



RADFORD COLLEGE

*Strategic Plan
2006-2010*



Content

From the Chairman of the Board	1
From the Principal	1
The Background of Radford College	2
The Aims of Radford College	3
Learning and Teaching—building a learning community	5
Pastoral Care—providing a safe and caring environment	6
Spirituality—encouraging purpose and meaning	7
The Cocurricular Program—creating opportunities for enrichment	8
Staffing—teaching as a vocation	9
Appropriate Structures—providing a supportive framework	10
Facilities Master Plan—creating a school that fosters learning	11

We would like to acknowledge the traditional custodians of this land and pay our respects to the Elders both past, present and future for they hold the memories, the traditions, the culture and hopes of Indigenous Australia.



RADFORD COLLEGE

College Street, Bruce ACT 2617

Telephone: 02 6162 6200

Facsimile: 02 6162 6263

www.radford.act.edu.au



RA Young and DJ Mulford

From the Chairman of the Board

The Board of Directors of Radford College is very proud of the College, its staff, students and educational programs. For the College to remain relevant to the needs of its students it must continually review, revise, improve and strengthen all aspects of the College's programs.

The strategies outlined in this Strategic Plan show how the College will cope with rapid change, and the required flexibility and adaptability, whilst maintaining necessary core values under greater community pressure. A more detailed internal Educational Strategic Plan document will be formulated to incorporate targets, timing, parameters and resource provision.

The College Board continues to foster an outstanding learning climate that places Radford College at the forefront of educational provision in Australia.

From the Principal

Learning is at the heart of what schools are about. Preparing and planning for 'preferred futures'¹ is essential for a good school.

This educational strategic plan covers seven core elements—academic, pastoral, spiritual, cocurricular, staffing, organisational structure and facilities. The plan acknowledges the firm foundations laid by the pioneers of the College and sets a pathway for 2006–2010. The journey should be challenging, exciting, enjoyable and productive.

Some of the educational trends to which we should respond are:

- the need for a broad, liberal education that encompasses academic, ethical, cultural, physical and spiritual goals;
- the importance of understanding how learning occurs and how to maximise its effectiveness for each individual;
- the need for authentic leadership development for all;
- the benefits of improved international understanding; service to others; environmental conservation; outdoor adventure and education for democracy;
- the growing and, at times, conflicting demands by different levels of Government on schooling requirements;
- the role of information and communication technologies and inter-disciplinary studies;
- the increasing need for effective pastoral care in the context of rapid social change.

In Romans, St Paul challenges us to be 'transformed by the renewing of the mind'. It is this constant process of renewal that will enable us to nurture hearts and minds for the 21st century.

¹ Beare, H 2001, *Creating the Future School*

nurturing hearts and minds



Bishop Warren laying the Foundation Stone.

The Background of Radford College

Radford College is an Anglican coeducational day school located in Bruce, ACT. Its motto is Truth, Compassion and Wisdom. On 11 February 1984 the College opened with 240 students and a staff of 21 with Mr Jock Mackinnon AO as the founding Principal. It was named after the Rt Revd Lewis Bostock Radford, the fourth Bishop of Canberra and Goulburn.

The College is made up of four schools:

School		2006		Enrolment Projections	2010
Junior	Early Learning Centre	66		88	
	Infants	-	To commence 2007	132	
	Primary	-	To commence 2009	144	364
Middle	Year 5	72		72	
	Year 6	72		72	
	Year 7	176		176	320
High	Year 8	176		176	
	Year 9	176		176	
	Year 10	164		176	528
Senior	Year 11	176		176	
	Year 12	170		170	346
		1248			1558



L to R (above): Mr J Mackinnon AO (Principal 1984–1988), Mr P Casson (Principal 1989–1992), Mr R Young (Chairman), Mr L Willett AO (Chairman 1985–2003), Mr G Wigg (Principal 1993–2000), Mr D Mulford (Principal)

The Aims of Radford College

To provide a purposeful, imaginative and enjoyable learning environment

The College will provide a learning environment for students which:

- prepares them for life-long learning;
- focuses on the learning process;
- nurtures academic rigour, adaptability, creativity, innovation and flexibility of mind;
- develops a spirit of enquiry and discovery;
- encourages participation in a broad range of academic and co-curricular activities.

To nurture student potential

The College will provide a learning environment for students which:

- encourages the achievement of sound, appropriate and challenging personal goals;
- facilitates their active participation in the learning process;
- helps them accept responsibility for their progress;
- encourages them to learn how to learn;
- acknowledges the worth of each individual.



nurturing hearts and minds

To foster personal values and attributes

The College will provide a learning environment for students which:

- develops self-esteem and confidence;
- fosters self-discipline and encourages them to accept responsibility for their actions;
- encourages participation in group and team activities;
- promotes involvement in the local and wider community;
- allows them to adapt to the challenges of a changing world;
- encourages a concern for the welfare of others and a desire to serve others;
- nurtures a respect for the social and natural environment.

To encourage an understanding and acceptance of Christianity as the spiritual and moral basis of life

The College will provide a learning environment for students which:

- allows them to explore personal beliefs and develops an awareness of spirituality;
- helps them to develop a strong sense of morality and ethics;
- encourages sensitivity to the needs of others;
- nurtures tolerance and acceptance of difference;
- encourages respect of and understanding for the search for truth;
- presents the Christian faith as a meaningful and relevant way of life.



building a learning community

Learning and Teaching

At Radford College the learning process is of paramount importance.

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

- ensure the College's curriculum provides choice and balance while responding to changing expectations at community, territory and national levels;
- apply current learning theory to the development and delivery of learning and teaching programs;
- value individual differences and provide for the different learning needs of all students through an inclusive curriculum;
- provide opportunities for students to make meaningful links between the traditional disciplines;
- implement modes of assessment that promote quality and enable all students to demonstrate their progress and achievements as learners;
- embed literacy, numeracy, information and communication technologies, new technologies and other essential learnings across the curriculum;
- foster vocational education and career attributes as pathways for further education and employment;
- internationalise the curriculum to encompass intercultural understandings and sustainable practices that equip students to engage as sensitive and responsible citizens in the global community.



providing a safe and caring environment

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:

- policies and programs that enhance an individual's positive sense of self;
- our participation in the community;
- support strategies for students;
- policies and programs that promote a healthy and balanced lifestyle for all members of the Radford community;
- strategies that promote student independence both as individuals and as members of a group, team, family or society;
- student leadership opportunities;
- staff knowledge and skills in pastoral issues;
- a just and caring community with a culture that reinforces the values of consideration and respect for others;
- the intrinsic links between the spiritual, academic, pastoral and cocurricular domains to support the holistic development of each student.



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:

- embed Radford's Christian ethos and core values into its language, practices and cultural life;
- 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;
- develop Religious and Values Education across curriculum programs in all of the Schools (Junior, Middle, High and Senior);
- deepen patterns of wellbeing, care and spiritual formation for the members of the Radford community;
- strengthen the role of the Chapel to enrich the life of the College and the wider community.



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:

- opportunities for all students to participate in the valuable cocurricular program;
- the integrity and quality of the cocurricular program;
- the acquisition and use of equipment, resources and space to cater suitably for an expanding cocurricular program;
- the contrasting needs of the three broad cocurricular areas of music, sport and other activities;
- recording and reporting on a student's cocurricular involvement;
- the effective use of technology, particularly the intranet/internet, to assist in the effective running and distribution of information for the cocurricular program;
- the process, balance, criteria and number of awards systems (i.e. Braids and Half Braids, Captaincy, Colours, Representative Honours/Recognition, Service);
- leadership opportunities and recognition within the cocurricular program for students.



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:

- the current challenges and opportunities for staff, paying particular attention to:
 - 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;
- opportunities for professional development that link to this strategic plan;
- conditions to ensure that our staff welfare reflects the demands of the modern teaching profession;
- a new staff appraisal scheme that supports professional growth and promotes collaborative practice;
- 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;
- the support, professional development and encouragement of our non-teaching staff;
- the need for flexible approaches and innovative practices for the recruitment, retention and promotion of quality staff.



providing a supportive framework

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:

- 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;
- our current four-school structure (Junior, Middle, High and Senior);
- our membership obligations, responsibilities and participation with the national Dare to Lead indigenous education initiatives for schools;
- our membership obligations, responsibilities and participation with the international Round Square schools organisation;
- our response to the changing demographic patterns in the suburbs from which we draw our students;
- entry policies, including the issue of bursaries, while maintaining the College's non-selective approach as the core of its enrolment policy;
- a strategic response to possible changes in Commonwealth and State funding of independent schools;
- ways of fostering the Radford Collegians Association and the Parents and Friends Association;
- Board governance procedures, policies and practices. The Board of Directors, via the Principal, is accountable for the successful implementation of this Strategic Plan.



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:

- Junior School consisting of:
 - 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;
- Art, Design and Technology Centre, commencing operation in July 2006;
- water and energy reduction strategies, commenced in 2004;
- ongoing maintenance and refurbishment of existing facilities.



building a learning community

Items on our **short-term master plan** include (in no particular order):

- boat shed for Black Mountain Peninsula;
- upgrade road to Sports Centre with extra parking;
- hospitality facilities—teaching spaces, student canteen, catering for functions, café;
- improved security measures, including a caretaker's residence;
- links to new proposed ACTION Busway;
- a rectangular playing field near the Maintenance Department.

Items on the **long-term master plan** include (in no particular order):

- TB Millar Hall mezzanine;
- more classrooms;
- extensions to the Performing Arts building and a southern walkway connecting the western drama room and the Performing Arts Centre;
- further landscaping;
- specialist Year Centres for Years 9 and 10.





RADFORD COLLEGE

College Street, Bruce ACT 2617

Telephone: 02 6162 6200

Facsimile: 02 6162 6263

www.radford.act.edu.au