



Radford College

Update to Parents

on the

College Strategic Plan
2006 - 2010

May 2008

Learning and Teaching

At Radford College the learning process is of paramount importance.

As we move towards 2010, Radford College will continue to:

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<ul style="list-style-type: none"> ensure the College's curriculum provides choice and balance while responding to changing expectations at community, territory and national levels; 	<ul style="list-style-type: none"> ongoing development of PreK-10 curriculum to meet requirements of ACT curriculum framework; 2008 commencement of Junior School; ongoing development of curriculum (IBO) framework for Years 1-4; development of Years 5 and 6 curriculum to incorporate IBO framework; commence review of Years 7 and 8 curriculum to enhance middle schooling practice; more explicit teaching of core content and skills Years 5-7; new Annual Report format for parents introduced 2006; large number of staff involved in cyclic review of Type 2 courses and Frameworks development for Years 11-12; more Open Parent Forums for all aspects of our College programs; IDEAS review in Middle School took place in 2007. This was a community appraisal process on all aspects of the Middle School; IDEAS review to occur for Years 7/8 2008; adoption of IDEAS process for evaluation of Junior School and High School programs; mapping of ELAs against Curriculum – ELC, MS, HS; development of scope and sequence for Junior School;
<ul style="list-style-type: none"> apply current learning theory to the development and delivery of learning and teaching programs; 	<ul style="list-style-type: none"> more systematic use of the Quality Teaching Framework to evaluate classroom practice; Australian Government grant for Boys in Literacy Project (Success for Boys program); ELC Academic in Residence program 2006/07 – Margot Boardman, UT – for implementation of Reggio approach and links to Junior School; differentiation focus for Years 5/6 staff 2007/8; English Department – Academic in Residence – Professor Ron Marken, March 2008; English 2006 Australian Government Quality Teaching Program (AGQTP); Year 7 team and English staff working with Dr Julie Rimes to provide further differentiation within T & L programs; Mathematics AGQTP 2007; enhancing research strategies with thinking tools – Marzano; use of IDEAS project for Years 5-7; incorporation of philosophy in T & L program Years 1-7;
<ul style="list-style-type: none"> value individual differences and provide for the different learning needs of all students through an inclusive curriculum; 	<ul style="list-style-type: none"> refinement of Years 5 and 6 special needs program; more systematic use of standardized testing to establish learner profile and identify areas of need; external consultancy to provide advice and PD on special needs PreK-6; alignment of Student Services policy and practice PreK-12; new Student Services Department structure 2007; extension and enrichment opportunities through competitions, e.g. Olympiad; expansion of ILP process for students with special needs; guest speakers on special needs, e.g. Sue Lackey (2007);

<ul style="list-style-type: none"> provide opportunities for students to make meaningful links between the traditional disciplines; 	<ul style="list-style-type: none"> review of integrated units Years 5/6 to promote inquiry learning based on PYP framework; compulsory ICT curriculum introduced Years 8-10; ELC Reggio curriculum model introduced in 2006; linkage of Reggio to PYP between Kindergarten and Year 1 established; development of integrated curriculum for JS based on PYP (IBO);
<ul style="list-style-type: none"> implement modes of assessment that promote quality and enable all students to demonstrate their progress and achievements as learners; 	<ul style="list-style-type: none"> further the development of portfolios for Years 1-6 and ELC; changes to reporting to meet new Australian Government requirements; Year 11/12 oral descriptor rubric created; Year 11/12 creation of Tertiary English assessment rubrics – used in ACT by many; introduction of quality teaching framework to review assessment tasks; development of rubrics to support assessment Years 1-4; review of all assessment policies Years 1-6 to provide more consistent practice; increased use of database to track student progress; extensive of assessment rubrics Years 7-12;
<ul style="list-style-type: none"> embed literacy, numeracy, information and communication technologies, new technologies and other essential learnings across the curriculum; 	<ul style="list-style-type: none"> Mathematics online support material commenced 2006 (Mathletics); spelling online support material commenced 2007 (Spellodrome); digital portfolios Year 7; analyse NAPLAN and use to assist student learning; profiling of all Junior School students (NAPLAN); large increase in interactive whiteboard technology; integration of electronic databases as appropriate; use of GPSR in fieldwork for Geography; cyclic renewal of computers and software; increased use of data loggers; increased use of mimio smartboard technology; Mathematics is exploring computer algebra system (CAS) for a 2009 introduction; Mathematics Department is a trial school for Texas instruments.
<ul style="list-style-type: none"> foster vocational education and career attributes as pathways for further education and employment; 	<ul style="list-style-type: none"> review into Vocational Education conducted 2006; combine Vocational Education and Careers into the one role from 2007; explore possible new Vocational pathways, e.g. Childcare, Entertainment; new Career Education program for all Year 10 commenced 2007; implement new 2007 AQTF framework + standards; revision of documentation for Work Experience placements; Australian School-Based Apprenticeships (ASBA) now available for Year 11 and 12 accredited students; ongoing development of Careers page on intranet to provide increased access to information; AIS NSW to operate as RTO – potential to introduce additional VET courses; closer links with Student to Industry program;

<ul style="list-style-type: none"> internationalise the curriculum to encompass intercultural understandings and sustainable practices that equip students to engage as sensitive and responsible citizens in the global community. 	<ul style="list-style-type: none"> regional membership of Round Square group of international schools; student exchange program with sister exchange schools in Japan, USA, Canada, France and Germany; overseas tours – Vietnam (2006), USA (2007), NZ (2007), France (2007), Japan (2006), Vietnam (2008), Africa (2007), Africa (2008), England (2008), Japan (2008), Turkey (2008); World Futures focus in Middle School, RAVE focus on individual and collective responsibility as global citizens; commencement of International Baccalaureate in Junior School; introduction of Chinese as a language for Junior School; compulsory foreign languages (K-Year 8); joined a pilot group for Asian Education Foundation initiatives (2008); increased emphasis on Civics and Citizenship in Humanities program Years 5-7.
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Pastoral Care

At Radford College we are committed to providing an environment where every student feels safe and happy and is appreciated as a member of the school and wider community.

As we move towards 2010, Radford College will research, review and further develop:

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<ul style="list-style-type: none"> • policies and programs that enhance an individual's positive sense of self; 	<ul style="list-style-type: none"> • ongoing;
<ul style="list-style-type: none"> • our participation in the community; 	<ul style="list-style-type: none"> • extensive Radford Awareness and Service program; • Year 10 Community Service Program; • Year 10 Team Support program;
<ul style="list-style-type: none"> • support strategies for students; 	<ul style="list-style-type: none"> • Student Services Department; • individual learning plans; • anti-bullying programs regularly held; • counselling team and provision of additional counselling time; • working with AFP (2006/07/08) on party guidelines for teenagers, called <i>Party Smart</i>; • staff PD sessions on ADD, ADHD, Autism, Aspergers; • detailed assessment review commenced 2007; • use of restorative justice conferences where appropriate; • additional counsellor support for diagnostic testing provided in 2007/08; • Year 7 trialing a new expanded Tutor period time (2008); • mentoring of all new senior students during transition; • expansion of GET SET program (senior students mentoring juniors); • development and trial of pastoral care plans;
<ul style="list-style-type: none"> • policies and programs that promote a healthy and balanced lifestyle for all members of the Radford community; 	<ul style="list-style-type: none"> • Health Promotion Committee; • PE and Health Curriculum; • tutor programs; • appointment of a nurse educator 2008;
<ul style="list-style-type: none"> • strategies that promote student independence both as individuals and as members of a group, team, family or society; 	<ul style="list-style-type: none"> • tutor programs; • cocurricular opportunities;
<ul style="list-style-type: none"> • student leadership opportunities; 	<ul style="list-style-type: none"> • more student leadership roles created; • a review of Prefects system to occur during 2007/08; • Junior School house leadership roles; • buddy program established between Year 5 and ELC students; • link of leadership roles to RAS framework; • SRCs for Years 5/6 and High Schools; • appointment of captain for Get Set program; • student involvement with IDEAS review; • team support program;
<ul style="list-style-type: none"> • staff knowledge and skills in pastoral issues; 	<ul style="list-style-type: none"> • professional development opportunities, e.g. Andrew Fuller 2006, Phil Marsh 2006, Tony Jarvis 2007, Sue Larkey 2007, NetAlert (cyber bullying) 2007, AHISA Pastoral Conference (2008);
<ul style="list-style-type: none"> • a just and caring community with a culture that reinforces the values of consideration and respect for others; 	<ul style="list-style-type: none"> • link to RAS program; • team support program;
<ul style="list-style-type: none"> • the intrinsic links between the spiritual, academic, pastoral and cocurricular domains to support the holistic development of each student. 	<ul style="list-style-type: none"> • the Radford approach.

Spirituality

Radford is a learning community founded on, and continually formed by, the Christian story. Radford College seeks to deepen its life as a community, enabling its members to belong and walk in the truth, act wisely, live compassionately, and become all God has made us to be.

As we move towards 2010, Radford College will aim to:

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<ul style="list-style-type: none"> embed Radford's Christian ethos and core values into its language, practices and cultural life; 	<ul style="list-style-type: none"> review of motto, aims, values framework started Term 4 2006; language around key words – imagine, listen, respect, truth, compassion, wisdom; new College prayer gazetted 2008; propagation and use of key verbs among staff and students – imagine, listen, respect – and their link to the College motto of truth, compassion, wisdom; use of College prayer (developed and launched late in 2007); pursue search for College hymn; development and deepening of the Foundation Day celebration 'the Telling' (2008) and its ties to Radford's patterns of raising awareness and working in service;
<ul style="list-style-type: none"> foster the Radford Awareness and Service (RAS) program and inculcate the habits of being just, inclusive, diverse and sustainable as central elements of the Radford culture; 	<ul style="list-style-type: none"> huge increase of new opportunities; strength focus on 'awareness' and 'doing' rather than just 'fund raising'; strengthen student leadership of RAS and the processes by which the students shape the direction of RAS energies and support; continue the commitment to one major fundraising event (Foundation Day); pursue more effective ways of increasing Radford's awareness on important issues; deepen the student's active service and participation in just, inclusive, diverse and sustainable communities; international membership of the Round Square organization;
<ul style="list-style-type: none"> develop Religious and Values Education across curriculum programs in all of the Schools (Junior, Middle, High and Senior); 	<ul style="list-style-type: none"> ongoing; actively encourage the teaching staff's professional development in teaching RAVE, including the use of St Mark's and our hosting of RAVE networking and conferences; continuous curriculum development and review;
<ul style="list-style-type: none"> deepen patterns of wellbeing, care and spiritual formation for the members of the Radford community; 	<ul style="list-style-type: none"> ongoing; visit by Rev Fr Dr Tony Jarvis; continue staff weekly reflection and the e-Bulletin 'from the Chaplains'; provide greater opportunities for reading, prayer, retreats and discussion; increase the authentic practice of Radford's ethos and values; visit by guest speakers at Chapel;
<ul style="list-style-type: none"> strengthen the role of the Chapel to enrich the life of the College and the wider community. 	<ul style="list-style-type: none"> ongoing; 2008 began 'Saturday Sunset' services with Holy Covenant (an evening faith community) – held monthly on Saturday evening.

The Cocurricular Program

At Radford College participation in individual and team activities provides students with opportunities to build self-esteem and confidence, learn about commitment and teamwork, enjoy a healthy approach to life, enhance skills, be creative and imaginative, develop a sense of the aesthetic, assume leadership roles, respond to challenges, be self-disciplined, use their initiative and develop a sense of responsibility towards others.

As we move towards 2010, Radford College will research, review and further develop:

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<ul style="list-style-type: none"> opportunities for all students to participate in the valuable cocurricular program; 	<ul style="list-style-type: none"> ongoing; fostering of parent support groups;
<ul style="list-style-type: none"> the integrity and quality of the cocurricular program; 	<ul style="list-style-type: none"> constant review; deliberate policy of no additional activities to allow consolidation; creation of legal framework for 2 fully parent run activities (snowsports and equestrian); risk assessment review commenced;
<ul style="list-style-type: none"> the acquisition and use of equipment, resources and space to cater suitably for an expanding cocurricular program; 	<ul style="list-style-type: none"> ongoing;
<ul style="list-style-type: none"> the contrasting needs of the three broad cocurricular areas of music, sport and other activities; 	<ul style="list-style-type: none"> ongoing;
<ul style="list-style-type: none"> effective methods of recording and reporting on a student's cocurricular involvement; 	<ul style="list-style-type: none"> ongoing;
<ul style="list-style-type: none"> the effective use of technology, particularly the intranet/internet, to assist in the effective running and distribution of information for the cocurricular program; 	<ul style="list-style-type: none"> ongoing;
<ul style="list-style-type: none"> the process, balance, criteria and number of awards systems (Braids and Half Braids, Captaincy, Colours, Representative Honours/Recognition, Service); 	<ul style="list-style-type: none"> review concluded 2007 and new system commenced Term 4 2007;
<ul style="list-style-type: none"> leadership opportunities and recognition within the cocurricular program for students. 	<ul style="list-style-type: none"> ongoing.

Staffing

Radford College already enjoys a staff of outstanding quality. The following policies are designed to ensure that Radford remains at the forefront in the provision of quality learning and teaching.

As we move towards 2010, Radford College will research, review and further develop:

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<ul style="list-style-type: none"> the current challenges and opportunities for staff, paying particular attention to: <ul style="list-style-type: none"> the integration of information and communication technologies across the curriculum; the application of the latest learning theories and practices; the speed of change, the nature of change and appropriate responses to societal welfare issues in modern society and their impact on the classroom; the changing pedagogical approaches in many disciplines; their important contribution to the cocurricular program; the Christian ethos of the College; 	<ul style="list-style-type: none"> issue of new laptops 2007; professional development-learning programs; EEO survey completed 2006/07/08; visit by Rev Fr Dr T Jarvis 2007 – spiritual and pastoral focus; department-led professional development sessions; professional development session on Child Protection/Duty of Care – P Marsh 2006; AHISA Pastoral Care Conference 2006/08;
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	<ul style="list-style-type: none"> all staff completed first aid qualifications 2008.
<ul style="list-style-type: none"> opportunities for professional development that link to this strategic plan; 	<ul style="list-style-type: none"> many new professional development initiatives; Head of Department/Director of Studies specialized leadership professional development program – year-long 2008 revised staff professional development funding scheme to include wellbeing; targeted program for boys literacy; engagement of consultant for Differentiation; PD to familiarize staff with GPSR technology and applications;
<ul style="list-style-type: none"> conditions to ensure that our staff welfare reflects the demands of the modern teaching profession; 	<ul style="list-style-type: none"> new staff welfare measures; new Award commenced 2007; Staff Association revamped and re-organised by staff to have a staff welfare function; all staff able to access annual health check; provision of wellbeing forums; establishment of staff welfare page on College intranet; targeted health and well-being program; College Health Committee to implement ‘staff matters’ initiatives;
<ul style="list-style-type: none"> a new staff appraisal scheme that supports professional growth and promotes collaborative practice; 	<ul style="list-style-type: none"> new staff appraisal program 2007; all senior executive completed appraisals in 2006; new ISTAA Standards approach for Teacher Award. Additional position of classroom excellence added; HODs trained in skills for supervision of professional accreditation process; successful accreditation of a number of staff from Proficient to Experienced status; probationary appraisal implementation for all new staff;
<ul style="list-style-type: none"> appropriate channels for staff communication on matters relating to curriculum, pedagogy, administration, leadership and other aspects of education at Radford to ensure that their professional views are known and able to form a significant part of the successful implementation of this strategic plan; 	<ul style="list-style-type: none"> open forums; minutes/agendas open for all executives; new Staff Association format commenced 2007; staff professional development on teams (N Johnson); EOWA report 2006/7/8 provide valuable staff feedback; large growth in staff intranet provision; Consultative Management Committee; IDEAS review for Middle School (2007); establishment of a new data management system;

<ul style="list-style-type: none"> the support, professional development and encouragement of our non-teaching staff; 	<ul style="list-style-type: none"> ongoing; access to staff professional development individual scheme;
<ul style="list-style-type: none"> the need for flexible approaches and innovative practices for the recruitment, retention and promotion of quality staff. 	<ul style="list-style-type: none"> ongoing; new Teacher Associate scheme began 2006 with University of Canberra; Human Resource Administrator position commenced 2008; ongoing support for preservice placements, including internships; observation of potential teachers prior to appointment; all short-listed teacher applicants required to conduct a demonstration lesson as part of selection process; all Junior School staff assigned roles as change leaders, to provide leadership experience.

Appropriate Structures

Radford College aims to provide an appropriate and challenging learning environment for each individual at each stage of the learning process.

As we move towards 2010, Radford College will research, review and further develop:	Update May 2008
<ul style="list-style-type: none"> the successful implementation of the new Junior School, consisting of: the Early Learning Centre, commencing 2006; the Infants School, commencing 2007; the Primary School, commencing 2009; 	<ul style="list-style-type: none"> ELC commenced 2006; Kindergarten commenced 2007; Head of Junior School appointed for start of 2007; Junior School (Year 1-4 element) commenced 2008;
<ul style="list-style-type: none"> our current four-school structure (Junior, Middle, High and Senior); 	<ul style="list-style-type: none"> major review conducted in 2006 and 2007 with final decision to move to a Junior/High/Senior structure for 2008 and yet keep a very strong middle schooling focus for Years 4-9 (with an Assistant Principal having oversight); extra class at Year 5 and 6 to commence 2009;
<ul style="list-style-type: none"> our membership obligations, responsibilities and participation with the national Dare to Lead (DARE) indigenous education initiatives for schools; 	<ul style="list-style-type: none"> ongoing; annual report for DARE on initiatives; conversations with our indigenous families; acknowledgement of traditional landowners in school publications and all public events where appropriate; more curriculum links have developed;
<ul style="list-style-type: none"> our membership obligations, responsibilities and participation with the international Round Square schools organisation; 	<ul style="list-style-type: none"> regional member 2005-07, international member 2008; attended conferences (Year 11 – Alice Springs 2006; Year 8 – Adelaide 2006; Year 10/11 Singapore 2007; Year 8 Sydney 2008; Year 10/11 Canada 2008. Strong links to our RAS programs; ex-students in Ecuador, Ethiopia, India and Thailand for their GAP year; tour to a Mozambique orphanage by a group of Year 10/11/12 students in June 2008;
<ul style="list-style-type: none"> our response to the changing demographic patterns in the suburbs from which we draw our students; 	<ul style="list-style-type: none"> ongoing;
<ul style="list-style-type: none"> entry policies, including the issue of bursaries, while maintaining the College's non-selective approach as the core of its enrolment policy; 	<ul style="list-style-type: none"> ongoing;
<ul style="list-style-type: none"> a strategic response to possible changes in Commonwealth and State funding of independent schools; 	<ul style="list-style-type: none"> ongoing;
<ul style="list-style-type: none"> ways of fostering the Radford Collegians Association and the Parents and Friends Association; 	<ul style="list-style-type: none"> ongoing;
<ul style="list-style-type: none"> Board governance procedures, policies and practices. The Board of Directors, via the Principal, is accountable for the successful implementation of this 2006-2010 Strategic Plan. 	<ul style="list-style-type: none"> ongoing.

Facilities Master Plan

The Radford College master plan has been developed in response to the educational strategic plan outlined in this document. By its very nature, this is a master plan subject to change and refinement.

As at 1 January 2006 the College Board has approved the following projects:

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<ul style="list-style-type: none"> • Junior School consisting of: <ol style="list-style-type: none"> a) an Early Learning Centre, commencing operation in 2006; b) an Infants School, commencing operation in 2007; c) a Primary School, commencing operation in 2009; 	<ul style="list-style-type: none"> • completed; • completed; • completed for a 2008 commencement;
<ul style="list-style-type: none"> • Art, Design and Technology Centre; 	<ul style="list-style-type: none"> • completed;
<ul style="list-style-type: none"> • water and energy reduction strategies; 	<ul style="list-style-type: none"> • underway; • water usage cut by 40%; • ovals replanted with drought resistant grass; • additional water tanks, solar panels; • new energy-efficient lighting system installed 2007; • greywater/tanks installed for Junior School • recycling stations installed; • staff environmental group commenced;
<ul style="list-style-type: none"> • ongoing maintenance and refurbishment of existing facilities. 	<ul style="list-style-type: none"> • ongoing;
<ul style="list-style-type: none"> • new facilities created from space created by ADT Centre include additional Physics/Geology lab, additional English classroom, more Music staff space; 	<ul style="list-style-type: none"> • completed;
<ul style="list-style-type: none"> • new facilities for Middle School – new reception, computer lab, classroom movable wall Rooms 80/81, quadrangle, play area, playground equipment; 	<ul style="list-style-type: none"> • completed;
<ul style="list-style-type: none"> • new facilities – air conditioning of Technology areas (P&F donation) and Library; improved Library lighting; environmental recycling centres established; 	<ul style="list-style-type: none"> • completed;
<ul style="list-style-type: none"> • new facilities of English staffroom, IT Technicians Centre and Middle School Reception; 	<ul style="list-style-type: none"> • completed;
<ul style="list-style-type: none"> • extensions to both P&F ovals; 	<ul style="list-style-type: none"> • completed;
<ul style="list-style-type: none"> • bus shelter 	<ul style="list-style-type: none"> • completed;
<ul style="list-style-type: none"> • boat shed for Black Mountain Peninsula 	<ul style="list-style-type: none"> • building commenced March 2008;
Items on our plan include (in no particular order):	
<ul style="list-style-type: none"> • upgrade road to Sports Centre with extra parking; 	<ul style="list-style-type: none"> • stage 1 completed (to Performing Arts); • lobby for a Haydon Drive entrance continues;
<ul style="list-style-type: none"> • hospitality facilities - teaching spaces, student canteen, catering for functions, café; 	<ul style="list-style-type: none"> • plans being developed;
<ul style="list-style-type: none"> • improved security measures; 	<ul style="list-style-type: none"> • ongoing;
<ul style="list-style-type: none"> • a rectangular playing field near the Maintenance Department. 	
<ul style="list-style-type: none"> • minor works including additional changing rooms, Middle School Reception, staff facilities, science storage, disabilities pathway (Science to Food Studies), Middle School Art/Design, Years 5/6 classroom additions and entrance area for Senior School; 	
<ul style="list-style-type: none"> • TB Millar Hall mezzanine; 	
<ul style="list-style-type: none"> • more classrooms; 	
<ul style="list-style-type: none"> • extensions to the Performing Arts building and a southern walkway connecting the western drama room and the Performing Arts Centre; 	<ul style="list-style-type: none"> • stage 1 being planned – new drama space for a Term 2 2009 commencement;
<ul style="list-style-type: none"> • further landscaping; 	
<ul style="list-style-type: none"> • specialist Year Centres for Years 9 and 10; 	
<ul style="list-style-type: none"> • links to new proposed ACTION Busway; 	<ul style="list-style-type: none"> • ACTION busway has been put on hold by the ACT Government;
<ul style="list-style-type: none"> • improvements to bathrooms and change rooms for Sports Centre, staff, students and visitors. 	<ul style="list-style-type: none"> • commenced 2008.