



THE
GEELONG
COLLEGE

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2012
COMMUNITY REPORT



THE GEELONG COLLEGE KNOWING, DOING, BEING AND LIVING WITH OTHERS: LEARNING IN THE 21ST CENTURY.

OUR MISSION

The Geelong College is a co-educational school which aims to provide one of the finest all-round educational experiences in Australia.

The school is grounded in Christian principles where striving for individual achievement and self-fulfilment combines with concern for others.





OUR EDUCATIONAL PLANNING

In the College's Strategic Education Plan, which is designed to inform the College's educational programs over the next five years, a set of Educational Priorities grouped under UNESCO's Pillars of Learning (Learning to Know, Learning to Do, Learning to Be, Learning to Live with Others) was formulated. Each of the College departments developed a plan for 2012 in response to these priorities.

In addition to the Educational Priorities, a set of six Core Commitments was also agreed, identifying what the College values most and intends to nurture and promote in the years to come:

- All-Round Education: We offer a well-rounded education with a focus on the development of the whole child (mind, body and spirit) through a broad range of experiences and opportunities.
- Co-education: Co-education is a natural setting for educating boys and girls and promotes equality, diversity and social competency.
- Excellence: We are committed to continuous improvement and excellence in teaching and learning, pastoral care, programs, facilities and institutional practices.
- Community: Our own sense of community is strong and underpins our commitment to others, both locally and globally.
- Forward Thinking: We are forward thinkers and develop creative responses to changing needs and an evolving world.
- Sustainability: Our concern for the future is reflected in our commitment to sustainable attitudes and practices.

In 2012, staff worked towards a whole-school implementation of the new Plan, consolidated various initiatives and familiarised themselves with the emerging Australian Curriculum.

OUR STUDENTS

Within a caring and safe environment, the College is committed to high academic standards and the all-round fulfilment of its students.

The College's gender ratio was 54% male students: 46% female students from Prep to Year 12 in 2012.

Out of 139 students in Year 9 (2009), 15 students did not continue to Year 12 (2012). Hence 89% of the Year 9 cohort of 2009 was retained to Year 12 in 2012.

The average student attendance rate from Prep to Year 12 was 95% during 2012.

In addition to the students' broad curriculum offerings, Years 7 to 12 students participated in the compulsory (APS) sports program, which is supported by expert coaches. Thirteen sports and a range of other sporting opportunities (eg. equestrian, surfing) were available to students.

Across the College, there were around 550 individual instrumental lessons and group theory tuition sessions each week. Approximately 430 students participated in ensembles from Junior School through to Senior School.

STUDENT ATTENDANCE

The table below details the student attendance rate by year level:

YEAR	Attendance Rate (%)
Prep	94.15
1	92.10
2	93.69
3	94.63
4	94.65
5	95.85
6	95.36
7	95.95
8	94.86
9	96.20
10	95.92
11	97.00
12	98.28

In the Senior School (Years 9 to 12), the attendance of each student is recorded for each timetabled lesson. In the Junior and Middle Schools (Prep to Year 8), the attendance of each student is recorded twice daily, during morning homeroom and following the lunch break. Teachers monitor students' absences across the term/year. If a student



is absent from school because of illness or any other reason, parents/carers are directed to contact the appropriate campus. If there is an unexplained absence, a phone call to the parent/carers is made to determine the whereabouts of the child.

OUR STAFF

College teachers attended 97% of the time on average in 2012.

89% of 2011 teachers remained at College for 2012 and all were VIT registered. The school does not currently employ any indigenous staff members.

Across the College, the student-teacher ratio is as follows: Primary – 12 students: 1 teacher, Secondary – 9 students: 1 teacher. The high levels of staff involvement in camps, international trips,

Geelong College Challenge, Year 9 City week programs, Year 10 Fulfilling Lives programs, Open Days and year level dinners demonstrated a very committed staff. Their contribution to the boarding program as residential and non-residential staff is also an indicator of commitment to the school community.

The College spent \$310,304 on professional development with an average of \$2,586 spent per teacher (FTE).



OUR PARENTS

Regular communication with parents throughout the year featured a parent bulletin distributed weekly (Preparatory Campus) and once a fortnightly (Senior School), a Principal's Newsletter three times a year and the school magazine (Ad Astra) twice a year.

Parental satisfaction is strongly associated with school effectiveness and student achievement. Parents' level of satisfaction is also found to be clearly linked with other aspects of the school, especially the culture and the philosophy, the quality of the leadership and management, the behaviour and welfare of students.

In 2012, the Years 7 and 12 Independent Schools Victoria (ISV) Parent Satisfaction survey results were analysed.

Generally, the perceptions of those Year 7 and Year 12 parents who took part in the survey were very positive. Results indicated that Year 7 parents' perceptions were above, or in many instances, well above the ISV mean. Year 12 parents particularly recorded strong responses in relation to students being happy to attend school; that the school is a safe place to learn and that the buildings and grounds are attractive and well maintained.

Year	2009	2010	2011	2012	2013
Student Enrolment	1183	1193	1188	1183	1160

TEACHING AND LEARNING

Assessment and Reporting

An Assessment and Reporting Committee was established in 2012. This group's focus included:

- The development and implementation of parent teacher interview software.
- The timing of parent teacher interviews and reports.
- Unifying reporting procedures across the College.
- Setting up the on-going reporting trial at Year 7 for 2013.

Curriculum Documentation

ACARA has recommended the Understanding By Design (UBD) model for documentation of the Australian Curriculum. Given the importance of differentiation (adapting the curriculum to meet different student learning needs), the College decided to use the UBD model with differentiation. This model was used to develop curriculum documents across the College which were extended into the documentation of VCE units of work in 2012.

Gifted and Talented

A Gifted and Talented Policy was developed and extra programs were offered at the Junior School and Middle Schools to support the learning of high performing students. Junior School students participated in activities which included: reading extension based on higher order thinking and comprehension skills, mathematics measurement – rich tasks and mathematics extension in multiplication, division, addition and subtraction. In the Middle School, Year 8 students took part in a Maths Talent Quest, a writing retreat with author Ms Lia Hills and an art enrichment activity at Mokborree. The Senior School subject acceleration program provided suitable students with the opportunity to study VCE units 1 and 2 in Year 10 and VCE units 3 and 4 in Year 11.

PROFESSIONAL LEARNING

Exemplary Teacher Class

Mr Michael Panckridge was awarded Exemplary Teacher status in 2012. The topic of Mr Panckridge's project was:

'How effective is my Mathematics teaching using Hattie's effect size measures and differentiation strategies?'

The number of teachers awarded Exemplary Teacher status increased to seven in 2012.

Masters of Education

Five teachers continued in their second year of the Masters of Education program at Ballarat University.

Their research projects include:

- Classroom Walls: defined or flexible?
- Conceptualisations and enactment of early numeracy understandings in the home learning context.
- Conceptions of Learning of Year 10 Students.
- Teachers' perceptions of the use of oral feedback to assist young learners in the acquisition of written language.
- Parents' Perspectives on Play – Parents' understanding of preschool children's learning through play-based teaching.

One teacher is completing a PhD project on 'Task-related emotions in mathematics education.'

Differentiation

The focus of teachers' professional development in 2012 was Differentiation – ensuring the "right students get the right tasks at

the right time" (Earl, L.M. (2003). *Assessment AS Learning using classroom assessment to maximize student learning*. Thousand Oaks, California, USA: Sage Publications.) During the course of the year teachers became more familiar with the language of this pedagogy and trialled different strategies with their students.

Each of the professional development days at the beginning of term had a focus on differentiation:

- Term 1 - All teachers received a copy of 'Differentiation in Practice' (by Carol Ann Tomlinson and Cindy Strickland) to use as a reference during the year. Teachers completed professional reading in the area of differentiating process (how students learn), content (what students learn) and product (how students show their learning).
- Term 2 - Teachers returned to this text and read units of work and analysed them for differentiation strategies. In addition, teachers set personal goals for differentiating classroom practice and shared the strategies that they trialled at department meetings.
- Term 3 - Teachers in Years 7 – 12 participated in professional learning activities on differentiating for International Students with a focus on how to better assist their learning and assimilation into the College. Teachers in ELC – Year 6 worked to integrate knowledge and understanding of Aboriginal and Torres Strait Islander histories and cultures into students' learning.
- Term 4 - Professional learning was focussed on using ICT to differentiate learning. Teachers participated in professional learning activities, identified a differentiation strategy and implemented this in with the support of e-learning leaders.

Literacy and Numeracy Benchmarks

The table below outlines the percentages of students in Years 3, 5, 7 and 9 meeting the national minimum standard in reading, writing, numeracy, grammar and punctuation and spelling based on the NAPLAN test results (a national level test).

NAPLAN testing brought the kind of scrutiny normally reserved for the VCE into the rest of the College. NAPLAN committees, led by Heads of School, developed and introduced a range of initiatives and activities in the course of the year. Placing the NAPLAN results for each class on Curriculum Navigator enables teacher to better plan their classes.

		2009 % OF STUDENTS AT/ABOVE NATIONAL MINIMUM STANDARD	2010 % OF STUDENTS AT/ABOVE NATIONAL MINIMUM STANDARD	2011 % OF STUDENTS AT/ABOVE NATIONAL MINIMUM STANDARD	2012 % OF STUDENTS AT/ABOVE NATIONAL MINIMUM STANDARD
YEAR 3	Reading	100	100	100	100
	Writing	100	100	100	98
	Numeracy	100	100	100	100
	Grammar and Punctuation	100	100	100	100
	Spelling	100	100	100	100
YEAR 5	Reading	100	98	100	100
	Writing	98	100	98	100
	Numeracy	98	100	100	100
	Grammar and Punctuation	100	100	100	98
	Spelling	100	100	98	100
YEAR 7	Reading	100	100	100	100
	Writing	98	100	99	98
	Numeracy	100	100	100	98
	Grammar & Punctuation	100	98	100	99
	Spelling	97	99	99	99
YEAR 9	Reading	98	100	99	99
	Writing	99	100	96	96
	Numeracy	99	99	100	99
	Grammar and Punctuation	98	100	98	98
	Spelling	96	96	95	95



OUTREACH PROGRAM DEVELOPMENTS

- City Programs: six City Programs were offered in Art, English, Geography, Performing Arts, Physical Education and Science to Year 9 students.
- Global Challenge: Year 9 students took part in a two day challenge focusing on climate change and population. Work was completed in a number of formats including digital design, music, radio, art, blogs, writing, science and geography.
- Politics: a two day set of workshops relating to politics broadened the civic and citizenship perspectives of Year 10 students.
- Futures Conference: Year 10 students took part in a two day conference exploring futures through the development of self and relationships and work force issues.
- Fulfilling Lives: Year 10 students participated in seven different Fulfilling Lives programs:
 - Kokoda – students travelled to Papua New Guinea and completed the Kokoda Track and spent time working on a community project into a village along the track.
 - Borneo Community Project – students were immersed in the Malaysian culture in Sabah, Borneo and completed a community project to assist the locals living in a jungle village.
 - Thailand Community Project – students travelled to Chiang Mai and worked with a hill tribe (Karen) to help improve facilities in the local community.
 - Tanna Community Project (Vanuatu) – students travelled to Tanna Island in Vanuatu and were fully immersed in the local culture while also conducting English lessons with students in Lenekal Presbyterian College.
 - Desert Tracks – students travelled to Alice Springs working with the children at Yipirinya School. They then travelled into the APY Lands (Central Australia) where they were immersed in the Anangu culture.
 - Refugees – students took local refugee teenagers to Mokborree (the College's outreach campus in the Otways) and developed relationships with them and an understanding of the plight of refugees.
 - Cottage by the Sea – students assisted the staff and participated in a range of activities with the children attending Cottage by the Sea. A major community project was to build and plant a vegetable patch for use by the staff and children.

ICT INTEGRATION AND DEVELOPMENTS

The following is a brief summary of key ICT achievements for 2012:

- A portal for ICT was established for staff to use for 'help.'
- The ICT User Agreement for staff was revised and the Social Media Policy for students and staff was developed and communicated.
- Helicon Space (the College on-line collaboration tool) was further developed and used for collaboration activities for student and teachers.

- The laptop induction program at Year 7 was reviewed and revised for 2013.
- Cyber safety initiatives were completed (Sessions with Years 6 to 10; digital challenge at Senior School).
 - Year 10 - students discussed the social and legal consequences of sexting in Personal Development classes.
 - Year 9 - students discussed issues of digital reputation and safety online as part of their personal safety Personal Development classes.
 - Year 8 - students took part in Project ROCKIT – a story writing competition about cyber bullying.
 - Year 7 - students were advised on the dangers of privacy online, online chat rooms and the consequences of sexting in Mentor classes.
 - Grade 6 - Students investigated digital communication and were exposed to all areas of cyber safety including cyber bullying, how to represent yourself online, and how to protect yourself from online dangers.
- The development of GNet 3 (an alternative to a learning management system) commenced.
- Video sharing software was investigated and trialled.
- An extensive LibGuide site was established and library staff worked with teachers to implement LibGuides with the classes.
- ClickView on-line was set up and introduced to staff - this allows teachers to access the video library from home as well as school.
- E-readers were purchased and introduced in Senior School and Middle School libraries.
- Helicon Space was used by international and some national trips for students to communicate with parents.
- Home filtering was made available for parents.
- Citrix system was set up to allow access to network drives and programs from home.
- Parent - teacher interview software was generated and implemented at Years 7 and 8.
- An on-line maintenance program was investigated for the use by grounds and maintenance staff.
- ICT policy management was reviewed.
- A review of backup and archival processes was completed.
- An ICT Disaster Recovery Plan was developed.
- Server infrastructure was upgraded.
- A trial of emerging technologies (Windows 8, slates, Video conferencing and video sharing).

CYBERSAFETY

A Cybersafety Website was established to allow the community to access information on supporting their children in the cyber world. The website can be accessed from the main College website or at the following link: <http://cybersafe.geelongcollege.vic.edu.au/>.

CURRENT AFFAIRS

The Current Affairs program is designed to both support the Year 12 students' experience through their final year as well as to broaden their thinking on a range of topics. Speakers throughout the year included Paul Dillon, leading expert on Drug and Alcohol use amongst young people; Old Collegian Lizzie Cork, zoologist, environmentalist and business woman; James Lynch – How to prepare for interviews; comedian Sammy J to inject some humour into their stressful year; Jason Kimberley eco-warrior and adventurer; Mark Andrews and Greg Naylor VCE teachers who offered lectures on the texts studied in English; Tim Regan of Regan Consulting and the Study Skills company *Elevate*.

COLLEGE LIFE

Academic studies were supported by a rich variety of activities: drama, music ensembles, art and craft, debating, sport, camps (Years 3 to 9) and excursions during 2012.

MUSIC

In the Senior School, the Concert Band, Symphony Orchestra, Stage Band, String Orchestra, College Choir and, in the Junior and Middle Schools, the Concert Band, String Orchestra, Junior School Orchestra, Secondary Choir, Primary Boys' and Girls' Choirs, Junior School Boys' and Girls' Choirs as well as various instrumental ensembles regularly performed at assemblies and took part in special evenings, services and occasions throughout the year.

Highlights for 2012 included:

- The annual Foundation Concert held in Costa Hall, featuring instrumental ensembles and choirs from across the school and the world premiere performance of the new school song "Sic Itur Ad Astra", composed and conducted by Paul Jarman.
- 'Carols By Candlelight' featuring massed choirs from the Middle and Senior Schools.
- The Senior Stage Band's performance in the annual 'Generations in Jazz' competition.
- The Senior School's musical production of 'Seussical The Musical.'
- The established and extensive program of Music Evenings at each campus, incorporating solo and group performances from within and outside the class program.
- The annual Battle of the Bands, organised by the Friends of Music.

PERFORMING ARTS

- The Year 12 Theatre Studies production of 'Accidental Death of an Anarchist' by Dario Fo.
- The Year 12 Drama Ensemble performances 'Journey – Tales of Survival.'
- The Year 10 production of 'Charlie and the Chocolate Factory' and 'Boy Overboard.'
- Senior School Production 'Seussical the Musical.'
- The Year 9 Showcase, featuring work from over 60 students including, self-devised theme based improvisations, musical theatre numbers and a performance of 'Witches.'

- The Dance Showcase, sharing the work of all Senior School dance classes.
- The Year 8 Production of 'Alice in Wonderland.'

DESIGN AND CREATIVE ARTS

- The VCE Art Show with a large number of students displaying various art works from a wide variety of mediums.
- Arts Week in Term 3 with two visiting Artist in Residence working with students from Year 9 and 10 on the theme "The Caretakers Eye.'
- Year 9 Art In the City program provided experiential learning in the vibrant Melbourne Inner City laneways with guest artist from our Old Collegian community.
- The selection of two 2012 VCE student's work in TOP Designs, on show at the Melbourne Museum.
- The shortlisting of seven 2012 VCE student's work in TOP Arts and TOP Designs.
- The Guild Gallery continued to display student work and conduct larger exhibitions.

SPORT

As a member of the Associated Public Schools (APS), College students competed in cricket, rowing, tennis, softball, badminton, swimming and diving in Terms 1 and 4; football, hockey, basketball, soccer and netball in Terms 2 and 3; and athletics and water polo in Terms 3 and 4.

Highlights for 2012 included:

- The undefeated APS Girls' Inter A and B tennis teams, 2nds Girls' Badminton, 9B Boys' tennis, 10C Boys' soccer, Inter Girls' hockey and 2nds Netball team.
- The College Surfing team coming 2nd in the Rip Curl Shield in the Schools Regional Final.
- The College Equestrian team winning the Victorian Inter-Schools Final.

CAMPS

- Year 4: a four day camp to Healesville with a focus on the environment and sustainability which included visits to the Healesville Sanctuary, 'Puffing Billy', a rainforest walk in the Sherbrooke forest with a Parks Ranger and some challenging adventure activities.
- Year 5: a four day camp beginning with a day in Melbourne before heading to Baanya Biambi in the Brisbane Ranges with a focus on social skills and cooperation. Abseiling, initiatives, team games and adventure activities were part of the program. A camp concert occurred on the final night.
- Year 6: a five day camp to Anglesea focusing on resilience and self-esteem. Activities included surfing, canoeing, hiking and an overnight "camp out".
- Year 7: a five day camp to Norval, Halls Gap with a focus on relationship building. Activities included initiatives, a music workshop, understanding indigenous culture, a visit by Halls Gap zoo personnel, abseiling and hiking.
- Year 8: an eight day camp to the Otway Ranges with the theme of building student co-operation, self-reliance and teamwork. Activities included hiking, cycling, cascading, canoeing and initiative activities.

REACHING OUT BEYOND THE COLLEGE

Shalom Christian College, Townsville: 18 students and three staff visited Shalom, a boarding school for indigenous students. The visit coincided with annual NAIDOC celebrations and incorporated many activities that were designed to improve the students' understanding of indigenous culture.

Lizard Island: 20 students and staff toured Lizard Island Research Station, north of Cairns, to gain a greater appreciation of the marine ecosystem. They snorkelled and dived, recording fish species data, habits and feeding and coral structures.

Volcanoes and Glaciers: 15 students from Years 9 to 12 and three staff spent two weeks in New Zealand experiencing the country's unique geographic features and native customs.

China: eight students and two staff immersed themselves in the Chinese culture on their 10 day September trip.

Japan: 18 students from Years 7 to 9 and four staff travelled to Geelong's sister city of Izumiotsu in Japan. They stayed with Japanese families and spent time in three Junior High Schools as well as experiencing the sights of Osaka City.

2012 VCE RESULTS

The following is a summary of the VCE achievements of the 2012 cohort, together with a breakdown of their first-round offers and related tertiary destinations:

- Dux: ATAR score of 99.85.
- Five students achieved ATAR scores of 99+.
- 20 highest achievers – boys and girls equally represented and included two international students and three boarders.
- 34.6% achieved ATAR scores of 90 and over (top 10% in state).
- Median ATAR score was 82.75 (50% in top 17% of state).
- 18.1% of Study Scores were 40 and over.
- Two perfect Study Scores of 50, both in Further Maths.

ATAR Range	Numbers of Students	%
> 99.00	5	3.1
95.00 - 98.95	16	10.1
90.00 - 94.95	34	21.4
80.00 - 89.95	32	20.1
70.00 - 79.95	26	16.4
60.00 - 69.95	11	6.9
50.00 - 59.95	19	11.9
< 50	16	10.1
	159	

FIRST ROUND OFFERS FOR THE 2012 COHORT

61.5% of our students gained their first preference with a further 22.4% getting their second preference, making a total of 83.9% achieving first or second preferences. This reflects well on the quality of the careers advice students have been receiving.

General

Total Year 12 for 2012	159 (plus one unscored candidate)
Number applying for Tertiary Courses	156
Number of applications receiving an offer	153
University	137
TAFE	16

First round offers by tertiary institution

FIRST ROUND OFFERS BY TERTIARY INSTITUTION

Deakin University	33	21.6%
Monash University	31	20.3%
University Of Melbourne (The)	27	17.6%
RMIT University	20	13.1%
Swinburne University of Technology	10	6.5%
La Trobe University	5	3.3%
University Of Ballarat	4	2.6%
Australian Catholic University	4	2.6%
Gordon Institute of TAFE	3	2.0%
Victoria University TAFE	3	2.0%
Victoria University	3	2.0%
Swinburne TAFE	2	1.3%
RMIT University TAFE	2	1.3%
Melbourne Institute of Technology	1	0.7%
Melbourne Institute of Business and Technology	1	0.7%
Holmesglen	1	0.7%
PIC Photographic Imaging College	1	0.7%
Australian Academy of Design	1	0.7%
Northern Melbourne Institute of TAFE	1	0.7%
Grand Total	153	100%



STAFF QUALIFICATIONS

EXECUTIVE STAFF

Principal

Mr A Barr, BEc(Hons), MEd Studies (Monash), DipEd(Sydney), MACEL, MACE

Deputy Principal/Head of Senior School

Mr D P Mahon, BEd, GradCertRE, MSL, MACE, AFAIM

Head of Preparatory School Campus

Mr J Carroll, MEd, BEd, DipTeach(Primary), Grad DipMusEd, CertInfoTech

Head of Curriculum and Development Initiatives

Mr R N Smith, BSc(Hons), DipEd, BEdStud, DipTAS

Director of Teaching and Learning

Ms M Crofts, GradDipEdAdmin, BAppSc, MEd

Director of Student Wellbeing

Ms J C Gill, BA, DipEd, MEd, MACEL, AFAIM

Business Manager

Ms S Leach, BComm, CPA

Director of Community Relations and Development

Mr M Howell, PG DipDevMgmt, MBA

SENIOR SCHOOL STAFF

Deputy Head of Senior School, Head of Science and Information Technology

Ms K Van Cleef, BSc, MHumanNutrition, GradDipEd(Secondary)

School Counsellor

Ms C M Thornton, BA SocSc(Hons) Psychology, Registered Psychologist, AssocMAPS

Director of Music

Mr M Irwin, BMusEd, GradCertMusTechnology

Director of Sport

Mr M D Cheatley, BEd

Spiritual and Community Outreach Coordinator

Mr D Curnow, BA, DipEd, GradDipSportsScience

VCE Coordinator

Mr G J Smith, BEd(Science), GradDipComputing

Head of Mathematics/Studies Coordinator

Mr D Hibbard, BSc, DipEd

Head of Business Studies

Mr R M Morris, BEco, BEd

Head of Drama

Ms D T Hynes, BEd, DipTeach(Primary), GradDipDir

Head of English

Miss L Bourke, BA, DipEd, MEd

Acting Head of Geography

Mrs T J Foley, BA, DipEd

Head Design and Creative Arts

Mr K R Jess, BA, DipEd(AppliedLearning), Cert IV WorkplaceTraining&Assessment

Head of History

Mr G J Naylor, BA(Hons), MA, GradDipEd

Head of Languages

Mme V Chabant, DEUG, Licence, Maîtrise, DEA, GradDipEd

Head of Physical Education

Mrs C Tol, BEd

Head of Library Information Services

Mrs A M McGucken, MEd, BEd

Head of Boys' Sport

Mr D A Clifford, BEd

Head of Girls' Sport

Mrs P Porter, BEd

TEACHING STAFF

Mrs A J Andrews, BA(Hons), GradDipEd(Secondary), GradCertRE(ACU), GradDipArts

Mr M D Andrews, MEdStud, BA(Hons), BD(Hons), GradDipEd/ GradCertRE

Mrs D L Bain, HigherDipTeach(SecArtCraft), GradDipGraphicCommunication, Cert IV WT

Ms M Barnes, MEdStud, BLaw, GradDipEd(Secondary)

Mr P J Blanchfield, BEd(PhysEd)

Ms L Breen, BMus, GradDipEd, AMusA

Mr T H Bridges, DipEd(Secondary), BBus

Mrs C Brown, BEd(Lib), AALIA

Mrs K Brown, BA, GradDipEd

Mrs P M Clark, BAppSc(Photography), DipEd

Mrs D A Cleary BSc, DipEd

Mr P E Conway, BSc(Ed)

Mr F D'Agostin, BSc(Ed), MEd

Miss F Dawson, BA, DipEd

Miss X Dong, MEd, DipEd (Chinese and Bus), BMan

Mr G J Donovan, BSc, DipEd, DipAppPolymerSc

Mrs D L Filling, BEd

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Mrs L C Gallus, HigherDipSecArt&CraftTeaching

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Mr G R Gilby, BEd

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Mr L Joyce, BEd(Creativity&Arts)
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Ms A-M Mahoney, BA, DipEd
Ms C E Matthews, MEdStud, BEd(Arts)
Mr C Morgan, BEd, GradDipCompEd
Mrs S Morris, BA, DipEd, GradDipStuWelfare
Mr D S Muller, GradDipEd (Secondary), BAppSci (Human Movement, Secondary)
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Ms L Paatsch, BEd (Librarianship)
Ms R E Palmer, BSc(Ed)
Mr T P Parkes, BA, DipEd
Mr T M Reichl, BSci, DipEd
Mrs K B Saunders, BA, DipEd
Mr A B Smith, BSc/Comm, GradDipEd
Mrs E K Smith, BEd
Mr G J Smith, BA(Painting), DipEd
Mrs K Sunderland, BA(Dance), GradDipEd(Sec)
Mr P C Taylor, DipArtandDesign, GradDipEd
Mr M B Thacker, BMusEd
Mr G Tigani, BA(Ed), GradDipEd(InfoTech)
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Mr D Van Elst, Cert III (Music), Cert IV TAE
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PREPARATORY SCHOOL CAMPUS STAFF

Head of Preparatory School Campus
Mr J Carroll, MEd, BEd, DipTeach(Primary), Grad DipMusEd, CertInfoTech
Head of Middle School
Mrs L Russell, BEd
Head of Junior School
Mr C Dinneen, MEd, DipEd, BEd(GradDipRE), GradCertEd(Science)
Director of Early Learning Centre
Mrs R Molyneux, DipTeach(EarlyChildhood), BEd(EarlyChildhood)
Deputy Head Administration
Mr M K R Panckridge, BA(Ed)
Primary Curriculum Coordinator
Ms L Boyd, GradDipEd, DipTeach

Years 7 & 8 Curriculum Coordinator
Mr M L Terry, BSc(Hons), DipEd
Year 7 Area Leaders
Mr O Galluccio, BEd, DipTeach
Ms K Zeravica, BA(OutdoorEd), GradDipEd
Year 8 Area Leaders
Mrs C D Turner, TPTC, BA(Ed)
Mr M O'Donnell, BA, DipEd, GradDipComputing
Upper Primary Area Leader
Mr P Jeffreys, MEd, DipEd
Learning Support Coordinator
Mr T Coburn, MEd, DipTeach, GradDipSpecEd, BEd

TEACHING STAFF

Ms O Allan, BAHist, BTeach(Primary)
Mrs C M Bartlett, BEd, BTeach (Primary)
Mrs M Bell, BMusEd, MEd (Maternity Leave)
Mrs J Bickett, BEarlyChildhood
Mrs S Boyd, BEd
Ms T M Carlisle, BEd (Primary)
Mrs B A Carlson, DipPrimTeach, GradDipEd(Teacher-Librarianship)
Ms J Carroll, BA, PostGradDipTeach
Mrs A Corrigan, BA(Ed)
Mr B Cook, BAppSc, GradDipEd
Mrs S M Daly, DipTeach(Primary), BSpecEd
Ms E Davis, DipPrimTeach, BEd
Ms J Ditterich, HigherDipTeach, GradDip(Teacher-Librarianship)
Ms A J Dye, DipTeach(EarlyChildhood)
Mrs K Fyffe, BMusEd
Mr I Henricus, HigherDipTeach, DipPE
Mrs B R Hollander, BA, DipEd
Ms D Hollingworth, AssocDipinSocialSci, BEarlyChildhood, GradCertinOrff-MusicEducation, GradDipEd, MMusEd
Mr J I Horoch, BSc, DipEd
Mr J S Johnstone, BSc, BTeach(Primary)
Mr W Johnston, MEd, BEd, DipTeach(Primary)
Mrs K Jones, DipTeach(Primary)
Mrs U Kambrowski, MA, BMusEd
Mrs R Kelly, BEd(EarlyChildhood)
Ms G Larobina, BA(Hons), BEd, DipNAATI
Ms SN Lawrence, BA, GradDipEd (Primary), GradDip(ScreenMusic)
Ms L Lee, BA, DipEd, GradDipSpEd
Ms M McArthurBSc(ComputerNetworking), PostGradCert(Education in Computing and Religious Education)(UK)
Mrs L McCartney, BMusEd, AMusA
Mr A R McKie, DipTeach(Primary), BEd, GradDipEd(Computing)
Ms H Mavros, BA, DipEd, MTeach
Mrs C A Morris, DipPrimTeach, BEd

Miss KM Morrissy, GradDipEd, BSci (PhysEd)

Ms M J Oates, BSc, CELTA, DipEd

Mrs S E O'Brien, BSc, BLeaMgm

Mrs A-L O'Donoghue, MEd, BEd(Early Childhood),
DipTeach(EarlyChildhood)

Ms C F Ogston, DipTeach(Primary), GradDip(ProvDev)

Mrs J M Panckridge, MEd, BA(Ed), BEd

Mrs J Peake, GradDipSpecEd, DipTeach

Mrs H Plumridge, DipTeach, BEd(Primary)

Mrs C V Quail, BA, BA(Hons), MArts, GradDipEd

Mrs M J Ratcliffe, BEd

Mr B Robbins, BEd

Mr H Roberts, MEd, BA, DipArts(GIT), DipEd(HSC), GradDipMedia,
GradDipEdAdmin

Mrs M J Seaton, BA(Applied Art), BTeach(PrimaryandSecondary)

Mrs J Shorland, BA(Ed)

Mrs F L Stafford, BTeach(Primary)

Ms C M Sullivan, BTeach, BEd

Mr G Tigani, BA(Ed), GradDipEd(Info Technology)

Mr M L Torpey, DipTeach, BEd(PhysEd)

Ms J Utting, BEd

Ms S Vernon, BEdSc, GradDipEd

Mr D A Wade, DipTeach, BEd

Mrs K Watson, BA(MediaStudies), BEd, MEd

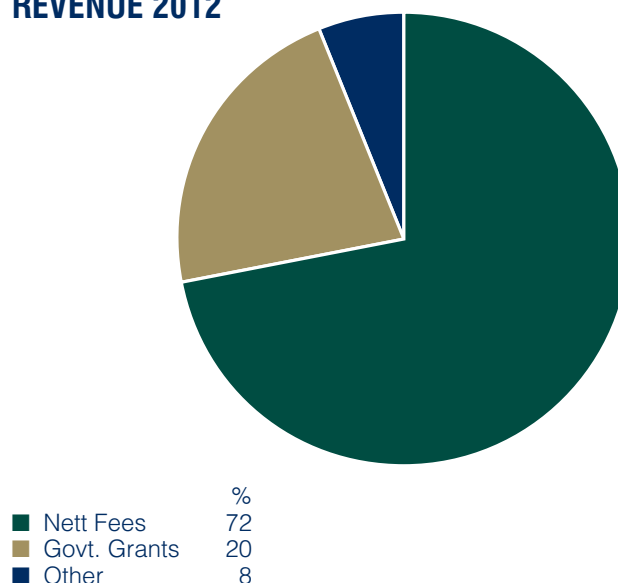
Ms C E Wood, BA(MedComm), DipEd, GradCertArts

Mrs S Wynter, PostGradRE, CertRE, BEd(Primary)

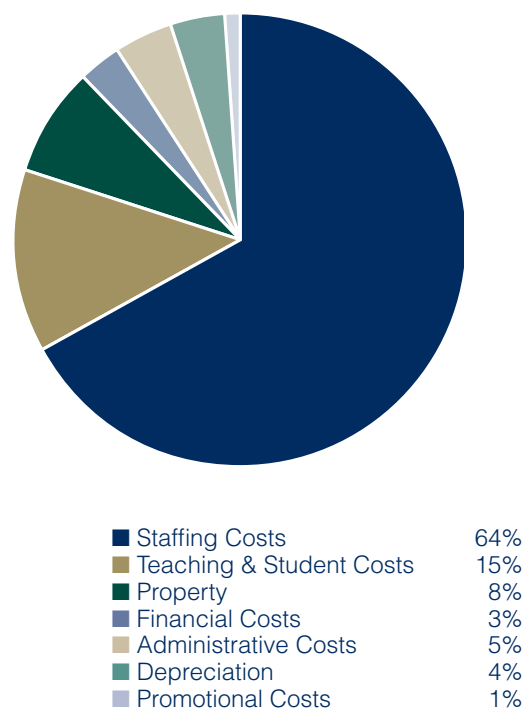
FINANCIALS

The Geelong College – 2012 operating accounts

REVENUE 2012



EXPENSES 2012



Mr Andrew Barr
Principal





THE
**GEELONG
COLLEGE**

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The Geelong College

PO Box 5 Geelong Victoria 3220

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Middle School

Aberdeen St Newtown

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Junior School

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