



Ad Astra

Issue No 150 | July 2026

150

150
EDITIONS OF
Ad Astra

Celebrating the 150th edition of Ad Astra

From the Editor

This edition of Ad Astra marks a significant milestone in the life of our College community: the publication of our 150th edition.

For more than 67 years, Ad Astra has shared the story of The Geelong College. From its beginnings as a modest four-page newsletter in 1959 to today's print and digital editions, it has celebrated the people, achievements, challenges and milestones that have shaped our community across generations. This issue looks back on that journey, exploring how the magazine has evolved while remaining true to its purpose: capturing the life of the College and the enduring connections that unite us.

In his article, Chair of Council, Professor Richard Page reflects on the importance of community and the role it plays in giving us connection, purpose and belonging. As you read through these pages, you'll see that theme come to life - whether in the classroom, through sport, on stage or through service to others and in the everyday moments that make our College such a special place.

Some of my favourite stories are those that quietly reflect the values of our community. Two Old Collegians (pages 84-86) who organised a fundraising raffle to support communities affected by the Grampians bushfires, to our Mackie boarders (pages 94-96) who volunteer each week to support the Newtown All Abilities Football program. Together, they remind us that service often begins with simple acts of generosity and that the College experience extends far beyond the classroom.

As we celebrate 150 editions of Ad Astra, we also celebrate the students, staff, families and Old Collegians whose stories have filled its pages.

Thank you for being part of that story and we hope you enjoy this special edition.

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Director of Community Relations

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Ad Astra

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The strength that sustains us

From our Chair of Council



PROFESSOR RICHARD PAGE,
THE GEELONG COLLEGE CHAIR OF COUNCIL

Since its inception, The Geelong College has been more than a place of learning. It has been deeply embedded in the community it serves - growing alongside it, contributing to it, and drawing strength from it. This connection is not incidental; it is foundational. It is part of who we are and why we continue to thrive.

At a human level, the importance of community is both simple and profound. As individuals, we thrive on connection and wither in isolation. No matter our age or stage of life, we are shaped by the relationships we form and the environments we inhabit. A strong community provides the framework within which individuals can grow, contribute, and feel valued.

Community itself is not a singular or uniform concept. Rather, it is a broad base built of many different blocks - each with its own shape, size, and character. These pieces interlock, support one another, and

create something far greater than any one element could achieve alone. Students, teachers, support staff, parents, Old Collegians, friends, and local partners all bring their own perspectives and experiences. Together, they form a dynamic and resilient whole.

There is a powerful truth in the idea that together we are stronger. The sum of our parts becomes more meaningful when it is made whole. Within a school community, this is evident every day - in classrooms, on playing fields, in performances, and in quiet moments of support and encouragement. Each interaction reinforces the bonds that hold us together and strengthens the culture we share.

A strong community gives us many things, often in ways we do not immediately recognise. It provides a sense of place and purpose - a feeling that we are part of something larger than ourselves. It offers a space where

differences are not only accepted but celebrated, where diversity becomes a source of strength rather than division. It helps shape our identity, both individually and collectively, and fosters a shared sense of belonging and common purpose.

In today's modern world, this sense of community is more important than ever. We live in a time of rapid change and growing uncertainty. Technology, global events, and shifting social dynamics can create a sense of instability. In such an environment, strong, familiar, and reliable foundations are essential. A connected community serves as a constant - a steady presence that provides reassurance and continuity even as the world around us evolves.

The long and proud history of The Geelong College reinforces this stability. Generations have passed through its gates, each leaving their mark while contributing to



an enduring legacy. Whether as students, educators, support staff, parents, Old Collegians, or friends, individuals remain connected by a shared experience and a shared story. This continuity strengthens the ties between past, present, and future, creating a sense of belonging that extends well beyond the years spent on campus.

While the College's buildings stand as visible symbols of this history, it is the people who give them meaning. Bricks and mortar may endure, but it is the community that brings life to these spaces. It is through relationships, shared experiences, and collective effort that the true spirit of the College is sustained. The community is, in every sense, the lifeblood that nourishes us - reminding us of our place and our value within something larger.

As we look ahead, the responsibility to nurture and strengthen this community rests with all of us. It is built through small, everyday actions: reaching out, supporting one another, listening, and participating. It grows when we embrace our differences and recognise the unique contribution each person makes. And it endures when we remain committed to the shared values that define us.

In celebrating and investing in our community, we are not only preserving a tradition - we are ensuring a strong and vibrant future. For it is through community that we find connection, purpose, and resilience. And it is together, as a united whole, that we continue to flourish.





Celebrating 150 editions

67 years of Ad Astra

CAROLINE STOK, ARCHIVIST

Ad Astra first appeared in November 1959 as a modest four-page, black-and-white publication in foolscap format, distributed to members of the College community far and wide.

Today, that tradition continues in a vibrant full-colour magazine, in both print and digital formats, published twice a year. Each edition now exceeds 100 pages and reaches more than 13,000 members of the College community.

Before Ad Astra: Pegasus

Before Ad Astra, Pegasus served as the College's principal publication. It shared news of both current and past students and was especially valued by Old Collegians. During World War I, copies were eagerly anticipated, read and shared among 'Old Boys' serving together overseas. Following the introduction of Ad Astra, many features of Pegasus were incorporated into the new magazine.

A magazine evolves

While the name Ad Astra has remained since 1959, its masthead has evolved to reflect the magazine's changing focus, shifting from a 'Newsletter to Old Collegians' to 'The Geelong College Community Magazine' we recognise today, a form established by 1989.

The magazine has also evolved in design. A full-page illustrated cover first appeared in June 1990, and



The first edition of Ad Astra, November 1959.

by February 1993, colour featured throughout. More recently, the first digital editions were uploaded in the early 2010s, further extending its reach and accessibility.

Always the same, yet always different

Today, Ad Astra offers a rich and engaging snapshot of College life, past and present. Across 150 editions, it tells a story that is, in many ways, 'always the same, yet always different',

reflecting enduring connections while evolving with each new generation of the College community.

From four pages in 1959 to today's dynamic magazine, Ad Astra continues to chronicle the life of the College – capturing its people, its progress, and the enduring strength of its community.

Want to step back in time?

Explore every past edition of Ad Astra on the College's Heritage Guide.

Scan the QR code or visit:

bit.ly/tgc_adastra



Taking stock

A year in review

1959

Over the years, Ad Astra has served as a vital report to the College community, sharing the life of the school and reflecting on how it continues to achieve its goals.

It offers an opportunity to take stock of each year - its achievements, challenges, and defining milestones.

Among the many themes that emerge, change stands out as a constant. None, however, proved as transformative as the transition to co-education, which reshaped the identity of the College and marked a significant turning point in its history.

"The story of 1959 approaches its end, a worthy sequel to the many preceding chapters of the College saga... Congratulations to all, in school and out, who are confirming and extending College traditions."



1971

100 years of The Geelong College

"The old year ends. Another brave new year opens – a very special one in more ways than usual.

The College has completed 100 years on the Newtown Hill site and is moving energetically into the second century, while its younger brother, the "Prep" has reached its Golden Jubilee.

Always the same, yet always different, the College continues to zoom in to the distant vision of the few who founded it and the many others who have worked to sustain it."



COLLEGE AND COMMUNITY

When the College was founded in 1861, classics and mathematics provided a sound education for graziers, clergymen and engineers alike.

Later decades saw the emphasis shift at different times to science, the "modern" French and commerce, rifle shooting, the great four exclusive sports, music, and revolutionary subjects like social studies or Asian languages.

All of these still have something to offer a school, but now there is the added ingredient of community involvement. It is hard to over-estimate the value of the current College programme of concerts and lectures, dramatic performances, resident scholars and artists, work experience for students, and the opening of libraries and other facilities to a wider public.

The benefit is threefold: students see better where their work is leading; the citizen has opportunities previously out of reach; the charge of privilege is cancelled out.

AUSTIN GRAY CENTRE

Incorporating the House of Guilds, the House of Music, and the art, woodwork and graphic communications departments, the Centre is now in full operation, equipped for metal, wood and textile fabrication, ceramics, photography, leather work etc.

Members of the public may take advantage of this asset by paying a membership fee, or may take courses as arranged.

Inquiries to the Director, P.O. Box 5, Geelong, 3220. Phone (052) 22 1723.

PREPARATORY SCHOOL

The latest acquisition of the now 21-year-old Prep. is a magnificent gymnasium which should be ready for use in 1981. It can be used for basketball, volleyball

Again it is intended that the gymnasium will be available for evening use by students, parents and the community.

MOTHERS AND OTHERS

The G.G.C.A. has rivals in its support of the College, like the women's auxiliaries at the Prep. and Campbell House, and the Parents' and Friends' Association in which fathers also can have a say.

With Mr. J. M. Monotti as president and Mrs. M. M. Spittle secretary, the P. & F. in the past year have raised more than \$6000, of which \$3000 was applied to the grand piano for the Austin Gray Centre.

Continued PAGE 3



COLLEGE 1st VII NETBALL TEAM
A GRADE PREMIERS GEELONG Y.W.C.A. NETBALL ASSOCIATION 1980
Back row: Jane Field, Kate Millard, Nicole Mockridge (vice-capt), Heidi Allen, Karen Stephens.
Front row: Karen Smithwick, Lindy Pullin (capt), R. W. Landaster Esq. (coach), Robyn Humphreys.

Annual General Meeting and Reception Dinner, Geelong, 1980
Miss Blanche Leighton, B.A. to be held.

A.P.S. CRICKET (at first-named school)

8.7 Feb G.C. v Hamletary
15.14 Feb G.C. v Ashby v G.C.
20.21 Feb G.C. v G.G.S.
21.28 Feb G.C. v G.C.
15.18 Mar G.C. v Brighton
20.21 Mar Wesley v G.C.
27.28 Mar G.C. v Xaver
3.4 Apr G.C. has the bye

HEAD OF THE RIVER (on Barwon)

10 April Heats
11 April Finals

A.P.S. FOOTBALL (at first-named school)

20 Mar G.C. v Caulfield
17 June G.C. v Brighton
27 June G.C. v Derry
1 July Hamletary v G.C.
18 July G.C. v St. Kew
25 July G.C. v G.C.
1 August G.C. v M.G.S.
Brighton v G.C.

1980

Community becomes part of the curriculum

"When the College was founded in 1861, classics and mathematics provided a sound education for graziers, clergymen and engineers alike.

Later decades saw the emphasis shift at different times to science, the "modern" French and commerce, and rifle shooting, the great four exclusive sports, music, and revolutionary subjects like social studies or Asian languages.

All of these still have something to offer a school, but now there is the added ingredient of community involvement."

"It is hard to over-estimate the value of the current College program of concerts and lectures, dramatic performances, resident scholars and artists, work experience for students, and the opening of libraries and other facilities to a wider public."

2026

"As the year draws to a close, we reflect on a season of achievement, transition, and the shared values that continue to shape our College community."



Small acts, great journeys



PROFESSOR RICHARD PAGE, CHAIR OF COUNCIL

As the year draws to a close, we reflect on a season of achievement, transition, and the shared values that continue to shape our College community.

“There is no doubt that the academic standard at the College last year as judged by external examination results, was the highest it has been for many years.”

[illegible]

"The results from the College students completing their VCE in 1995 were most pleasing with first round tertiary places won by practically everyone from the College."

Ad
ASTRA

Performing College
Community Support
800-794-7643

**2007-2008
Longevity
Cardholders**

Presented by page 6 **Editorial opening of the National page** **18**

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VCE RESULTS 2000

by Warren Hurrell, VCE Coordinator

Overall College Grades of ENTERTAINMENT

■	Letter	Number of students
■	A+ (90-100)	14 students
■	A (80-89)	95/95/127 students
■	B (70-79)	54/39/28 students
■	C (60-69)	80/81/81/33 students
■	D (50-59)	75/53/32 students
■	F (40-49)	10/10/11 students
■	W	5/0/18 students

College placements achieved by the Year 2000 cohort

■	University Degree
■	UNF and other private institutions
■	Working Office
■	Not applying for tertiary education

SOME INTERESTING VCE FACTS

The pass rate at the College was 100%.

The Dec of the College was Hannah Lockie who achieved an ENTERTAINMENT of 99.98.

Four students achieved ENTERTAINMENT of 90.00 or greater (Hannah Lockie, Marie Serfaty, Sarah Bouchie, and Derek Wright). 51 students (33.1% of the cohort) achieved ENTERTAINMENT of 80.00 or more, thereby placing them in the top 10% of the state.

Of the 19 highest achievers, there were 7 girls and 12 boys of the 20 highest achievers, there were equal numbers of girls and boys.

Seven students achieved 'perfect' study marks of 100. Jonathan Cheung (Biology), Sarah Bouchie (French), Marie Serfaty (Physics), and Kara Bell, Stephanie Cavoskie, Jonathan Knight and Susan Pennington (Mathematics) - (French).

There were 178 Study Scores of 40 and over - 19.7% of all students in the College; this compares favourably to a State average of about 8%.

ENTERTAINMENT Grade Distribution

Grade	Percentage
A+ (90-100)	2.6%
A (80-89)	12.3%
B (70-79)	18.2%
C (60-69)	26.1%
D (50-59)	33.6%
F (40-49)	1.1%
W	0.9%

College Placements (Year 2000 cohort)

Placement	Count
University Degree	122
UNF and other private institutions	19
Working Office	4
Not applying for tertiary education	55

“The pass rate at the College was 100%”



Co-education

1972



Plans for co-education

"As part of the world in which our children are growing up, and as an instrument by which their lives are profoundly influenced, the College has responsibilities possibly graver than it has ever faced in the past."

- Peter Thwaites, Principal

1974



Welcoming the first girls to the College

"The Geelong College history is noted for ventures that began in a quiet and unobtrusive way. No-one was able to say precisely what the outcome of these ventures would be. In reflection we have been grateful for the foresight and faith that was shown."



"The 1974 school year ushered in yet another venture, the enrolment of girls at sub-primary level."

1984

The first 10 years of co-education

"The school had 7 girls at the beginning of 1974, this year there are 362 girls."

"Such a dramatic increase in the number of girls has changed the whole conception and practices of the school. The school has responded positively to meeting equitably the needs and aspirations of all students. Opportunities are no longer distributed according to any misplaced typecasting of girls' or boys' roles."



Co-education

1994

“At the College, as the Strategic Review highlighted, the Council, staff and school community support strongly the philosophy that girl and boy can fully appreciate each others skills and abilities, and even foibles, if they live and grow and learn in the same classroom in a co-operative and collaborative environment.”

- Paul Sheahan, Principal



1996



The first female principal in an APS school

Dr Pauline Turner commenced as Principal in 1996, becoming the first female Principal of an Associated Public Schools of Victoria (APS) School.



“I believe that co-education makes of education itself a much more desirable, vital and invigorating experience ... There is no doubt in my mind as to the level of contentment to be found within co-educational schools: they are happier and more balanced communities in general.”

- Dr Pauline Turner, Ad Astra April 1996

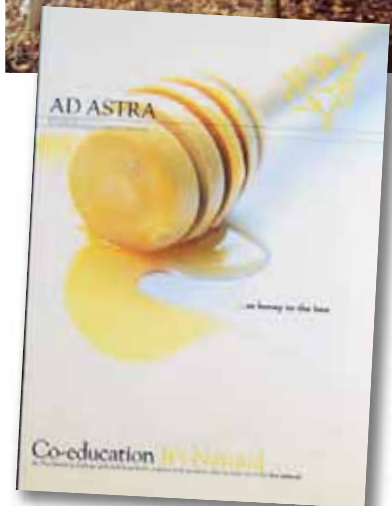
2006

The success of co-education



“Recognising how society “constructs” gender, they learn to discard sexist attitudes and to realise their own individuality within a mixed sex school setting.”

- Mary Mason,
Director of Teaching and Learning



2024



Celebrating 50 years of co-education

“Fifty years ago, the College recognised the necessity of embracing co-education, opening the doors to all genders, and marking the beginning of a new chapter in our journey.”

The step transformed Campbell House (which was then part of the College's Preparatory School), welcoming a new era of inclusivity, equality, and continued growth of excellence that would spread across all year levels.”

- Sondra Wolfendon, Head of Junior School



“The Geelong College we know today is a result of this decision [to become co-educational] 50 years ago, and many other developments that have followed.”

“Our College is a place where our young people can thrive as they live, learn and grow together. It is a more diverse and very rich place, full of life and energy. It is, in fact, a sunny place.”

- Dr Peter Miller, Principal

Milestones + anniversaries

1979

50 years of Campbell House

“Now Campbell House has celebrated its fiftieth birthday and shows signs of strong growth and development under the direction of Miss Barbara Matthews.”



1981

After 120 Years : The Ongoing College

On 8 July 1981 The Geelong College completes its 120th year, stronger than ever, a recognised leader in Australian education.

From a mere 40 students in 1861, through 152 in 1918 and 500 in 1946, enrolment has grown to more than 1000 today; co-education is a going concern, sporting teams claim their full share of success, and a mutually advantageous relationship exists between the College and the community.



1989



50 years of Mackie House

“Mackie was modelled upon an English Manor House and contained several spacious dormitories upstairs, while downstairs there was a study-room and play-room and many other smaller rooms. It had a flat for a resident housemaster, also.”

1996

75th anniversary of the Preparatory School

“It has developed a distinctive culture and quite separate personality from the Senior School, catering as it does for a younger group of students in an open, more ‘rural’ setting...”

“We are all very proud of this part of the College and the vital role it places in the overall scheme of things.”

- Dr Pauline Turner, Principal



The George Morrison Library Celebrates 100 Years of Learning

On May 27th 1899, a group of Old Collegians gathered at the College for the opening of the new George Morrison Library.

They had, collectively, raised sufficient funds to build a Library in memory of "the Doc", Dr George Morrison, founder of the College and their late esteemed Headmaster. Morrison was obviously a man of books as many volumes of his personal library remain at the College. The original building and its fittings were small, but classical.

The new building was an extension to the southern end of the eastern wing, with an air of "Gothic" about its architecture. It appears to have consisted of a small "quiet room" and a second room where bookshelves and tables dominated. One original shelf still stands in the HQT foyer housing the Archive exhibit. For the next 30 years, this structure housed the fledgling collection for the whole



Librarian, Mr Lea Quail, discusses the celebratory bookmark with Year 9 student Lisa Cress who designed the bookmark.

school. However, the building of the cloisters necessitated demolition of that part of the building in the '30s and the GML, as it was now affectionately known, was moved to the old Dining Room. This light and airy room served students well. Photos show it to have been a busy place where Reverend McLennan, an early librarian, maintained his disciplined approach to learning.

Work began in 1973 to build the third and present GML. Then Headmaster Peter Thwaites, declared on opening it was "the most modern library in Australia". The Library continued to grow and flourish along with student numbers. With its junior component transferred to the new site at the Prep School in Aberdeen Street to form the basis of the Helen Mackay Library collection, strongly in the lead in Librarian, facility design, scholarship, two attributes today. The continues to be an enviable on-line and students have the resource able to offer certainly no opening day

1999

Celebrating 100 years of George Morrison Library

"On May 27th 1899, a group of Old Collegians gathered at the College for the opening of the new George Morrison Library... in memory of "the Doc"... their late esteemed headmaster."

- Lea Quail, Librarian



2001

Celebrating 25 years of girls' boarding

"In 1976, 14 girls ranging in age from 11 to 17 were accommodated in bed-studies, under the supervision of a married housemaster and a matron."

- Helen Nicholls, Marketing Manager



Our first female Boarder in 1975, Sally Carruthers

"Sally's true pioneering spirit was tested in the middle of 1975 her parents went away and arranged that she would board at the College... She was housed in the old Hospital Wing in the main school block, and became the first female boarder."



"At the time (Sally) thought the temporary rules devised for the school's only girl boarder must have been borrowed from Pentridge Prison."

Shaping the place

Governance

1982

College achieved independent governance under the College Council

Ad Astra records the evolution of the College, highlighting how facilities, planning, and people have shaped the campuses over time.

Its pages chart the development of learning spaces, major building projects, and student wellbeing initiatives, revealing how the College has adapted to meet the changing needs of students. Together, these stories provide a unique record of the decisions and developments that have helped shape the student experience across generations.

College achieves autonomy

On March 18, the College became an autonomous corporation, associated with the Uniting Church. Ad Astra asked Mr Garnet Fielding, chairman of the council, to comment on our new status.

This event, a milestone in the history of the College, followed a series of negotiations between the Uniting Church and the seven schools which became associated with it after church union in 1977.

It was settled between the church and the seven schools that each would be governed by a council, a quarter of whose members would be appointed by the synod, and three-quarters of whom would be appointed by the council in each case.

The college has a council of 21 members, of whom 20 are appointed in accordance with the settlement. The Minister of St David's Church

is a member ex officio, thus reflecting the special relationship between St David's the school. Each of the 20 ordinary members of the council is appointed for a three-year term. The council, thus constituted, has full authority and full responsibility for the general affairs of the college, but, following established custom, it delegates its powers relating to curriculum, discipline, staff management, and student affairs to the principal and appoints:

Unlike the position in the past, the principal as a corporation, has full control over all property and oversees and administers all affairs to the church synod.

The members of the college council, between them, a variety of backgrounds, over the years are Old Collegians. All of them, of different backgrounds, are bound by loyalty and affection to the College and decided to preserving the integrity of great schools.

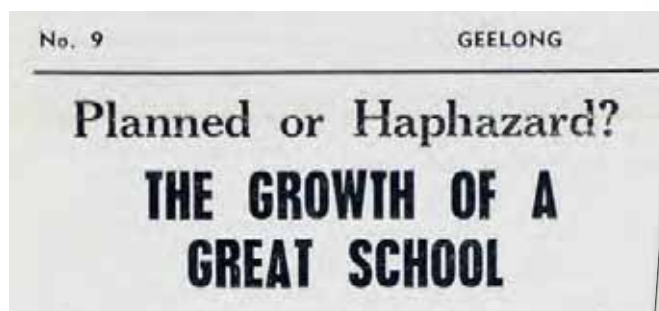


"The council, thus constituted, has unfettered authority and full responsibility for the government of the College, but, following long established custom, it delegates its powers relating to curriculum, discipline, staff management, and student affairs to the principal, whom it appoints"

Future planning

1963

Reflecting on the College's first century and its future



"The Geelong College over the last 100 years is in many ways typical, and serves to illustrate how much wise planning and enlightened leadership is needed to achieve greatness."



1964

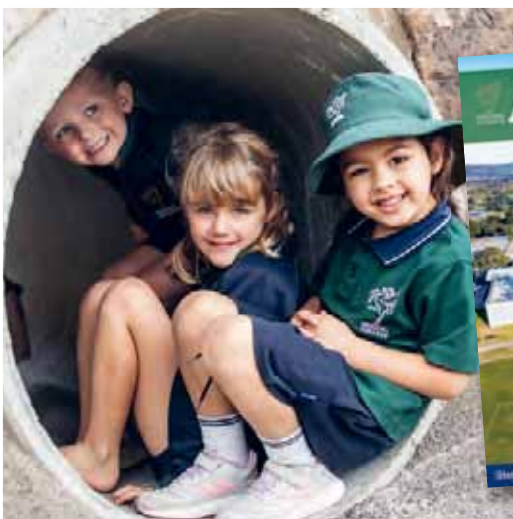
SENIOR SCHOOL - WHAT OF THE FUTURE?

“Now that the wonderful adventure of establishing our new Preparatory School is nearing its completion, our thoughts naturally turn to the Senior School and its needs.”



2024

“As a school with a long history, it is our College values that have shaped us over the last 163 years. I also believe that will continue to set our trajectory into the future. However, it is not enough to name our values and leave it at that.”



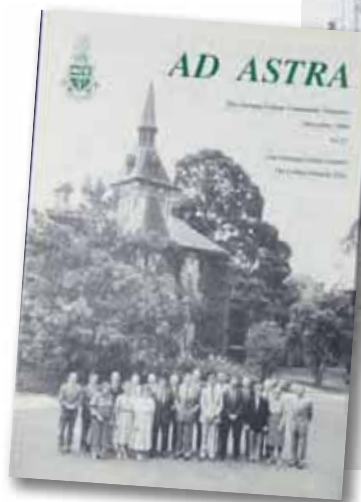
Master Plans

1989

The 1985 Strategic Plan

"Master Planning should avoid rigidity. It should include the capacity for change and flexibility to meet new conditions and demands. Regular review of a Plan's features and priorities is wise."

"Sound strategic planning in a school is sequential in nature with decisions taken in respect of earlier school years affecting experience in later years."



Changing facilities

1964

"Under the constant threat that rain would wash out proceedings, the Prime Minister, Sir Robert Menzies, declared open the Sir Arthur Coles Science Building"



1974

Building Warrinn - a new home for boarders

"The group of buildings nearing completion represents a unique concept in boarding accommodation design"



"The total complex emphasises a homely rather than institutional atmosphere."



1981



Opening of
Ian Watson
Gymnasium,
Preparatory
School, 10
October 1981



PREPARATORY SCHOOL

The latest acquisition of the now 21-year-old Prep. is a magnificent gymnasium which should be ready for use in 1981. It can accommodate basketball, volleyball and badminton, and will be well equipped as a result of the October Fun Fair, from which parents and pupils raised \$17,000.

Again it is intended that the gymnasium will be available for evening use by students, parents and the community.

1995

The opening of the new Arts Centre

"On Friday 28 April the new Arts Centre at the Preparatory School was opened by a well known local artist and author Robert Ingpen... His association with the school has been lengthy, both as a student, parent and Council member, and as a visiting speaker and artist. Robert reflected fondly on his childhood memories of the imaginative games he and his friends had played on the site of the complex."

"A fundamental aim underlying the art program at the Preparatory School is to nurture the student's imagination and capacity to think creatively."



1999



The Aquatic Centre opening

"A mini fundraising auction raised almost \$20,000 to boost the Aquatic Centre Appeal. The highlight was the first official entry to the new pool, which was purchased by a syndicate of parents, for a total of \$15,500 on the condition that the Principal and a group of Year 9 students did the honours. Dr Pauline Turner immediately accepted the challenge, which was greeted by enthusiastic applause."

"At 9am on 24 November, 1999, Dr Turner and 27 students made history by plunging into the new pool for the first time."



2020



The new Junior School

"Our school was officially opened by the Governor of Victoria the Honourable Linda Dessau AC on Tuesday 27 October."



Like so many events of 2020, we reimagined and repurposed the Junior School reopening to fit within our virtual world."

- Sondra Wood, Head of Junior School

Student Wellbeing

1997



"I am pleased to say that student welfare will be an important focus of reflection and action at the College in 1997."

"Several key decisions have already been undertaken in this respect which will undoubtedly, in time, enhance the overall wellbeing of our students and meet the needs of the more vulnerable among them."

- Dr Pauline Turner, Principal

2014

Triple R wellbeing framework

"Research has shown that teaching social and emotional skills improves the quality and learning capacity of students."

"Our framework for wellbeing is called 'TripleR' – resilience, relationships and reflection. It is integrated into the College's program from Early Learning through to Year 12."

- Joan Gill, Director of Student Wellbeing



2017

The Loud Fence student initiative

“Late in 2016, the College Principal and Council enthusiastically supported the student initiative of a Loud Fence on the corner of Aphrasia and Talbot Streets, outside the College Chapel.”

“A Loud Fence provides a means of expressing support for survivors of harm in a community. Our Loud Fence was a gesture from the current community to students of the past who have been harmed while at The Geelong College.”



Loud Fence

Late in 2016, the College Principal and Council enthusiastically supported the student initiative of a Loud Fence on the corner of Aphrasia and Talbot streets, outside the College Chapel. A Loud Fence provides a means of expressing support for survivors of harm in a community. Our Loud Fence was a gesture from the current community to students of the past who have been harmed while at The Geelong College.

The ribbons were respectfully removed at the end of October 2016 by members of the College Council, students, the Principal, staff and Chaplain. These ribbons have now been incorporated into a permanent installation to be placed in the College Chapel. The installation shown in the photograph was designed and constructed in a collaborative process involving College students, the Principal and Chaplain, with significant creative guidance from artist and College staff member, Simon Benz. The piece contains 49 Loud Fence ribbons and represents the coming together of diversity.

This installation and the process of its creation are an important way for our current community to express support for survivors of harm. The plan is for the installation to be placed in the College Chapel in an appropriate ceremony in early 2018, and survivors of harm in our community will be invited. More information about the placement of the installation will be made available early in the New Year.

2019

The beginning of the Rainbow Alliance



“The Geelong College Rainbow Alliance is a student-run group aiming to promote inclusivity. Since being founded in the middle of 2018, the GCRA has strived to uphold and promote The Geelong College value of “Community with Diversity”

- Connor McGucken (OGC 2019)

A community that

Fundraising

Ad Astra reflects a community that stands firmly behind the school through fundraising, parent-led organisations, and the Foundation.

This support is a shared commitment, shaped over time into purposeful giving that strengthens education today and supports the school's future.

1960

The fundraising appeal raised £153,472



"The Success Supper held on Monday, 9th May, recorded a successful conclusion to a campaign that had set records all along the line."



1970

'Project Pegasus' was launched - a major development program for the Senior School with an estimated cost of \$650,000

"The chairman of the Finance Committee of the College Council, Mr. G. J. Betts, then outlined the urgent needs which Project Pegasus seeks to meet.

We must complete the physical education complex (the Rolland Centre); we must provide a new library and additional class rooms, and we must improve our boarding facilities."



2024



'Take Your Place' campaign was launched to help fund the Belerren Sports & Wellbeing Centre

"I have often reflected on the generosity of those donors who, in the less prosperous times of the Depression and WWII, still found a way to support the school. They had such an everlasting connection to the College. My father was also involved in the fundraising for the Memorial Wing in the 1940s after the war." When the opportunity to 'take his place' in Belerren presented, Sandy knew immediately what he wanted to do.

"I felt keenly that I should also help the school's development if I could."

- Sandy Hutton (OGC 1973), donor

backs its school

The Foundation



1987

The Geelong College Foundation was established

“... the need for a new organisation to carry support for the College into the 21st Century had become apparent.

The activities of existing groups were most valuable but the Foundation had a wider charter of membership and longer focus of action. To guarantee the future independence of the College we needed to rally our supporters...”



1994



“Annual giving provides the opportunity for everyone to help the College build facilities it needs to provide an excellent education for our youth. The College has been fortunate in the philanthropic gifts since its foundation and this tradition is continuing.”

2009

The Morrison Society Launch

“The Morrison Society was formed to recognise those members of the College community who have notified the school that they have left a bequest to The Geelong College or to The Geelong College Foundation in their Will...”

“to support the growth and development of The Geelong College and the education of future generations of students.”



Scholarships

1990



J.H. CAMPBELL SCHOLARSHIP
George Logie-Smith made a member of Foundation

Over \$7,000 was donated by G members to establish a schola memory of J.H. Campbell.

The scholarship, which was in George Logie-Smith, has ena Committee, through the Found honour George with member Foundation. What a great way former members of staff which continue a life long association College.

The J.H. Campbell scholar to all who wish to donate. Th of the scholarship will have similar to 'J.H.' and the guidelines are now being finalised.

Those who have donated so far are:



The JH Campbell Scholarship established

“Over \$7,000 was donated by Glee Club members to establish a scholarship in memory of J.H. Campbell ... What a great way to honour former members of staff which will help continue a life long association with the College.”

2020

The Dr Bill Williams Tjungurrayi Scholarship Fund was established

“The Dr Bill Williams Tjungurrayi Scholarship Fund was established in May 2018 to support Indigenous students attending The Geelong College...”

“This scholarship program supports Indigenous students, reflecting Bill’s own commitment and passion, and continuing his work in actively addressing Indigenous disadvantage. It is also supporting the education of Indigenous students by investing in their, and our, future.”



Support groups

1965

The Parents' Organisation formed



“The parents’ organisation formed in 1963 has proved its worth by a growing interest in academic matters and in general College development.”

1995

The Senior School Parents' Association had a busy year

“The 1995 Senior School Parents' Association Committee has been challenged with an extremely busy year. The usual activities which service the community life at the College were extended this year with the Carnival in March and the departure of the Principal, Paul Sheahan, in May.”



2016

The Albert Bell Club

“2016 has been a big year for the Albert Bell Club! We are creating new traditions with the presentation of the Albert Bell Club pin (old members, these will be presented at the 2017 dinner!) and the Colin Carstairs Bell Pathway Bursary, which has been a great achievement.”



Grace Carroll, Angus Longden, James Gorell and Will Morrison the Colin Carstairs Bell Rowing Pathway Bursary recipients for 2016

“We are the first school in Australia to offer rowing pathway bursaries, and we hope to inspire other schools to adopt our approach.”



Beyond the gates

OgC News

Ad Astra records the lives shaped by the College, celebrating the enduring connections forged within its community.

It highlights the experiences of Old Collegians, documents reunions and traces the diverse careers and achievements of alumni across generations.



1964

☆ STARDUST

The Sir Arthur Coles science building is now in full use, chemistry downstairs, physics up.

It was a pleasure to see Mr. E. B. Lester back at school and obviously eager to get to work, a symptom of rising health and morale. His voice, though not yet strong, is greatly improved.

The system for draining the Mackie oval and irrigating the senior oval again worked with traditional efficiency, both grounds finishing up as quagmires.

Mr. T. Henderson and Mr. V. Profitt are enjoying a "busman's holiday" in their retirement. Both are conducting instruction in science and maths. at a neighbouring Academy for young ladies.

1968

Stardust

HAROLD HURST ('02), "the architect behind Nauru's independence," has devoted much of his life to training boys from what is now the world's newest nation.

Major-General **JAMES HARRISON, C.B.E.** ('25), is General Officer Commanding, Victoria Barracks, Sydney.

GEOFF. NEILSON ('42), earned the Red Cross service award after many years as treasurer at Geelong.

PETER MAYNE ('57), is instructor with Christchurch, N.Z., Aero Club.

GRAHAM FRAM ('53), directs Y.M.C.A. in downtown Hamilton, Canada.

D. H. A. (Tommy) CLARKE ('35), Captain, R.A.N., is Captain of H.M.A.S. Sydney.

Lieut-Col. JOHN HOOPER ('43), has had a year at U.S. Marines and Staff College, Virginia.

ALAN SEWARD ('54), and **MARC TAYLOR** ('56), had a part in building the Moree telecommunications station.

1972

WHAT ARE ALL THE OLD BOYS DOING ?

Bert Keith ('15) travelled far and wide on a caravan holiday with Mrs. Keith, late in 1971. He has now satisfied himself that Geelong is not such a bad place to live and can be contacted at 5 Hutcheon Avenue, Highton.

John A. Henry ('19) retired from the Geelong Advertiser 50 years to the day after he joined the staff in January, 1921. He was appointed Editor in 1951 and in 1940 wrote the centenary history of Geelong for the "Advertiser" and produced its centenary issue. At one stage of his career he was a well known 3GL commentator on V.F.L. matches.

Sam Bickford (Honorary Life Member) retired after 26 years as a member of the College teaching staff. He can be found at Adventure Bay, South Bruny Island, Tasmania; probably fishing.

Steven Miles ('57) is teaching in Washington, D.C. The school is of the liberal progressive style. No doubt he had much to discuss with the Principal of The Geelong College when they met.

Ford Strachan ('63) joined operation "For those who have less" by taking 170 polwarths to India by sea. After delivering his charges he toured India and then visited Britain and the Continent.

Michael Boland ('50) is again resident in Newtown after 5 years in South Africa, during which time he was teaching at Clifton, Durban. He also studied speech and drama at Natal University, where he completed his degree, B.A. (Natal). He has returned to the College as a Social Science master in the Senior School.

1976

OGC ROUND-UP

Bruce (Ginty) Waugh ('27) has been a resident of the Gold Coast for several years and had not had a good look around the College since 1949. Naturally, he noticed many changes and was particularly interested to note the improvements to the 'cow paddock'. He spent some time at the honour boards in the Morrison Hall and was interested to learn that **J. H. Campbell ('12)** still teaches the flute. He was accompanied by **Bill Wishart ('28)** and they left the College to visit **Swinton Gray ('23)** at his home in Aphrasia Street.

Graeme Watson ('58) continues to expand his fashion jewellery business, based in Mexico. His last letter mentioned a trip to the Basle Jewellery Fair in Switzerland, the purchase of a house in London and the opening of a big concession of Mexican jewellery on the ground floor of Harrods, London. He is planning to spend a few days in Australia at Christmas-time.

Ross Hepburn ('64) received a pleasant surprise when, at very short notice, he was informed that he was being transferred to the New York office of Australian Consolidated Industries Ltd. as Technical Liaison Officer. Ross expects to be overseas for two years. He has taken a list of Old Collegians resident in U.S.A. and Canada and hopes to contact a number of these.

1981

HERE AND THERE

Sir Roland Jacobs ('03) former President of the South Australian Branch of the O.G.C.A., celebrated his ninetieth birthday last February. At one time he was a member of twenty-one commercial, charitable, semi-government and citizen organisations.

Thanks to a Year '73 correspondent we learn that **David Jones** is an assistant manager of Federal Hotels' new casino in Darwin after training at West Point. **Peter Solomon** made headlines by saving the life of a swimmer at Apollo Bay at Christmas, but usually has a less exciting job as buyer for Target. **John Green**, with his law degree completed, is on the staff of A.M.P., Morgan and Grenfell, merchant bankers.

Helen Purnell and **Lyn McKendrick ('76)** were in the Trinity College crew which defeated Ormond in spite of the efforts of **Libby Elliott ('75)** and **Felicity Brake ('74)**.

Noel Stubbs ('53) had spent thirteen years at Monash and Melbourne when he was asked by the Australian-Asian Universities Co-operation Scheme to act as consultant to a number of Malaysian institutions. He has now formed his own company of consultants which was working recently for the Victorian Post-Secondary Education Commission.

1999

Here & There

John Anderson (48) has retired from the active work force and is concentrating on family history research and doing a lot of travelling within Australia and overseas. He is proud of his five grandchildren and his five acres of land near Queanbeyan, NSW also keeps him very busy.

Sue Barrett (79) and her team at Barrett Consulting Group Pty Ltd entered and won the 1997 Telstra and Victorian Government Small Business Awards for a company with fewer than 10 employees. In 1998, Sue was nominated and selected as a finalist in the Telstra Business Woman of the Year Award for Victoria.

2004

HERE n' there

DUNCAN MACKENZIE (25) is a past Australian Governor of Kiwanis and has recently received many accolades for his efforts in establishing Gluepot Reserve, a magnificent conservation reserve about 100 kilometres north of Walkerie in South Australia. He was presented with the award of City of Burnside Citizen of the Year on Australia Day.

DUNCAN MACKENZIE (25) is a past Australian Governor of Kiwanis and has recently received many accolades for his efforts in establishing Gluepot Reserve, a magnificent conservation reserve about 100 kilometres north of Walkerie in South Australia. He was presented with the award of City of Burnside Citizen of the Year on Australia Day.

CINDY HOLDEN (90 nee Lambert) is currently working as a General Practitioner in Balwyn in Melbourne. The last few years were spent travelling with her partner Chris, and working in various places in Victoria (including Geelong) as part of her training. Cindy and Chris were married in September and are living in North Fitzroy.

STEPHANIE HOLBERY (99) is now working in hospitality and her sister **SARAH (97)** is completing 7th year architecture at Deakin University and working part-time with Millar Watson Architects.

2015

OGC News

Meredith Dairy, owned by **Sandy Cameron (OGC 1973)**, won a gold medal in the flavoured goat cheese class at the International Cheese Awards at Nantwich, UK.

Joshua Dunkley-Smith (OGC 2007), **Addy Dunkley-Smith (OGC 2011)** and **Jennifer Cleary (OGC 2011)** are trialling for the Australian Rowing Team to compete at the Rio Olympics in August 2016. At the 2015 Rowing World Championships, Joshua won silver in the Men's IV, Addy won a bronze in the U23 Pair, while Jennifer came fifth with the Women's Quad. On the ergo, Josh made a new world record, rowing 5km in 15:10.0 and beating the previous 19-29-year-old heavyweight record by a second.

Charlie Curnow (OGC 2014) joined his brother **Ed (OGC 2007)** at the Carlton Football Club after the Blues took him with pick 12 in the National Draft.



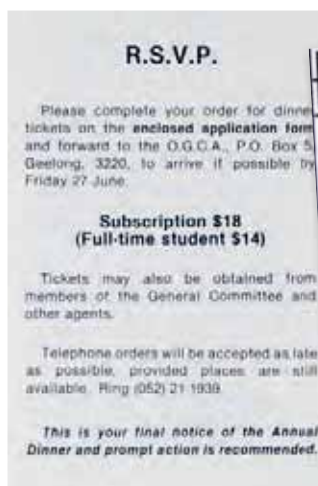
Suzy Wilson (OGC 1998) married **Alan Eskander** in Mexico in April. They are pictured with their son **Arlo, 1**, on the big day.

Reunions

1969



1980



1998

"On Saturday 22 November 1997, the 1974 Year group celebrated their 20th year anniversary since leaving College... There were many highlights of their night. Belly's very funny speech, Anita Ziemer's short talk, Scott Davies toast to the school, Fish Whiting's leading of the troops with the College War Cry, Mocks quick steps to Van Morrison's 'Brown Eye Girl'"

- Robert Vickers-Willis (OGC 1977)



"It was great to see so many make the effort to get to the reunion."

- Robert Vickers-Willis (OGC 1977)



2005

1954 Central Australia
Expedition Reunion



Base: Left to right: Anna D'Amico, John Korman, John Korman and the crew.

[illegible]

Two years later, six of the original poets and their wives returned to their sites. On 25 July 2014, Garrett and Pat Ralston, Alice and Margaret Peake, Bruce and Heather Lloyd, Geoff and Diane Wilk, Bill and Heather Wenzel and Terry and Margie Douglas had a reunion dinner at Yohio.



2012

PLUG INTO OUR
NETWORK

Join us for a drink and to catch up with old friends and new.

MELBOURNE 2012 REUNION

Saturday 21 July, 2012 from 7pm - 9pm
At Old Geelong Football Club
Como Park, South Yarra

SYDNEY 2012 REUNION

Friday 31 August, 2012 from 7pm - 9pm
At Union, University & Schools Club
25 Bond Street, Sydney (corner of Bond and
Phillip Streets)

Local guest speaker Oscar-winning filmmaker Russell Boyd (OOC, 1987), famed for *Prince of Hanging Rock* and *Gallipoli*, will be an insight into Hollywood through the camera lens.

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THE UNIVERSITY OF CHICAGO PRESS

2024

OGCA Events



OGCA 20 Year Reunion

4. *John Bradshaw and Carnegie: Last Great Willingness*, by John H. Coatsworth



OGCA Perth Newsletter

J. Chen, Beijing, China & Jinghui Miao, (Res. Assistant: J. Chen) Beijing, China
E-mail: J. Chen at the University



The people who ma

Staff coming + going

Ad Astra reports on the people who make the place – past and present – from the coming and going of staff and principals to the memories they leave behind.

Alongside this, it celebrates student contributions and achievements, capturing the energy, talent, and spirit that define the College community.



MRS. PAT WOOD

Sadly, most good things come to an end, and it is with regret that Collegians, past and present, learn that Mrs. Pat Wood is retiring from the College staff at the end of this year.

In 1959 Mrs. Wood was appointed part-time librarian of the George Morrison Memorial Library. Very soon she was persuaded to accept full-time appointment and proceeded to transform and develop the old library into the modern facility, a focal point of College life, which it is today. Mrs. Wood's knowledge and appreciation of literature, her enthusiasm and administrative ability, together with her warm, friendly personality, enabled her to inspire her assistants, successive Library Councils and the College authorities to support and assist her in her notable achievement of building up the fine Resource Centre which the library has become. She attracted and encouraged students by her approachable and sympathetic attitude, with the result that the library is now a friendly, happy place attractive to students, while still a well-regulated area for study as a result of her firm control.

Mrs. Wood was the first lady on the Senior School staff and soon gained acceptance as a most welcome member of the Common Room. As a pioneer, she blazed a trail in that wasteland of male monopoly which has made the advent of other ladies to the staff much more pleasant for them. Her advice and influence have been invaluable also in the smooth introduction of co-education to the College since 1975.

In 1974 the O.C.S. elected her one of its first lady honorary members, and in 1981 she became an Honorary Life Member. Our best wishes are extended to Mrs. Wood in her retirement.

1981

Farewelling Pat Wood, the 'first lady on the Senior School staff'

"Sadly, most good things come to an end, and it is with regret that Collegians, past and present, learn that Mrs Pat Wood is retiring from College staff at the end of this year."



1986

Welcoming Paul Sheahan as Principal



"The new Principal of the College, Mr. Andrew Paul Sheahan, took up his duties at the beginning of 1986; he was formally inducted to the position at a ceremony in the Morrison Hall on 6th May"

"On returning to the College he had known as a boy, Mr. Sheahan was pleased to find it keeping pace with the times."

1994

Welcoming Andrée Fitzgerald as Director of Early Learning

"Andrée's philosophy for the Early Learning Centre is that children should develop into life long learners, confident and eager to tackle new experiences."



ke the place

2012



1996

Farewelling Michael Keary

"Michael's success as a teacher of Latin was legendary... His depth of learning has also made him a point of reference for colleagues who value his scholarship and

wisdom, spiced disarmingly with a sense of humour which relishes irony but never needs to hurt."

- David McBryde



Farewelling Dr Pauline Turner

"In a period of 20 years as member of The Geelong College Council I was able to closely observe Pauline's passion for her profession that translated to qualities of leadership which distinguished her from her peers. Qualities such as reflection, vision, commitment, courage, power, and empowerment come immediately to mind when one thinks about her time at The Geelong College."

- Rod Robson
(OGC 1959),
Past Vice
Chairman,
The Geelong
College



2017

Welcoming Simon Young as Head of Senior School

"Simon said he looked forward to becoming part of the College community."

"One of the major attractions for me was the sense of community within the College, coupled with the special place College holds in the wider community"

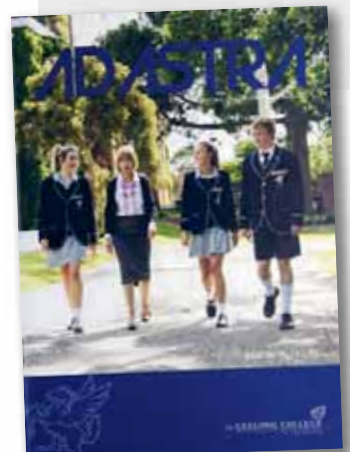


Simon Young Our New Head of Senior School



The Geelong College is delighted to announce the appointment of its new Head of Senior School, Simon Young, BSc and MEd, to the post of Head of Senior School at The Geelong College for the year 2017.

Simon, who has been at the College since 2010, will be the first person to hold the post of Head of Senior School at The Geelong College. Simon has a long history of service to the College, having been a member of the College Council for many years. He has also been a member of the College's various committees and has been involved in many of the College's projects and initiatives.



Student achievement

1968

“At the Preparatory School Speech Day, Paul Sheahan makes a presentation to Greg Lindquist, best all-round boy for 1967 and a State title winner in swimming.”



1976

Our first female Prefects were appointed

“At the first school assembly for 1976, held on Wednesday, February 4, the Principal announced the appointment of eleven School Prefects. Among the eleven School Prefects were the first two girls ever to have held this office in the history of the College.”



2011

Sporting success: a win for the Cricket 1st XI and Rowing Girls 1st VIII

“What a great season of cricket is has been at The Geelong College with the 1st XI having worked hard and ending the 16 year drought with a Premiership... the first since 1995.”

“Head of the River 2011 saw The Geelong College Girls 1st VIII out to beat their rivals and prove themselves at Nagambie... When the race finally began College moved to the front of the pack within a few hundred metres. Geelong Grammar made many intense pushes for the lead, however the College girls held them at bay, never losing their boat-length lead.”



Engaging with the world

Educational theory

Ad Astra depicts the College engaging with the wider world, exploring developments in educational theory and curriculum alongside broader conversations around the environment, co-education, outreach, technology, and reconciliation.

1977

“Essentially education is an adventure, or ought to be, of the mind, of the spirit, of the body and of the emotions.”

- Peter Gebhardt, Principal



EDUCATION IS AN ADVENTURE THE PRINCIPAL, SPEECH DAY, 1976

The Principal seldom resorts to metaphors of ordinary. Nevertheless, he frequently goes on record to express his views. Some of the fundamental objectives of education were the subject of his address at Form V Speech Day on Saturday, November 6.

The advent of a new Headmaster is a perilous adventure for staff, students and parents. It is also a somewhat perilous period for the Headmaster himself. Essentially education is an adventure, or ought to be, of the mind, of the spirit, of the body and of the emotions. New perceptions and new perspectives should daily reveal themselves to both students and staff. There have been occasions in the course of the year when I have seen, with delight, an enlarging and enriching of perceptions; the student who, when involved in the Form V Work Experience Program, had to catch his first train and find out which way the train went; that student who, being educated through experience, has seen the student who witnessed an operation, and so on. In that particular program there were unassessable outcomes deriving from the same of adventure; there were new dimensions of experience; there were changes in perceptions; there was, I hope, an enrichment of vision.

"Where there is no vision, the people perish."

2018



Creating Cultures of Thinking

By Claire Bartlett, Leader of Learning (P-3)

The role of an educator has changed significantly over time. We are memory, facilitators, innovators and model learners.

At The Learning College, professional development is encouraged, supported and promoted. We attend meetings, workshops, conferences, have Professional Learning Projects and read, read, read.

Last year, many staff from all three schools chose to become members of a book club and read Ben Harte's *Creating Cultures of Thinking*. We explored the eight focus that Harte's school. My junior school colleagues and I were then offered the opportunity to complete a Harvard Graduate course. The process has reinforced how much education has evolved, and I often wonder how much more I could have achieved if I was a student in today's educational environment.

Culture is important for any group or institution. At The Learning College, we focus on school and classroom

culture to create a positive, welcoming, supportive and engaging place to be; thus supporting student thinking, learning and development. Junior School's Reggio Emilia approach and our school's focus on Learning has helped shape our culture.

"Our focus on Learning establishes seven key learning dimensions: identity, creativity, thinking, communicating,



“... we focus on school and classroom culture to create a positive, welcoming, supportive and engaging place to be; thus supporting student thinking, learning and development.”

- Claire Bartlett, Leader of Learning (P-3)

Environment

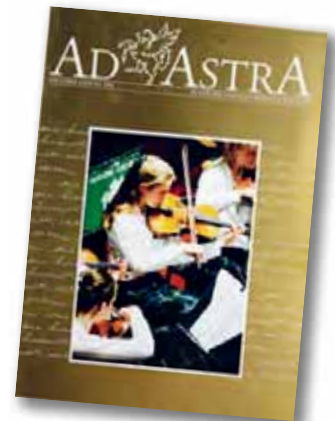
1971



"The increasing public awareness of the need for thought and action to conserve our environment is reflected in a practical way at the College..."

2001

"With changing community understanding of the crucial need for a healthy environment, financially, socially and ecologically, our Science Department ... has moved to broaden the curriculum."



The 'Enviro' Beyond 2001

With changing community understanding of the crucial need for a healthy environment, financially, socially and ecologically, our Science Department ... has moved to broaden the curriculum.

The 'Enviro' Beyond 2001 is a magazine that focuses on environmental issues. It includes articles on various topics such as climate change, renewable energy, and conservation. The magazine is designed to be both informative and engaging, with a focus on practical solutions and community action.

2014

"The Go Green full day incursion aimed to heighten the student's appreciation of the natural world, provide them with extended time to explore the wonders of our natural world through ... and deepen their commitment towards building a sustainable future for this generation and those that follow."

- Chris Dinneen, Head of Junior School



Reconciliation

2005

...acknowledging and accepting each other and the difference in cultures, and learning to celebrate this diversity."

- Dr Pauline Turner



2009



"Learning about Indigenous Australians is a crucial part of any 21st century education in Australia."

- Dr Maryann Brown,
English Coordinator &
Curriculum Coordinator
- Years 7 & 8

2019

"The College journey toward reconciliation is predicated on this challenge to have the courage to question, to be prepared to learn, unlearn, and relearn."

- Joan Gill, Director of Student Wellbeing



Technology

1974



"Computers are becoming more and more part of our way of life. An understanding of how they work and what they are capable of doing is an essential part of modern education."

1984



"Since they will meet computers in their everyday lives, they need to learn something of how they work, so as to accept them as just another tool, rather than as a 'magic machine'."

Computers at The College

In the past two years, there has been a considerable increase in the use of computers in teaching at the College.

Below this year, computer studies were introduced to the Mathematics Department in the Science Block, where it was used to teach some programming for all students and particularly for the Computing Option in HSC Mathematics subjects.

However, with the ongoing increase in the use of computers in the community, it was thought that all students at the College should be exposed to computers and their uses in all levels.

Since they will meet computers in their everyday lives, they need to learn something of how they work, and to accept them as just another tool, rather than as a 'magic machine'.

Additionally, computers can be used to teach specific skills such as spatial concepts, angles, other more, making skills more easily, and to model real world situations difficult to study otherwise.

All the HSC level, Computer Science is now a Group 1 subject appropriate to all Victorian Universities.

The present situation is as follows: Computer Science has been a subject which is used to explore spatial concepts with the LOGO programming language.

The Junior School has a further level of computer programming with the LOGO programming language, and



1996



"The computer has become a tool that is an integral part of the learning process, and its use is transforming teaching and learning in the classroom."

- Peter Hughes, Head of the Preparatory School

2009

“Students are part of the digital world and, as such, they need to learn how to negotiate and thrive in this environment.”

“Teachers make use of technology to provide engaging and challenging learning opportunities, and students have instant access to information and new ways of showing and sharing their learning.”

Dr Maryann Brown, Middle School Curriculum Coordinator & Kim Johnson, Year 6 Teacher



2016



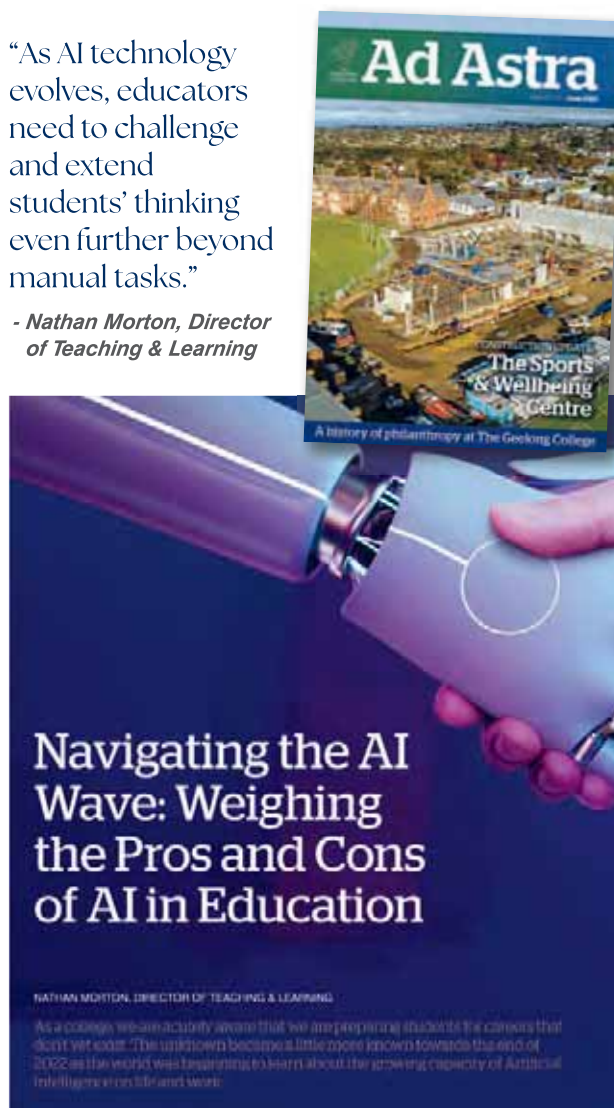
“[B]logging means embracing new technologies, letting go of traditional teaching pedagogies and empowering students to deepen their learning experience through their work with one another in the modern classroom known as the ‘blogosphere’.”

- Fiona Stafford, Year 6 Teacher

2023

“As AI technology evolves, educators need to challenge and extend students’ thinking even further beyond manual tasks.”

- Nathan Morton, Director of Teaching & Learning



Outreach

2005



Global citizenship was a feature of the Strategic Education Plan

“Global citizenship is one of the empowering themes of the College’s recently developed Strategic Education Plan. The main objective of this theme is to develop a stronger international and cross cultural focus in our programs, outreach and practice.”

2014

Fulfilling Lives Program



“The Fulfilling Lives program expands the classroom by taking Year 10 students out into the world.”

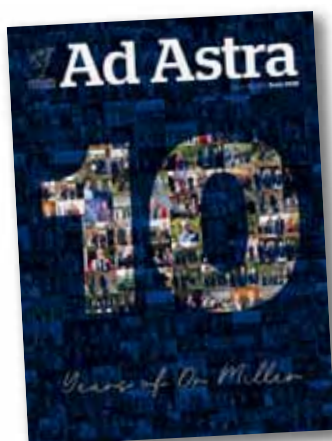
“They have the opportunity to connect with a different culture, community group, or way of thinking and living. During this experience, learning occurs on many different levels and in many different ways.”

2025

Leading through service

“At The Geelong College, we deeply value service – it is interwoven into all that we do: in classrooms, on the sporting field, through music, and in our many opportunities within the Geelong community.”

- Steve Wright & Leanne Earl,
College Chaplains



Leading through service





Community in Action

From the Principal

SIMON YOUNG, PRINCIPAL



As we mark the 150th edition of Ad Astra, it is fitting to reflect on one of the defining characteristics of The Geelong College throughout our history and still today: community.

Schools, especially ours, are often described as communities, but what does that actually mean?

At its simplest, a community is a group of people connected by a shared purpose. At its best, however, community is something deeper. It is a network of relationships built over time. It is a sense of belonging.

It is the willingness to contribute to something greater than ourselves. It is people showing up for one another, celebrating successes together, offering support through challenges, and working collectively towards a common goal.

Every day at The Geelong College, we see community in action.

We see it in our classrooms, where students learn alongside one another and discover the value of collaboration. We see it on sporting fields, in rehearsal rooms, on camps, through service activities, and across every aspect of College life. We see it in the relationships between students and teachers, in the partnership between home and school, and in



the countless acts of generosity and kindness that often go unnoticed but help create a culture in which people feel valued, connected and supported.

One of the great strengths of our College is that our community extends well beyond the school gates.

The Geelong College Foundation plays a vital role in ensuring that future generations of students can access the opportunities that have shaped so many lives before them. Through scholarships, bursaries, capital projects and strategic initiatives, the Foundation reflects a powerful belief: that education is not merely an individual benefit but an investment in the future of the wider community.

The generosity of donors - whether through annual giving, major gifts or bequests - is itself an expression of community. It is people giving back to a place they value, helping to create opportunities for others

and strengthening the College for generations to come.

Similarly, the Old Geelong Collegians' Association (OGCA) demonstrates the enduring nature of community. For many Old Collegians, the connections formed during their years at College remain significant throughout their lives. Friendships endure, professional networks develop, and shared experiences continue to bring people together long after Valedictory celebrations.

The OGCA helps nurture these connections while creating opportunities for Old Collegians to support current students and one another. It reminds us that membership of The Geelong College community does not end when a student leaves the College. Rather, it evolves into a lifelong relationship with a place, its people and its shared story.

We are also fortunate to be part of a broader regional community that enriches and strengthens our College.

Importantly, our community is enriched by the many communities from which our students come. The Geelong College draws students from across Geelong, the Bellarine Peninsula, the Surf Coast, regional and rural Victoria, interstate and overseas. Each student arrives with their own experiences, perspectives, values and sense of place. In bringing these together, our College becomes stronger, more diverse and more connected. The young people who join our community are not simply beneficiaries of what The Geelong College offers; they are active contributors to it. They bring with them a commitment to service, participation and belonging that enhances the experience of others. In this way, our ecosystem works for us. The strength of our College community is continually renewed by community-minded young people



who are willing to invest in the life of the College, enriching our culture and helping us become a better community in return.

These relationships are mutually beneficial. As a school, we are strengthened by the support, expertise and opportunities our region provides. Equally, we have a responsibility to contribute positively to the communities in which we operate. Through service learning, partnerships, volunteering and community engagement, we seek to develop young people who understand that citizenship carries both privilege and responsibility.

Perhaps one of the most remarkable aspects of community is that it is never static. Each new student, family, staff member, donor, volunteer and Old Collegian contributes to its ongoing story. Community is continually renewed, shaped by those who choose to invest their time, energy and care in the lives of others.

As we celebrate the 150th edition of Ad Astra, we also celebrate the countless individuals who have shaped this College community across generations. Their contributions - whether large or small, visible or unseen - have helped create the institution we know today and will continue to influence its future.

Community is not something that simply exists. It is something we build together through relationships, participation, generosity and shared purpose.

That spirit has sustained The Geelong College for more than a century and a half. It has shaped who we are, guided us through times of change, and enabled generations of students to flourish.

It is a spirit that continues to inspire us today and will undoubtedly guide us into the future.

For that, and for the many people who make this community what it is, I am deeply grateful.



A sense of community

From our College Captains

VIOLET GILBY AND MATTHEW KWEH, COLLEGE CO-CAPTAINS

“Small, thoughtful steps towards shaping individuals who value community and strive to make a positive difference within it.”

As the pace of school life accelerates, our collective focus turns towards strengthening a sense of community - one that uplifts all students and empowers them to develop resilience and courage through meaningful connections and shared experiences.

In our eyes, a community is a collaborative network of students, teachers, staff and families who share a common connection. It fosters a shared identity and sense of belonging, bringing people together to support student wellbeing, academic achievement and engagement through shared values, trust and mutual respect.

At the heart of our College, the House system plays a pivotal role in cultivating connection, belonging and spirit. It is far more than an organisational framework; it is a vibrant and inclusive environment in which students across all year

levels come to know and support one another. Within this setting, individuals feel recognised, valued and encouraged to contribute. Through a diverse range of House events spanning academic, sporting and musical pursuits, students are given opportunities to collaborate across year levels, forming friendships and mentorships that might not otherwise emerge.

These experiences celebrate the breadth of student talent in an atmosphere that is both supportive and inspiring. Whether it is the exhilaration of scoring a goal on the field or the fulfilment of performing in a stage band, such moments foster a deep sense of pride. In turn, this shared pride strengthens House unity and contributes to a broader culture of connection throughout the College.

However, the cultivation of community is not solely a collective

endeavour; it is also a deeply personal responsibility. Everyone plays a role in shaping the culture of the school by choosing to engage beyond their friendship groups and seeking opportunities to connect with others. Through leadership roles, involvement in music and sport, and simple everyday interactions, students help create an environment that is welcoming, inclusive and supportive. Small actions - greeting others, offering encouragement or showing kindness - form the foundation of a strong and cohesive community.

Beyond the College gates, this mindset extends into the wider world. By embodying warmth, respect and openness, students have the capacity to positively influence those around them, inspiring others to foster connection within their own communities. For many, involvement in the music community exemplifies this spirit. It provides not only an



avenue for personal growth and expression, but also an opportunity to give back by encouraging younger students, fostering joy in rehearsals and performances, and contributing to a culture where participation is valued and celebrated.

The College's connection to the broader community is further strengthened through its commitment to service. Programs such as Fulfilling Lives in Year 10 broaden students' perspectives, offering insights into lives and communities beyond their own, sometimes even on a global scale. These experiences challenge

students to look beyond themselves and consider how they might contribute meaningfully to society.

In addition, initiatives such as volunteering with local organisations, including the Salvos and visits to BUPA Aged Care, provide valuable opportunities to engage directly with the community. These moments of service are often simple yet deeply impactful. They not only bring joy to others but also cultivate empathy, responsibility and a deeper understanding of the world around us.

Ultimately, connection, belonging and community are not created by structures alone. They are built through active participation, shared experiences and a genuine willingness to engage with others. At The Geelong College, our culture continues to grow and evolve through small, thoughtful steps taken by individuals who value connection and strive to make a positive difference within the community.

We wish everyone the best for the term ahead.

Building resilient young people

Wellbeing learning across the Middle + Senior Schools

CASS GLEESON, DIRECTOR OF WELLBEING

In schools and communities across Australia, there is a growing recognition that wellbeing is not an “extra”. It sits at the very heart of how young people learn, grow, and engage with the world around them.

Across both the Middle and Senior Schools at The Geelong College, wellbeing education continues to play an important role in supporting students to develop the skills, language, and confidence needed to navigate challenges, build strong relationships, and lead fulfilling lives.

The Resilience Project: Gratitude, Empathy and Mindfulness

Within the Middle School, The Resilience Project provides an important foundation for student wellbeing learning. At its core, the program focuses on four key pillars: Gratitude, Empathy and Mindfulness,

often referred to as GEM, alongside Emotional Literacy.

The GEM principles are simple, yet powerful. Students are encouraged to recognise and appreciate what is going well in their lives through gratitude. They are supported to better understand and connect with others through empathy. They learn to slow down and be present in the moment through mindfulness. Together, these habits help create perspective, particularly during times of stress or uncertainty.

Emotional literacy builds on this foundation. It involves developing the ability to recognise, understand, and express emotions effectively. For many young people, this is a critical skill that is often assumed rather than explicitly taught. By giving students the language to describe how they are feeling, and the confidence to communicate it, emotional literacy strengthens both self-awareness and relationships.

What resonates most strongly with students is the honesty behind the





message. The program draws on real stories of adversity, including setbacks, loss, and failure. It reinforces that resilience is not about avoiding difficulty, but about responding with perspective, support, and self-understanding.

Senior School wellbeing: building connection, identity and growth

In the Senior School, wellbeing learning continues through a broad and evolving program designed to respond to the changing needs and experiences of young people. Shaped increasingly by student voice, the program focuses on building mental health literacy, strengthening help-seeking capacity, and developing the confidence and skills to navigate the social and emotional challenges that accompany adolescence.

A significant focus of the Senior School wellbeing program is supporting students to critically explore the influences shaping their identity, relationships, and sense

of self.

This includes unpacking the impact of social media, examining gender stereotypes and expectations, and creating opportunities for honest conversations around emotional wellbeing and connection.

To support this work, the College has engaged with a range of respected external facilitators and organisations to complement and strengthen student learning experiences. These have included facilitators from Tomorrow Man and Tomorrow Woman, as well as Zac Seidler, a leading voice in men's mental health and Director of Research at Movember, alongside workshops delivered by Consent Labs. These experiences have provided students with opportunities to engage in meaningful and age-appropriate

conversations around mental health, healthy relationships, consent, identity, emotional expression, and help-seeking.

Importantly, this learning does not sit in isolation. Each year level engages in a tailored wellbeing curriculum with a key theme each term, intentionally aligned with students' wellbeing and learning journeys at that particular stage of life. These themes connect closely with the College's broader Wellbeing Framework, which focuses on fostering belonging, strengthening connection, and equipping students with the skills and confidence to thrive and grow.

Through tutorial programs, workshops, classroom discussions,

and wellbeing initiatives, students are encouraged to reflect more deeply on who they are, what they value, and who they want to become. They are supported to develop emotional awareness, resilience, empathy, and the capacity to seek support when needed. Equally important is creating spaces where students feel safe to speak openly, challenge unhelpful stereotypes, and better understand both themselves and others.

Why this matters

Adolescence has always been a complex period of life. There is little doubt that today's young people are navigating an increasingly challenging landscape. Social media, academic pressures, and a rapidly changing world can all contribute to heightened stress and uncertainty.

Wellbeing programs do not claim to solve these challenges entirely. Rather, they provide a foundation for growth. They offer a shared language and a set of strategies that young people can draw upon over time.

They also play an important role in normalising conversations around emotions and mental health. When students are given both the language and the permission to talk about how they are feeling, it reduces stigma and increases the likelihood that they will seek support when it is needed.

A shared responsibility

While school-based programs can be powerful, their impact is strongest when reinforced by the broader community. Families, schools, and workplaces all play a role in modelling the values these initiatives promote.

Simple and consistent actions such as checking in with others, expressing appreciation, and listening without judgement can have a lasting effect. Over time, these small moments help to build environments where young people feel seen, supported, and capable.

Ultimately, resilience is not a fixed trait. It is something that can be developed, strengthened, and sustained through experience and connection. By continuing to prioritise wellbeing and creating opportunities for meaningful reflection and conversation, we are helping prepare young people not just for school, but for life.





Community connections *at Early Learning*

ANNE-LOUISE O'DONOGHUE, DIRECTOR OF EARLY LEARNING

Connection to community is at the heart of Early Learning. Through meaningful, real-world experiences, the children are discovering that they are capable, valued and active citizens who can make a positive difference in the lives of others. Guided by curiosity, empathy and collaboration, the children have built rich relationships within the wider community, developing a deep understanding of kindness, generosity and social responsibility along the way.

One of these meaningful partnerships has grown with The Salvation Army Northside through

acts of kindness, collaboration and community service. What began as a simple observation during the 2024 end-of-year community service experience soon grew into a powerful project led by the children themselves.

The Kindness Library

During a visit to the Salvos, the Early Learning educators noticed there was nothing in the foyer for children. This thoughtful observation led to the creation of the "Kindness Library". Together with Joy from the Salvos, the vision quickly became a reality. The children of Barrabin designed

the library, sharing their ideas and drawings. They then collaborated with Rob Kayler-Thomson - Design & Creative Arts Teacher, and the Year 12 students in Senior School, to build it. Once constructed, the children proudly painted and delivered the finished library themselves.

There was enormous excitement on the day the Barrabin children visited the Salvos with 50 books, 48 homemade meals and the completed Kindness Library ready to be installed. Transporting everything required teamwork, creativity and determination - qualities our Early



Learning children demonstrate so naturally.

Since then, the partnership has continued to flourish. Children and families have collected more than 1,700 books for the library and continue to

new titles regularly. Together, they have also made and delivered more than 300 meals, baked biscuits, created teddies for children and organised food drives to support families in need. As part of the Kuwyin Domino Effect project, the children collected 300 food boxes to donate to the Salvos. There was so much joy in the air as they proudly shared their project at a Junior School Assembly. Families also contributed generously to Christmas hampers during the Early Learning “Long Lunch,” where children prepared and shared food together.

Learning alongside Kalkee

Our connection with Kalkee Community Care has also become a treasured part of our Early Learning community. Beginning in 2019 and reconnecting again in 2023 after the COVID years, the relationship has continued to grow in rich and meaningful ways.

The children have formed genuine relationships with residents through shared experiences including treasure hunts, Easter hunts, dinosaur days and science shows during visits to Kalkee. Residents have also visited Early Learning to enjoy singing, scones and special performances alongside the

children. Extending the spirit of generosity further, Barrabin also donated books from the Kindness Library project to support Kalkee’s own community library.

Children making a difference

These partnerships reflect The Geelong College values in action. The children demonstrate integrity through their commitment to supporting others, compassion through the care they show for families and residents, and endeavour through the sustained effort involved in designing the Kindness Library, preparing meals and organising donations. Their courage is evident in the way they step beyond their immediate world to support others in the wider community.

From a Reggio Emilia Approach perspective, these experiences highlight the power of children’s ideas and their ability to influence the community around them. The children are not passive participants. They are researchers, designers, collaborators and advocates for others. Through authentic experiences and meaningful relationships, they develop empathy, confidence and an understanding that even the smallest acts of kindness can create a lasting domino effect.



donate

TGC Sport Snippets



ROWING

Rowers deliver depth and results in a standout season

The Geelong College Boat Club enjoyed a strong 2026 season, with more than 200 rowers competing from Year 8 through to the senior crews and achieving consistent results throughout the term.

Early success at Ballarat, where the Boys 1st VIII claimed the champion schoolboy crew trophy, set the tone for a season of steady improvement. Crews across all year levels featured regularly in finals and on podiums, building towards a successful Head of the River campaign.

At the Head of the River, 30 College crews competed across all divisions, securing seven wins and 16 podium finishes. All senior crews also reached A Finals for the first time in many years.



The Year 10 girls were a particular highlight, collecting medals at almost every regatta and achieving an outstanding result at the State Championships, where all three Year 10 girls' VIII crew finished on the podium.



AFL

Axel and Sammy earn Victorian AFL selection

Year 9 students Axel Szalay and Sammy Sandiford have been named in Victorian colours, selected in the Under 14 AFL Team for the AFL National Championships in Melbourne this July.

ROWING

Liam Flanagan selected for Victorian U18 VIII

Liam Flanagan (Year 11) was selected in the Victorian Under 18 VIII at the 2026 Rowing Australia Pathways Regatta following a strong season with the College's 1st VIII.

Held in April at the Sydney International Regatta Centre, the regatta brings together emerging rowing talent from across Australia. Liam's selection marks a significant milestone in his rowing journey.



HOCKEY

National call-up for hockey player Jacob Young

Jacob Young (Year 9) will play in the Victorian Under 15 Boys Hockey Team at the National Championships, to be held in Melbourne this July, and has been named captain of the side. It is Jacob's second appearance at national level for Victoria this year.



TENNIS

Lucy Handbury named Vice Captain in APS Tennis Team of the Season

Lucy Handbury (Year 12) was selected in the APS Representative Tennis Team for the third consecutive year and named Vice-Captain for 2026.

An outstanding achievement, Lucy's third selection reflects her consistency, skill and commitment to the sport. Her appointment as Vice-Captain recognises both her on-court performance and the respect she has earned within the team and broader APS program.



CRICKET



Hamish Craig selected in APS Cricket Team of the Season

Hamish Craig (Year 12) was named in the APS Senior Boys Cricket Team of the Season at the conclusion of the summer.

A consistent all-round performer, Hamish scored 320 runs at an average of 40, and took 21 wickets at 15.38 with his flighted off-spin. The selection reflected Hamish's contribution across the season and his role within the College's First XI.

Hamish went on to debut for the APS Team of the Season against an AGSV side at Peninsula Grammar, making an immediate impression with an unbeaten 103.

SAILING



Rohan sails to national success

Grade 6's Rohan Turaga made waves on the national sailing scene earlier in the year, achieving an outstanding fourth-place finish at the National Cadet Sailing Championships held in Geelong.

Competing alongside his skipper, Calin Went (South Australia), the pair delivered a strong performance against a highly competitive national fleet. Their impressive result has earned them selection to represent Australia at the International Cadet Sailing Competition in Italy later this year - a significant milestone that reflects their talent, teamwork and skill on the water.

Notably, this will be Rohan's second international competition - an exceptional achievement at such a young age. We congratulate him on this remarkable accomplishment and look forward to following his journey as he represents Australia on the international stage.

NETBALL

National recognition for netball trio

Three Year 11 students were named in the Australian 17/U Netball Squad in April following an outstanding campaign at the National Netball Championships. Indi O'Connor, Piper Stephens and Indiah Madden represented

Victoria at the championships, helping their team secure a bronze medal against the country's strongest age-group competition.

The achievement places the trio among a select group of young athletes identified for further development at a national level. As part of the program, they will have opportunities to participate in high-performance training environments and future representative activities.



BASKETBALL

Basketballers step onto the national stage

Willow Smith (Year 11) and Henry Wilson (Year 9) earned selection in Vic Country basketball teams, going on to test themselves against the nation's best in a strong showing for the College.

Willow took the court at the Under 18 Basketball Nationals in Queensland over Easter, carrying form from a successful VJBL campaign in which her team won the Junior Country Championship (Division 1) title in Bendigo. Alongside this, she stepped into senior competition with Ballarat in the NBL1 during her Year 11 studies, matching up against experienced opponents. Henry competed at the Under 16 Basketball Nationals in Ballarat during the mid-year school holidays. As a bottom-aged player, he faced older competition and held his place at the level.

Both students represented Vic Country with commitment and composure. The College congratulates Willow and Henry on their selection and their performances on the national stage.



AFL / AFLW

AFL and AFLW Talent League selections

Twenty-four students from The Geelong College were selected in 2026 AFL Talent League squads in March after a summer of training that, for many, began in November 2025.

Those selected were Clio Cameron, Stella Hanegraaf, Miela Roberts, Oscar Roydhouse, Wil Spicer, Tate Hobson, Claudia Collins, Gemma Andrews, Ivy Roberts, Audrey Murnane, Holly Confoy, Evie McKenzie, Ksenia Dear, Charlie Hanegraaf, Archie Daffy, Archie Blood, Hugh Knuckey, Mitch Ward, Levi McClelland, Jacob Bayley, Hugh Coulson, Joel Bartley, Ari Hobson and Alex Assemani.

Their selection reflects sustained effort across the pre-season. The College also acknowledges those who trained throughout the summer but were not selected, recognising the work and progress made across the program.



EQUESTRIAN

Equestrian team impresses at state championships

Fifteen students represented The Geelong College at the Equestrian Victoria Interschool State Championships (8–13 April), finishing fourth overall against more than 600 riders from 160 schools.

Competing in challenging and changeable conditions, the team showed consistency and strong support for one another across the five days. With a smaller squad of 15 riders, the result reflected a concentrated team effort.

Annabelle Richardson (Year 11), Shayleigh Joblin (Year 11) and Isabel Morphy (Year 7) were selected for the Victorian Team. Annabelle was also named Senior Champion and awarded the Nan McArthur Perpetual Trophy. Shayleigh placed fifth overall, while Isabell finished second in the primary division.

Other highlights included strong jumping results from Scarlett O'Hagan, top five finishes for Ivy Gittings (Year 8) and Zara Cooper (Year 3), and a fourth placing for Harriet Thomson (Year 9).





Stories across Country



*Billy-Jay O'Toole with
PSPA President,
Inge Kozeniauskas*

EMMA CHANDLER, CREATIVE DESIGN & CONTENT SPECIALIST
AND SARAH FITZPATRICK, CURRICULUM COORDINATOR ARTS & TECHNOLOGY

Thanks to the generous support of the Preparatory School Parents Association (PSPA), the Middle School quad has been transformed through a new art project celebrating Wadawurrung Country, culture, and connection.

Created in collaboration with local Wadawurrung artist Billy-Jay O'Toole, six large-scale murals and mosaic panels now sit at the heart of the space, each telling a story of the land, waterways, skies, and animals that have shaped this Country for generations.

The PSPA's contribution enabled students to work directly alongside Billy-Jay throughout the creative process, creating a lasting cultural and educational legacy for the College community.

The project brought together students from across the Middle Years, including those involved in the Year 8 Cutting Edge elective, who worked alongside Billy-Jay throughout the creative process. Students were invited to reflect on their own connections to Country

through family, animals, memories, and the natural environment, developing sketches and ideas that helped inspire the final works.

Billy-Jay shared his artistic journey with students, along with his experience working in Cultural Heritage management on Wadawurrung Country and examples of his artwork across the Surf Coast region. Through workshops and discussions, students explored the importance of storytelling, symbolism, and cultural knowledge within Indigenous art practices.

The project also incorporated mosaic works depicting many of the animals featured throughout the murals, designed collaboratively by students and Billy-Jay as another expression of connection to Country.

More than a visual transformation, the project represents an important opportunity for students to engage meaningfully with local Indigenous perspectives and deepen their understanding of the histories and stories embedded within the land around them.

The project reflects the PSPA's ongoing commitment to enriching student learning experiences and supporting initiatives that strengthen connection, creativity, and community across the College.

Created by Billy-Jay O'Toole with students across Middle School Arts in 2025, the murals and mosaics now stand as a lasting reminder of culture, creativity, and connection at the centre of College life.



Barwong Yaluk (Barwon River)

Barwong Yaluk celebrates the significance of the Barwon River as a place of life, gathering, and connection. Eel, platypus, and fish move through the design, while symbols along the riverbanks represent sacred places, meeting sites, and the ongoing importance of waterways within Wadawurrung culture.



Warri Dja (Saltwater Country)

Warri Dja turns toward the coast and ocean landscapes surrounding Wadawurrung Country. Whales, dolphins, and sharks feature throughout the piece, reflecting the cultural significance of marine life, while flowing wave patterns and gathering symbols evoke the rhythms of the coastline and community life beside the sea.



Lakorra Dja (Sky Country)

Lakorra Dja honours Bunjil, the wedge-tailed eagle and creator spirit in Wadawurrung culture. The panel speaks to creation, ancestry, and the shaping of rivers, valleys, and people across Country, while also recognising the enduring presence of Ancestors and their guidance through generations.



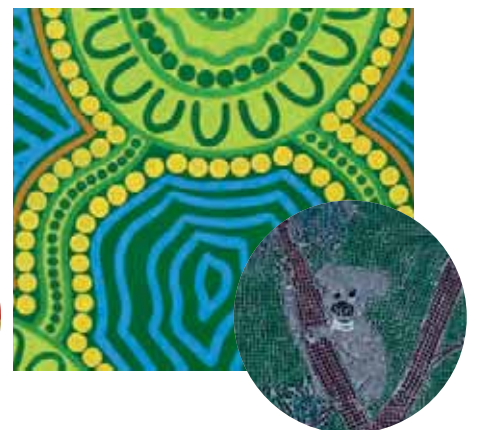
Goim (Kangaroo)

Goim celebrates the kangaroo as a constant presence across plains, waterways, and high country. The flowing tracks woven throughout the artwork represent movement across the landscape and the interconnected pathways that shape life on Country.



Kawirr (Emu)

Kawirr reflects the importance of emus to Wadawurrung people over generations, providing food, materials, and stories. The artwork features emu and human footprints moving across the panel, symbolising hunting, gathering, and the shared relationship between people and Country.



Ngaambulum (Koala)

Ngaambulum draws inspiration from the eucalyptus forests and the nearby You Yangs, where koalas continue to live today. Earthy greens and golden tones reflect gum leaves and traditional wattle pigments, grounding the work deeply within the natural environment.

Beyond the ATAR

Celebrating the Class of 2025

LAURA DILLON, DIRECTOR OF TEACHING & LEARNING

The Geelong College community is incredibly proud of the achievements of the 2025 Year 12 students. These results go beyond academic measures, capturing the discipline, adaptability and sustained commitment our students have demonstrated.

While completing Year 12 marks the culmination of our students' educational journey at The Geelong College, each ATAR and study score reflects the individual stories behind our graduates. Throughout their time at the College, each student has immersed themselves in school life and embraced a diverse range of learning opportunities - in the classroom, through service to others, on the stage, in exhibition spaces and on the sporting field.

Ultimately, it is these rich and varied learning experiences which will hold our graduates in good stead for their future endeavours.

We congratulate our 2025 graduates on their sustained effort and engagement with learning which culminated in a high level of success in their 2025 VCE results. This success included the achievement of a median Study Score of 33 out of 50 across all subjects and a median ATAR of 82.65, with 12% of students achieving an ATAR above 95 and 27% achieving an ATAR above 90.

As we celebrate these outcomes, we recognise that success comes in many forms. For some, it is the realisation of long held goals; for others, it is the quiet pride of completing a challenging journey.

The growth and success of the 2025 graduates have been shaped by those who have supported and guided them throughout their educational journey. Parents, teachers, school staff, extended family and friends have each played a vital role. We extend our sincere thanks to all who have supported our 2025 graduates during their time at the College and invite them to share in our pride in this cohort of young people.

In February 2026 at the Academic Celebration Assembly, we recognised a number of students who achieved excellence in their academic studies. Their outstanding VCE results were further distinguished by the significant contributions they made to the College community during Year 12. Not only did these students achieve personal success but they also actively

contributed to the ongoing success of The Geelong College through their commitment to service, leadership and co-curricular participation. Each student exemplified the character, dedication and love of learning we encourage all students to aspire to.

At the Academic Celebration Assembly, Senior School students were addressed by the 2025 College Dux, Joseph Afford, who achieved an ATAR of 99.8. Excelling in Mathematics and Science, Joseph cites his study score in Specialist Maths as his proudest accomplishment. It is therefore no surprise that Joseph has embarked on a Bachelor of Mechanical Engineering, a tertiary pathway which will provide him with the opportunity to pursue his dream of travelling the world as an Engineer once his studies are complete.

As our graduates moved beyond College and into 2026, 95% of students made tertiary applications and 5% chose to embark on enterprising pathways which included opportunities to work and travel within



Australia and internationally, from cattle stations to Boarding Schools in the United Kingdom.

98.7% of students who applied to university received a tertiary offer. Consistent with previous years The University of Melbourne, Deakin University, RMIT, and Monash University were the Victorian universities that made the greatest number of offers to our students. The offers made by these institutions accounted for 76% of all offers issued. A number of interstate universities also made tertiary offers, prominent among these were The University of Adelaide, Australian

National University, The University of Sydney and James Cook University.

Students' choice of tertiary pathways was once again broad and reflective of the curiosity, open minded thinking and flexibility that we aspire for our students to develop and apply in their pathways beyond school life. A diverse range of learning interests was demonstrated by the significant proportion of offers to commence undergraduate studies in Engineering, Business, Arts, Science, Law, Commerce, Biomedical Sciences and Biomedicine, Media and Communication, Education, Sports and Health Sciences,

International Relations, Psychology, Agriculture and Building and Construction.

In closing, the success of our 2025 graduates reflects not only the results attained, but also the collective effort, commitment and care that made them possible.

Their success serves as a reminder of what can be accomplished through perseverance, collaboration and a shared belief in growth. We look forward to seeing how they apply their learning beyond the school environment and trust they are well prepared to navigate what comes next with capability and purpose.

2025 Dux, Joseph Afford

The experience of completing Year 12 is one I have come to understand as both demanding and deeply formative. It is a year defined by expectation, both academic, personal, and collective, and one that requires students to navigate pressure while continuing to grow beyond the classroom. As a strongly connected College cohort, it was a blessing that our struggles and hardships were often relatable and shared, allowing us to be united through our work. While the workload at times felt unrelenting, tiresome, and frustrating, it

ultimately offered countless opportunities to develop discipline, perspective, and resilience.

There is no doubt that most of us found ourselves balancing competing priorities: maintaining consistent academic effort, preparing for assessments and exams, and safeguarding wellbeing amidst the intensity of the year. In those difficult weeks where it felt like assessments and SACs were always just around the corner, it became incredibly difficult to maintain an honest balance. Managing this pressure was not a matter of avoiding stress, but learning how to respond to it constructively. Establishing routines, breaking work into manageable goals, and recognising the importance of rest were

essential in sustaining focus across the year. Just as important was the understanding that progress is rarely linear, and that setbacks are not failures but part of the learning process. It is far better to face consistent setbacks throughout the year than to get complacent and be shocked by a poor exam performance at the end of the year.

What made this year particularly meaningful, however, was the strength

of our cohort. I found that an environment shaped by comparison and competitiveness allowed many to develop determination, perseverance and grit. Just like in any other competitive field, it was good to see that our cohort showed determination to beat each other in assessments and tests, providing yet another incentive for hard work. Nevertheless, the willingness of peers to collaborate, encourage one another, and celebrate collective success transformed individual challenges into shared experiences. This sense of unity not only alleviated pressure but also reinforced the value of learning alongside others.

The guidance and commitment of our teachers also played a vital role. Beyond academic instruction, they provided reassurance, perspective, and a constant belief in our capacity to succeed. Their support helped us remain focused while reminding us of the broader purpose of education beyond results alone.

To those entering their final years of schooling, I would offer this perspective: remain consistent, remain curious, and maintain balance. While the demands of Year 12 can feel consuming, it is important not to lose sight of the interests, relationships, and values that sustain you. Trust in the cumulative impact of effort over time, and approach the year not as a solitary pursuit, but as a shared journey with friends and peers.

I am deeply grateful for this incredible schooling experience and proud of what our 2025 cohort achieved together.





2025 VCE Results

The Geelong College is so proud of what has been achieved by all of our Year 12 students over the past two years. With hard work, great endeavour, balance, and courage, they have achieved academic excellence.

99.8

Dux ATAR

Four students achieved an ATAR above 99

82.65

Median ATAR

Well above the national average of 70

44

students

ATAR over 90

Placing them in the top 10% of students in Australia

4

Perfect Study Scores

2 x General Mathematics
2 x Psychology

Tertiary offers

Of the 164 students who successfully completed their VCE, 153 applied for tertiary studies and received an offer at university.

Victorian Universities	% of students
Monash University	21
RMIT University	20
University of Melbourne	18
Deakin University	18
Australian Catholic University	6
Victoria University	3

Interstate Universities (Number of students)

University of Adelaide:	10
University of New England:	2
Australian National University:	4
University of New South Wales:	2
University of Wollongong:	1
University of Sydney:	3
University of Tasmania:	2
Griffith University:	2
University of Newcastle:	2
James Cook University:	3

Key areas of tertiary study:

Arts

Business / Commerce

Law

Engineering

Biomedicine

Building & Construction

Health Sciences

Changes at Juni

Meet Jessica Kelly, Head of Junior School

Jessica Kelly joined The Geelong College as our new Head of Junior School at the beginning of the year.

Holding a Bachelor of Physical Education with an English minor and a Master of Literacy Leadership, she has spent more than 25 years in education across primary, secondary, P-12 and specialist settings.

She brings extensive experience in leadership, alongside a strong passion for neurodiversity, equity and inclusion. She has also served as a Board Director at Meli Kindergartens and has supported the development of future educators through Education degrees at Deakin University.

'I see my role as both a privilege and a responsibility, to lead a community where every child feels known, supported, and inspired to grow.'

At the heart of Jessica's approach is a belief that school should feel like an extension of home, where children feel safe, understood and encouraged to be themselves. Strong relationships between students, staff and families are central to that vision.

'Being a mum myself deeply shapes how I lead. I understand the balance families are constantly navigating, the hopes we have for our children, the worries we carry, and the desire to see them happy and thriving.'



Since arriving at the College, Jessica has been struck by the warmth of the Junior School community.

'The thing that I like most about Junior School is probably the warmth of the people and how I have been welcomed, you can tell a lot about a place in those early moments'.

One of her favourite parts of the day is greeting students under the Clocktower most mornings, hearing about everything from weekend adventures to favourite books and football teams.

'It is important to me that our school supports not just students, but the whole family, recognising the

competing demands and celebrating the shared successes along the way.'

'Ultimately, I want every child to leave with confidence in who they are and a strong sense of belonging.'

An interview with Mrs Kelly

We handed the mic to our students and let them take the lead in interviewing our new Head of Junior School, Jessica Kelly.

To watch, scan the QR code or visit:
bit.ly/TGC_mrskelly



or School

A familiar face: Anne-Louise O'Donoghue as Director of Early Learning.

A highly experienced early years educator, Anne-Louise holds qualifications in Early Childhood Education and a Master of Education (with Distinction). Her professional background spans early childhood teaching, leadership, teacher education and early intervention.

Anne-Louise is also a familiar face within The Geelong College community. Over many years, she has taught across the Early Learning Centre and Junior School and held a range of leadership positions, including Transition Coordinator, Foundation-Year 1 Team Leader and Acting Director of Early Learning.

Her approach is grounded in Reggio Emilia-inspired pedagogy and a belief that children arrive at school full of curiosity, capability and a deep connection to the world around them.

"Early Learning can be described as the front door to The Geelong College," Anne-Louise said. "I feel privileged to welcome families into our community and help shape those important first experiences of school life."

Throughout her career, Anne-Louise has worked closely with educators and families to create environments where children feel a strong sense of belonging and are encouraged to explore, question and discover. Her postgraduate research explored children's metacognition, how young learners think about their own thinking, and the important role that play and

shared storybook experiences have in supporting this development.

"This continues to shape my passion for high-quality children's literature and meaningful learning through play," she said.

"Some of my greatest joy comes from conversations with children, hearing their ideas, wondering alongside them and seeing the world through their eyes," she said. "Building strong relationships with children and families is at the heart of

everything I do, and I look forward to nurturing a culture of curiosity, creativity and connection within our Early Learning community."

Beyond education, Anne-Louise enjoys growing flowers, spending time outdoors and finding inspiration in nature.



Decades of curiosity

Celebrating Reggio-inspired learning at the Junior School

JESSICA KELLY, HEAD OF JUNIOR SCHOOL

Our journey with the Reggio Emilia approach has been both intentional and deeply personal for Junior School. It is not something we adopted overnight, nor is it a framework we follow rigidly. Rather, it has grown with us over time, shaped by our children, our teachers and our shared commitment to seeing children as capable, curious, and full of possibility.

For me, the Reggio approach resonates because it aligns so closely with what I believe about childhood. I have always felt that children deserve to be listened to, truly listened to, and that their questions, ideas and ways of seeing the world should guide their learning. Our journey into Reggio has allowed us to slow down and do just that. Our focus is not just about delivering content but about deeply understanding the child in front of us.

One of the most powerful changes we have experienced is in the way we view the role of the teacher. In our Junior School, teachers are not just instructors, they are researchers, collaborators, and co-learners. We see our educators embrace this with openness and creativity, taking the time to observe, listen, and to respond thoughtfully. We have a real sense of professional curiosity where teachers are asking not just, "What will I teach?" but, "What is this child showing me,

and how can I extend it?" That shift has been transformative over the many years of our Reggio approach.

Our classrooms reflect this journey. When I walk through Junior School, I see spaces that feel alive with thinking. The environment is calm, intentional, and inviting, designed to provoke wonder and exploration. But more than that, it tells the story of the children within it. You see their ideas on the walls, their questions in the documentation, their thinking unfolding over time. It is a visible reminder that learning is a process, not just an end point.

Visitors often notice this immediately. Rather than seeing only finished pieces of work, they see evidence of thinking in progress. Questions are explored, ideas are revisited, and learning is made visible through documentation that captures not just what children have learned, but how





they arrived there. This reflection helps children, teachers and families become active participants in the learning journey.

Personally, I find great joy in seeing how inquiry unfolds in our classrooms. Often, it begins with something small, a question, a moment of curiosity, and grows into something far richer than we could have planned. A conversation sparked in the playground, an observation during a class discussion, or a student's simple question can become the starting point for weeks of investigation, creativity and discovery. There is a sense of trust in allowing learning to evolve in this way, and that has been an important part of our journey. We have had to become comfortable with not always knowing exactly where a line of inquiry will lead and instead valuing the depth

and authenticity of the learning experience.

Relationships sit at the heart of everything we do, and our Reggio journey continues to strengthen this even further. There is a deeper connection between teachers and students, built on respect and genuine interest. Children feel heard, and that sense of being valued gives them the confidence to contribute, to question, and to take risks.

Our partnership with families has also evolved through this journey. Reggio has reinforced the idea that learning is a shared experience, and that families are an integral part of that. We have worked to make learning more visible, sharing not just what children are doing, but how they are thinking. This creates a richer connection between home and school, where parents feel more

deeply involved and informed about their child's learning.

What makes our Reggio journey at The Geelong College Junior School so meaningful is that it continues to evolve. It is not about reaching a final destination, but about remaining reflective, responsive, and open to growth. Each year, each group of children, brings something new.

As we celebrate our history of Reggio-inspired learning, we are reminded that the greatest strength is not a program or a framework, but a mindset. It is a belief in children's potential, in the power of relationships, and in the value of curiosity. We continue to learn alongside our students, guided by the same conviction that every child deserves to be heard, respected and empowered to shape their own learning journey.

The power of belonging

Community at Junior School

JESSICA KELLY, HEAD OF JUNIOR SCHOOL

One of the things that struck me most on arriving at The Geelong College was the level of care and kindness shown throughout the Junior School community.

As I wandered through classrooms and playgrounds in those first few days, I was struck by how deeply students, staff and families cared for one another and for the school itself.

At The Geelong College Junior School, community is not just something we talk about, it is something we live every day. It is found in the small, consistent moments that shape who we are as learners, as friends, and as young people discovering our place in the world.

When I think about community in the Junior School context, I think first of connection. From the moment students arrive at school, they are known and valued. Whether it is a greeting at the gate, a kind word from a teacher, or a smile shared between classmates, these everyday



interactions create a safe and welcoming environment. Community here is built on relationships between children, between staff and students, and between families and the school. It is these relationships that give children the confidence to try new things, to take risks in their learning, and to grow.

Community at The Geelong College Junior School is also about shared experiences. From assemblies and House events to classroom projects and playground games, students are constantly participating in something bigger than themselves. There is a strong sense of collective identity, where everyone contributes and everyone belongs. Younger students look up to older peers, while older students learn the importance of leadership and responsibility. These shared experiences help to create lasting memories and a deep sense of pride in being part of the school.

Another important aspect of our community is inclusion. A strong community recognises and celebrates diversity, ensuring that every individual feels respected and valued. At Junior School, students are encouraged to appreciate each other's differences, and to see these differences as strengths. Staff play a key role in modelling empathy and kindness, helping students to understand the importance of listening, supporting others, and standing up for what is right. In this way, community becomes something that is actively nurtured and protected.

Being part of our Junior School community means understanding that our actions affect others. Children at The Geelong College Junior School learn to take responsibility not only for their own learning but also for the wellbeing of those around them. Whether it is including someone in a game, helping a classmate who is struggling, or contributing to a group task, children are constantly practising what it means to be a positive and caring member of our school. These lessons extend beyond the classroom, shaping the kind of people they will become in the future.

Importantly, the Junior School community extends beyond the students and staff. Families play a vital role in strengthening the sense of connection and belonging. Through events, communication, and shared values, we are proud of the strong partnership between home and school. Working together in support and partnership has huge benefits for the most important people - our students. It reinforces the idea that education is a shared journey, and that everyone has a role to play in supporting each child's growth and development.

The Geelong College Junior School is about creating an environment where every child feels they belong, are supported, and are inspired to contribute. These early experiences of community lay the foundation for a lifetime of understanding what it means to be part of something larger than oneself. Being part of the Junior School community is a lived experience that shapes the culture of who we are.





Live on the Lawn

A night to remember

Now a much-loved fixture on the College calendar, the Talbot Street lawns came alive in late March for this year's Live on the Lawn, with more than 150 performers taking to the stage before an audience of over 500 people.

A light, intermittent drizzle passed through the evening but did little to disrupt the mood. Families and friends arrived with picnic rugs and chairs, gathering in small groups across the lawns. Food trucks and the wine stall drew steady lines, and as the sun faded, more people moved closer to the stage. The steady movement between rugs,

food stalls and performances always gives the event a relaxed, festival feel.

This year's program reflected the wide variety of music at the College. Strings opened the evening, followed by Bands, Choirs and Jazz Ensembles, before Rock Bands closed the night. Each group brought a different sound, and as the performances continued, small

groups of students and families found space to dance on the grass.

Live on the Lawn continues to reflect the breadth of musical talent at the College, and the community that gathers around it.

Photos by Red Book Photography



Be of Courage:

Dr Amy Sheridan inspires students

KATE WARD, MARKETING MANAGER

The College was privileged to welcome back Old Collegian Dr Amy Sheridan (OGC 2013) as guest speaker at a special International Women's Day assembly. Amy's address offered not only a reflection on her journey since leaving The Geelong College, but also a powerful message about courage, adaptability and self-belief.

Amy recalled her time at the College with clarity and energy, quickly finding her place and immersing herself in all that was on offer. She embraced the full breadth of school life, from Year 7 Camp in the Grampians to Boat Week in the Middle School outdoor pool and House competitions in both Sport and Music, but it was her involvement in sport that stood out.

Amy was heavily involved in sport throughout her time at the College. She played in the First Netball team in Years 10, 11 and 12, rowed in the First VIII in Years 11 and 12, was a member of the First Water Polo team, and competed in athletics during the spring season. Reflecting on these experiences, she highlighted how consistently stepping forward and getting involved shaped her time at school.

'I was incredibly fortunate,' she said, noting that the friendships she formed through these shared experiences remain strong today, a direct result of saying yes and fully embracing College life. This mindset became a central theme of

her address: backing herself, leaning into opportunity and being willing to give things a go.

One of the key life lessons Amy shared captured this approach perfectly: 'Be a yes person – fill your days and your years with more "yes" than "no", get involved, try things even if you later decide it's not for you. Say yes first and see how you go.'

This mindset, Amy explained, shaped not only her school experience but also her career pathway. Having successfully applied for entry into the Kwong Lee Dow Young Scholars Program while in Year 10, she pursued a Bachelor of Biomedicine at the University of Melbourne, later working towards her long-held dream of becoming a doctor. However, her journey was not without setbacks. Missing out on entry into medicine after her undergraduate degree was, she admitted, 'devastating', a moment that forced her to pause, reassess and reconsider her next steps.

From this experience came another important reflection for students:





'The goals you set up at age eight may not be the ones that serve you at 21 or 30 or 50. That doesn't mean you still can't follow them, but it's important to reflect on what you truly want at each stage of life. You need to determine why, in order to reach them.'

Amy's determination to keep moving forward led her to further study, research work and ultimately acceptance into a Doctor of Medicine program. Her training coincided with the onset of the COVID-19 pandemic, an extraordinary and challenging time to be entering the profession. Working in hospital environments as uncertainty grew, Amy experienced first-hand the realities of a rapidly changing world.

The experience reinforced another key message she shared with students: the importance of adaptability and resilience. Plans, she noted, do not always unfold as expected, but those moments can present unexpected opportunities for growth.

Now a paediatric registrar at the Royal Children's Hospital Melbourne, Amy lives in Melbourne with her husband Cameron (OGC 2011) and their young daughter, Amelia. She spoke passionately about her field

and the importance of mentorship, community and representation. Amy highlighted that paediatrics is a specialty where women are strongly represented, an encouraging sign of progress, while also acknowledging that other areas of medicine still have work to do in achieving gender balance.

Her story resonated deeply with the spirit of International Women's Day. It was a reminder that success is rarely linear, that courage is found in both persistence and reflection, and that saying yes can open doors to unexpected and rewarding experiences.

As she concluded her address, students were left with a powerful message: to be curious, to be brave, and to trust themselves as they navigate their own journeys.

We thank Amy for sharing her experiences so generously. Her words served as an inspiring reminder of our College motto, Be of Courage, and of the enduring impact of strong, thoughtful and determined women in our community and beyond.

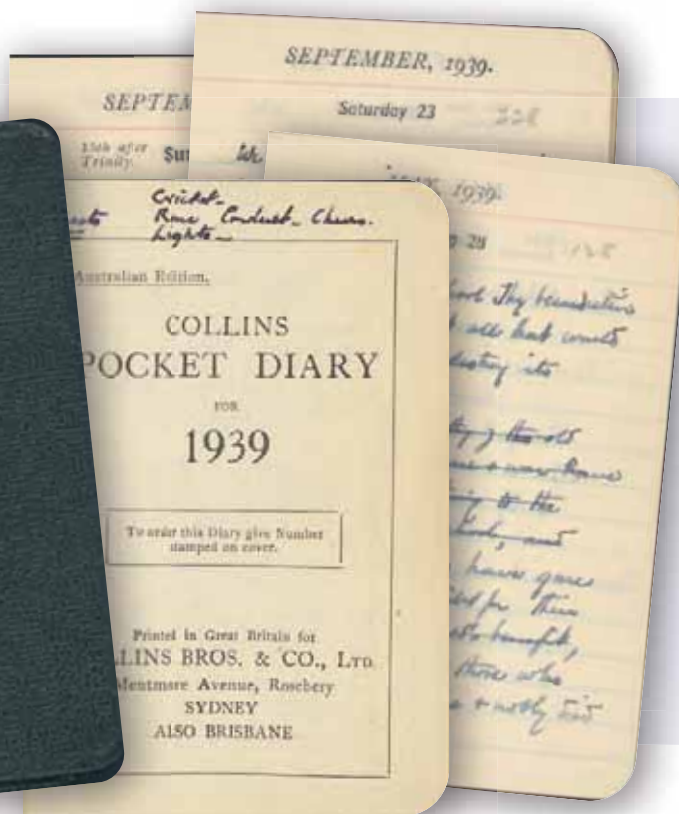




Guiding the College through war

*The prayer book of
Sir Frank Rolland*

CAROLINE STOK, ARCHIVIST



The prayer book

Rolland's handwritten prayers were recorded in a 1939 Collins pocket diary, with notes indicating its use beyond that year. Some prayers are prefaced with "start of term" or "end of term" and address the varied concerns of a school during wartime.

*We remember our old Collegians at home & abroad trusting
that whatever ^{call be made upon them} they may do their duty.
May they bring to their tasks clear minds, brave hearts & all
and know that however far & hard they are always in our*

Recently uncovered in the College archives, a handwritten prayer book by former Principal Sir Frank Rolland offers a powerful glimpse into life at the College during the Second World War. Written between 1939 and 1945 and read aloud at morning assembly, the prayers reveal how Rolland sought to guide a community confronting uncertainty, sacrifice and loss.

Principal from 1920 to 1945, Rolland composed the prayers in his own hand between 1939 and 1945, during the years of the Second World War. They reflect both his leadership of the College community and an understanding of duty, loss and service shaped by his early ministry and his experiences during the First World War (1914-1918).

Spoken at morning assembly, the prayers became a steadying ritual for a community living through war.

"Seeing that at this hour brave men and women are paying a terrible price for our freedom, may we hold it as a sacred thing and use it worthily."

- Sir Frank Rolland, 17 September 1939

The Second World War was not Rolland's first. He had served on the front during the First World War. At its outbreak, Rolland, 36 years old and a parish minister at Noorat, was guided by Christian duty and, following the news of Gallipoli, offered his service as a full-time military chaplain. He embarked for Egypt in 1915.

Earlier in his life, Rolland gave up a comfortable assistant minister position to become an Agent of the Smith of Dunesk Mission in South Australia - never one to shy away from a cause. There, he served outback communities in both South Australia and Broome.

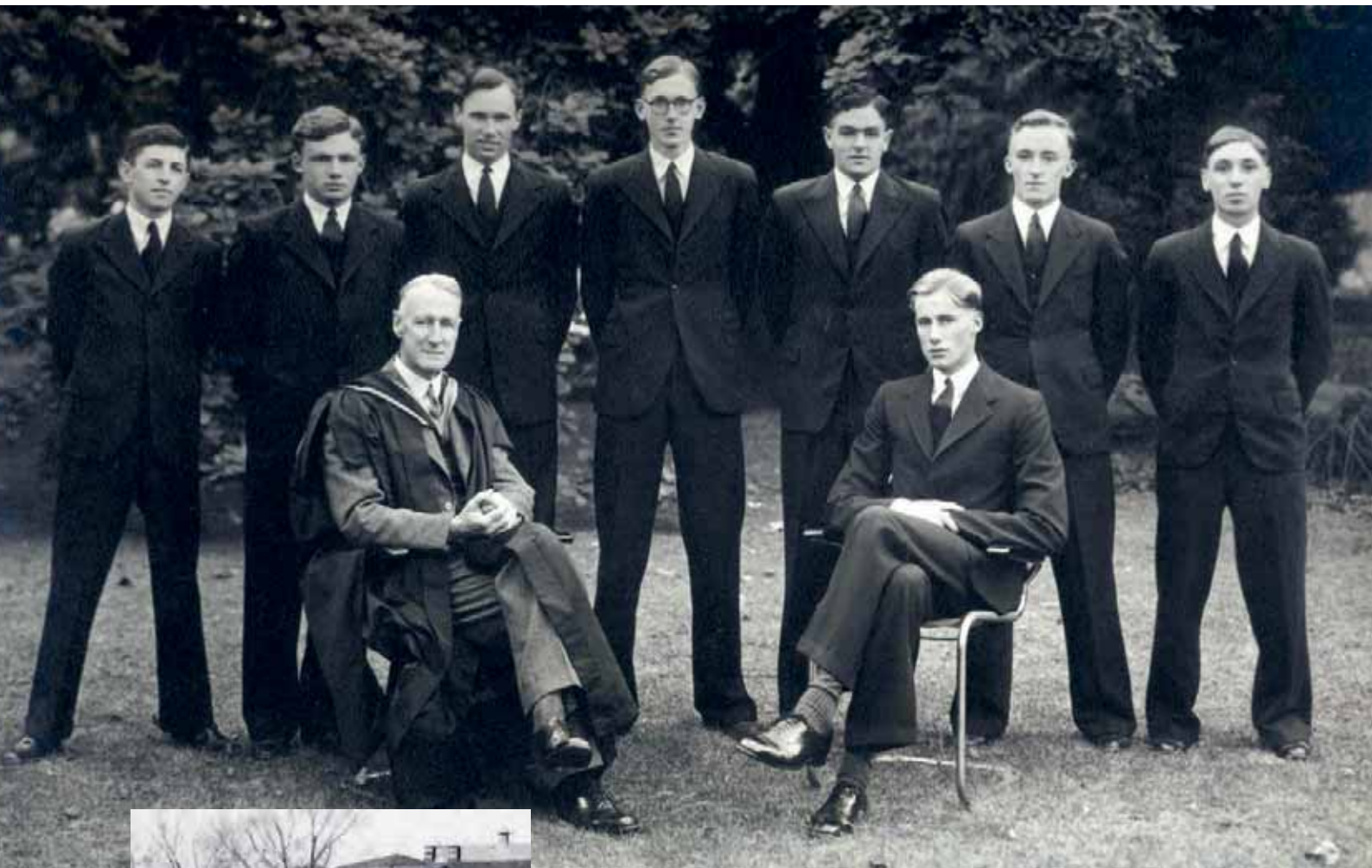
In September 1915, Rolland joined the 14th Battalion in France and

subsequently rewrote the army chaplain's handbook.

Traditionally, the chaplain spent most of his time at the rear, organising church parades, burials, letters of condolence, censorship of mail and personal interviews. As Rolland's biographer, BR Keith (OGC 1915), writes, "such an arrangement made religion a wishy-washy affair which could never suit [him]."

Rolland moved towards the trenches, offering his support to the soldiers. His refreshment service became a feature of battalion life. He was affectionately called the "Cocoa King" and "Old Padre".

Permission to go over the top came at the Battle of Hamel. Positioned near



Images (From top):

1. Sir Frank Rolland and the 1939 Prefects
2. Entrance to a shelter (looking toward the main oval and cricket pavilion, behind which is Morrison Hall), 1942
3. General view of the shelters (looking toward Mackie House and the old gymnasium), 1942

the Regimental Aid Post, Rolland aided the wounded and provided hot drinks. Despite the campaign's success and Rolland's Military Cross for "conspicuous bravery and extremely good work", the physical and emotional toll was heavy.

After the war, Rolland married Aline Ballance, and his outback career and wartime service prompted the College to offer him the role of Principal.

"We remember our Old Collegians at home and abroad, beseeching Thee that, whatever call be made, prepare them that they may do their duty. May they bring to their tasks clear minds, brave hearts and serviceable hands, and know that however far they travel, they are always in [Thy] Presence."

- Sir Frank Rolland, 23 September, 1939

The College community was not spared the impact of the Second World War. By its outbreak in 1939, Rolland had served almost two decades as Principal. More than 1,000 Old Collegians and staff

enlisted, with 94 making the ultimate sacrifice. Families farewelled their sons and daughters and, as the labour force was impacted, some students were called home to help on farms and in businesses. At the College, air shelters were built, a first aid post established and evacuations prepared. Students raised funds for the war effort, while rationing affected all.

"Grant to this school Thy benediction. Remove far from it all that would stain its honour, or destroy its comradeship. Bless all those who have gone forth from this place of peace to fight for their country, and make us worthy of those who in a great cause have nobly done and nobly died."

- Sir Frank Rolland, 28 May 1939

In this setting, Rolland used prayer not simply as religious observance, but as a way of helping the community carry fear, grief and responsibility together. Reverend Andrew Hope (OGC 1942) recalls their "simple clarity". Rolland's prayers linked those serving

*Grant to this school Thy benediction
 "Remove far from it all that would
 stain its honors, or destroy its
 comradeship:
 Bless all those who have gone
 forth from ^{this place of peace} us to fight for the
 country*

abroad with the students at home, encouraged remembrance of both the fallen and those enduring prolonged anxiety, and called for "unexpected reserves of strength and courage". Through prayers acknowledging scientific progress, labour, friendship and education, Rolland offered comfort, hope and a reason to endure daily life.

The prayer book offers a glimpse of a man who had once ministered to soldiers at war and who, decades later, brought the same sense of duty to the students and community he led during the Second World War.



Images (From top):

- 1. Brothers Bob (Robert Monteith) Rolland and Sir Frank Rolland*
- 2. Morrison Hall and the Head's Garden, 1945*

A 2026 reflection from College Chaplain Steve Wright

The discovery of Sir Frank Rolland's prayer book is a significant find and a blessing to our school community. Through both World Wars, in a time of great uncertainty, his prayers were a source of strength, not just for our school, but for soldiers on the front lines of battle. Rolland, as an army chaplain who served in the trenches of the First World War, brought

courage to soldiers facing fear and unimaginable hardship.

"Be with our men in our armed forces who watch by night, and with all who by sea and land are called upon to do their work while others sleep."

- Sir Frank Rolland, 26 April 1939

For thousands of years, the promises of God through Scripture have encouraged people through

adversity and seasons of hardship and distress. One of the most repeated phrases in the Bible is, "Do not fear, for I am with you." As Rolland shared his faith, he brought light into the darkness, strengthening weary soldiers and our school as they faced the brutal realities of war. His book of prayers is a special treasure that will continue to inspire and fill us with hope today.



Dancing at Lughnasa

Year 12 Theatre Studies

EMMA CHANDLER, CREATIVE DESIGN & CONTENT SPECIALIST

Year 12 Theatre Studies students took centre stage in every sense with their production of Brian Friel's *Dancing at Lughnasa* in the Costa Theatre in March.

As part of their VCE Theatre Studies coursework, students were responsible for bringing the production to life, developing characters, shaping performances and making creative decisions that transformed the acclaimed Irish play from page to stage. The result was a thoughtful and engaging production that drew audiences into the lives of the Mundy sisters and the changing world of rural Ireland in the 1930s.

The culmination of months of rehearsal, planning and collaboration, the performance showcased not only the students' acting ability but also their creativity, commitment and growing understanding of theatre-making. Their hard work and dedication were evident in every aspect of the production, creating a memorable and moving experience for all who attended.





The hope at the heart of Easter

Reflecting on hope, kindness & community

STEVE WRIGHT, COLLEGE CHAPLAIN

Our Easter service is the one College event that brings our whole school together on the last day of Term 1 to reflect on the life, death and resurrection of Jesus. It provides a moment to pause, consider this story, and reflect on what it means in our daily lives.

With student involvement across each campus, this is a special service in the life of our school where we are encouraged by one of the greatest stories of love, hope and sacrifice.

From His humble birth to His life and death, Jesus demonstrated service to others and encouraged early believers to follow His example. Those who were lonely and isolated were embraced and welcomed. Those in need of food, clothing and shelter were cared for. The message of the cross is one of love and sacrifice - Jesus taking

upon Himself anything that may separate us from the love of God.

Those who were ashamed of who they were or what they had done found grace, mercy and forgiveness instead of condemnation. It was Jesus who said, "Love your neighbour as yourself" (Matthew 22:39). In an ancient world where many people did not warmly embrace foreigners or those from different cultural backgrounds, Jesus was breaking societal norms and modelling a counter-cultural way of living that transformed the world and continues to do so today.

The daily news is often filled with confronting stories. Hatred, disunity, chaos, war, uncertainty and global instability flood our media platforms. In situations that can feel beyond our control, we may wonder: what difference can I make?

Jesus modelled a life of humility, love and service. While we often

think we need to do something big to make a difference, it is often the small things that change the world: "Do to others as you would have them do to you" (Luke 6:31). It sounds simple, but when applied to our relationships with others, it can be incredibly impactful.

I am encouraged when I see this in action within our school community. When students look beyond themselves to the needs of others, it strengthens the culture of care and belonging that we value so deeply at our school. Our daily interactions are opportunities to serve others and show love and kindness. Sometimes it is one conversation, a message of encouragement, or simply being there for a friend going through a difficult time that changes someone's day for the better. Every day presents moments where we can be the right person at the right time.



If there was ever a story with a great ending, it is the Easter story. A story of good overcoming evil and light overcoming darkness through the resurrection of Jesus. For many people, the resurrection is a reminder that there is always hope beyond hardship and that our story is not yet finished.

Hope is powerful. In our work with children and young people, fostering hope in the next generation is an important part of what we do. We will all experience moments where life feels overwhelming or challenges seem too great to overcome. Hope reminds us that there is something better ahead and that we do not face life alone.

“For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future.” (Jeremiah 29:11)

At The Geelong College, we all play a role in strengthening our community and sharing that sense of hope with our students - not only teachers, but coaches, business operations staff, bus drivers, cleaners and grounds staff alike.

When there is so much happening in our world, our nation, and within our own lives and families, the Easter story offers a sense of perspective that I hope stays with us and encourages us throughout the year.



Composure under pressure

Rising to the moment on the world stage

NICOLE ROACHE, DIRECTOR OF ADVANCEMENT

There is a particular kind of energy that comes with standing at the top of a start gate. For Year 7 student Alana Hunt, it is part adrenaline, part

focus and, increasingly, something she is learning to control.

This season has taken Alana to the US Junior Nationals in Utah, where she delivered an exceptional performance against some of the strongest junior freestyle skiers in the world. Competing across multiple disciplines and age groups, her results were nothing short of remarkable.

She claimed first place in aerials in both the F13 and F15 divisions, won the F15 dual moguls title, and was crowned overall champion in F13. She also finished fourth overall in F15. Earlier in the week, she qualified third in F15 single moguls, underlining her strength across all aspects of freestyle skiing.

"It was challenging stepping up to that level," she says, "but

I had lots of coaches, friends and family around me."

Her week, however, was defined as much by her response to adversity as her results. After qualifying strongly in moguls, Alana produced one of her best runs in the final, only to lose balance on the bottom air and crash on landing. It was her only fall of the competition, and one that likely cost her a podium finish.

What followed said everything.

Within the hour, she was back at the top of the hill for aerials. Regrouping quickly, she qualified for the all-age final and delivered under pressure, finishing fourth overall while taking first place in both her age divisions. It was a composed and courageous response, and a clear sign of her competitive maturity.

That sense of resilience carried through to the final day. In dual moguls, Alana progressed confidently through the rounds, executing a 360 to back X combination with control and intent. In the final, she faced the top seed and, adjusting her approach mid-run, skied with composure to secure the win.





Her favourite moment, though, was broader than any single result. "Getting to experience an international competition at a new mountain," she says. "I love the excitement and the adrenaline, and being able to take on the best from all over the US."

Hearing from Olympic medallist Jaelin Kauf at the opening ceremony left a lasting impression, particularly the message about lifting teammates and backing each other when things do not go to plan. "I loved being part of a team," Alana reflects.

Back at the College, support has been immediate and genuine. Messages from classmates and teachers travelled with her overseas. "It feels like a really kind and supportive community," she says. "I felt like the school was behind me."

For Alana, this campaign has been more than a breakthrough. It has been a statement of intent, built not just on talent, but on resilience, perspective and a genuine love of the sport.

Rising snow talent recognised nationally



Year 7 students Alana Hunt and Harlem Pec have both been recognised through selection in the Snow Australia Emerging Talent Program (ETP), a national pathway designed to identify and support Australia's most promising young snowsports athletes.

Alana has been selected in Moguls following another outstanding season on the national and international stage, while Harlem has earned selection in Freeride Ski, recognising his skill, courage and potential in one of the sport's fastest-growing disciplines.

The ETP supports developing athletes through specialist coaching, camps and performance development opportunities, helping prepare them for future elite competition.

Well done to Alana and Harlem on this exceptional achievement and best wishes for an exciting snow season to them and the whole College Snowsports program.

Seven lessons from seven shows

Our trip to NYC

TAHLI CUMMINS, VIOLET GILBY & SOPHIE O'BRIEN (YEAR 12 STUDENTS)

For 10 days over the Easter break, 27 of The Geelong College's finest budding actors, actresses and dancers were able to immerse themselves in the glamorous world of Broadway, the flashy neon signs of Times Square and real industry experiences. With students from Years 10 to 12, we were able to form and build strong connections wherever we were, whether across meal tables, on stage, in the audience or in the hustle and bustle of Fifth Avenue. These friendships will be cherished forever.

Lucky enough to be guided by our fabulous Performing Arts staff, Mr Joyce, Ms Hynes, Mrs Fairlie and Mrs Sunderland, we were in safe hands. We were also fortunate enough to see seven Broadway shows. SEVEN! While all differed in style, storyline and music, we bonded as a group over differing opinions, photos with famous performers and simply enjoying what each show had to offer.

We thought it would only be appropriate to share our seven lessons from seven shows...

1. The Outsiders

The clear favourite across the board. Exploring themes of surviving youth trauma, finding chosen family and maintaining innocence amidst a world that forces kids to grow up too fast, the show captivated us from the beginning. Not only did the dynamic fight scenes and inventive staging keep us awake after a 30-hour travel day, but it also featured some of the best stage combat we had ever seen. This became a great touchstone for our own stage combat workshop days later. We learned to slap, punch and push our fellow castmates just like those on stage during our first night. Tears were shed, cheeky chuckles were shared and jaws were dropped. Overall, a fabulous show with a fabulous story.

2. The Great Gatsby

Taking a trip back to the summer of 1922 in New York City, where the streets were full of love, money and parties, we were captivated by the lavish set design, intricate costuming and effortless vocals. Witnessing Broadway greats such as Eva Noblezada, Reeve Carney and Samantha Pauly, it was truly a feast for the eyes. Jet lag had hit us hard by this second day, especially during the matinee performance, but that did not stop us from unpacking every set change and strike over Raising Cane's dinner later that night.





3. Public Charge

In a trip dominated by musicals, Public Charge provided us with our very first taste of an Off-Broadway play. Grounded in the inner workings of American politics and following a female immigrant making a name for herself, this deeply topical and current production drew our attention to the importance of meaning and nuance within a show. By removing the musical aspect, the glitz and glamour, and the perfectly rehearsed choreography, Public Charge offered many of us a different and insightful theatrical experience.

4. Chess

Our group was fortunate enough to experience another spectacular Broadway revival, Chess, featuring the much-loved Lea Michele from Glee. The show explored themes highly relevant in today's world, examining government superpowers and political manipulation through compelling songs and phenomenal dance sequences. We were especially proud to see Geelong's own Kyla Bartholomeusz perform. As the aunt of one of our group members, Frankie, her involvement made the whole experience even more special. Through this connection, we gained an insight into what it is like to perform on





a Broadway stage and enjoyed a Q&A session with Kyla and her fellow cast members after the show.

5. Death Becomes Her

Stepping into a world of glamour, chaos and immortality, we were immediately swept up in the sparkling whirlwind unfolding on stage. The costumes were nothing short of ICONIC: big, sparkly, diamond-covered masterpieces that made the entire stage look as though it had been dipped in rhinestones. The show had us laughing nonstop with its outrageous humour, perfectly timed dramatic falls and every impossible stunt imaginable. Even with all the glittery madness happening on stage, we still walked away with some surprisingly real lessons about how chasing perfection can get in the way of enjoying life, even if you are technically immortal!

6. Burnout Paradise

Supporting our fellow Australians, Pony Cam theatre collective from Melbourne, this Off-Broadway performance threw us straight into a whirlwind of tasks, timers and pure mayhem. Before we knew it, we were leaping out of our seats and sprinting onto the stage to help the cast complete their challenges, with Mr Joyce, of course, fully embracing his moment as sous chef. The whole

experience was messy, unpredictable and wonderfully unhinged, and we could not stop laughing. It also reminded us that theatre does not always need to be polished or traditional to be brilliant. Sometimes breaking the rules and embracing the chaos creates the most unforgettable moments.

7. Cats: The Jellicle Ball

On our last night, we celebrated our trip with one final hurrah, and it was a spectacular one. This drag reimaging of *Cats* took us on a whirlwind of emotions through jaw-dropping (and death-dropping!) catwalk voguing, breathtaking costumes and explosive vocals. There was not a dull moment to be found. The energy and joy in the crowd were unlike anything we had experienced at any other show, helping us push through our weary eyes on the final night and leaving us with a lasting impression of the unforgettable time we spent in New York City.

Our 10 days were filled with laughter, friendship, music, dancing and a lot of walking. Through the various workshops, tours and experiences, we were able to catch a glimpse of what it really takes to make it on Broadway.

A big thank you to all the staff who supported and guided us on the trip of a lifetime.

Beyond the game

Soccer tour to Japan

WARREN ESDAILE, TEACHER IN CHARGE (TIC) - SOCCER
& EMMA CHANDLER, CREATIVE DESIGN & CONTENT SPECIALIST

The biggest moments on a sports tour are not always found on the scoreboard. Sometimes they come while navigating a crowded train station in a foreign language, sharing a meal with new friends or encountering a completely different way of life. For a group of The Geelong College Senior School soccer students, a 12-day tour of Japan during the Easter break delivered all of that and more.

Travelling through Tokyo, Sendai, Fukushima, Shizuoka and Yokohama, students navigated Japan's extensive rail network, travelled aboard the famous Shinkansen and represented the College in a series of sporting and

cultural exchanges. Accompanied by staff members Warren Esdaile, Orazio Galluccio and Kate Sculley, the group experienced Japan at pace, embracing opportunities both on and off the pitch. The tour provided

opportunities not only to develop as soccer players, but also to build confidence, independence and a deeper understanding of another culture.





Testing themselves on the pitch

On the field, students tested themselves against strong Japanese opposition, playing fixtures against Vegalta Sendai Academy and Nihon University-affiliated schools Tsurugaoka and Mishima. The matches challenged players to adapt to different styles of play,

communicate effectively and perform under pressure. Exposure to the technical skill, discipline and work ethic of their Japanese counterparts offered valuable lessons that extended well beyond the game itself.

“One of the highlights of the tour was watching our students compete against such highly skilled and disciplined Japanese teams,” said Orazio Galluccio. “The

Japanese players were incredibly hardworking, respectful and played the game with genuine joy, which was wonderful for our students to experience firsthand.”

“What stood out most to me was the way our students responded when faced with formidable opponents. Despite the challenges, they showed resilience, courage and determination, never giving up and continuing to support one another throughout the tour.”

The group also attended two J-League fixtures, including a match at the home of Vegalta Sendai,

and experienced the atmosphere of professional Japanese sport at a Yokohama DeNA BayStars baseball game. Witnessing the passion, respect and organisation that characterise Japanese sporting culture gave students a broader appreciation of sport’s ability to unite communities and inspire pride.

Learning through culture and history

Some of the tour’s most powerful learning experiences occurred away from the sporting arena.

In Sendai, students visited sites connected to the devastating 2011 earthquake and tsunami, gaining insight into the human impact of natural disasters and the resilience shown by affected communities. A visit to Hoju-ji Temple in the Toguhama district, which served as a place of refuge and support following the disaster, included a guided Zazen meditation session that encouraged reflection and mindfulness. The Geelong College was the first school group ever invited to participate in this experience, and students approached the opportunity with maturity, respect and genuine curiosity.



“The matches were a fantastic experience, but some of the most meaningful learning happened away from the pitch,” said tour organiser Warren Esdaile. “Visiting places connected to the tsunami and experiencing Japanese culture first-hand gave students perspectives they simply couldn’t gain in a classroom.”

Students also explored significant cultural and historical sites, including the preserved Edo-period post town of Ouchi-juku and the Fujisan World Heritage Centre. These experiences provided a deeper understanding of Japanese history, traditions and values, helping students appreciate both the differences and common ground between cultures.

For Orazio, one particularly memorable moment came in Gotemba, Shizuoka.

“Playing soccer with students and staff surrounded by cherry blossoms, with Mount Fuji in the background, was a surreal experience,” he said. “It was one of those moments where you had to stop and appreciate where you were. It’s something I know the students and staff will never forget.”

The moments in between

As with many international tours, some of the most memorable moments emerged from everyday experiences.

Students stepped out of their comfort zones and developed greater self-reliance. Through these shared challenges, friendships were strengthened and confidence grew.

Japan’s convenience stores, particularly 7-Eleven, also became an unexpected but much-loved feature of daily life. Whether grabbing breakfast before an early train, picking up a post-match snack or discovering a new favourite treat, students quickly became familiar with a uniquely Japanese institution that proved both practical and memorable.

“Travelling internationally encourages students to become more independent very quickly,” Warren said. “By the end of the trip, they were far more confident in unfamiliar environments and willing to embrace new experiences.”

More than a sporting tour

Throughout the tour, students represented The Geelong College with maturity, curiosity and respect.

Whether competing on the field, engaging with local communities or embracing new experiences, they demonstrated the values of the College and returned with lasting memories, broader perspectives and a greater understanding of the world beyond the classroom.





From school friends to community leaders

MIKE HOWELL, DIRECTOR OF COMMUNITY RELATIONS

When devastating bushfires swept across parts of Australia this summer, Old Collegians Ruby Buchanan and Edwina Doery (both OGC 2017) found themselves doing what many Australians were doing: watching the news, worrying about those affected, and wondering how they could help.

What followed was far more than a simple fundraising effort. Through determination, community spirit and the power of rural networks, the pair launched the Big Bushfire Raffle, raising more than \$50,000 for those impacted by the fires and demonstrating just how much can be achieved when people come together behind a common cause.

For Ruby and Edwina, however, the story began years earlier at The Geelong College.

The pair first met as students and became close friends while boarding at the College. Although they remained friends after school, neither could have predicted how closely their lives would become intertwined.

“We definitely didn’t expect our lives would end up being so entwined,” they say.

After school, both independently chose to spend two years working as ringers before unknowingly applying to the University of New England

in Armidale. When they discovered they would be attending the same university, they naturally gravitated towards one another.

“From there we were pretty much inseparable and a bit of a two-for-one deal. We have both always loved the bush, animals and beer, so that pretty much bonded us.”

Years later, that friendship would become the foundation for a successful fundraising partnership.

Looking back, both women believe their time at the College helped shape their understanding of community and service.

“College had a lot of fundraising events and opportunities to give back to the community, so it definitely shaped our mindset.”

They point to the many opportunities students were given to support charitable causes, contribute to fundraising initiatives and engage with communities beyond their own.

“We think it’s so important to give when you can. We are aware of how privileged we were to go to a school like College and furthermore to have the opportunity to board there.”

That perspective became particularly important when bushfires began threatening communities close to home. With family members involved in the CFA, the crisis felt personal.

“Our parents are part of the CFA and to watch them kit up and go out to fight for other people’s homes is heartbreaking.”

Like many people, they initially felt powerless watching events unfold.

“We hated just sitting there and watching the TV seeing more and more homes taken.”

Determined to help, they began exploring fundraising ideas and reached out to their networks to gauge support. The response was immediate.

“We decided to put some feelers out and gauge if anyone else felt like us and would like to help as

well. To our surprise everyone wanted to help but just didn’t know how. They needed someone to lead the charge.”

What began as a modest fundraising idea quickly exceeded all expectations.

“We thought we might raise \$10,000, but nothing like what we did.”

As donations poured in and support spread through social media and rural business networks, the campaign grew into something far larger than either had imagined.

The experience reinforced their belief in the strength of rural communities.

“The response from our community said everything about the kind of people you find in rural Australia.”

Far from simply entering a raffle, supporters embraced the cause itself.

“People donated what they could, shared it far and wide and backed us 100 per cent. It reinforced that rural people step in and help when needed.”

Several moments remain particularly memorable. Watching the fundraising total reach \$50,000 was one.





"It didn't feel real, and it hit us how many people had backed what we were doing."

Equally powerful were the personal stories they heard from people directly affected by the fires, many of whom still chose to contribute despite their own losses.

"It showed us how strong and selfless people, especially in rural communities, really are."

The campaign also strengthened the partnership between the two friends.

"We've honestly just learned how well we work as a team."

While their personalities and approaches differ, they found their

strengths complemented one another.

"One of us will be getting stuff done while the other keeps things calm and in perspective. During the campaign we just backed each other, picked up the slack when needed, and didn't overcomplicate things."

Perhaps most significantly, the experience changed how they viewed their own ability to create positive change.

"We probably didn't realise the impact we could have before this, but seeing how many people got behind it made us step back and think, wow, this actually matters."

It is a lesson they plan to carry forward.

"It's made us more aware of the responsibility that comes with having a bit of a platform, but also how much good you can do with it."

And while the Big Bushfire Raffle may be over, the ideas are not.

"We've been brainstorming ideas since the raffle on other ways that we can make a difference where needed, and we can't wait to make these happen."

For two Old Collegians whose friendship began in the boarding house, it is proof that sometimes the most meaningful impact comes not from grand plans, but from deciding to act when others need help most.



Beyond routine

How a night at Cape Otway strengthened bonds

ANDREW SCHUYLER, JUNIOR SCHOOL TEACHER
& ASSISTANT HEAD OF BOARDING (MACKIE)

For many young boarders, the routine of daily life offers structure, belonging, and predictability. Meals at set times, study sessions, APS sport commitments, shared common rooms, and the familiar rhythm of school days form the backbone of their experience in Mackie House.

Yet, meaningful relationships and authentic leadership skills are rarely formed solely within those everyday patterns.

They emerge when young people are invited into spaces where experiences feel new, shared, and slightly outside their comfort zone. Our Mackie Year 7 and 8 Camp at the College's Cape Otway Campus is a deliberate effort to create that kind of environment.

The intention behind the camp was simple but powerful: remove boys from their regular environment, place them in an experiential setting, and watch relationships grow.

The Year 7 and 8 Mackie students travelled along the Great Ocean Road, continuing on to The Geelong College Cape Otway Campus, an environment of natural beauty and cultural significance. After arriving and setting up cabins, we gathered to acknowledge





the Indigenous history and custodianship of the land.

Without the usual pressures of schedules, homework, or the larger boarding cohort, boys settled quickly into the camp environment. Wildlife around the site became a highlight straight away. Koalas in the surrounding gums and wallabies near the campus gave both international and local boarders a memorable introduction to Cape Otway.

Free time in the afternoon was simple but effective. Small groups played cricket, football, and soccer, and boys moved freely between activities.

Dinner in the evening was a BBQ cooked by the boys. They coordinated the setup, handled the cooking, and even organised the table setting and wash-up. This was not about producing a perfect meal. It was about responsibility and teamwork. Boys divided up jobs, checked in with each other, and worked towards a shared outcome.

But the real heart of the camp, the moment everything clicked into place, came after dinner with the Leadership and 'Mackie Man' session. We gathered around the fire for a conversation designed specifically for boys at this early stage of their boarding and adolescent journey.



The discussion centred on challenge, resilience, personal responsibility, and what it means to be a positive contributor within the Mackie community. Boys reflected on the emotions they have experienced so far this year, as well as the lessons that come from pushing themselves, making mistakes, and achieving success. For many, it was the first time they had spoken openly in front of their boarding peers about their goals, challenges, or fears.

A highlight of the evening involved each boy writing a letter to his future self. This simple activity encouraged them to imagine who they hoped to become, both as boarders and as young men. These letters will be returned to them in their final year in Mackie, providing a tangible reminder of how far they have come.

The session worked because it took place away from the expectations and distractions of daily boarding life. Conversations became more genuine. Reflection became deeper. Staff were able to engage with boarders in ways that simply do not

happen between dinner and study on a normal weeknight.

The next day, we walked a section of the Great Ocean Walk from Cape Otway Lighthouse towards Crayfish Bay. The boys moved steadily along the track, helping each other when needed and maintaining a good pace. We finished with fish and chips in Apollo Bay, followed by a relaxed afternoon of fishing. Nothing complicated, just time spent together.

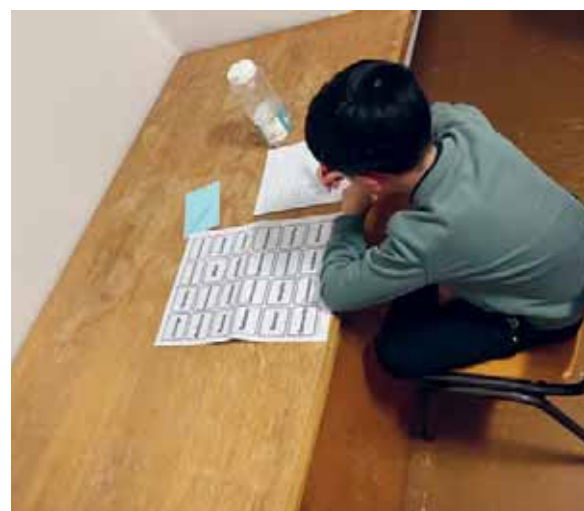
Why spaces like these matter

The Mackie Year 7 and 8 Camp highlighted something essential about boarding life: community is strengthened not only through structure, but also through shared experiences that encourage connection, reflection, and growth.

For young adolescents, particularly those living away from home, these opportunities are foundational. They learn who they are within the group. They discover how to support others. They find mentors in staff and peers alike. They begin to understand that leadership is not a badge reserved for the confident or outspoken, but a

daily practice built through empathy, responsibility, and self-awareness.

The Cape Otway camp was a short journey in both distance and time, but it was meaningful. It offered Year 7 and 8 Mackie boys the chance to step outside the familiar and return with stronger friendships, greater confidence, and a deeper understanding of what it means to belong to the Mackie community.



2026 TGC Golf Day

A golden day on the fairways

SALLY SADLER, ADVANCEMENT COORDINATOR

Perfect autumn conditions set the tone for a memorable day as players gathered at The Barwon Heads Golf Club for The Geelong College Golf Day on Friday 1 May. A crisp morning start, 92 members of the College community teed off at 8am for an 18-hole Ambrose competition, embracing both the spirit of the game and the opportunity to connect.

The course was in excellent condition, and the energy on the fairways carried through to the recently renovated clubhouse, where players later came together to enjoy a well-earned drink and lunch. It was a day marked not only by strong competition but by a genuine sense of camaraderie.

Among the standout moments was the chance to witness professional long driver Nick Dyson in action. Stationed on the fifth hole, his powerful tee shots proved a major drawcard. For a small donation,

participants could enlist his skills on the Par 5 – an offer many gladly took up, with drives that were nothing short of remarkable.

On the leaderboard, Ben Miller (OGC 1993), Adam Von Einem (OGC 1993), Sam O'Dwyer and Adrian Goonan emerged as the day's winners, finishing with an impressive net score of 50.75. Additional competitions, including Nearest the Pin and Longest Drive, ensured there were plenty of chances for success across the field.

This year also saw strong support from sponsors, led by Kieser Geelong as major partner, alongside the generosity of raffle sponsors including Mount Duneed Estate, Cotton On, Lard Ass Butter, Bleu Design Store, Natural Supply Co. and Irrewarra Bakery. In total, the event contributed \$2,960 to the Pegasus Scholarship Fund, supporting high-performing student-athletes and

reinforcing the enduring impact of community generosity.

The Geelong College Foundation takes great pride in supporting this much-loved annual event. With sincere thanks extended to the staff at The Barwon Heads Golf Club for their warm hospitality and seamless organisation, the day was a clear success – and one that has already set high expectations for 2027.

Save the Date

We would love to see you play in The Geelong College Golf Day

Friday 30 April 2027

To register your interest in playing or for further information, please email Sally Sadler at:
sally.sadler@tgc.vic.edu.au

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The Boarding legacy

Our Boarding Captains

NICOLE ROACHE, DIRECTOR OF ADVANCEMENT

For many Old Collegians, boarding is not something you forget. It stays with you. The people, the routines, the sense of belonging. Years later, the details might blur, but the feeling does not.

What is striking is how familiar that experience still is.

For Mossgiel Captain Eloise Kealy and Mackie Captain Sam Leishman, boarding today carries the same core that past students would recognise immediately. The setting may have evolved, but the essence remains.

“The obvious hardship is adapting to the rhythms, rigours and routines that boarding brings,” Eloise says. “Living with 47 other girls takes some getting used to.”

It is a sentiment that would resonate across generations. The early adjustment has always been part of the story. But so has what follows.

“The shared experiences that come from boarding create the strongest of friendships, or really, a sisterhood.”

That sense of connection sits at the centre of boarding life, just as it always has. In Mossgiel, it is built through moments of honesty and trust. Each week, students gather to share a “Triple H” – a hardship, a highlight and a hero.

“It is always an authentic and moving reflection that builds trust and genuine connection between the girls,” Eloise says.

For families considering boarding, this is the part that is often hardest to see from the outside. The depth of connection, and how quickly it forms.

You see it in the everyday.

“There are numerous highlights, whether it’s birthday celebrations, outings, karaoke or movie nights,” Eloise says.

And in the moments in between.

“Coming back from a holiday break is special. There are squeals and laughter as girls run across Mossgiel to greet each other.”

In Mackie, that same sense of belonging is shaped in a different way, but with the same result.

“Living with around 50 boys from different backgrounds doesn’t divide us, it defines us,” Sam says. “Each person contributes something unique, shaping the character and culture of the House.”

At the centre of that experience, then and now, are the people.

“Every staff member is deeply invested in our wellbeing, our stories and who we are as people,” Sam says.

For generations of boarders, this has been the constant. The presence of adults who know them, support them and guide them through the transition to independence.

“Arriving at age 12, the prospect of living away from home was daunting, but the support made the whole change feel normal quickly.”

Routines, too, have always played their part.



“Routines might sound like a drag, but they are the foundations of boarding life,” Sam says.

Shared meals, study sessions and time together create a rhythm that connects students day after day.

“The house wakes, eats, studies and then kicks back together. It keeps everyone grounded and moving in the right direction.”

And then there are the traditions. The stories that link one generation to the next.

“Our indoor soccer night has become a ritual,” Sam says. “It strengthens our bonds and gives us a sense of belonging that’s hard to replicate elsewhere.”

Some traditions run even deeper.

“The Urbans vs Rurals match connects Mackie men across generations.”

For many students, that connection is personal.

“I’m proud to be the third generation of my family to pass through the College,” Sam says. “Now, walking the same hallways and building similar friendships, I love that Dad’s stories are linked to the ones I’m making.”

Eloise shares a similar sentiment.

“The reason I ended up at College is because I was in awe of the lifelong friends my Mum made when she was a boarder.”

This is the legacy of boarding. Not just tradition for its own sake, but a continuity of experience. A community

that renews itself each year, while holding onto what matters most.

It is not simply where students live. It is where they are known, supported and challenged. Where friendships are formed through shared experience, and where those connections endure well beyond school.

Or, as Eloise puts it, “the heroes of boarding are the tutors. They listen to our thoughts and feelings with genuine understanding and care.”

For those who have been part of it, that feeling is familiar. For those considering it, it is what makes boarding at The Geelong College more than an experience.

It becomes something that stays with you.

More than a game

Service, connection, and community in action

ANDREW SCHUYLER, JUNIOR SCHOOL TEACHER & ASSISTANT HEAD OF BOARDING (MACKIE)

Mackie boarders are partnering with the Newtown All Abilities Football Team through BuddiUp Geelong, gaining a deeper understanding of what it means to give their time and energy for the benefit of others.

For Mackie boarders, Monday afternoons now look a little different.

Each week, more than 35 students head out to support the Newtown All Abilities Football Team - a commitment that has grown into a meaningful connection with the wider Geelong community.

The program began when Nathan Braddock - All Abilities Coach and Managing Director of BuddiUp Geelong - visited Mackie to share his story. Speaking openly about life beyond school, he challenged the boys to think about purpose and the opportunities many people take for granted.

His message resonated, sparking honest discussion. At the end of the evening, he posed a simple question - who would give up their own time to support others? More than 30 hands went up.

Since then, those intentions have been put into action.

From the beginning of Term 1, our Mackie boarders have assisted with drills, encourage participation, help run activities, and provide steady, practical support - helping to create an environment where players of all abilities can thrive.

For Year 12 student Oscar Robinson, the program has become far more than just volunteering.

"There are so many parts of the BuddiUp program that I love but if I had to choose one it would be the opportunity for connection," Oscar says.

"The environment on the footy field is one where everyone is looking to have fun and a laugh, making it a great opportunity to connect with all abilities players. I know for myself personally I've built a tight bond with Bailey. Each week I get on the bus to BuddiUp and look forward to seeing him and all the other players."

Oscar says the experience has challenged assumptions he did not

realise he held.

"The main thing I've learnt through my time in the BuddiUp program is how misunderstood and misjudged the players are," he says.

"I know growing up I've assumed that when having a conversation with an individual with a disability that you need to change your speech or vocabulary, but that couldn't be further from the truth. I've had extremely in depth and complex conversations with some of the players at training, and if I was to buy into that misconception that opportunity for connection would've been completely missed."

Year 11 boarder Fred Peat says the weekly sessions have become something he genuinely values.

"The reason I go to BuddiUp every week is because I really enjoy it and







get to share great experiences with the boys down there,” Fred says.

“It’s something I’ve gained a lot from. Being involved each week has made me more aware of how grateful I am for opportunities like this, and for the chance to experience boarding and everything that comes with it.”

For Year 11 student, Hugh Murphy, the atmosphere and energy of the sessions stand out most.

“The Mackie boys have been heading down each week to train with the Newtown & Chilwell Eagles All Abilities team, and it’s honestly become a highlight for all of us,” Hugh says.

“The energy is always unreal. We get stuck into handball drills, practise our goal kicking, and help the boys with celebrations. We always finish

off with a fun practice match, which is a great way to wrap it all up.”

The impact of the partnership has been immediate. Boarders are developing empathy, confidence, and leadership while stepping beyond the routines of school life. They have shown maturity, initiative, and patience as they learn how to support young people with diverse needs and abilities.

More than service, this partnership offers a deeper understanding of what it means to give time and energy for the benefit of others. The smiles, high-fives, conversations, and quiet moments of encouragement speak to the power of inclusive spaces where everyone can participate and feel supported.

We are incredibly proud of the way Mackie boarders have embraced this

initiative. Their willingness to show up, be present, and contribute has laid a strong foundation for what we hope will be a long-term partnership with BuddiUp Geelong and the Newtown All Abilities Football Team.

This is just the beginning, and we look forward to seeing the program continue to grow in the months ahead.

See the program in action

Scan the QR code or visit:
bit.ly/TGC_BuddiUp





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Bugsy Malone

Year 8 Production

KATE WARD, MARKETING MANAGER

This year's Year 8 Production, Bugsy Malone, was a lively and engaging celebration of musical theatre, delighting audiences at The Story House, Geelong Arts Centre.

Twenty years after the musical was first staged by the Senior School, it was reimagined for a new generation, bringing the playful world of 1920s gangsters back to life with energy, humour and heart. From its catchy musical numbers to the iconic "splurge" moments, the production captured the spirit and charm of this much loved show.

Featuring a large cast of Year 8 students and supported by a dedicated team of staff and crew, the production showcased impressive teamwork and creativity. Students contributed both on stage and behind the scenes, working together to create a polished and entertaining performance.

A highlight of the show was the immersive staging, with some audience members seated within Fat Sam's Grand Slam Speakeasy. This cabaret-style experience placed viewers right in the centre of the action, adding to the atmosphere and excitement.

The success of Bugsy Malone reflects the dedication of all involved and will be remembered as a joyful and memorable chapter in the Year 8 Production tradition.





Giving with purpose in 2025

Your generosity supports far more than buildings, scholarships or programs. It creates opportunity, confidence, belonging and possibility for young people. It strengthens our community and helps ensure future generations of The Geelong College students can learn, grow and thrive. The impact of your support will be felt for years to come.

The strength of our College lies in our shared values, our clear vision, and the generosity of a community that believes in both. Thank you to everyone who supported the College or the Foundation in 2025. Every gift represents someone choosing to invest in young people and in their future, helping us build on a remarkable legacy.

This generosity had a direct impact on students. Year 12 student Hugh Knuckey reflected on the impact his scholarship has had over the past five years.

"The relationships I've formed within this community mean so much to me, and I truly believe they're what make Geelong College so special," Hugh said.

"Along with the incredible friendships, the opportunities I've been given, both in sport and in my education, have shaped me in ways I'll always be grateful for. Without you, I wouldn't have been able to experience any of this."

For Year 11 student Piper Stephens, the opportunity has extended far beyond the classroom.

"Receiving a scholarship at College has meant so much to both me and my family," Piper said.

"My family and I are so grateful to the people who donate money to make scholarships like mine possible. Their kindness has opened many opportunities and it has genuinely changed my life, which is something I will be forever grateful for."

Sommer Monaghan OGC 1995, whose daughter Winnie is currently in Year 10, said the opportunities available through the College have already had a profound impact.

"In Winnie's short time at College, it is clear she has been afforded opportunities and experiences that simply would not have been available to her at home," Sommer said.

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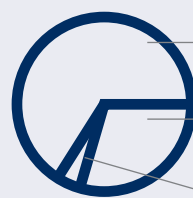


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31% TO
SCHOLARSHIPS
3% TO TGC
FOUNDATION



BEQUESTS
RECEIVED: **2**

BEQUESTS TOTAL
AMOUNT:

\$20,460

"We are grateful our daughter is encouraged and developed to step confidently into unfamiliar spaces and make the most of each opportunity presented to her. I can't thank the donors who made this possible for us enough."

Principal Simon Young said the impact of philanthropy could be seen across all areas of College life.

"Every gift represents someone choosing to invest in young people and in their future. The impact of that generosity is seen every day in the lives, experiences and opportunities of our students."

Your generosity makes a difference... and for that we say thank you.

If you would like to discuss leaving a bequest or making a gift to the College, please contact Nicole Roache, Director of Advancement, on 03 5226 3106 or email:

nicole.roache@tgc.vic.edu.au

Please scan the QR code if you'd like to make a donation



OGC - 1950s

Mr F W Russell - OGC 1950
Mr A S Philip - OGC 1952
Mr R C W Pyper - OGC 1952
Mr J S Stuckey - OGC 1953
Mr D R Walter - OGC 1954
Mr H T Bromell - OGC 1955
Mr R M Fiddian - OGC 1955
Dr I W McCay - OGC 1955
Mr P F Fenwick - OGC 1956
Mr A J E Lawson OAM - OGC 1956, PP
Mr S F Paton - OGC 1956
Mr B G Tymms - OGC 1956
Mr T F McNair - OGC 1958
Dr A J Vigano AM - OGC 1958
Mr A G S Gray - OGC 1959, PP
Professor D G Williamson - OGC 1959

OGC - 1960s

Professor T R Carney AO - OGC 1960
Mr J N & Mrs M A Hosford - OGC 1960, PP

Mr D J Dickson - OGC 1961
Mr M J Betts AM & Mrs R M Betts - OGC 1965, PP
Mr P F Fraser - OGC 1965
Professor D T Runia AM - OGC 1965
Mr I F Sayers - OGC 1965
Mr S W Fraser - OGC 1966
Mr P S Lowe - OGC 1967
Mr P A Wade - OGC 1967
Dr C B Olsen - OGC 1968
Associate Professor P L Royce - OGC 1968
Mr D B Sutton - OGC 1968
Mr N A Kearney - OGC 1969

OGC - 1970s

Mr B J Mellor - OGC 1970
Mr R V Brown - OGC 1972
Mr B T Fenner - OGC 1972
Dr A H Kelso - OGC 1972
Mr D A Williamson - OGC 1972
Mr R G Carr - OGC 1973, PP
Mr J A Hutton - OGC 1973
Ms M L Quigley - OGC 1973
Dr A M Brown - OGC 1978

Mr R A Fyffe - OGC 1978
Dr A V Maclean - OGC 1978
Mr T D G Neilson - OGC 1978
Mr A J Le Deux - OGC 1979

OGC - 1980s

Mr J R Ganly - OGC 1985
Mr K Ng - OGC 1987, PP, FP
Mr I J Abbott - OGC 1988

OGC - 1990s

Mr S M Cosgriff - OGC 1992
Mr P A Mishura - OGC 1992
Mr N J Hosking - OGC 1997, CP
Mr I R Barbour - OGC 1999

OGC - 2000s

Mr C J Wright - OGC 2007

OGC - 2010s

Mr O W Soo - OGC 2019
OGC - 2020s
Mr O Dowling - OGC 2022, Staff

The Geelong College Foundation

From the Foundation President

ANNA WEBB, PRESIDENT, THE GEELONG COLLEGE FOUNDATION



Geoff &
Beverley Quail

2026 is an exciting time for The Geelong College Foundation. We have a number of significant projects underway and have welcomed two new Board members as we reluctantly said farewell to our Past President, Scott Chirnside (OGC 1970) and Board member Bradley Fenner (OGC 1972).

We are working closely with the College Council as they develop the next stage of the Masterplan regarding school buildings and facilities to accommodate our growing student numbers. We have also formed a working committee to explore an Endowment model for donations, bequests and scholarship funds so generously given to us from the wider Geelong College community. Both these projects are complex but important as we set the College up for future generations.

We have also held a number of events including The Geelong College Golf Day, sponsored by

the Foundation and the annual Foundation Members' Lunch on Friday 22 May.

Farewell to Scott Chirnside and Bradley Fenner

After almost 12 years on the Foundation Board, former President Scott Chirnside, retired from the Board at the AGM in March. Scott's contribution to the Foundation over many years, and his wise counsel, will be sorely missed. Thank you to Scott and his wife Deb for their many years of service.

The Foundation also thanks Bradley Fenner for his three years of service as a Director,



Paul Sheahan, Elizabeth Farrow, Gareth Andrews, Bill Farrow and Charles Andrews



*Images (from top):
- Joyce & Alan Williamson
- Judy & Rod Chirnside and Sandy Hutton*

two of those years as Vice President. Happily, Brad has agreed to stay on as a valued member of our Endowment Committee to which he brings much wisdom and passion.

Welcome to Albert Weddell and Anna Young

Stepping into the vacancy left by Brad's departure is Albert (Bert) Weddell (OGC 2007). Appointed at the February Board meeting, Bert brings extensive experience in land development and has strong ties to The Geelong College where he studied from 2002-2007 as a fifth-generation student. He is a valuable addition to the Foundation Board, and we warmly welcome Bert and look forward to his contributions in the years ahead.

Our most recent Board appointment to replace Scott is Anna Young. Anna has a strong background in legal, business and compliance. She is currently the General Counsel at the Geelong-based Transport Accident

Commission (TAC) and passionate about contributing to the Geelong community and its for-purpose organisations.

I extend my sincere thanks to Nick Gilchrist (OGC 2001), who continues as Vice President, and welcome David Williamson (OGC 1972) into the role of Vice President - his willingness to step into this position is appreciated. Together, with the support of the wider Board, we are committed to strengthening our partnerships and initiatives for the benefit of the entire College community.

The Geelong College Golf Day, sponsored by The Foundation

Held at the Barwon Heads Golf Club on 1 May in perfect autumn conditions, we welcomed over 90 players who enjoyed the Ambrose format and a wonderful lunch afterwards in the newly renovated clubhouse. All funds raised on the day will go directly to our Pegasus Scholarship Fund for high-

performing student athletes who are ready to contribute, lead and grow.

Foundation Members' Lunch: Guest Speaker, Gareth Andrews AM (OGC 1960)

On Friday 22 May, our Foundation members enjoyed an inspiring and entertaining luncheon with Old Collegian Gareth Andrews, whose remarkable life journey has spanned

elite football, media, leadership and philanthropy. Gareth shared stories from his time at the College, reflected on the lifelong friendships formed during his school years, and spoke candidly about his VFL/AFL career, including winning a premiership with Richmond Football Club in 1974. Gareth also spoke about his deeply personal journey with mental health and the establishment of the Life Again Foundation, through which he continues to advocate for resilience, purpose and positive wellbeing.

Adding to the occasion, the 2026 College Prefects joined us for lunch and shared their own experiences with our guests. College Co-Captains, Violet Gilby and Matthew Kweh, shared insights into balancing the demands of student leadership, VCE studies and their extensive involvement in co-curricular activities including music and performing arts.

Macfarlane Burnet Lectures

When the Foundation was approached late last year by the The Geelong College Science department to reinstate the 'Macfarlane Burnet Lectures', we were quick to support this important initiative. It provides a valuable opportunity to bring specialist lecturers to the College for the benefit of both students and staff.



Sir Frank Macfarlane Burnet Lecture – 16 March 2026

Turning waste into fuel

Mr Peter Chomley, past parent and Director of Just Biodiesel, recently spent time with our VCE students studying Biology, Chemistry, Environmental Science and Systems Engineering, offering a practical and insightful look into the biofuels and biodiesel industry. Drawing on his experience, Peter explained the processes involved in converting waste materials and animal by-products into usable fuel, outlining both the science behind production and the broader industry landscape. His visit was particularly timely, with ongoing concerns around fuel supply and sustainability making the topic especially relevant.

Importantly, the session also highlighted a range of potential career pathways, demonstrating how studies in science and engineering can translate into meaningful work in emerging and essential industries. Students engaged actively throughout, asking thoughtful and informed questions, and left with a clearer understanding of how alternative fuels are developed and used in real-world applications.

We are grateful to Peter for sharing his time and expertise so generously, and for helping bring classroom learning to life in such a practical and engaging way.



A place, a legacy

A commitment to what comes next

NICOLE ROACHE, DIRECTOR OF ADVANCEMENT

For Old Collegian Jayne McEwan (OGC 1997), returning to The Geelong College this year has been more than a walk down memory lane. It has been a moment of perspective.

"The College has always been a place I was proud of," she reflects. "Coming back now, I'm struck by how the new facilities sit so comfortably alongside the tradition. It still feels like the same place, just with even more opportunity."

That sense of continuity matters. It is part of what led Jayne and her husband James Chapman to enrol their children, Carter (Year 3) and Ivy (Foundation), and ultimately, to support the College through the Take Your Place plaque program in Belerrren.

For Jayne, the decision to give was not complicated. It was personal.

"The College gave me wonderful opportunities and set the foundation for my life beyond school," she says. "Supporting it now, for my children and future generations, felt like the right thing to do."

That thinking speaks to something deeper than facilities. It reflects a belief in community, and in the role families play in shaping it.

Jayne describes her time at the College as formative, not just academically, but in the habits and

expectations that carried into adult life. "The standards, the structure, the opportunities in sport and learning, they all mattered. You appreciate that more as you get older."

Now, as a parent, she sees those same foundations beginning to take shape for Carter and Ivy.

"We have a 'have a go' attitude in our house," she says. "I want them to embrace every opportunity and find what suits them. Already they're involved in things like strings and choir that they may not have experienced elsewhere. That willingness to try, and to grow, is what will stay with them."

It is also what makes Belerren feel significant.

More than a sports facility, it represents a shift in how the College supports its students. "It's not just about performance," Jayne notes. "The focus on wellbeing is really important. It's a space that will serve students in so many ways."

For Carter and Ivy, the connection is already tangible. Seeing their names recognised within Belerren has created a sense of belonging well beyond their current year levels.

"They're incredibly excited," Jayne says. "For them, it's a link to the future. It makes the College feel like

something they are part of for the long term."

That idea of belonging sits at the heart of Jayne's view of philanthropy.

In her family, it is not abstract. It is lived.

"We focus on kindness first," she says. "That's something the kids can choose every day. Beyond that, it's about showing up, helping where you can, giving time, giving effort. If we can also give financially, we do that too."

It is a mindset shaped by years of community involvement, from local events to the CFA, where James volunteers. It is also something Carter and Ivy see firsthand.

"They might not notice money changing hands," Jayne says, "but they see people contributing. That's what stays with them."

This is what makes the decision to support the College now, rather than later, so important.

"I want to see the impact while my children are here," she says. "The facilities, the opportunities, the strength of the school, it all benefits current students. And it helps ensure the College continues to thrive into the future."

For families considering a plaque, her advice is simple.

"Do it. It's a lasting legacy for your family and a meaningful way to be part of the College's future. Your children may not fully understand it now, but one day they will."

It is a sentiment grounded in experience.

Jayne knows what the College gave her. Supporting it now is her way of ensuring that same experience, and more, is there for the next generation.

And in Belerren, that commitment is not just felt. It is set in place.



School Activities



China Tour and Cultural Exchange

VCE High Achievers Assembly



TGC & GGS Music Workshop



Senior School Swimming Carnival



Junior School Cross Country



Music Camp



Senior School House Music





Head of the River

Ngarawerreen Day



Pancake Day



Reconciliation Week



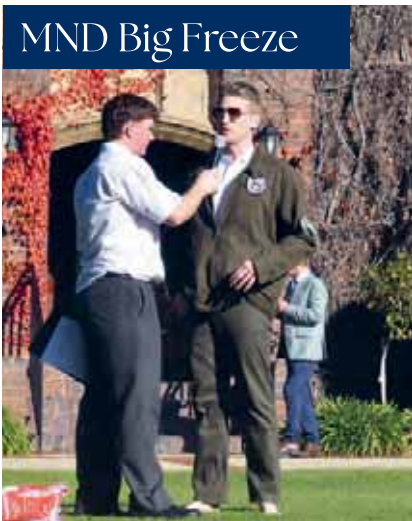
RBA Governor visit



Year 8 wheel throwing workshop



MND Big Freeze



Year 9 Retreats





Year 7 Camp



Year 7 & 8 Cross Country



Meet & Greet with the new Head of Junior School

Year 6 Camp



Year 4 - 6 Swimming Carnival





Year 4 Enviro



Year 6 visit Parliament



Oliver Hair (OGC 2023)

Oliver Hair is a recipient of the prestigious 2026 Australian Government New Colombo Plan Scholarship. As an undergraduate student from Monash University, Oliver's scholarship supports 10 months of study, language training, and professional internships in China. Currently based in Chengdu, he is already gaining valuable firsthand experience in international relations, sustainability and intercultural collaboration. Oliver has embraced the challenges of adapting to a new culture while continuing to develop his Mandarin language skills and understanding of the Australia–China relationship. He recently reconnected with The Geelong College Chinese teacher Sophia Shen in Chengdu.



Systems Engineering students visit Austeng – Ross George (OGC 1977)

Our Year 11 and 12 Systems Engineering students recently visited Ross George and the team at Austeng for an insightful look at real-world engineering and manufacturing.

Ross, Managing Director of Austeng, challenged students with a current industry problem, inviting them to develop and share their own solutions. Students also gained valuable insights into contemporary engineering processes and projects, helping bring their classroom learning to life and highlighting future pathways in the industry.

We thank Ross and the Austeng team for their time, expertise and ongoing support of our students.

Tanapol Phewpun (OGC 2013) & Joe Fowler (OGC 2014)

During the recent Performing Arts Tour to New York, teachers Lachy Joyce, Deb Hynes and Karen Sunderland caught up with two Old Collegians now living and working in the region.

Joe Fowler lives in Manhattan and works as a digital creator and consultant through his business, House of Ginger. Check out his Doorman Stories on Instagram.

Tanapol Phewpun lives and works in New Jersey as an Emergency Medicine Resident Doctor completing rotations across hospitals in New York and New Jersey after studying at St. George's University. Tanapol recently became engaged to his partner Cam. Congratulations!



Neil Myers (OGC 1971)

Neil Myers, former Director of Rowing at The Geelong College and previously a full time rowing coach with the Queensland Academy of Sport and the South Australia Sports Institute, was spotted leading the Melbourne Pipe Band during the ANZAC Day parade in Melbourne. During his time as a student at College, Neil was a leader of the Cadets and played an instrumental role in the leadership of the College Pipe Band.

15 Year Reunion of the 2011 Cricket Premiership Team

At the end of February, The Geelong College hosted the 15 Year Reunion of the 2011 APS Cricket Premiership. It was a great evening, highlighted by the attendance of all players, coaches and former Lindsay Hassett Cricket Club members.

The night was made even more special with Josh Carr and Will Lugg making the effort by flying in from NSW to attend.

Pictured. (L-R Back) Gareth Gilby (Staff Member), Greg Hanson (Coach), Eamon Vines (OGC 2011), John Simson (OGC 2012), Hugo Steinfert (OGC 2011), James Carr (OGC 2011), Jack Wood (OGC 2011), Jamie Harrison (OGC 2011), George Chisholm (OGC 2011), Harry Jess (OGC 2011), George Cameron (OGC 2011), Michael Terry (Past Staff Member). (L-R Front) Josh Carr (OGC 2011), Will Lugg (OGC 2011), Edward Ratcliffe (OGC 2011), Will Langley (OGC 2013).



Chong Lim AM (OGC 1977)

Chong, the renowned musical director and composer, continues to be one of Australia's busiest and most respected figures in music and entertainment.

Over Easter, he served as Musical Director for the John Farnham Band during the Good Friday Appeal, helping raise more than \$25 million for the Royal Children's Hospital. Earlier this year, he also led the special John Farnham 'We Are the Voice' tribute concert at the Sidney Myer Music Bowl.

In September, Chong will serve as Musical Director and performer for the concert The Songs of John Farnham: A Living Legend – The Celebration Concert at Rod Laver Arena. The event will feature a star-studded line-up including Jimmy Barnes, Tina Arena, Hugh Jackman, Celine Dion, Keith Urban, Richard Marx, Ross Wilson, Mark Vincent, Jessica Mauboy, Jon Stevens, Mitch Tambo, Kate Ceberano and Human Nature. Chong will perform with the John Farnham Band while also conducting a 38-piece orchestra and choir in support of Head and Neck Cancer Australia.

This August, Chong will once again direct the Victorian State Schools Spectacular. He will then conduct the Melbourne Symphony Orchestra in October for The Music of Elton – 40 Years of MSO x Elton John.



Lilli Balaam (OGC 2016)

Congratulations Lilli on her appointment as an Independent Director to the MND Australia Board. Lilli has held a longstanding interest in neurodegenerative diseases, shaped by the loss of her grandfather to the condition during her childhood. This personal connection has continued to influence her interest in health policy and advocacy relating to neurological and age-related conditions, including MND.



Zephyr Seignior (OGC 2024)

After school Zeph jumped straight into manufacturing a product he designed during Year 12 Product Design and Technology, taking the idea from his bedroom to a factory in China. Following two visits to Guangzhou, he learned through trial, error, and plenty of setbacks before launching his heavy dumbbell cutlery brand for gym-goers in December 2025.

In the first week, the product reached more than 3 million views on social media, helping create a strong launch. Since then, Zeph has continued learning the world of Meta paid advertising and has grown the brand, @kyroshare on Instagram, to more than 15 million views and over 8,000 followers.

A recent highlight saw Zeph pay \$1,000 for ecommerce and gym influencer @beefceo who has more than 110,000 followers, to hand-deliver a single pack of his product from Brisbane. The stunt quickly went viral, became profitable almost immediately and most importantly, gave him valuable insights and a new genuine connection in the ecommerce world.

Scan the QR code or visit:
bit.ly/3PMRdVi
to see one of Zephyr's Instagram reels

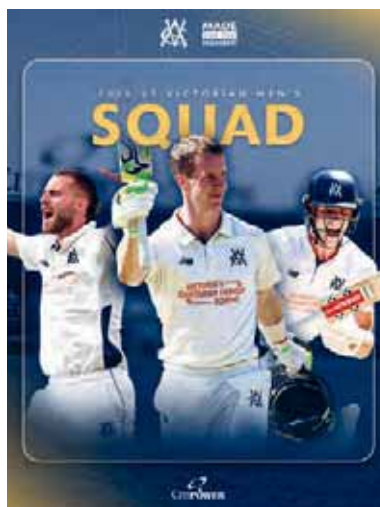


Skye Ellis (OGC 2021)

Congratulations to Skye, who claimed a silver medal in the Women's Short Cross 3km at the FISU World University Championship Cross Country in Cassino, Italy, in May.

Representing Australia as part of the UniRoos team, Skye produced an outstanding performance, crossing the finish line in 9:56.00 to secure second place in a highly competitive international field.

Now competing as a student-athlete at Northwestern University in Illinois, Skye continues to excel on the world stage. We are incredibly proud of her achievement and look forward to following her future success.



Liam Blackford (OGC 2022)

Congratulations to Liam on being awarded a Victorian Cricket Team state contract for the 2026/27 season.

The contract is recognition of Liam's outstanding performances and continued development at the highest levels of the game. We look forward to following his progress throughout the season and wish him every success.

Tom Anastasopoulos (OGC 2023)

A huge congratulations to Tom Anastasopoulos (OGC 2023), who made his AFL debut for Port Adelaide in Darwin in May.

Tom earned his opportunity after a string of impressive SANFL performances, including a standout game with 22 disposals and three goals the week before his selection.

While Port Adelaide went down to Gold Coast 15.8 (98) to 10.13 (73), it was a memorable night for Tom and a reward for years of hard work, persistence and dedication to his football.



Georgia White (OGC 2018)

Congratulations to Georgia on being selected as a musician in the 2026 Melbourne Symphony Orchestra Academy.

As a clarinettist in the program, Georgia is working alongside Melbourne Symphony Orchestra musicians, developing her skills through performance, collaboration and professional mentorship.

The year-long MSO Academy is designed to help emerging musicians make the transition into the professional music industry, providing invaluable experience in an orchestral setting.

We wish Georgia every success as she continues this exciting stage of her musical journey.



Charlie Curnow (OGC 2014)

Great to see Charlie in the red and white for the Sydney Swans this season.

Charlie made a strong start in his new colours, kicking three goals and helping his side to a convincing 63-point win over his former club, Carlton.

We wish Charlie and all our Old Geelong Collegians in the AFL every success for the remainder of the season.

Richard (OGC 2006), Matthew (OGC 2008) and William (OGC 2011) Lugg

A piece of Geelong College cricket history has found a new home.

We are grateful to the Lugg family, long-time supporters of the College cricket program, for donating a framed, signed bat belonging to Old Geelong Collegian Lindsay Hassett (OGC 1930). One of Australia's great cricketers, Lindsay captained the national team and served as Vice-Captain of Sir Donald Bradman's famous 1948 'Invincibles'.

The donation carries special significance for the Lugg family. Brothers Richard, Matthew and William all represented the College in the 1st XI, continuing a strong family connection to the game.

Thank you to the Lugg family for helping preserve and celebrate the rich sporting heritage of The Geelong College.



Images: (Left) Current Year 9 cricketers Mack & Axel with the Lindsay Hassett bat in front of the Senior School scoreboard. (Right) Lindsay Hassett

Lex Blockey (OGC 2025)

Congratulations to Lex on being awarded a 2026 Hansen Scholarship at The University of Melbourne.

Lex was one of just 25 students selected nationally for the prestigious scholarship, which recognises academic achievement, leadership, resilience and a commitment to making a positive contribution to the community.

This outstanding accomplishment reflects not only hard work and determination, but also the values and character that have been evident throughout Lex's time at the College.

We wish Lex every success for this exciting next chapter.





Roger Smith memorial



In December 2025, family, friends and former colleagues gathered at the Austin Gray Centre for the unveiling of a plaque honouring former staff member, Head of Senior School, Deputy Principal and Acting Principal, Roger Smith.

The plaque was unveiled by Roger's wife, Heather, and daughter Steph Smith (OGC 2004), and recognises more than 24 years of dedicated service to The Geelong College.

Throughout his time at the College, Roger's leadership, wisdom and commitment helped shape the lives of countless students and staff. The strong turnout at the ceremony, including many former colleagues who travelled considerable distances to attend, reflected the deep respect and affection in which he was held.

The Austin Gray Centre was chosen as the plaque's location in recognition of Roger's long involvement with the Exploration Society, with the Centre serving as the departure and return point for many of the expeditions he led.

The plaque stands as a lasting tribute to Roger's remarkable contribution to the College community.

Robert Tripolino (OGC 2008)

Robert Tripolino (OGC 2008) starred as Dmitry in the Australian production of Anastasia at Melbourne's Regent Theatre.

An acclaimed actor, composer and producer, Robert has built an impressive career across Australian and international stages, and his performance in Anastasia was a highlight of the production's Melbourne season.

It was wonderful to see one of our talented Old Collegians featured in such a beloved musical, delighting audiences



with a memorable performance in this spectacular production.

Lorne Pier to Pub

The Geelong College community was well represented at this year's Lorne Pier to Pub, with students, staff and Old Collegians producing some outstanding results.

Year 11 student Billy Read delivered an exceptional performance, finishing fourth in the junior male category before returning later in the day to compete in the elite Superfish race, placing 26th in a field featuring some of Australia's best open-water swimmers.

- Shane Asbury (Head of Digital Advancement) - 10th senior male
- Tristan Read (College Recreation Centre Manager) - 2nd veteran male
- Alexandra Brown (OGC 2006) - 2nd senior female
- Andrew Torney (OGC 1999) - 5th master male
- Ed West (OGC 2003) - 9th master male
- Will Newton (OGC 2025) - 12th Superfish
- Sam West (OGC 2000) - 27th master male
- Randall Forsyth (OGC 1972) - 30th super veteran male

Congratulations to all swimmers and volunteers who represented the College community with such dedication and spirit.





OGCA President's Report

KYLIE MACKEY (OGC 1993), PRESIDENT, OLD GEELONG COLLEGIANS' ASSOCIATION

As an Old Collegian, I am often reminded that while time moves us further from our days at College, it often draws us closer to one another. The enduring strength of the Old Geelong Collegians' Association lies not simply in shared history, but in the evolving conversations that continue to shape who we are, as individuals and as a collective.

Connection remains our cornerstone, but it is the quality of that connection that defines us. At our events this year, this has been vividly brought to life. What often began as familiar exchanges between Old Collegians, with stories of school days, Houses, friendships and formative moments, soon gave way to deeper conversations. Our alumni speak not only of where they have come from, but of where they have gone - the diverse paths, achievements and challenges that define life beyond the College gates.

A highlight from our Gather Round weekend was an inspiring presentation from the College's Director of Football and Performance Pathways, Nathan Brown, whose reflections on sport resonated strongly with the alumni and College community in attendance. His insights sparked thoughtful discussion around the role that sport plays in shaping character, resilience and connection, and served as a

reminder that the lessons of teamwork, discipline and perseverance endure well beyond the game, fuelling success in life.

Each of these conversations reinforced something profound. Our alumni network is not static, but alive with ideas, experience and a shared willingness to engage. This has been echoed in the strong attendance and energy at reunions held so far this year, where connection continues to strengthen not only our ties to the past, but to one another.

Our focus remains on creating meaningful opportunities for engagement and ensuring every Old Collegian feels a lasting sense of belonging. As part of this, we invite expressions of interest from alumni with experience in Legal, Finance and Youth engagement to join the Committee.

Our alumni network continues to strengthen in both scale and connection. Today, our community

numbers more than 13,500 Old Collegians.

In partnership with the College, we are expanding mentoring and networking opportunities to support each new generation as they graduate.

Our long-standing relationships with the Old Geelong Football Club, Geelong Amateurs and the Albert Bell Club remain an important part of this, providing valuable avenues for connection through sport and community.

We also remain committed to supporting survivors of historical harm through the College's Reach Out Program.

Wherever you are in the world, we encourage you to stay connected by joining our TGC Connect digital platform or by sharing your news and milestones with us.

We are proud of our alumni and continue to celebrate their achievements across our channels,

particularly where these contributions reflect the College's values and remind us that success is defined by impact and integrity.

My sincere thanks to the OGCA Committee and The Community Relations team for their ongoing dedication.

We also acknowledged and thanked Michael Johnston (OGC 1999), who recently stepped down from the Committee, for his dedication and contribution over the past two years.

As we reflect on the year so far, it is clear that while our shared past brings us together, it is our curiosity, generosity and willingness to engage that will carry us forward. The conversation continues, and it is one worth being part of.

Share your news

Do you have a story, milestone or achievement to share? We'd love to hear from you. Please email communityrelations@tgc.vic.edu.au and include a photo so we can celebrate your news with our community.

Join the OGCA Committee

We are seeking Old Collegians to join us in skills-based portfolio roles.

Opportunities are currently available in Finance, Legal and Youth Alumni Engagement.

This is a chance to contribute your professional expertise while helping strengthen alumni engagement, events and connection across the Old Collegian community.

Applicants should live within a commutable distance of Geelong and be available to attend Committee meetings and events throughout the year.

To submit an expression of interest:
Scan the large QR code in the banner ad below or email: OGCA@tgc.vic.edu.au by 21 August.

The current OGCA Committee



To view the OGCA Committee members please visit: bit.ly/TGC_OGCA

Upcoming 2026 OGCA Events

5 Year Reunion (2021 Year Group)

Saturday 25 July

Generations Breakfast

Friday 14 August

30 Year Reunion (1996 Year Group)

Friday 28 August

Young Alumni Melbourne Reunion

Thursday 17 September

20 Year Reunion (2006 Year Group)

Friday 6 November

Sydney Reunion

Thursday 12 November

Join the OGCA Committee

We are seeking Old Collegians to join us in skills-based portfolio roles:

FINANCE | LEGAL | YOUTH ALUMNI ENGAGEMENT



If you live within a commutable distance to Geelong and would like to contribute to the Old Collegian community through events, engagement and alumni connection, we'd love to hear from you.

Submit your expression of interest by 21 August.
Scan the QR code, or email OGCA@tgc.vic.edu.au



OGCA
OLD GEELONG COLLEGIANS
ASSOCIATION

Life after College

Class of 1986 & Class of 2016

Andrew Veary (OGC 1986)

It is hard to believe it has been 40 years since I finished at The Geelong College and headed into the “real world” or at least the sheltered world of university life. I began studying Science at Monash University before taking time out to work at Ford Motor Company manufacturing CVT transmissions for Fiat Europe. It was a fantastic period of life, surfing most mornings before heading to afternoon shift work.

After moving to Brisbane with my family, I transferred to The University of Queensland where I found my niche in marine biology, fisheries biology and ecology, later completing an Honours degree in marine parasitology.

The 1990s were a difficult time to build a career in science, but eventually I joined the Koala Study Program at The University of Queensland as a research associate, undertaking radio tracking, genetic studies and ecological fieldwork across Queensland.

My consulting career began in 1999 before co-founding EcoServe, an ecological consultancy providing terrestrial and aquatic services to industry, the private sector and government.



In 2007, my wife Elle and I established Footprints Environmental Consultants. Today, we live on Bribie Island with our two sons. My advice to current students is to keep backing yourself through difficult periods. If you work hard and maintain your integrity, new opportunities will eventually come your way.

Bronwyn Egan (OGC 1986)

My time at College was literally life changing. Having a car accident in 1986 that left me in a wheelchair and having to repeat Year 12 while doing physiotherapy three nights a week after school was very challenging.



I continued with my plans of becoming a drama and English teacher, thanks to the influence of my teachers at College, especially the two Mr Gibsons. The highlight of my time teaching was winning the Rock Eisteddfod in the late 1990s, bringing back memories of dancing in our school entries.

After becoming a deputy principal, I left classroom teaching and moved into head office, working in student wellbeing for 12 years and later events for more than eight years. One highlight was production managing Time to Shine at the Palais, Regent and State theatres.

I continue to work in exam development and assessment for VCE Drama and Theatre Studies, having held the roles of Chief Assessor for nine years and Panel Chair for 12 years writing exam papers.

I have supported amateur theatre through the Lyrebird Awards, judging musicals and recently receiving life membership.

I still use a wheelchair most of the time but can walk short distances. I have learnt that if life does not go the way you planned, there is usually an alternative that gives just as good outcomes.

Louise Purton (OGC 1986)

I undertook my Bachelor of Science at The University of Melbourne with original plans to be a mathematician. This changed in the second year when I fell in love with blood cells after our lecturer stated, “we make billions of blood cells every day”. I was hooked! I then completed a PhD in blood cell research at Melbourne Uni, including six months studying in the UK, before undertaking a post-doctoral fellowship in Seattle at the Fred Hutchinson Cancer Centre. I used maths in my research all the time!

After returning to Melbourne in 2000 I met my husband, Carl, who was completing his PhD. We moved to Boston in 2004 to continue our

research careers before returning to Australia in 2007. Today, I lead a laboratory in Melbourne and remain deeply passionate about blood cell research!

Career highlights have included receiving an international award for my research contributions and being inducted into the OGCA Notables Gallery last year. It was especially meaningful to share the occasion with my parents and sons. My father Don is also an Old Collegian. We were both boarders and



joked that the lunch we had that day was the best we had ever had in the Dining Hall!

My advice is to seek out mentors throughout your journey and find people who genuinely support and inspire you. Most importantly, always believe in yourself.

Paul Verwoert (OGC 1986)

I'm an international aid consultant implementing Australian aid programs across the Pacific and South-East Asia for organisations including the Australian Red Cross, CARE Australia and companies contracted by the Department of Foreign Affairs and Trade. My interest in international aid began through living with family in Papua New Guinea, the Philippines and Indonesia.



After boarding at The Geelong College, I studied International Relations at Monash University before working with the Red Cross in Croatia during the break-up of the former Yugoslavia, and later with CARE Australia in Iraq, Jordan, Yemen and Papua New Guinea. Since then, my work with DFAT aid contractors has taken me to 23 countries, mostly across the Asia-Pacific region.

Living and working in developing countries has been both a life defining and deeply rewarding experience. When returning home from working overseas, I think how incredibly lucky we are to live in peaceful prosperous Australia.

There are many pathways into working on the Australian aid program, which employs people with a wide range of skills and qualifications. Volunteering, exchange programs and working in the region can provide life-changing personal and career opportunities.

Charlie Blakeley (OGC 2016)

Since leaving The Geelong College in 2016, my path has been a mix of study, travel, agriculture, technology and plenty of learning along the way. I studied Business, majoring in International Business at RMIT, before finding my way into the agricultural technology space, where I now work with Sapien Technology.

My role involves working closely with sheep and cattle producers across Australia, helping them improve the way they collect, manage and use livestock data. Growing up around farming, it has been rewarding to combine that background with technology and work in an industry that is constantly evolving.

A highlight since school has been travelling across Australia and meeting producers from a wide range of operations from family farms to large pastoral businesses. Looking back, boarding at The Geelong College was one of the best experiences of my life and something I will never forget.

My advice to current students would be to stay open-minded. Your path may not be perfectly clear when you leave school, but each experience helps shape the next opportunity.



Mollie Fernandez (OGC 2016)

After graduating from The Geelong College in 2016, I took a couple of gap years travelling through Asia and Europe, as well as working snow seasons at Mt Buller as a snowboard instructor. In 2019, I began a Bachelor of Criminology and a Bachelor of Cyber Security, later going on to complete a Master of Information



Technology Management. During my studies, I worked at the Defence Science and Technology Group as a STEM cadet, based in Adelaide, contributing to the development of new Defence capabilities.

In 2024, I moved to Canberra and am currently working in the national security space, while also moonlighting as a Deakin University Associate Teaching Fellow, supporting students undertaking their final-year capstone projects.

If I had any advice, it would be not to feel like you need to have everything planned when you finish school. I certainly didn't. The best way to discover what you enjoy is to try different things. Sometimes your passion ends up being something you never even considered. And don't stress if your path looks different to other people's as your journey is your own.

Gus Boyd (OGC 2016)

After College, I spent two years working at The Geelong College Middle School while starting a Business (Sports Management) degree, and I remained involved in coaching local sport programs. Although I did not grow up around thoroughbreds, coming from a farming family meant working with animals was second nature. Hands-on student experience eventually opened the door to a career in bloodstock and thoroughbred racing, certainly not where I expected to end up when I graduated.

Today, I am a Director at OTI Racing, a global thoroughbred racing and bloodstock syndication company. While my role began in Melbourne, the past three and a half years have been focused on growing our presence in Sydney, where I'm now based with my fiancé.

My role spans all facets of the business, including the acquisition and management of our horses, sales, and working closely with a broad ownership base. I've been fortunate to gain exposure to the industry globally and interact with people from all walks of life.

I have come to appreciate the importance of staying open-minded, continuing to ask questions, and avoiding simply adopting the thinking of others. In racing, where decisions are largely based on opinion, forming your own view is critical.



Phillipa McQuinn (OGC 2016)

Since leaving The Geelong College in 2016, I went on to study a Bachelor of Music (Performance in Classical Voice) at the Melbourne Conservatorium of Music. During this time, I joined the Trinity College Chapel Choir, which was a real highlight of my university experience. With the choir, I had the opportunity to tour both nationally and internationally, performing in countries including Italy, the UK, Spain, France, the United States, and Canada.

After completing my degree, I continued with the choir as Choir Manager while also beginning to explore private music teaching. That

experience sparked an interest in education, leading me to complete a Master of Teaching (Secondary) in 2024. I now work as an instrumental music teacher at The Geelong College, teaching voice and piano and working with several choirs, alongside my role as Director of Music for the Geelong Youth Choir.

My advice to current students would be to give things a go and see what sticks. You don't need to have everything mapped out straight away, and some of the most worthwhile opportunities come from simply saying yes.





Honouring outstanding achievement

King's Birthday Awards

MIKE HOWELL, DIRECTOR OF COMMUNITY RELATIONS

Michael Betts AM (OGC 1965)

Congratulations to Michael Betts AM, former Captain of The Geelong College, who was recognised in the Australia Day Awards as a Member of the Order of Australia (AM) for significant service to the Geelong community.

Michael's professional career as a Chartered Accountant has been matched by an extraordinary and sustained commitment to community life. Since first becoming involved in 1973, he has contributed more than five decades of service across a wide range of organisations spanning health, education and social impact.

He has held numerous leadership roles, including the chair of Barwon Regional Association for Alcohol and Drug Dependence, St Laurence Community Services, Committee for Geelong and The Geelong College Foundation. He has also played a key role with Northern Futures and served as a campaign director of United Way (now Give Where

You Live). For several years he has chaired The Geelong Community Foundation helping to shape initiatives that have had a lasting impact across the region.

In 2001, he was awarded the Centenary Medal in recognition of his service to Australian society.

Michael acknowledges the influence of his parents, Geoff and Betty, and his parents-in-law, Ray and Shirley, whose example inspire his lifelong commitment to giving back.

"Well it's a bit overwhelming in one sense but I'm very honoured and I'm delighted for Ros and my family who have been a tremendous support to me over a long period of time," he said.

Michael's contribution is defined not just by the number of roles he has held, but by the consistency, generosity and integrity he has brought to each of them.





David Heard OAM (OGC 1970)

We also acknowledge the late David Heard OAM, who was posthumously awarded the Medal of the Order of Australia for service to community broadcasting.

David was a founding member of Melbourne's iconic community radio station PBS FM and dedicated more than four decades to community radio as a volunteer broadcaster from 1979 to 2021. He was best known and deeply respected as the long-time host of Acid Country, a program that introduced generations of listeners to alternative country, folk and Americana music.

He tirelessly supported and championed musicians, particularly within the alt-country and roots community. Beyond the microphone, David gave countless hours of service

to PBS as a founding volunteer, board member and advocate for Melbourne music.

Widely admired for his passion, generosity and commitment to independent broadcasting, David received the Community Broadcasting Association of Australia Award for Outstanding Volunteer Contribution in 2013 and was named City of Yarra Citizen of the Year in 2014.

His OAM is a fitting recognition of a lifetime devoted to music, community and public broadcasting. The medal was presented by the Governor of Victoria to David's long term friends Natalie Lupton, David Dawson and Hugo Armstrong (OGC 1984).



Dr Ravin Sadhai OAM (OGC 1987)

We congratulate Dr Ravin Sadhai OAM on receiving the Medal of the Order of Australia for service to medicine and to the community of Bacchus Marsh.

Ravin graduated from the Royal College of Surgeons in Ireland in 1994 and became a general practitioner in 2000. In 2005, he returned to his hometown of Bacchus Marsh, where he has since dedicated himself to supporting the health and wellbeing of the local community through the Bacchus Marsh Medical Centre.

His contribution extends well beyond clinical care. In 2008, he founded and began hosting The Pub Clinic, an innovative community health

initiative that makes men's health information more approachable and accessible. The success of The Pub Clinic led to the creation of The Ladies Lounge, a similar initiative focused on conversations around women's health and wellbeing.

Ravin said: "It's not just an honour for me, but for my family, including my late father and my wife. They tend to be by my side both spiritually and physically."

His recognition is a wonderful acknowledgement of his longstanding commitment to medicine, preventative health, community wellbeing and local connection.

Colin Chapman AM (OGC 1961)

We congratulate Emeritus Professor Colin Chapman AM on being appointed a Member of the Order of Australia for significant service to pharmacy and pharmaceutical science research, education and practice.

A pharmacist and veterinary surgeon, Colin has made an outstanding contribution to pharmacy and pharmaceutical science for more than five decades. He held a number of senior academic roles at Monash University, including 15 years as Dean of the Victorian College of Pharmacy (VCP), guiding the College through its amalgamation with Monash University and overseeing significant growth in teaching, research and postgraduate programs and facilities.

He was also recognised for service to his community in the Macedon Ranges and to the Uniting Church.

Colin completed his PhD at the Walter and Eliza Hall Institute of Medical Research after previously completing a BPharm at the VCP, military training (National Service) including officer training in the Australian Regular Army and a BVSc (Hons) at The University of Melbourne.

Reflecting on the honour, Colin said it had been “a great privilege to have been given opportunities to take leadership roles during his career and that it was an honour to receive recognition for these achievements.”



Barry Fagg OAM (OGC 1966)

Barry Fagg OAM has been awarded the Medal of the Order of Australia for service to charitable organisations and to the community of Geelong. His philanthropic leadership and community involvement have spanned decades, with significant contributions to organisations including the Give Where You Live Foundation, Geelong Community Foundation, Geelong Art Gallery, Geelong Football Club and Anam Cara House Geelong.

A respected business and community leader, Barry has long been recognised for his passion for philanthropic fundraising and his commitment to strengthening the Geelong community. Speaking after the announcement, Barry said he had “always enjoyed the

challenge of philanthropic fundraising” and described Geelong as “a great place to live and work”, which inspired his desire to give back.

Barry has also dedicated many years of service to The Geelong College serving as a Council member, Treasurer and Chair of the Finance and Audit Committee. Reflecting on the honour, Barry said he was humbled by the recognition and acknowledged that much of his inspiration came from his parents, Bert and Ruth, whose quiet generosity and community spirit provided a lifelong example to him and his brother Keith (OGC 1969) who was awarded an OAM in 2018.



The master of Latin

Michael Keary returns to the classroom

MIKE HOWELL, DIRECTOR OF COMMUNITY RELATIONS

Recently, our Year 11 Latin students experienced something rather special: a visit from former Geelong College teacher Michael Keary, whose influence on generations of students still echoes through the College community almost 30 years after his retirement.

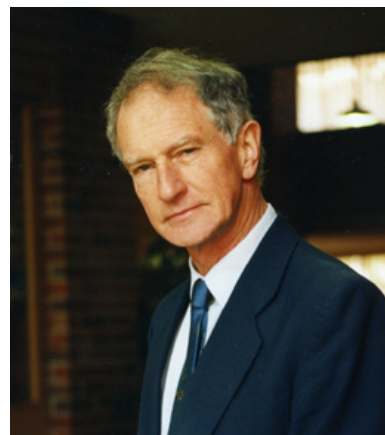
Michael taught Latin, Classical Studies and Biblical Studies at The Geelong College from 1962 to 1996. Across 34 years in the classroom, he shaped not only students' understanding of ancient languages and civilisations, but also their approach to learning, discipline, humour and intellectual curiosity.

For many Old Collegians, Latin at The Geelong College meant one person: Michael Keary.

Old Collegian and author Gideon Haigh (OGC 1983) captured this enduring legacy in his Griffith Review memoir *Amusing and*

Stimulating Small Minds, recalling the extraordinary presence Michael held in the classroom. Gideon wrote that although he retained little Latin itself, "Michael taught me quite a lot of everything I know."

Tall, lean and unmistakably formal, Michael became known for his meticulous preparation, dry humour and unwavering standards. His classroom routines became part of College folklore. "Gentlemen, the text!" he would declare whenever discussion drifted too far from the lesson at hand.





Gideon remembered that despite teaching a 'dead language' to energetic schoolboys, Michael's classes were "quiet, organised, rigorous and also fun." Old Collegians continue to recall his lessons decades later, often quoting the phrases and expressions that became synonymous with his teaching.

Among the best remembered was his observation on distraction and triviality: "What do they say about small things?" to which generations of students instinctively replied, "They amuse small minds."

Yet behind the wit was a teacher deeply committed to scholarship and to his students. The College Heritage Guide notes that "few teachers have been so liked and so respected, not only by colleagues, but also by

students and their parents." He was admired for being "impartial, fair and just" and for instilling "a love of all that is best in a classical education."

Perhaps what made Michael so influential was that students recognised they were in the presence of genuine mastery. As Gideon reflected, "There is something about watching and experiencing mastery which you never forget."

We recently had the opportunity to film Michael with our Year 11 Latin class in the very classroom where he taught for so many years. He immediately noticed one major difference: the blackboard was gone.

As students asked questions about Latin, teaching and his memories of the College, it was easy to see why he remains so fondly remembered by

generations of Old Collegians. Asked about his favourite Latin expressions, Michael slipped effortlessly back into teacher mode, delivering his answers with the enthusiasm and sparkle that inspired countless students over more than three decades in the classroom.

For those who learnt under Michael, the video will no doubt bring back many memories. For our current students, it was a rare opportunity to experience a small piece of College history firsthand.

Watch our interview with Michael Keary



Scan the QR code, or visit:
bit.ly/TGC_Keary



Celebrating legacy & leadership

The Albert Bell Club

STUART OLSEN (OGC 1993), ABC PRESIDENT

The Albert Bell Club (ABC) continues to celebrate the rich rowing tradition of The Geelong College, fostering lifelong connections between past and present rowers.

A highlight was the annual Albert Bell Club Dinner, which brought together former rowers from across the decades to share stories, reflect on their time at the College, and celebrate the enduring camaraderie that rowing creates.

Our speakers included current Year 12 student, Oliver Rahdon, who spoke on behalf of his brother, Charlie Rahdon (OGC 2022), now rowing at Harvard University, Charlie Batrouney (OGC 2018), a Grand Challenge Cup winner at Henley Royal Regatta, and Mackenzie Pugh (OGC 2025), who competed at Henley with Mercantile Rowing Club. Their journeys highlighted the lifelong opportunities and connections rowing can provide. The evening also featured guest speaker Josh Hose OAM, who shared his inspiring story of resilience and Paralympic success with the Australian Steelers.

These stories highlighted the legacy of our Old Collegian rowers and provided strong motivation for our current Year 11 and 12 rowers, showing just how far rowing can take you after school. It was also wonderful to see our current students engaging in conversations



with some of our oldest members from the 1950's, who were coached by the legendary Albert Bell, reinforcing the strong sense of tradition and community that continues to define rowing at the College.

I would like to sincerely thank the ABC Committee, Peter Lawson (OGC 1990) (Vice-President), Andrew Williams (OGC 1988) (Treasurer), Ted O'Malley (OGC 2023) (Secretary), Louise Monotti (OGC 1983) (Patron), Alex Robinson, Sienna McArdle (OGC 2024), Eliza Savvides (OGC 2024) and

Ben Thompson (OGC 2005) for their support during the year.

The Colin Carstairs Bell Pathway Rowing Bursary, established by the Albert Bell Club in 2016, is now in its 11th year and continues to support Old Geelong Collegians pursuing rowing beyond school.

To date an incredible 44 rowers have benefitted from the program. This includes four international, eight state representatives with all rowers competing successfully at club level across Australia.



The ABC also continues to provide financial assistance for equipment upgrades and travel support for competitions for the College rowing program. This year's contributions assisted with the maintenance and purchase of new boats, ensuring that the current squad has access to high-quality equipment that matches their commitment and potential.

As we celebrate the achievements of our current rowers and honour the legacy of those who came before, the Albert Bell Club remains a proud and

active part of The Geelong College story. We encourage all past rowers to reconnect, share their experiences, and continue supporting the next generation of athletes carrying forward the tradition of excellence on the Barwon River.

Finally, plans are already underway for our next Annual Dinner, with invitations and event details to be shared later in the year.



Community Events



Boarders' Welcome Evening (Thursday 29 January)

1. Our Boarding families gathered; 2. Charlie Streeter, Janet Murphy, Bianca Inkster, Degen Murphy; 3. Denise McLellan, Nicole Conley; 4. Matt Morrow, Adam Courtney; 5. Hugh Leishman, Hamish Cole, Tom Paton, Suse Cole; 6. Melissa Hope, Annie Peat



Whole School Welcome (Friday 30 January)



Toast the Coast Bellarine (Thursday 7 May)

1. Claire Wood, Emma Cahill, Jo Barr, Matt Oakley; 2. Craig McMaster, Ferry Bul, Luke Barber; 3. Emma Webb, Rebecca Oakley, Adele Heron, Kate Rowe; 4. Paul Smith, Andrea Frankpitt, Sarah D' Oliveyra, Michael Cotton, Stephen Bell; 5. Roddy & Lucy Brown, Lisa Dickson, Simon Young & Marty Dickson



Year 7 Parent Social Evening (Friday 15 May)

1. Ana Cole, Linley O'Brien, Annabel Bullen, Kate Ward; 2. Anita Raff, Craig Durran, Katy Thomas; 3. Clare Lehner, Lisa Papli, Sarah McMaster, Mandy Mithen; 4. Simon O'Brien, Simon Ayerbe, James Cole; 5. Linda Chambeyron, Georgina Von Einem, Jim McKenna, Bernie Wright, Kate Deppeler; 6. Luke Stronach, Tim Maudsley, Ben Jackson, James Laidlaw

Community Events



Boarders' Weekend (16 & 17 May)

1. Caitlin Williams, Melissa Hope, Eliza Whitehead, Rachel Leishman; 2. Penny Paton, Annie Peat; 3. Sommer & Jarrod Monaghan, Janey Paton, Meg Ross; 4. Boarding parent dinner at the Woolstore; 5. Urbans V Rurals netball game

OGCA Events



Albert Bell Club Dinner (Saturday 7 February)

1. Current student rowers; 2. Geoff Watt, David Ramage; 3. Thane Joske, Peter Lawson; 4. Paul Gray, Simon Mitchell, Murray Keeble; 5. 2000 & 2001 Head of the River crew and coach

OGCA Events



OGCA Leavers' Function (Thursday 12 February) at the National Hotel



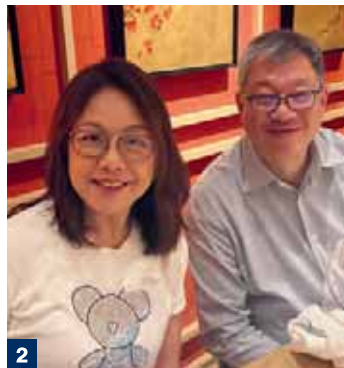
Old Geelong Collegian V Old Geelong Grammarian Golf Day (Friday 6 March)

OGCA Events



OGCA 10 Year Reunion (Friday 20 March)

1. Emma Gorell, Kennedy McMaster, Lucinda Miller, Laura Cayzer; 2. Lilly Tehan, Iman Alfrink; 3. Alex West, Lilli Balaam 4. Melis Layik, Rachael Goy, Pip McQuinn, Will Sheller; 5. Sean Holroyd, Lachlan Morwood, Charlie Crozier, James Waterhouse



Hong Kong Community Event (Sunday 15 March)

1. Peking Garden, Pacific Place; 2. Maggie Lee, Kenneth Ng; 3. Peter Solomon, Paul Yip; 4. Sarah Benhacine, Rachel Chen, Calvin and Andrew Ng; 5. Old Collegians, current parents, past parents and future students



OGCA 40 Year Reunion (Saturday 30 May)

1. Chris (Billy) Idle, Kim Morris, James Connolly 2. Paul Sheahan (past Principal), Siobhan Bourke; 3. Peter Barnett, Donna Newman; 4. John McArthur, Terri-Ann Crothers, Steven Major, Ian Barber, Bronwyn Egan 5. Megan Field, Paula Spikers, Alison Steele, Heather McArthur, Jo Mallick

Farewells

BIRRELL, Douglas James (1928-2025) OGC 1941

Douglas was enrolled at the College in 1937 and excelled in both scholarship and sport. He was Dux of the Preparatory School and a Prefect in 1941, later earning athletics colours for Warrinn House in 1943. A strong debater, he served as Vice-President of the debating society and won the Stanley Calvert Prize. He went on to study at the Gordon Institute before completing a Bachelor of Architecture at The University of Melbourne in 1951.

BROWNING, Anthony John (1941-2025) OGC 1955

Tony boarded at the College from 1953 to 1958. He was a talented sportsman, competing in football, cricket and tennis. He reached the 1st cricket and football teams in 1957 and received multiple School and McArthur House colours. Following school he returned to the family property at Yarrawonga. His father William (OGC 1925) attended the College, as well as his brothers Archibald (OGC 1954) and Bill (OGC 1958).

COLVIN, John Derek (1933-2026) OGC 1947

Derek boarded at the College from 1946 to 1950, following his father John (OGC 1917), with his brother Mike (OGC 1950) joining him in 1949. A keen musician, he played 3rd cornet in the College band, was a member of the cadet corps, and served as projectionist for boarders' movie nights. He completed his Leaving Certificate in 1950. After school, Derek returned to Penrose at Grenville, where he farmed with Mike throughout their working lives. He maintained a lifelong connection to the College through his niece Ros Molyneux, Director of Early Learning, and her sons Tom (OGC 2009), Nic (OGC 2012) and Louis (2014).

DEACON, Peter Frank (1948-2025) OGC 1961

Peter boarded at the College from 1958 to 1965, following his brothers George (OGC 1950) and Allan (OGC 1952). A member of Shannon House, he received general House colours in 1965 and was active in football and the cadet program. After completing an Economics degree, he worked in government trade roles, including postings in Paris, Suva, Abu Dhabi, and Hong Kong, and later served as Executive Director of the Victorian Government Business Office.

FOREMAN, James William (1926-2025) OGC 1941

Jim boarded at the College from 1941 to 1943, following his father Leslie (OGC 1915). A talented sportsman, he played in the 1st XVIII football team and 1st VIII rowing crew, earning caps and colours, and became a Cadet Sergeant Major. After school he served in the Royal Australian Navy in World War II. He later farmed with his family at Longford, Darriman and Carlsruhe before retiring to Kyneton.

FRASER, Donald James (1938-2025) OGC 1952

Donald boarded at the College from 1949-1952, starting at the Preparatory School. He went on to work in the wool and textile industry for many years. He married Valorey and they have four children.

HEWISH, Barry Kent (1939-2026) OGC 1953

Barry attended the College from 1950 to 1956, where he was a Prefect of Pegasus House and active in football, rowing, and College life. He graduated from the Royal Military College, Duntroon in 1960 and served as an ordnance officer, including a posting in Malaysia. Awarded the National Medal in 1978, he later completed a Diploma of Business Administration and remained a long-standing member of the Legacy Club of Canberra.

LUCAS, John Austin
(1956-2025) OGC 1970

John attended the College from 1969 to 1973, beginning in Form II. A member of Calvert House, he earned House and School colours in cricket and football, captaining the U15A cricket team and reaching the 1st XI in 1973. He also played in the 3rd XVIII football team. John married Fiona, and they had two children. He retained a lifelong affection for Corio Bay and the Geelong Cats.

MCCONACHY, Lyle Gordon
(1934-2025) OGC 1948

Lyle boarded at the College from 1947 to 1950, beginning in the Preparatory School. He was Dux of his Form II class and won the junior boxing prize in 1950; his brother Robert (OGC 1952) also attended the College. After National Service at Puckapunyal, he studied wool classing and built a career in the industry while farming sheep and crops. Married to Heather, with four children, he also contributed to local and military history through active community involvement.

NEGRI, Peter John
(1931-2026) OGC 1945

Peter boarded at the College from 1947 to 1950, serving as Captain of Warrinn and Senior House Prefect in 1950. A talented musician, he performed widely, led the Warrinn choir, and served on the music committee. Active in rowing and athletics, he earned multiple colours and rowed in the 1st VIII. He also joined the Exploration Society expedition to Federation Peak, south west Tasmania, contributing to the support party in this challenging trek.



MITCHELL, Eric George OAM
(1929-2025) OGC 1943

Eric Mitchell OAM lived a life defined by music, curiosity, and profound dedication to education. Raised in Swan Hill and Kyabram, he entered the College as a boarder in 1943 after receiving the H. V. McKay Scholarship. Following his graduation in 1945, Eric studied at The University of Melbourne Conservatorium of Music, laying the foundation for an extraordinary career.

In 1950, a tour with the Council of Adult Education sparked opportunities abroad, taking him to London, Italy, and later Paris for post graduate study at the École Normale de Musique. It was in Europe that he met his future wife, Baroness Luise (Isa) von Eckardstein. The couple

married in 1954 and later settled in Hobart, where Eric's passion for teaching flourished.

His pioneering work in music education included international research funded by the Australian Council for the Arts and his pivotal role in co founding Suzuki Australia. Eric taught across Finland, the U.S., and Japan, and inspired generations through his examining, lecturing, and leadership roles in multiple music organisations.

Awarded the OAM in 2019, Eric is remembered as a beloved husband, father, and grandfather, and as a gifted musician whose legacy continues to resonate through his students and family.



ROBSON, Rodney Kenneth (1946–2026) OGC 1959

Rod “Chirpa” Robson, a much loved member of College community as both a student and later a devoted Council member, passed away in April 2026, leaving a legacy of friendship, generosity and spirited contribution.

Rod entered the College as a boarder in Form III in 1960 and completed Form VI A in 1964. From the outset he immersed himself in school life, quickly earning the nickname “Chirpa” and forming lifelong friendships. A gifted and determined sportsman, he represented the 1st XI cricket team (1961–64) and the 1st XVIII football side in 1964, gaining honours in both sports. He was a member of the College’s 1963 APS cricket premiership side (tied) and APS football premiership teams in 1963 and 1964 (shared). Teammates

remembered his toughness, game sense and instinctive loyalty – always ready to stand up for others.

He was appointed a Morrison House Prefect in his final year, reflecting the respect in which he was held.

Beyond school, Rod built a distinguished career in the travel industry, including 26 years with Qantas in senior roles with postings in Australia and abroad, and later with Ansett. He served on College Council from 1992 to 2012 and was appointed a Life Governor in 2015.

A man of humour, integrity and generosity, Rod was the beloved husband of Bronwyn and a devoted father to Mark (OGC 1991) and Alister (OGC 1993). He will be warmly remembered and greatly missed.

PAYNE, Norman John (1935–2025) OGC 1948

John was enrolled at the College from 1944 to 1950, completing his Intermediate Certificate. At the Preparatory School he was Prefect of Pegasus House, and in Senior School was a member of Shannon House. In 1950 he was the U15 swimming champion and came third in his class that same year.

PETERS, Richard Thomas (1945–2025) OGC 1959

Richard boarded at the College from 1960 to 1961; his brother Andrew (OGC 1963) also attended the College. Richard was a member of the Senior Library Committee. In 1963 he won a Rotary Fellowship, studying at Cheyenne, Wyoming USA. Richard then joined his father in farming at ‘Fair-View’, Lake Bolac. He married Christina McAllister, and had two children Cassandra and Warwick. Richard later retired to Torquay.

RICKARBY, Arthur Harvey (1947–2026) OGC 1960

Arthur attended the College from 1958 to 1963. At Senior School, he was a member of McArthur House, receiving athletics House colours in 1963. He played cricket and football, and reached the rank of Sergeant in the cadets. In 1963 he was a cast member in the Drama Club’s production of ‘Our Town’ along with students from Morongo.

ROBERTSON, Duncan Alexander Struan (1931–2025) OGC 1944

Struan was enrolled at the College in 1941 as a boarder after being evacuated from Singapore during the war, separated from his parents; his mother died during an evacuation. He progressed from Preparatory to Senior School, winning a Junior House prize in 1944. He later excelled academically, gaining honours in Oxford and Cambridge matriculation exams. Struan studied medicine at Bristol, specialised in obstetrics and psychiatry, and later practised with his wife Anne in Guernsey and Alderney.

SCOTT, Alan Rymer (1941–2026) OGC 1955

Alan boarded at the College from 1951 to 1959 and excelled in athletics, football, and rowing. He won the E. R. Sparrow Cup as U14 athletics champion in 1955 and rowed in the 1st VIII in 1958–59, captaining the crew to victory in the 1959 Head of the River. Awarded multiple House and School colours for Shannon, he later farmed at Tocumwal, married Jan, and had three children.

SITAR, Flavia Carla (1973–2026) OGC 1991

Flavia attended the College from 1985 to 1991, starting in year 7 at the Preparatory School. In 1987 she was awarded Junior House colours as a member of McLean. Following school, Flavia’s passion for animals and wildlife led to her pursuing study and work as a Vet Nurse. She was married to David Spurling and they have a daughter at College.

WITTNER, Arnold
(1928-2025) OGC 1941

Arnold boarded at the College from 1942 to 1944, having previously attended Melbourne Grammar School. He completed Form V and gained his Leaving Certificate. Arnold's father was the founder of Wittner Shoes, HJ Wittner.

YOUNG, James (Jim) Arthur
Chisholm

(1931-2026) OGC 1947

Jim boarded at the College from 1943 to 1948, up to Form V. His father Ivan also attended the College in 1905-1906, as did his brother John (OGC 1932). Jim was a member of the music committee in his final year. Following school Jim went on to work in the wool industry, as a wool classer and buyer. He was married to Amy Helen and they have three children.

YULE, Ian Russell
(1943-2025) OGC 1956

Ian was a dedicated Australian educator committed to First Nations education and reconciliation. At College (1955-1961), he gained his Matriculation Certificate, was House Prefect, an H. V. McKay Scholar, and active in sport and leadership roles. He taught widely in First Nations communities and was Principal of Worawa Aboriginal College before leading at Shalom Christian College, Townsville. Remembered as a gentle, principled leader, he is survived by his wife Ro and daughters Deb and Jenn.

ROLAND, Michael James Heriot
(1937-2026) OGC 1950

Michael Roland maintained a lifelong and deeply valued association with the College as both student and teacher, leaving an enduring impact on generations of students and colleagues.

He entered the College in 1941 and graduated in 1955, distinguishing himself through academic, cultural and sporting life. A Preparatory School Prefect, talented violinist, accomplished swimmer and cricketer, he also demonstrated strong leadership as a Cadet Under Officer. Returning as a teacher in 1958, Michael's career at the College spanned three periods between 1958 and 1997. He served as Housemaster of Roland and Morrison Houses and taught English, Social Sciences and Drama, alongside coaching sport. He also contributed significantly at Haileybury (1978-1988), where he established the Drama Department and inspired further generations of students.

Michael's greatest legacy at the College was as Director of Drama (1990-1997). He built a program of

intellectual depth and creative ambition, encouraging students to think beyond convention and express themselves with confidence. Through his teaching, many developed essential lifelong skills – creativity, communication and empathy – that enriched both their personal and academic growth. His production of *Freedom of the City* won the 1993 ANA Schools' Drama Award for Best Play in Victoria.

He is remembered for his warmth, humour and belief in his students, and is survived by his wife Jill and sons Chris (OGC 1980), Alistair (OGC 1981), Nicholas (OGC 1984) and Jonathan.



