming, inclusive and family-focused activities such as fetes, social gatherings and fundraising events, the P&F fosters connection, school spirit and a strong sense of belonging.

The 2025 Radford College Twilight Fete was a vibrant and joyful afternoon, with changing weather bringing a little rain, a rainbow and sunshine to cap off the celebration. From the moment the gates opened, the College grounds were alive with music, laughter and the buzz of families enjoying colourful stalls, delicious food, popular rides and much-loved attractions such as pony rides, which delighted younger visitors.

Highlights included the ever-popular car show, which drew steady crowds admiring an impressive mix of classic, vintage and modern vehicles, and the lively cupcake competition in T.B. Millar Hall. Bakers of all ages showcased their creativity, with Year 7 student Ryan Szigetvari taking the overall decorating champion title.

Across the grounds, visitors enjoyed reptile encounters, refreshments, the energetic mascot run and the fiercely supported Collegians vs Year 12 soccer matches. As twilight fell, the sense of connection and celebration was unmistakable. The College extends its sincere thanks to the P&F committee, volunteers, performers, staff, sponsors and local businesses whose generosity and hard work made the 2025 Twilight Fete such a memorable success.

Another highlight of the calendar was the annual Welcome Back event. It was a joyful celebration that brought new and returning families together to mark the

start of another year at Radford College. The afternoon was filled with excitement as students took part in the popular colour run, enjoyed face painting and ice cream and families shared in the relaxed summer atmosphere, complemented by delicious tacos.

The event once again highlighted the important role community gatherings play in fostering connection and belonging at Radford. The College warmly thanks the dedicated P&F volunteers whose enthusiasm and hard work made the occasion such a positive and memorable start to the year.





Radford Collegians

Monique Glavonjic, Community Engagement Manager

Radford Collegians proudly hosted the 2026 International Women's Day networking breakfast and panel discussion, *Give to Gain*, bringing together staff, students, parents and Collegians to celebrate the achievements, leadership and impact of women within our community. The event created a warm and welcoming space for connection, reflection and shared inspiration, reinforcing the importance of uplifting the voices and experiences of women across all walks of life.

The theme *Give to Gain* highlighted the power of mentorship, generosity and collective action – values that resonate strongly within the Radford community.

Guests were encouraged to consider how giving time, knowledge and support can spark opportunities not only for others, but also for themselves. This message set the tone for meaningful conversations between students, alumni and staff throughout the morning.

A highlight of the event was an inspiring panel featuring Radford Collegians Jacinta Maddigan (Class of 2003), Ashleigh Foster (Class of 2005) and Kate Lis-Clarke (Class of 2008), who spoke candidly about their professional pathways, personal growth and the lessons they have learned along the way.

They were joined by keynote speaker Chiaka Barry MLA, whose insights into leadership, resilience and navigating life's challenges offered encouragement to students and community members alike.

Radford College is proud to provide opportunities for our community to come together in recognition of International Women's Day. By celebrating the achievements of women, sharing stories of courage and leadership and championing causes that make a difference, we continue to inspire the next generation of leaders – students who will go on to shape their communities with the same generosity, integrity and purpose demonstrated by the women who came before them.



Members of the Foundation Board with Principal Christopher Bradbury and College Nurse Sophie Davis at the opening of the Health Care Centre.



Radford College Foundation

The Foundation continues to play a vital role in enhancing the student experience by funding projects that strengthen wellbeing, community connection and learning opportunities.

Proudly funded by the Radford College Foundation, the new purpose-built Health Care Centre reflects this commitment, featuring a secure nurse's office with clear visibility across treatment areas, a large, naturally lit examination and waiting area with 3 private sick bay beds and an accessible, unisex toilet and shower. A dedicated external, accessible entrance for parents and emergency services, along with a quiet, self-contained layout with no-through traffic, ensures the Centre supports student safety, care and comfort.

Scholarships

The Foundation ensures access to a Radford education by supporting scholarships that remove financial barriers and broaden opportunity. Through partnerships with generous benefactors, including the Boorer Foundation, the Foundation funds scholarships that cover up to 100 per cent of tuition, capital levies and additional fees, enabling talented students to thrive and contribute fully to College life. These include the Boorer Foundation Scholarship and the Radford College Foundation Scholarship. Together, these scholarships reflect the Foundation's enduring commitment to opening doors and creating brighter futures for deserving students.



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