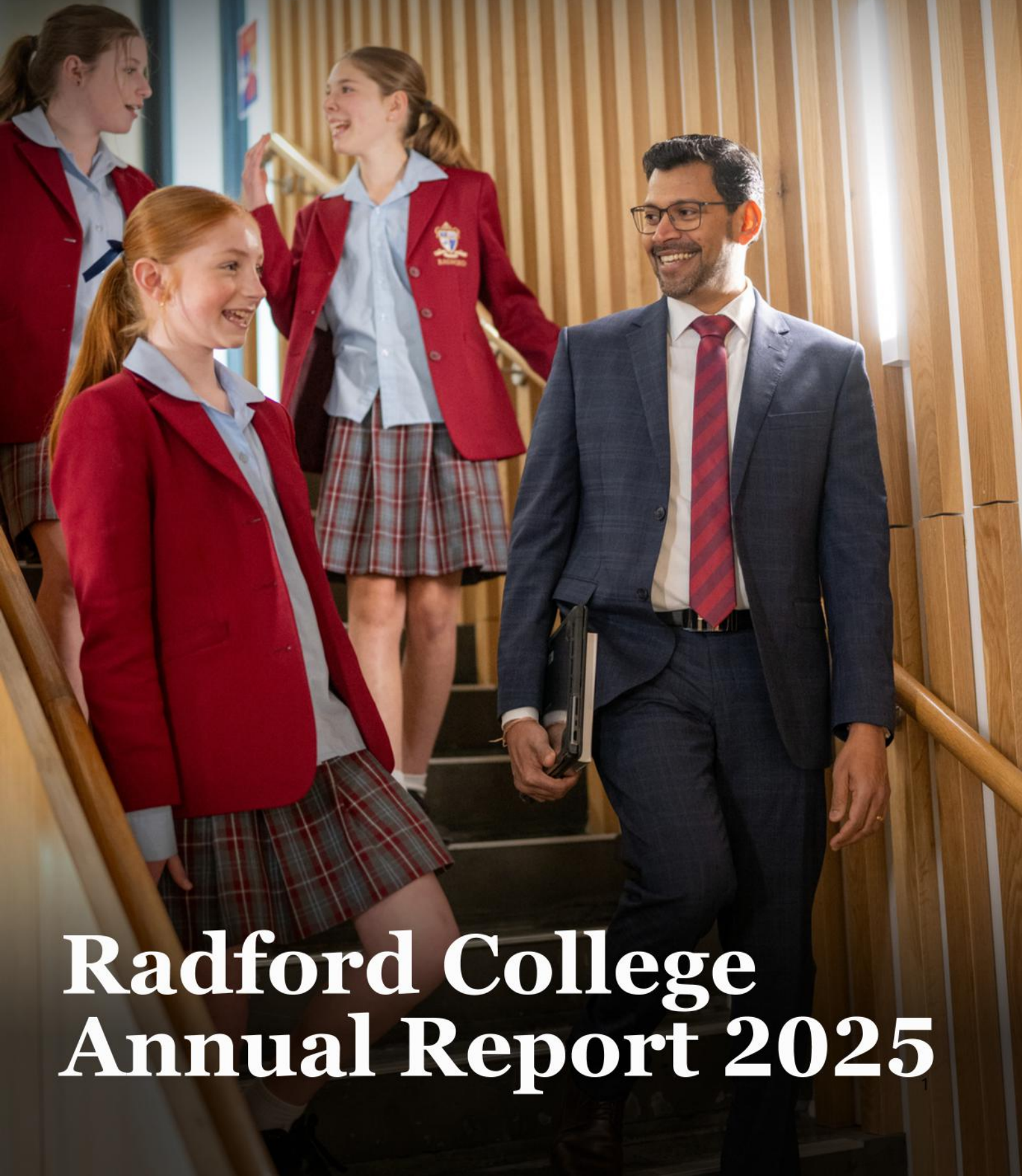
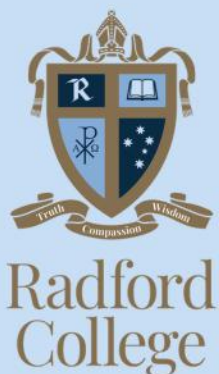




Radford  
College



# Radford College Annual Report 2025



Radford College acknowledges the Ngunnawal people, the Traditional Custodians of this Land, whose treasured cultures and customs have nourished and continue to nourish the Land on which we meet, play and learn.

We pay our respect to Elders past and present and express gratitude for their ongoing contribution towards education.

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

Photographers:  
Gavin Blue, Alan Lee  
and Kerrie Brewer.

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# Key contacts and information

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

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

The enrolment process is non-selective. As at Term 4, 2025, the College enrolment was 2,177 students, comprising 1,076 females and 1,101 males.

Radford College consistently ranks highly in ACT academic rankings. We believe this reflects our innovative teaching practices and our fundamental understanding that students achieve their best when they are engaged in their learning.

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

## Board members in 2025

Mrs Vicki Williams (Chair)  
Mr Malcolm Lamb (Deputy Chair)  
Mr Mark Whitby  
Mr Tim McGhie  
Mrs Emily Purvis  
Dr Katherine Gordiev  
Ms Carrie Leeson  
Mr Michael Tabisz  
Prof. Barney Dalgarno  
Ms Genevieve Quilty  
Ms Jocelyn Martin

## Secretary to the Board

Ms Suba Tharmarajah

## Principal

Mr Christopher Bradbury

## Chief Operating Officer

Ms Suba Tharmarajah

## Senior Chaplain

Reverend Dr Katherine Rainger

## Communications Officers

Ms Hannah Sparks and  
Mrs Annette Carter

## Facilities Manager

Mr Craig Webber



# Compliance Statement 2025

**The following paragraphs outline how Radford College has complied with each of the ACT Non-Government Schools Registration Standards, demonstrating our dedication to providing a positive, effective, safe and inclusive learning environment for students and staff.**

Here, we demonstrate our focus on the safety, education and social needs of each student. We compile evidence of our compliance, along with improvements aligned with the standards. The documentation we maintain for the ACT Non-Government Schools Registration Standards provides an accurate record of our commitment, reflecting high standards and ensuring accountability in our educational and operational practices.

**Registration Standard A (Governance):** The College's governance structure is designed to ensure effective compliance with legal, regulatory and fiduciary requirements. The College Board ensures that the Executive is accountable for developing and maintaining high standards of educational service, operational effectiveness and regulatory compliance.

The College Board and Executive manage financial sustainability with diligence and expertise, carefully planning for the future needs of the College, including the vigilant management of enrolments in line with the enrolment policy.

Radford College strives to exceed the expectations set by regulatory authorities, fostering a culture of excellence, accountability and continuous improvement. To assist with this process, feedback from the school community is welcomed and addressed through formal processes.

**Registration Standard B (Education Programs):** Radford College aims to meet and exceed the standards set by the ACT Education Directorate. Regular assessment of our educational programs ensures alignment with ACT BSSS certification requirements for students in Years 11 and 12. The ongoing professional development of teaching and College services staff, our focus on effective teaching practices and the prudent use of technology in the classroom demonstrate our commitment to educational excellence. Clear learning outcomes are established for students, and effective teaching, assessment and reporting practices support the achievement of these outcomes.



**Registration Standard C (Safety and Welfare):** The College places the safety and wellbeing of students as its highest priority. We have comprehensive policies, procedures and training in place to support child protection and child-safe practices. Staff receive regular information and training updates to identify and respond effectively to child protection concerns.

Student attendance is carefully monitored in partnership with parents, and we maintain compliance with student movement register requirements.

Transparent behavioural management policies and procedures are an important component of a positive and safe school environment and culture, supporting safe and healthy learning.

**Registration Standard D (Other Operational Requirements):** Radford College meets Territory and Commonwealth laws relevant to its operations with a strong commitment to compliance and transparency. The quality of the teaching staff is underpinned by the mandatory registration requirements of the Teacher Quality Institute (TQI). In addition, all staff members are required to hold a valid Working with Vulnerable People (WWVP) card.

Our commitment to excellence extends to the College buildings and grounds. Our facilities are designed and maintained to meet high educational standards.

Safety at Radford College is approached with expertise, dedication and care. Emergency management and critical incident plans undergo regular review, and drills are conducted to ensure their effectiveness.

Upholding high compliance standards underscores our broader purpose as 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 service of the common good.



# Staffing

In 2025, Radford employed 515 staff, including 2 Indigenous employees.

177

Teaching staff

236

College-services staff

102

Casual staff

8

Staff scholarships

4

Highly Accomplished  
Teacher Accreditation

67

10+ years of service

## Academic profile of staff

Bachelor	176	Master's Degree	44
Bachelor Degree with Honours	18	Doctoral Degree	4
Graduate Certificate	18	Graduate Diploma	46



# Student attendance

Student attendance is electronically recorded by teachers.

Parents/caregivers are required to notify the College of the reasons for any student absence or late arrival, and these reasons are also recorded electronically.

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

The student attendance rate in 2025 was 88.67%. Attendance rates by year group are shown in the table below.

Year Group		Secondary	
Pre-Kindergarten	90.03	Year 7	91.00
Kindergarten	86.54	Year 8	89.80
Year 1	92.37	Year 9	87.01
Year 2	85.70	Year 10	86.91
Year 3	88.56	Year 11	89.53
Year 4	90.73	Year 12	84.76
Year 5	89.64	<b>Whole College</b>	<b>88.67</b>
Year 6	88.76		



# 2025 NAPLAN results

In March 2025, NAPLAN tests were administered nationally. Even though we have significant intakes of students in both Year 3 and Year 7, Radford's community can be proud of the growth in the performance of all cohorts of students. Although cohorts vary from year to year, it is encouraging to see the College consistently posting strong results. It is heartening to see that Radford has again outperformed the ACT average across all domains and in every age group.

## Year 3 and Year 5 NAPLAN results

Domain	Year 3 Radford mean	ACT mean
Reading	463	412
Writing	458	418
Spelling	444	405
Grammar and Punctuation	460	415
Numeracy	461	412

Domain	Year 5 Radford mean	ACT mean
Reading	542	505
Writing	508	478
Spelling	520	492
Grammar and Punctuation	545	504
Numeracy	543	499

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

## Year 7 and Year 9 NAPLAN results

Domain	Year 7 Radford mean	ACT mean
Reading	599	551
Writing	577	538
Spelling	570	545
Grammar and Punctuation	593	545
Numeracy	604	551

Domain	Year 9 Radford mean	ACT mean
Reading	619	579
Writing	617	575
Spelling	597	573
Grammar and Punctuation	615	567
Numeracy	638	577

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

## Radford and ACT students achieving a rating of strong or exceeding

Domain	Year 3 Radford mean	Year 3 ACT mean	Year 5 Radford mean	Year 5 ACT mean	Year 7 Radford mean	Year 7 ACT mean	Year 9 Radford mean	Year 9 ACT mean
Reading	90	70	94	79	97	75	91	71
Writing	95	79	81	65	83	65	85	62
Spelling	79	62	87	71	87	74	85	74
Grammar and Punctuation	78	57	90	68	91	66	83	61
Numeracy	89	68	97	75	95	73	93	69

Table 3: Percentage of Radford and ACT students receiving a strong or exceeding rating by cohort.

# Senior outcomes and post-school destinations

In 2025, ACT Senior Secondary Certificates were awarded to 199 students, of whom 187 students achieved an Australian Tertiary Admission Rank (ATAR). Two students completed an ACT Board of Senior Secondary Studies Accredited package, including one student who completed an Australian School-based Apprenticeship (ASbA) with a VET qualification. A further 15 students undertook the International Baccalaureate Diploma Programme, while 10 students participated in the UC Connect program, gaining a university-selection ranking.

## Post-school destinations

Over 82% of students secured early entry offers. Many also received scholarships and adjustment factors for academic achievement or sporting excellence, including financial aid and accommodation support.

Health-related pathways continued to grow in popularity, with 24% of students accepting places in allied health and other health-related degrees. A total of five students received direct undergraduate entry into medicine and dentistry programs, with many others gaining access through related pathway options.

Of those intending to pursue higher education, approximately 72% planned to go directly to university, while 28% intended to defer their studies or take a gap year.

Of the students planning to attend university, 71% accepted ACT-based degree programs, with 62% enrolling at the Australian National University, 30% at the University of Canberra, 3% at Australian Catholic University and 5% at UNSW Canberra. A further 19% chose NSW-based programs, while 10% selected institutions in Victoria, Queensland or South Australia.



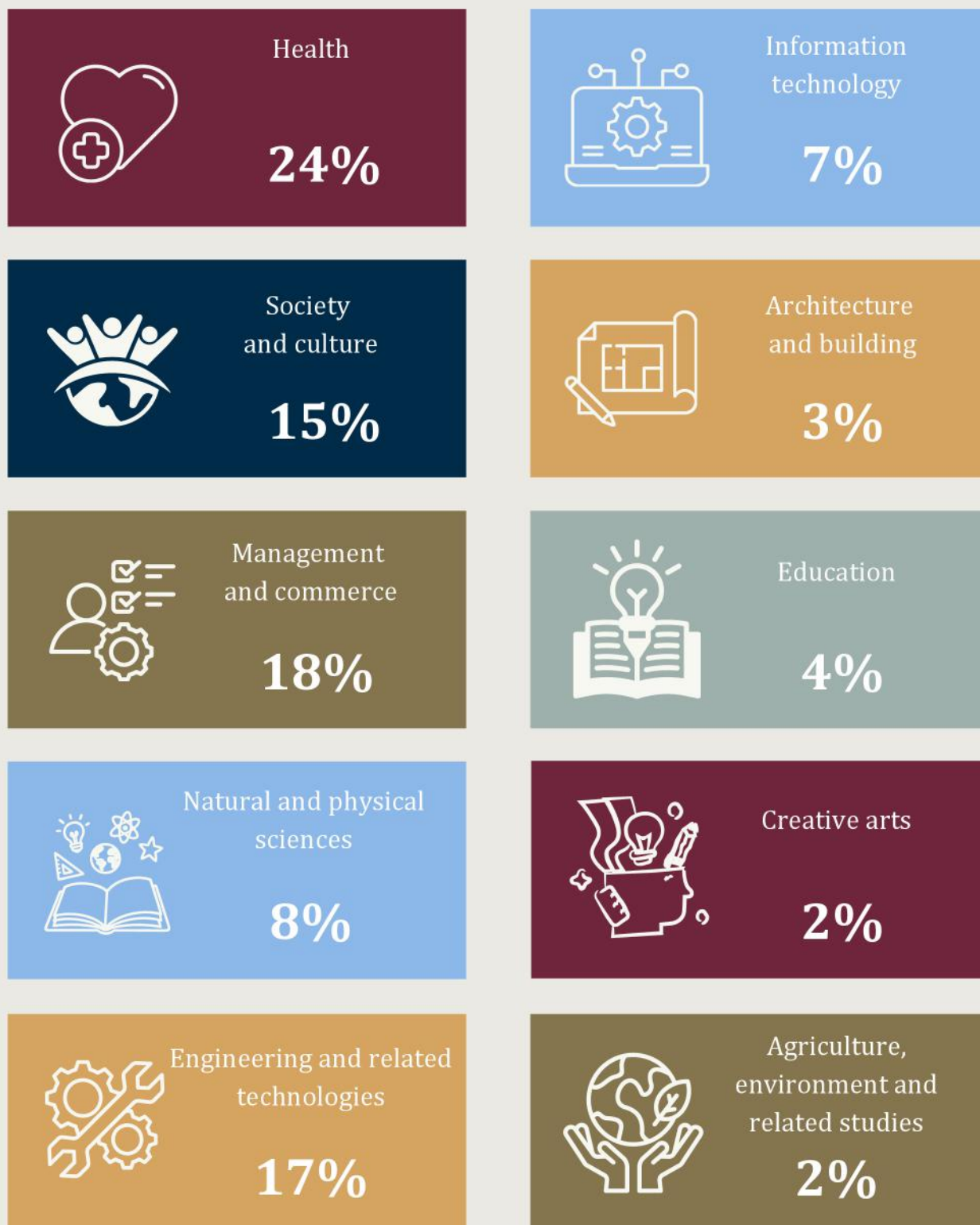
Location/ pathway	No. of students	Percentage
<b>University</b>	<b>154</b>	<b>72</b>
<b>ACT-based programs</b>	<b>109</b>	<b>71*</b>
ANU	68	62**
UC	33	30**
ACU	3	3**
UNSW Canberra	5	5**
<b>NSW-based programs</b>	<b>29</b>	<b>10*</b>
UNSW	18	62***
USYD	5	17***
Macquarie University	2	7***
Other NSW institutions	4	14***
<b>Victoria, QLD or SA</b>	<b>16</b>	<b>10*</b>
<b>Victoria</b>	<b>10</b>	<b>63****</b>
University of Melbourne	5	31****
Monash University	3	19****
RMIT	2	13****
Other interstate institutions	6	38****
<b>Deferred studies/gap year</b>	<b>55</b>	<b>26</b>
<b>Apprenticeships/ employment</b>	<b>5</b>	<b>2</b>
<b>Total Cohort</b>	<b>214</b>	<b>100</b>

\* percentage of university-bound students  
 \*\* percentage of ACT-based students  
 \*\*\* percentage of NSW-based students  
 \*\*\*\* percentage of interstate students

## Engagement of students in higher education by broad field of study

Note: The categories below are the same as those used by the Australian Government Department of Education for their data collection purposes.

For double degrees, each degree is counted separately.



# 2025 parent feedback report

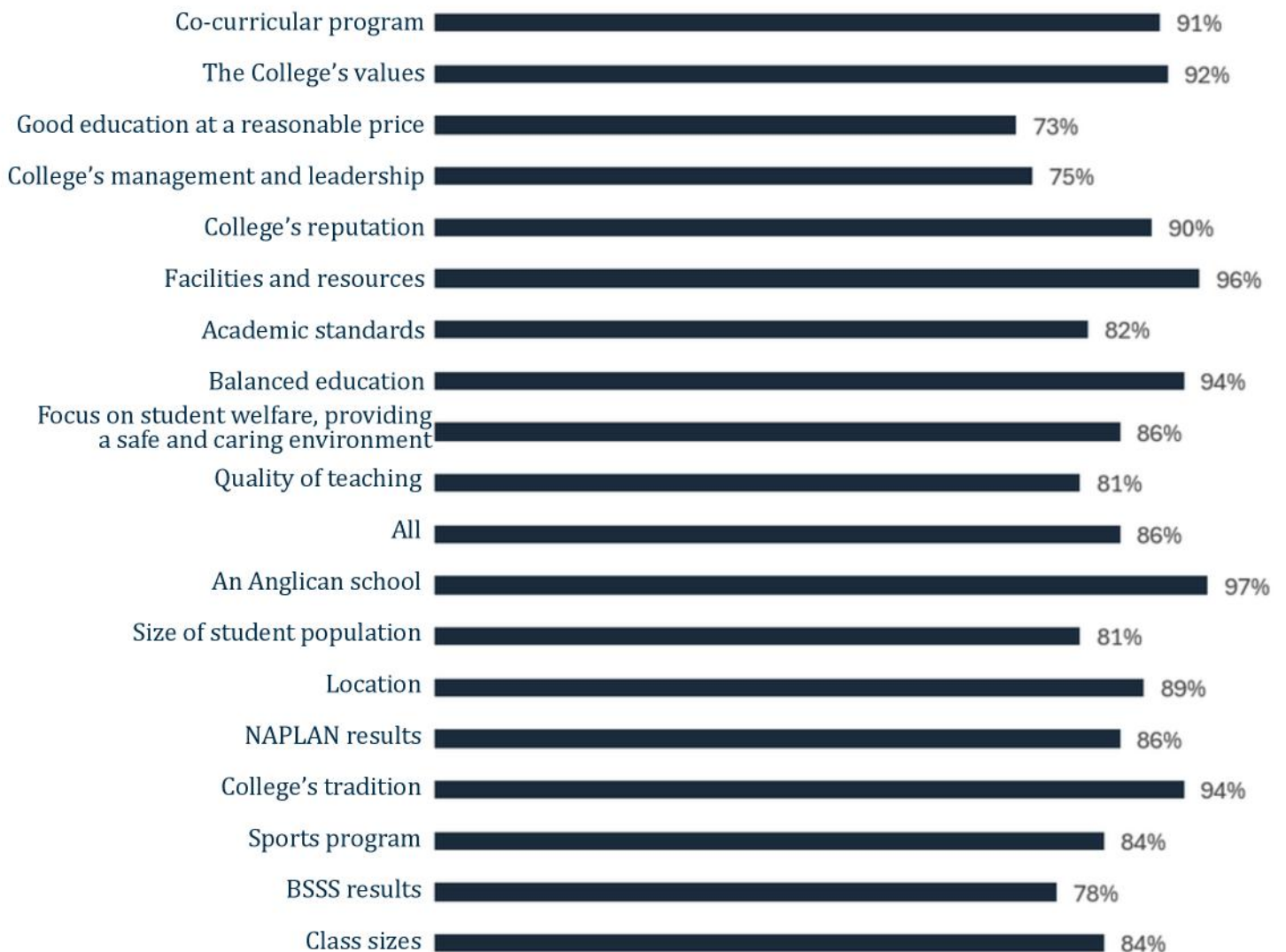
**In 2025, Radford College engaged an independent research organisation to conduct a confidential survey with parents of students in Years 2, 5, 7, 10 and 12, as well as Year 12 students. This initiative reflects the College's ongoing commitment to monitoring and enhancing the quality of education we provide.**

The feedback was a timely reminder of the strengths of our school and how we need to ensure we remain committed to elevating these key components of school life.

The following chart details the percentage of parents who noted their expectations had been met or exceeded across key areas, ranked in order of the importance they placed on these same areas when choosing the College for their children. For example, 81% of parents noted their expectations had been met or exceeded for 'quality of teaching'.

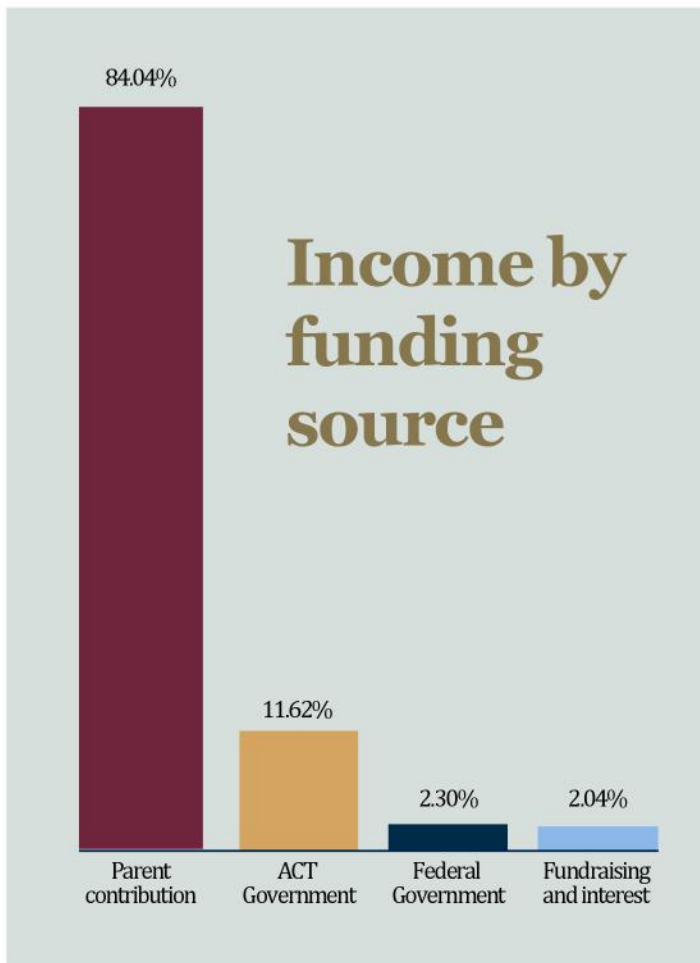
We are grateful for the open and transparent feedback we received from our families. This feedback has been instrumental in shaping our strategic direction and reinforcing our commitment to building a school community where every student can flourish.

## 2025 Radford College parents - expectations met/exceeded (n=773)



# Environmental sustainability

Environmental sustainability remains a key priority at Radford College, guided by the ongoing work of the Sustainability Working Group and the actions outlined in the School Environmental Management Plan (SEMP). Throughout 2025, the College continued initiatives focused on reducing energy and water use, minimising waste, promoting biodiversity and embedding sustainability through governance, curriculum and community engagement. We were proud to become the first school in the ACT to receive four-star sustainability certification through the Sustainable Schools Program, recognising the collective commitment of our community to environmental responsibility. Student leadership also continued to play an important role, with the 2025 Sustainability Captains leading initiatives including the introduction of a free period product scheme to support equitable access to essential hygiene products, and organising clean up events that encouraged students to take pride in their environment and better understand the impact of waste on our planet.



- First ACT school awarded 4-star sustainability certification
- Introduced recycling bin for cosmetics
- Four bird boxes installed
- Two possum boxes installed
- Launched STAR (Sustainability Team at Radford)
- Year 12 Sustainability Captain Emily Passlow became youngest Climate and Nature Community Forum speaker
- Hosted second inter-school Sustainability Council meeting
- 350kg of organic waste diverted from landfill and used to support the College's worm farms and chickens
- Attended Round Square World Ocean Day event



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