



THE
GEELONG
COLLEGE

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Annual Report 2022



Our Purpose

The Geelong College aims to provide an inspiring education where all students can learn how to learn, flourish, be innovative and aspire to futures that harness their many skills and abilities.

We aim for our students to be respectful and to confidently develop their academic, emotional, physical, social and spiritual potential.

The Geelong College seeks to provide learning experiences that shape personal development in ways that prepare students to contribute to society.

Our Values

- Integrity with compassion
- Community with diversity
- Aspiration with humility
- Respect with grace
- Endeavour with courage



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Executive Summary

The 2022 Annual School Report for The Geelong College provides a snapshot of activities and operations of the College. The Geelong College Council continues to oversee the governance and strategy of College to guide development and a commitment to constant improvement.

The Strategic Plan titled “Towards 2025: We reach for the stars” continues to underpin the decisions made and direction taken by The Geelong College. The strategic plan is constantly evaluated, ensuring it is adapted to changes in need and priority over time. Despite the presence of global pandemic and its ongoing impact on our community the strategic priorities of The Geelong College have remained unchanged. Throughout 2022 many actions were adjusted to the particular circumstances of uncertainty and regulations but the strategic imperatives continued to inform those actions.

Towards 2025 We reach for the stars

Six areas of strategic intent have been identified by the College Council for advancement, monitoring and review. These are:

1. Building a learning culture and academic success
2. Broadening experiences for students
3. Enhancing staff capacity
4. Strengthening our community
5. Developing our infrastructure
6. Sustaining Council leadership and governance

Within each area of strategic intent, projects are under way and have been regularly reviewed this year. These projects are under the direction of members of the College Executive staff who ensure the experiences of our students develop over time in a planned and coordinated manner. Progress on projects is reported to the College Council by means of quarterly reporting as well as through Executive meetings and individual meetings of members of the College Executive with the Principal. Feedback to the College community is shared using the combination of social media and printed media (Ad Astra and Pegasus magazines).

The rich diversity of experience of students and the strength of our community continues to be at the heart of The Geelong College. The continued growth in student numbers and demand for enrolment places present some challenges as we look to the future, serving Geelong and influencing educational innovation in Australia. 2022 has presented many operational challenges in relation to high levels of student absentees in Terms 2 and 3 due to illness as well as operations in a changing context of health regulations related to the COVID pandemic. However, it has been an important year for consolidating the strong position of The Geelong and building for a bright future in which College continues to positively shape the lives of its students and the Geelong community.

Dr Peter Miller



Vision for Learning

We believe that the aim of education is to develop the most important skill of all: learning how to learn.

Education is the lifelong process of helping an individual discover their own uniqueness, talents, capacities and potential. It should lead people of all ages to an increased understanding of themselves and their world, to think critically, to have courage and perspective, to be able to communicate effectively, care deeply and act wisely. Learning is unique to each individual, but everything we do, everything we see, everything we hear and everything we experience forms part of our education.

We believe that everyone can learn.

We believe that the image of the learner is that of a well-rounded, confident, active, curious, joyous, connected, resilient, empowered, and imaginative learner. Sometimes teacher, sometimes learner, but always playful and always learning. We believe that the value of any curriculum is as a framework for creating experiences that are personally meaningful, real, relevant and authentic. A curriculum should, fundamentally, value curiosity, problem-solving, sustainability, critical thinking and build ethical and moral autonomy.

We believe that the preferred kind of pedagogy is learner-centred and learner-driven, project-based and experiential by nature, interspersed with purposeful periods of direct instruction where and when needed. We believe that the primary language of discourse in learning situations is democratic, inviting passionate discussion whilst considering and valuing others' perspectives. The discourse should naturally lead to inquisitiveness and an open mind.

We believe that the social significance of education is in being able to communicate and work collaboratively, seeking and finding expertise, showing empathy, being aware of scientific and technological innovations and contributing to local and global communities as informed and productive citizens.

Education is about the individual taking greater responsibility for their own learning. This involves making choices and having a strong voice, demonstrating flexibility, trust, responsibility and understanding the notion that we are all teachers and we are all learners. Applying oneself, often for extended periods and with attention to detail, is also an important aspect of the learning process.

These are the Dimensions of our Vision for Learning are captured in our Learner Profile;

The Geelong College Learner Profile

1. Identity

Elements

- Our World
- Time and Change
- Global Stewardship
- Cross-Cultural Competency

Our learners strive to be
Aware and **Global**

2. Thinking

Elements

- Critical Thinking
- Reflective & Adaptive Thinking
- Systematic Thinking
- Metacognition

Our learners strive to be
Reflective, **Agile**, **Thinkers**.

3. Communicating

Elements

- Listening and Speaking
- Digital Communication
- Literate and Numerate

Our learners strive to be
Communicators

4. Creativity

Elements

- Curiosity
- Imagination
- Invention

Our learners strive to be
Creative and **Curious**

5. Contributing

Elements

- Social and Civic Responsibility
- Taking Action
- Leadership

Our learners strive to be
Active

6. Creating

Elements

- Innovation
- Processes
- Product

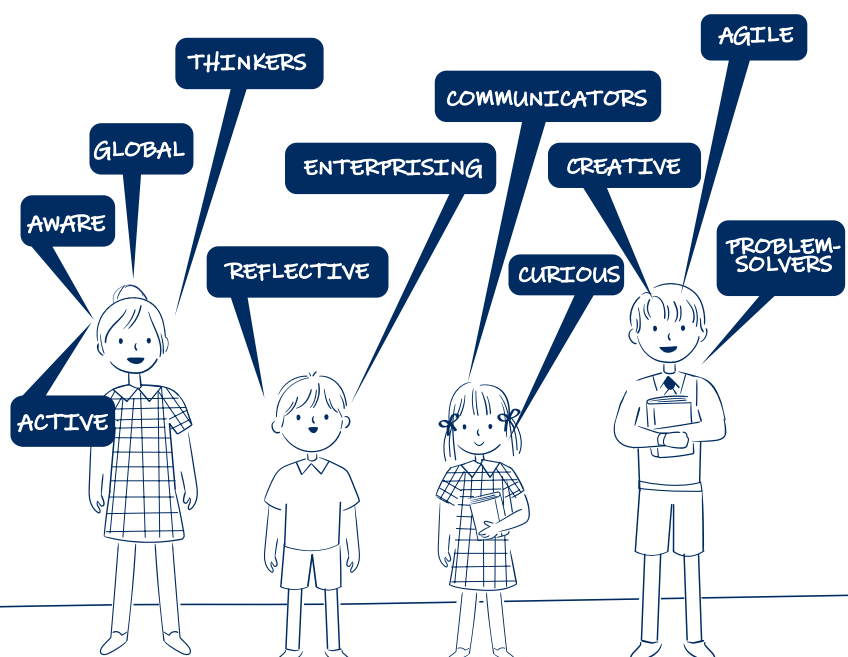
Our learners strive to be
Creators and **Problem-solvers**

7. Enterprising

Elements

- Enterprise Management
- Networking and Collaboration
- Entrepreneurship

Our learners strive to be
Enterprising



The College Council

The College Council is charged with the responsibility of governing the school, and has done for more than 100 years, since the Morrison family passed ownership to the Presbyterian Church. The broad term “governing” encompasses the strategic direction of the educational product, the management of the school infrastructure, financial management, and the appointment of the Principal. Council membership covers the necessary skill sets of education, legal, accounting, business and development, and health and wellbeing. These skills and connections blend together to provide an energetic board that takes a vital interest in many facets of school life, student achievements and ensuring the long-term success of The Geelong College.

Mr Barry Fagg retired from Council in 2022, attending his last council meeting in March. Mr Les Trudzik attended his last meeting in June 2022, also retiring from Council. Mr Tony Ficca joined Council in August 2022.



Barry Fagg BCom, MAICD, CPA

Barry (OGC 1966) has been a director since March 2012. He has more than 30 years' experience in the retail sector as Chairman of Fagg's Geelong Pty Ltd, and he was a Director in the Mitre 10 group of companies for 17 years, including 2.5 years as Chairman of Mitre 10 Australia Ltd. He is Geelong Art Gallery's Treasurer; life member, past director and past president of Give Where You Live Geelong; and director and past chairman of Geelong Community Foundation. He is the College Finance Committee Chair and is on the Risk Management and Planning committees.



Geoff Williams BCom, CA

Geoff was appointed in April 2016 and is a member of the Finance and Risk Committees. Geoff is an Old Collegian (OGC 1987), whose father Brian (OGC 1941) and sons Jackson (OGC 2020) and Tom (OGC 2021) also attended the College. Geoff is a Chartered Accountant who has worked both locally and overseas. His background is in public accounting, but he has also worked in the corporate sector. His focus is on taxation, structuring and general business issues for clients across a broad section of industries and family-owned enterprises. Geoff is currently a Principal at LBW Chartered Accountants.



Les Trudzik, BSc (Hons), PhD, GradDip Computing and Information Systems, MAICD

Les has been a Director since March 2017. Les has some 30 years' experience advising in the education, research and innovation sectors. He has worked across primary, secondary, and tertiary education, covering a wide range area such as Indigenous school education programs and strategies, vocational skills and workforce development, and equity programs in secondary and higher education. Les held the position of chair of the Industry Advisory Group for the Faculty of Science at the University of Melbourne from 2000-2014. He is currently chair of Bioplatforms Australia, overseeing publicly funded national research infrastructure for the life sciences, and is a founding Director of In2science, facilitating peer mentoring in STEM for secondary students by science undergraduates.



Mr Tony Ficca B.Com, FCPA, FAICD, Registered Tax Agent

Tony is a Registered Tax Agent, Company Secretary, Director and consultant. Since May 2021 Tony has been the Company Secretary at Wayss Ltd, who provide support and assistance to people who are homeless, at risk of homelessness or escaping family violence in the Southeast region of Victoria. He is also Company Secretary at Mental Health Australia, a peak national non-government organisation representing and promoting the interests of the Australian mental health sector and is committed to achieving better mental health for all Australians, the Independent Member on the Finance, Audit and Risk Committee at Kardinia Park Stadium Trust, the Independent Member – Audit & Risk Committee at Great Ocean Road and Parks Authority and the Treasurer at Strive2Thrive Geelong. His previous management roles include Director of Finance and Corporate Services and Company Secretary at Western Victoria Primary Health Network for 8 years, the Director of Finance at St John of God Geelong Hospital for 10 years, Executive Director of Finance and Company Secretary at GMHBA Ltd for 5 years, Finance and Administration Director at Ambulance Service Victoria – Western Region for 8 years. Tony has been involved in the College community as a member of the Finance Committee since 2006, and is grandfather to Thomas and Teddy, who are current students at the College.



Kathryn Alexander BArts (Int Design), Grad Dip (Restoration and Conservation), MDIA

Kathryn is a founding Director of JAM Architects Pty Ltd. With over 30 years' experience as a professional interior architect, Kathryn's project experience encompasses private commissions, residential, commercial, hospitality, educational and public works projects. Kathryn has been actively involved in The Geelong College community for more than 18 years. Her two sons, Nicholas (OGC 2016) and Oliver (OGC 2017), attended College from Early Learning through to Year 12. During this time, Kathryn has held roles as President of the Preparatory School Parents' Association (2012-13) and 2015 Carnival Convenor and is a current member of the Planning Committee and the Foundation Board.

Richard Page, BmedSci (UTas), MBBS (UTas), FRACS, FAOrthA

Richard is married to Belinda, a General Practitioner, parent of Tom (OGC School Captain 2017) Will (OGC 2019) and Daisy (OGC 2022). He has been a community volunteer as a Nippers leader at 13th Beach SLC and provided medical cover and assistant coaching at local club football. He remains active as a competitive Masters Rower nationally as a member of the Barwon Rowing Club. Richard is an orthopaedic shoulder and upper limb surgeon living and working in Geelong, since 2003. He studied medicine at the University of Tasmania, completed basic surgical training in the Royal Australian Navy in Sydney and continues in the Active Reserve. His advanced orthopaedic training was in Victoria, including Geelong, with Fellowship training in trauma, shoulder, upper limb and hand surgery in the UK, Europe and the USA. He was appointed as the foundation St John of God and Barwon Health Professor of Orthopaedic Surgery at Deakin University in 2014. He is Director of Orthopaedics at Barwon Health and the Barwon Centre of Orthopaedic Research and Education (B-CORE). He sits on a number of clinical governance and medical advisory committees in Geelong, as well as national and international committees for the advancement and improvement of surgery.



Kym Peake, EMPA, BA (Hons), LLB

Kym Peake commenced as Secretary of the Victorian Department of Health and Human Services in November 2015. Kym has extensive experience in both state and Commonwealth Government, including as Deputy Secretary, Higher Education and Skills Group at the Victorian Department of Education and Training, Deputy Secretary Governance Policy and Coordination at the Victorian Department of Premier and Cabinet and Executive Director, Productivity and Inclusion at the Department of Prime Minister and Cabinet. Kym possesses an Executive Master of Public Administration, a Bachelor of Arts (Hons) and a Bachelor of Laws, all from the University of Melbourne. Kym is also the President of the Institute of Public Administration Australia (Victoria).



Bridgette Kelly, LLB, BCom, Grad.Dep. LP (Legal Practice)

Bridgette is an Old Collegian (OGC 1997). Bridgette was a longstanding OGCA committee member (2007-2020) and held the roles of Vice President (2010-2017) and Honorary Secretary (2018-2020). Bridgette was the founding Chair of the Geelong Community Foundation's Philanthropy 500 committee from its inception in 2016 to 2018 and is a current Director of the Geelong Community Foundation. She was a founding committee member of the Geelong Young Professionals Network (2009-2019). Bridgette is Special Counsel at Coulter Legal and is a Law Institute of Victoria Accredited Specialist in family law.



Sandy Hutton, B. Comm University of Melbourne, Associate-Securities Institute of Australia

Sandy has been a Board member of the Foundation since 2011. Sandy attended The Geelong College from 1971 to 76 as a boarder at Mackie House and was House Prefect in 1976. Sandy was also a member of the 1st VIII Rowing in 1976 and the 1st XVIII Football in 1975 & 76. Sandy completed a Bachelor of Commerce at the University of Melbourne between 1977-80 and resided at Ormond College. He completed post graduate studies as an Associate at the Securities Institute of Australia before starting out as a Securities Trader with First National. After working with Dalgety Australia as their Victorian Finance Manager, Sandy worked at several stockbroking firms including D & D Tolhurst, Credit Suisse First Boston, Morgan Stanley and Bell Potter Securities where he is currently a Senior Private Client Adviser. Sandy is also a Principal of Nigretta Pastoral and Co-chair of Annual Giving at Ormond College. Sandy is married to Kirsty and has three children.



Dr Karen D'Souza M.B.B.S (Hons)

Karen is the Student Progression and Welfare Lead for the Doctor of Medicine Course at the School of Medicine, Deakin University. She also chairs the clinical years, Years 3 and 4, of the medical course across 5 clinical schools distributed across metropolitan, regional and rural Victoria. Karen was one of the founding Faculty members of the School of Medicine, commencing in 2007 to design and develop clinical training across all years of the course to ensure graduates are highly competent and work ready – which has become a hallmark of graduating Deakin doctors. She is co-chair of the Australasian Collaboration for Clinical Assessment in Medicine (ACCLAiM), and participates in several Medical Deans of Australia and New Zealand (MDANZ) working groups on professionalism; student support; and disability support. Karen has a Bachelor of Medicine, Bachelor of Surgery (Honours) from the University of Melbourne. Karen is highly involved as a parent at The Geelong College, with daughters Brigid in Year 3 and Holly in Year 9, and Rory (OGC 2022) and Tara (OGC 2020) recently graduated.



The College

Students

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

Enrolments

Year	2017	2018	2019	2020	2021	2022
Students	1,240	1,219	1,281	1,320	1,372	1,468

The College community is diverse, with students from a wide range of backgrounds. English was the most common language spoken at home by College students (97%), followed by Chinese (1%), Mandarin (1%) and other (1%). Approximately 1.2% of students were Indigenous.

In 2022 the College student community was 56.88% male and 43.12% female.

Student Attendance

In the secondary years (Years 7 to 12), the attendance of each student is recorded for each timetabled lesson.

In the primary years (Prep to Year 6), the attendance of each student is recorded twice daily. In 2022, the College continued to use the SEQTA program for monitoring attendance. 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/carer is made to determine the whereabouts of the child.

Attendance at each year level

Year	Attendance %	Year	Attendance %
Foundation	Not required to report	7	91.33%
1	90.84%	8	88.01%
2	90.81%	9	90.29%
3	92.41%	10	90.27%
4	90.44%	11	Not required to report
5	90.58%	12	Not required to report
6	89.85%		







College Learning

2022 VCE Results

The following is a summary of the VCE achievements of the 2021 cohort, together with a breakdown of their ATAR ranges.

- Dux: Joint ATAR score 99.5
- 3 ATAR scores above 99 were recorded
- 20 highest achievers: 8 Girls – 11 Boys – 1 unspecified
- 26.2% achieved ATARs of 90 and over, placing them in the top 10% in the state
- Median ATAR was 82.55
- 12.7% of study scores were 40 and over
- 5 perfect study scores of 50
- English, Geography, Physical Education, Studio Arts, Further Mathematics

ATAR range	2022 %	2021 %	2020 %	2019 %	2018 %	2017 %
>=99.00	1.7	4.41	3.7	2.8	4.6	4.2
95.00 - 98.95	12.2	13.97	7.5	13.4	7.6	19.7
90.00 - 94.95	12.2	13.23	11.8	12.0	10.6	15.5
80.00 - 89.95	27.9	22.05	19.3	26.8	26.5	23.2
70.00 - 79.95	17.4	14.71	19.3	17.6	16.7	15.5
60.00 - 69.95	14	14.71	18.6	15.5	15.9	9.9
50.00 - 59.95	9.9	9.56	10.6	4.2%	11.4	5.6
<50	4.7	7.35	9.3	7.7%	6.8	6.3
Total Students	100	100	161	132	132	142

TERTIARY OFFERS AND DESTINATIONS

More than 99% of students who applied for courses in Victoria received an offer in the December main round. There were 64% of students who received their first preference in the first offer round on 21 December with a further 31% getting their second, third or fourth preference. More than 95% of students received one of their top four preferences. There was little change to this data after the second offer round on 13 January.

Twenty-six students received an offer in the second round through VTAC. They have a process where students can update their preferences between offer rounds. There were 21 students who changed preferences and 20 of those students achieved a second-round offer. Of the 189 offers made across both offer rounds, 184 offers were for courses at degree level and five were for courses commencing at vocational (TAFE) level. Five students applied for interstate universities only.

Four of the nine Victorian universities made the majority of offers with the University of Melbourne followed by RMIT University, Monash University and Deakin University. Overall, every university in Victoria made at least one offer to one of our students.

Medicine at Monash University was only part of the January offer round. Emmy Bowyer and Rory Mason were both successful in being offered Medicine at Monash University. Rory was also successful in receiving an offer for Medicine at the University of Adelaide. Jasper Atkinson received Medicine offers at the University of Adelaide and University of Newcastle.

Students were made offers across more than 50 different course areas in Victoria with Arts, Biomedical Science and Biomedicine, Business and Commerce, Design, Engineering and Science areas all well represented.

At least 14 interstate universities have also made offers to students with the Australian National University (ANU) and the University of Adelaide making the greatest number of offers.

There are at least two students looking to commence apprenticeships, some have commenced work on farms and other students are taking gap years. Two students in Edie Benson and Isabel Batrouney have been accepted into United States Colleges for rowing and more than ten students are undertaking a gap year as an assistant at schools in the United Kingdom.

General

Total Year 12 for 2022 – 177

Students applying for tertiary courses in Australia – 169

Students with a confirmed offer in Australia – 168 (99.4%).

Students applying for Tertiary Courses in Victoria – 164

Students with one confirmed offer in Victoria – 164 (99.3%)

Students with two confirmed offers in Victoria – 26

Total offers Victoria 190. Note: includes one third round offer.

Breakdown of First Round Offers Victoria

Preference	First Round	First Round %	Second Round	Second Round %	Total	Total %
1	105	64.0	16	59.3	121	63.4
2	25	15.2	6	22.2	31	16.2
3	15	9.1	1	3.7	16	8.4
4	12	7.4	3	11.1	15	7.9
5	3	1.8	0	0	3	1.6
6	1	0.6	0	0	1	0.5
7	2	1.2	0	0	2	1.0
No offer	1	0.6	1	3.7	2	1.0
Grand Total	164		27		191	

Offers by Tertiary Institution Victoria

Institution	First Round	First Round %	Second Round	Second Round %	Total	Total %
University of Melbourne	51	31.3	4	15.4	55	29.1
RMIT University	38	23.3	8	30.8	46	24.3
Monash University	24	14.7	7	26.9	31	16.4
Deakin University	20	12.3	4	15.4	24	12.7
Australian Catholic University	11	6.7	2	7.7	13	6.9
Swinburne University	8	4.9	0	0	8	4.2
La Trobe University	5	3.1	0	0	5	2.6
Victoria University	4	2.4	0	0	4	2.1
Federation University	2	1.2	1	3.8	3	1.6
Grand Total	164		26		189	

Breakdown of Interstate Universities

University	Offers
Australian National University	12
University of Adelaide	11
Charles Sturt University	3
University of Sydney	3
University of Sunshine Coast	3
University of Tasmania	3
Bond University	2
James Cook University	2
Queensland University of Technology	2
University of New England	2
Australian Catholic University (Canberra)	1
University of Newcastle	1
University of Queensland	1
University of Wollongong	1

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).

The results of these tests provide important diagnostic information for parents and teachers about each child's

performance in literacy and numeracy. This information can be used to support teaching and learning programs and improve student achievement.

Naplan Results

		2022	2021	2020
Year 3	Reading	100	100	N/A
	Writing	100	100	N/A
	Numeracy	100	100	N/A
	Grammar, Punctuation	100	100	N/A
	Spelling	100	100	N/A
Year 5	Reading	99	99	N/A
	Writing	99	99	N/A
	Numeracy	99	99	N/A
	Grammar, Punctuation	100	99	N/A
	Spelling	99	96	N/A
Year 7	Reading	100	100	N/A
	Writing	100	99	N/A
	Numeracy	99	100	N/A
	Grammar, Punctuation	99	96	N/A
	Spelling	99	99	N/A
Year 9	Reading	97	97	N/A
	Writing	96	94	N/A
	Numeracy	100	99	N/A
	Grammar, Punctuation	96	96	N/A
	Spelling	99	96	N/A

*In 2020 NAPLAN testing was not conducted due to COVID-19







College Life

Music

2022 saw the music program at The Geelong College come back to life as it re-emerged from two years of pandemic-induced lockdowns that had played havoc with the normal rhythms of the musical calendar at TGC. The year commenced with the appointment of Mr Greg Carey as the Interim Director of Music, and Mr Carey brought a wealth of experience to the role as he guided the music program through the year.

The great joy of 2022 was the return of a full slate of performances as College ensembles across the school were once again able to return to the stage and perform for audiences. Venues as diverse as Mount Duneed Winery, Piano Bar Geelong, Costa Hall and, the George Logie Smith Auditorium all hosted performances. Across the year, large ensembles including Concert Bands and String Orchestras were showcased in Concerts in the Keith Humble Centre, whilst our vocal ensembles were featured in the Choral Extravaganza in Term One.

A highlight of every year is House Music, and in May we staged the 72nd edition of the House Music Competition in Morrison Hall, with Shannon House being awarded the overall winner of the George Logie-Smith Memorial Shield.

An initiative during the covid-years, the Senior School Lunchtime Concert series continued through 2022, with many an appreciative audience attending the Austin Gray Auditorium to hear rock bands, singer songwriters, string quartets, choirs and the full gamut of musical ensembles in the senior school.

A key feature of 2022 was the re-introduction of the Instrumental Discovery Program in Year 7, as well as a parallel program for the Year 8's who had missed out on it the previous year. The Instrumental Discovery Program continues to be a vital component of the program here at College as it afforded every student in Years 7 and 8 the opportunity to experience playing a brass, string, woodwind or percussion instrument. Many of these students will go on to be key contributors in our instrumental ensembles in the years to come.

A huge highlight of 2022 was the return of the Foundation Concert for the first time in three years. Staged in the magnificent Costa Hall, the Foundation Hall was a joyous occasion as the full spectrum of Junior, Middle and Senior school ensembles were featured in a musical spectacular that was enthusiastically received by the large audience. The enthusiasm of all on stage was a joy to behold as students once again rose to the occasion.

The classroom music curriculum has continued to provide excellent results. In the junior school students learned about music through singing, movement and playing, whilst in Year 3 all students had the opportunity to play string instruments. In Years 5 and 6, students used music technology to learn and create, with the writing their own movie theme song towards the end of year being a highlight enjoyed by all. Our Year 8 production of 'Beauty and the Beast Jr' was a hit, whilst the Senior Musical of "Little Shop of Horrors" gave many students the opportunity to sing, dance and act

memorably as they tried to avoid being devoured by the killer plant, Audrey.

In conclusion, 2022 was a hugely positive year for Music at The Geelong College as the foundations were laid for a successful few years ahead. We thank our school Music Captains, Emmaline Vagg and Jack Copland, for all that they have contributed throughout the year. We are grateful for the leadership of Mr Greg Carey, and all of the music staff throughout the year and look forward to a new era under incoming Director of Music Mr Scott Templeton in 2023. We thank and acknowledge the combined efforts of our Music School Community for continuing to embrace the challenges and joys of being involved in our music program throughout 2022.

Performing Arts

- The Year 12 Theatre Studies production of *The Resistible Rise of Arturo Ui* by Bertolt Brecht
- The Year 12 Drama Ensemble performances based on the theme of “The Shadows”
- The Year 10 productions of *The Arrival* by Shaun Tan
- Senior School Production of *Little Shop of Horrors* by Alan Menken & Howard Ashman.
- The Year 9 production of *Charlotte’s Web* by E.B White
- The Dance Showcase, sharing the work of all Senior School dance classes including VCE performance solos.
- The Year 8 Production of Disney’s *Beauty and the Beast* Jnr by A. Menken, H. Ashman, T. Rice & L. Woolverton

Design and Creative Arts

School life returned to a new normal for our Design and Creative Arts students. Our workshops were up and running again and students were able to achieve final outcomes in their projects with very little disruption in comparison to the previous two years.

Students took full advantage of the opportunity to get back into making and creating projects. This was no more obvious than in Transit Lounge 22; the VCE Design and Creative Arts Exhibition. The return of this exhibition into the Keith Humble Centre for Performing Arts was possibly one of the most successful exhibitions the college has run to date. The opening was truly a celebration for the Year 12 students and a showcase for the school.

The event started with music on arrival by two talented younger students Eilish Murphy and Takota Ritchie. Sam McLean, a talented Year 10 design student designed the promotional material, and our final year Studio Arts students took to the catwalk to fashion their amazing wearable creations to Madonna’s *Vogue*. A stunning performance to kick off the evening. Old Collegians Gel Wootton and Bella Greene returned to formally open the exhibition. They form the collaboration of GelBel and have been receiving wide acclaim for their innovative and energetic artworks. Dr Peter Miller joined us to announce the recipient of the Principal’s Art Prize. As an evolution from the previous Principal’s Acquisitive Art Prize; The Principal’s Art

Prize is awarded to a student whose work exhibited demonstrates care, creativity and craftsmanship. Their response to a chosen topic or client need is both thoughtful and innovative with their processes clearly reflected in a folio of exploration and development. Overall, the students work embodies the passion, drive and commitment of a dedicated and talented Design and Creative Art student. The recipient this year was Ellie Campbell. Ellie’s exploration in her folios as body of work is exquisite, prolific, creative, and technically skilful. “5 stages of grieving” we see a traditional ‘period style’ mourning dress but with subtle contemporary ‘funeral fashion’ influences such as an off the shoulder with laser cut resin/hand stitched bodice and classic veil with hand beading with handmade silk flowers. The ‘falling feathers’ are symbolic to death as once they have fallen from the bird they cannot be ‘put back’...all of which were hand made. No surprises that Ellie also went on to top the state in the exam and receive a perfect study score of 50.

The exhibition ran for two weeks, and the Head of the Design and Creative Arts department hosted many guided tours to several groups, sharing the stories behind the students work. Connecting the audience to the personal, creative journey of the student.

Our creative students also benefitted again this year through reconnecting with excursions and gallery visits. Our highlight Art Excursion again being to MONA, Tasmania and The Bendigo regional Gallery for the senior students.

2022 saw the retirement of one of our most esteemed colleagues Mr Greg Smith. Greg has guided and inspired so many young Art students throughout his long tenure with such a refined manner, unwavering attention to detail and passion for how art represents and conveys our social construct. Art educators like Greg no longer exist, he made his mark.

The design and creative arts team have continued to expand their digital design capacity with two new technicians and the addition of more 3D printers. The team look to provide a learning environment for tomorrows innovators and creators, within a context that encourages constant critical and creative thinking.

Outreach Programs 2022

Year 9 City Week Programs: The City Week program ran in Melbourne with students engaging in a deep-dive into specific subject areas and exploring potential career interests. Seven City Programs were offered in Art, Design, Geography, History Performing Arts, Physical Education and Science to Year 9 students.

Year 10 Fulfilling Lives: Year 10 students participated in several different Fulfilling Lives programs:

Lilla, Central Australia

- Visited the Western McDonnell Ranges, Uluru, Kata Tjuta and other sacred places in the region.
- Participated in activities such as dot painting, jewellery making and traditional bush cooking
- Spent time learning the Anangu beliefs, who are associated with Uluru and Kata Tjuta (The Olgas).
- Stayed and spent time at Lilla. Were involved in several community projects and learned about the Luritja culture
- Interacted and played games with local first nations children
- Walked around the rim at Watarrka (Kings Canyon)

Fiji

- Went Island hopping on private boats and snorkeled in crystal clear waters
- Met and spent time with the wonderful Fijian people
- Stayed in a private eco-lodge
- Kayaked around the Fijian waters and visited the famous Cloud 9 Surf Break
- Helped out on a community project.
- Visited local villages, schools, markets and learned the traditional Fijian war dance called the 'meke'.
- Hiked over sand dunes, kayaked through the mangroves, swam in the local hot springs and watched a magical sunset at Momi Battery Historical Park.

Local Connections – Geelong, Melbourne & The Bellarine

- Visited the Immigration Museum, the ACMI (Australian Centre for the Moving Image) and the National Gallery
- Rode bikes along the Yarra River and visited The Australian Gallery of Sport and Olympics Museum at the MCG.
- Completed the Point Addis to Anglesea walk followed by a mountain bike ride.
- Played mini-golf and spent the day in Queenscliff with the Sea All Dolphins Swims company learning about the local marine life, recycling and plastic pollution both locally and globally.

Central Districts, New Zealand

- Visited the impressive Museum of New Zealand Te Papa Tonarewa, which gave students their first

introduction to Maori people and their enduring culture.

- Experienced the funicular railway from Lambton Quay to Kelburn, a suburb in the hills to take in the spectacular panoramic views of the city centre and waterfront in Wellington.
- Hiked to the Mt Victoria Observation Deck to enjoy the stunning and picturesque coastline.
- Strolled along Cuba Street and enjoyed the sounds of a mixture of foreign and local music,
- Participated in a Weta Workshop, famous for producing craft models and physical effects that were produced for several internationally acclaimed films including The Lord of the Rings, The Hobbit, Whale Rider & King Kong.
- Caught a ferry across the Cook Strait to the country's South Island.
- Enjoyed a local school exchange, where students learned about Maori culture and stayed in a marae, a complex of buildings and grounds that belong to a particular Maori tribe.
- Met and spent time with local elders to experience this intricate culture firsthand
- Participated in a community service project, that involved helping to restore the local natural habitat
- Visited a former 'Maori Wars' battle site where the local Maori and European settlers fought in 1843, shortly before the Treaty of Waitangi was signed.
- Explored the world-famous Queen Charlotte Track & enjoy sea kayaking around Anakiwi or Momorangi Bay

Northern Territory

- Visited the famous Kakadu National Park and swim at Jim Jim Falls and Barramundi (Maguk) Gorge.
- Saw the rock-art at Ubirr and Burrungkuy (Nourlangie) in Kakadu NP.
- Visited Litchfield National Park and see Florence Falls, Buley rock hole and Wangi Falls.
- Explored Darwin and spent time at Mindle beach, East Point reserve, the Royal Flying Doctor Service on Stokes Hill Wharf, the original gun tarot's from WW2 and the original anti-aircraft cannon bunker which doubled as a cyclone shelter in 1974.
- Experienced a state-of-the-art virtual reality of the bombing of the Darwin harbour and visited the Cyclone Tracey museum.
- Enjoyed a Guluyambi Cultural Cruise along the East Alligator and stepped on to Arnhem Land for a spear throwing demonstration.
- Visited Warridjan (pig nose turtle) culture centre for some more visual learning, the ancient occupational site of Burrungkuy
- Saw the jumping crocodiles on a cruise of the Adelaide River

- Assisted a community to begin creating sustainable environments for every community in the Kakadu and Western Arnhem land regions. The students were involved in the building of an orchard and edible garden.

Whitsundays

- Explored the Whitsunday's Ngaro Sea Trail.
- Experienced the picturesque walks across the Whitsunday Island such as South Molle and Hook islands.
- Walked through open forests, grasslands and rainforest and snorkel in the crystal clear waters at Stonehaven.
- Visited Dugong Bay where Green turtle sightings are almost certain and then complete the short walk to Sawmill Beach, which is as beautiful as it is historically fascinating.
- Spent a day on an Ecobarge - removing marine debris to reduce its impacts on wildlife and provided care for sick and injured marine turtles
- Spent time at Airlie Beach, Sandy Bay and the famous Whitehaven Beach.
- Year 11 and 12: Students were able to engage in programs during holidays that took them to Central Australia and the Northern Territory.

Community Outreach

Winter Warm Up Clothing Drive

- A school wide Service Learning activity that we commenced in 2020 and has become an annual activity. In Partnership with Christ Church Geelong, there is the opportunity for students & staff to donate warm Winter clothing (jackets, scarves, beanies, blankets) that goes directly to disadvantaged and homeless people in our city.

Uniting Care Christmas Hampers

- School wide Service Learning activity in partnership with Uniting South Barwon. In the lead-up to Christmas, students & staff put together Christmas food hampers. These go directly to families in need at Christmas.

Eat UP Australia

- This was able to continue in 2021 with our Year 6 students in partnership with Eat Up Australia making sandwiches that go to disadvantaged children & families in Geelong and Melbourne. Continues to be a practical Service Learning activity that engages our students in doing something for those less fortunate.

BUPA Aged Care visits

- In Term 3 of 2022 we re-commenced visits to BUPA Aged Care. Every fortnight, a small group of Year 11 & 12 students would visit with the Residents of BUPA, Aged Care Belmont. Our students would provide some afternoon entertainment in the form of Musical items/trivia and connect through conversation with the Residents. This is now an ongoing partnership.

One Care: Geelong West

- In 2022 we commenced a partnership with OneCare Geelong. Each fortnight a small group of Year 10 students would work alongside the OneCare volunteers to help with their Tuesday Food bank. Sorting produce, unpacking food pallets on arrival and helping put together food hampers were some of the service activities our students assisted with.



Sports

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;

Cross-Country, Football, Hockey, Basketball, Soccer and Netball in Terms 2 and 3; and fortunately, the Athletics and Water Polo seasons in Terms 3 and 4 were able to go ahead after the cancellation of the previous two years due to COVID.

Highlights for 2022 included:

- Rowing: The Girls' 1st VIII placed 3rd at the APS Heads of the River Regatta, the Boys' 2nd VIII placed 4th in the A Final and the Boys' 3rd VIII collected 2nd place in their A final at the Head of the River Regatta.
- Boys' Diving finished 4th out of 10 at the APS Finals night and our Girls squad placed 2nd in their Finals' night
- Open Softballers moved to the 1st division for the first time in a decade and won 3 of their 8 games
- 1sts Cricket winning 4 matches and 6 very close losses
- The Girls' 1st XVIII playing second year of senior football in the 2nd division and were undefeated again prompting a promotion to the 1st division in 2023.
- Our tennis program saw improved results across all teams, particularly with the 1st Boys beating four other schools to finish 7th overall. Our best result in over a decade.
- Boys' 1sts Badminton only one loss in their season in the 2nd Division of the APS
- The Mixed Surf Team, in the GISSA surf Titles, placed 3rd in the Final
- 1st Netball defeated GGS for the second time in as many years and enjoyed a very competitive season with second-year coach Katrina Daws, finishing 2nd on the APS/AGSV ladder only one win behind undefeated Carey.
- Cross-Country – Boys Team in senior competition finished 6th overall and the Girls finished 3rd



Camps and Expeditions

Year 4

A three-day camp to Ferngully Lodge, Healesville, beginning with an action packed afternoon of challenging activities such as a flying fox, giant swing and archery. The camp has a strong focus on the environment and sustainability which included visits to the Healesville Sanctuary, Puffing Billy, and a rainforest walk with a Parks Ranger.

Year 5

A three-day camp to Halls Gap in the Grampians (Victoria) focussing on leadership, fun, adventure, learning, challenges, and team building. Activities included a Mountain hike, abseiling, rock climbing, archery, group initiatives, low ropes, bush walking, campfire & reflector trails, and a nature discovery hunt.

Year 6

A three-day urban camp in Melbourne with a variety of experiences that supported future learning at school and a focus on developing teamwork, collaboration and connection amongst new students. Students experienced a day long workshop, creating a news segment on the green screen, learning about news reporting, interview skills and the technology behind digital backgrounds. They visited the MCG, the Shrine of Remembrance, Parliament House, and Old Melbourne Goal as well as enjoying an evening glow in the dark Minigolf experience. Students and staff stayed at CYC City in Melbourne.

Year 7

A four-day camp at Marysville, focusing on relationship building, teamwork, challenges, and connections across the year level. Activities included abseiling, rock climbing, flying fox, canoeing, team games and a games night. A guest speaker with first-hand experience of the Marysville bushfires spoke to the students about the impact on the community at the time and into the future. Students spent 1 night camping out and participating in camp-based skills in preparation for the Otway camp next year.

Year 8

An eight-day camp journey to the Otway Ranges with the aim of building student cooperation, resilience, and self-belief. The camp is challenging for its length and remote location. Activities included hiking, mountain biking, cascading, canoeing and initiative activities. Students also developed a number of camp-based skills such as cooking, cleaning, sanitation and camp setup. The Year 8 Otway camp has become a rite of passage for students as they depart the Middle School to begin a new chapter of their journey at the Senior School.

Year 9

Students took part in a 3-day House Retreat at the College's Cape Otway Campus exploring activities that were themed on communication, resilience, leadership and growth mindset.

The City Week program ran in Melbourne with students engaging in a deep-dive into specific subject areas and exploring potential career interests.

Year 10

Year 10 students were able to participate in the Fulfilling Lives program in 2022 which took place in Victoria and a number of interstate locations.

Year 11/12

Students were able to engage in programs during holidays that took them to Central Australia and the Northern Territory.





2022 saw a very welcome return to the predictability of on-going face to face teaching and learning. Nevertheless, the lasting effects of staggered periods of lockdown meant that reconnection to school, and reinforcing what it means to abide by our cultural and social norms needed to be a priority for our wellbeing programs.

These two priorities underpinned the success of the Year 8 Retreat when students were able to experience the simple joy of coming together with peers via their participation in off campus experiences as well as more targeted sessions in school, around the impact (both negative and positive) of social media. Similarly, the introduction of the Year 9 House Retreats was an important initiative in connecting the new Year 9 cohort with each other as well as their key pastoral leaders.

Connection is obviously about feeling a sense of belonging to a group and with that sense of belonging sits an understanding of not only what the group can do for you, but what you can do for the group. This notion of collective wellbeing was an important whole school priority throughout 2022 evolving partly as a consequence of the social restrictions imposed by Covid. Alongside this concept, the term contextual wellbeing was explored through a whole staff presentation given by Dr. Helen Street, Associate Professor in the Graduate School of Education at The University of Western Australia, and author of the text Contextual Wellbeing – Creating Positive Schools from the Inside Out. The key message from her delivery was that wellbeing is less about a program and more about an experience. With this perspective, she challenged us to review our policy and practices accordingly.

From here, a wellbeing framework was designed which conceptualised the interplay between relationships, social contexts, individual empowerment and experiences. This helped us to challenge how we construct (intentionally or unintentionally) the multitude of experiences that students engage in throughout the course of their learning at College.

Nevertheless, targeted classroom programs within our tripleR approach made explicit many of the dominant messages around wellbeing and making good choices. To this end, guest speakers including Paul Dillon and Brent Sanders offered very worthwhile sessions for our senior students. Paul's annual return to College allows the students to build up trust over the three sequential years he advises them on the latest research around drugs and alcohol use. This year saw a focus on vaping and his session with staff was particularly enlightening. Similarly, Brent Sanders' talk to students about the legal issues around the term consent gave them a thorough, if not at times confronting understanding of this complex issue. Both speakers are invaluable in unpacking the implications of decisions they make not only for themselves but others as well. This helped to reinforce the message of collective wellbeing that is difficult for the individual to feel well, if the group to which they belong does not also feel well. In other words, individual actions have a broader impact.

In Junior school, the tripleR classroom program continued to draw from our participation in the Respectful Relationships initiative and in particular the Respectful Relationships Rights and Responsibilities curriculum which focussed on the following themes: Emotional Literacy, Personal Strengths, Positive Coping, and the positive effects on our wellbeing of gratitude, mindfulness, empathy, a growth mindset and resilience.

School TV

Throughout 2022 this platform which offers advice to parents on a range of wellbeing issues, continues to be highly valued by our community. A welcome initiative was the new series which focussed specifically on the wellbeing needs of boarders. Throughout the year, topics covered included Building Resilience, Understanding Adolescence, Managing Overwhelm, Sextortion, and Managing Screen Time.



Diversity and Inclusion

Reconciliation Week continues to be a focal point for the College's recognition of the cultural and historical contributions of our First Nations People. Junior School had a welcome face to face return of their Ngarrweerreng Day. The purpose of the day is to allow the students to come together and celebrate Aboriginal culture at Junior School through a number of outdoor activities, beginning with a smoking ceremony conducted by Wadawurrung Traditional Owner, Corrina Eccles. At Middle School Norm Stanley and Vicki McKenzie conducted a smoking ceremony and all Middle School students filed past, very respectful of the occasion. Initiatives where our Indigenous students could connect more broadly included Aspirations Day held at GMHBA Stadium and the Annual Gathering in Sydney for our recipients of the Smith Family Indigenous Youth Leadership scholarship. On a creative note, our indigenous students helped to design our first Indigenous jersey for the first Football and Netball teams to be worn for the Reconciliation round of the APS competition, and our Indigenous Cultural Connections Advisor, Mrs Lisa Couzens, worked with Middle School students to create their first possum skin stole which can be worn on special school occasions including the Year 8 Graduation assembly.

Professional Development opportunities for staff to further their cultural responsiveness included Youth Mental Health First Aid for Aboriginal and Torres Strait Islander Young People and the Stronger Smarter Leadership Course undertaken by three teachers in Cherbourg, Queensland.

The Geelong College Rainbow Alliance had another active year with interactions strengthening between the groups at Middle and Senior schools. The Alliance allows students to find a safe and supportive space with like-minded students and staff, as well as ensuring that as a community we understand and respond to the particular needs of LGBTIQ+ students. This has been highlighted through targeted assemblies and fundraisers. Students have also enjoyed the opportunity to network with like-minded students at other local schools.

Overall, 2022 was a year when we could celebrate the return to on-going and uninterrupted face to face engagement with our students whether that be for formal classroom learning or the myriad of experiences that allow us all to appreciate wellbeing in its fullest sense.



CLRI and Professional Development

In a post-COVID context, there was an appetite for professional learning among Teachers and Business Operations staff. The availability of professional learning opportunities is growing, with online attendance options making past-geographical boundaries seamlessly disappear.

This year the following learning opportunities were offered:

- Elevate Leadership Program
- Leading by Example
- Narragunnawali: Embedding reconciliation in our ECCs, schools, and classrooms
- VCE Music Teachers conference
- ABSA Youth Mental Health and Wellbeing
- Making Boarders' Lives Better
- Data Champions with Dr Selena Fisk
- Law Sense – Dealing with Difficult Parents
- Respectful Relationships
- Key Word Sign
- Focus on First Nations
- Laying Mathematical Foundations
- Independent Schools Victoria – Highly Able Leading Teacher – Iain Wallace

Staff undertaking post-graduate studies

The following staff are undertaking post-graduate programs:

Shane Asbury – Master of Theology with the University of Divinity
Delle Ritchie – PhD Candidate

Topic: To what extent can the Reggio Emilia Project's concept of The Image of the Child be used to frame and seek to understand the links between teacher's beliefs, practice and children's engagement in group story reading with young children in Australian Early childhood settings?

Jessica Taylor – PhD Candidate at the Melbourne University Graduate School of Education

Topic: Reimagining Responsibility for Wellbeing – Towards a Conceptual Model of Understanding and Cultivating Responsibility for Wellbeing in Schools.

Simon Young – Master of Business Administration

Geelong Design Week - Belonging to the Barwon

As a part of Geelong Design Week, The Geelong College hosted a series of art workshops on Saturday 19 and Sunday 20 March. Proudly partnering with the Wadawurrung Traditional Owners Aboriginal Corporation and local Surf Coast artist, Mike McLean, we presented Belonging to the Barwon: Creating Art that Talks.

In the celebrating Wadawurrung language and land, this event brought together participants' learning about the Barwon River's history and significance for the Wadawurrung people, with the creation of artwork that profiled indigenous animals. Our Middle School campus, particularly the Enviro and Arts precinct was a perfect venue for the workshops.

Traditional Owner and direct descendent of the only surviving member of the Wadawurrung people, Corrina Eccles, welcomed us to Country with a smoking ceremony. Following this, we sat on a balcony overlooking the Barwon River and Corrina shared stories of design, innovation, and belonging to the land over thousands of years. Participants were privileged to learn about not only the flora and fauna of Wadawurrung Country but also of the people's creativity and ingenuity.

The College welcomed Mike McLean as an artist-in-residence. A local Surf Coast artist, Mike's incredible stencil artworks can be seen across the region and indeed the world. His willy-wagtail stencils are now well known to local residents, their sweet and lively images having adorned fences, posts, trees and walls for several years. Mike taught our Year 9 students about the art of stencilling – designing them, cutting them from

a range of materials, and then painting them onto different surfaces. Mike's preferred and quintessential choice of timber off-cuts became the material for this Geelong Design Week workshops.

Participants of all ages selected a timber tile, painted with a background colour, and then worked with stencils and high-quality spray paints, to build an image of either a platypus (perridak), an echidna (mon.garrk), or the wedge-tail eagle (bunjil). It was wonderful to see children excitedly sharing in their creating together, and for parents and grandparents to be working alongside children in this special activity. Mike, Corrina and Art teachers from the College supported and advised throughout.

The artworks were finalised with a QR code, linked to digital content from Corrina about the animals, including their names in Wadawurrung language. All artworks were taken home to be displayed in front yards, on fences, mailboxes, and at doors. The workshop, then, transitioned into a local installation, celebrating indigenous animals, and inviting conversations with passers-by. As a conversation of belonging, the past, present and future generations connect through local fauna. Additionally, there is a bringing together of families, neighbours and streets with the simple images providing opportunities for stopping and conversing.

We would like to acknowledge and humbly thank Corrina Eccles and the Wadawurrung Office for their welcome, their engagement with us, and their support of this special event. Our ongoing learning as a school, and genuine efforts to understand and respect the Wadawurrung people are enriched by moments and collaborations such as these.



Teacher Learning with Emeritus Professor Dylan Wiliam

Challenging Traditional Assessment

Hosted by Wantirna College in Ringwood, this day brought together Dylan Wiliam's argument for the need to raise academic achievement in schools with some practical presentations from three local schools. Each presented on the work they are doing to challenge conventional methods of assessment in schools. Wantirna College is doing innovative work in assessment at the VCE level, designing new rubrics and approaching the outcomes developmentally for students. West Bentleigh and Docklands Primary Schools are overhauling their approaches to feedback, by empowering students to be agents in their own learning. Following panel of school leaders and experts in assessment, including Dylan Wiliam, the day concluded with a further keynote on some strategies to evolve culture and teacher practices. The seven of our Junior and Middle School staff took so much from the day and were challenged to think about how we might bring this learning back to our own school.

Embedding Formative Assessment

A full-day workshop with Dylan Wiliam, 20 of our staff from across Foundation to Year 12 gathering at the Sofitel Hotel in Melbourne's CBD. A day of rich learning, discussion and practical application, the workshop enabled us to reflect on the direction

of education more broadly, as well as looking for new ways to better assess where our students are at in their learning. The premise for the day was that the best way to enhance learning outcomes for students is to explore closely our teacher practice, but that evolving teacher practice is notoriously difficult to do. This is not because our teachers are immovable or incapable, but actually the opposite: we are so skilled at what we do, are content experts and many of us have been working for years in a particular way. To make changes to what we already do can be hard. A very narrow focus on what Dylan Wiliam calls "assessment for learning" is the key. Assessment for learning is any assessment for which the first priority is to serve the purpose of promoting student learning. In other words, any activity which provides information to teachers and students and can be used to adapt the teaching to meet learning needs. The staff who attended were given a raft of effective, quick strategies to gauge student understanding in real time. Dylan is the undisputed international expert on formative assessment and it was a privilege indeed to have this time with him. Our next steps across the College will be to prepare some goals and actions whereby those attending staff can share their learning with colleagues and begin using these new strategies in their classrooms.

SOLO Taxonomy

In April this year, Gerard Donovan, Hannah Ross, Melissa Barnes and myself attended the Independent Schools Victoria SOLO Taxonomy Professional development session.

Our focus was to determine ways that we could enhance student learning outcomes through the sequential implementation of curriculum progressions. The SOLO taxonomy was investigated in this session as it is used as a model for the transfer of surface to deep learning through specific learning progression stages.

Stage 1 looks at Uni-structural competencies where students have single concepts and tasks to manage. Stage 2 focuses on Multi-structural competencies where students start to learn multiple concepts and tasks to manage. Once students can achieve these first two stages of competency they are able to then progress to a deeper level of learning. Stage 3 starts to build Relational capacity between concepts and tasks and Stage 4, the deepest of learning is engaging students with the ability to transfer and apply their concepts and skills through Extended Abstract in new ways.

By having knowledge in this framework we are able to explicitly build curriculum documentation that take students from their initial personal knowledge and understanding stages and moves them into inquisitive learners that can apply their knowledge to real world scenarios coming up with new ideas and solutions to problems.

Within the Senior Science Faculty, we are continuing to build upon this use of language to form learning intentions and success criteria with students. Making learning progressions explicit to students empowers them to take better control of their learning and allows them to know where they are at, where they are going and how to get there.

Carina Jansen, Head of Science

2022 Foundation Fellowship

Stronger Smarter Institute Leadership Program

Karen Sunderland

The Stronger Smarter Institute Leadership Program ("SSLP") was an opportunity to explore how we can transform the way we educate and lead the College community around Indigenous Knowledges and honouring difference and diversity. The program challenged us to confront our own assumptions so that we could objectively understand the cultural context, place, and community of Indigenous people.

The SSLP model aims to enable educators to be "partners in change". This prompted Kellie Winter and I to feed our learning from the program back to colleagues through workshops that we hosted on the Term 2 Professional Development Day. Our session was designed to encourage participants to learn about

various ways in which an Acknowledgement of Country can be performed, gain a deeper understanding of the significance of an Acknowledgement of Country and its role in acknowledging and respecting the traditional custodians of the land we work and live on. We also provided an opportunity for participants to explore the benefits of incorporating an Acknowledgement of Country into their regular professional practice.

By the end of each session, participants had written their own Acknowledgement of Country, which allowed them to gain a greater appreciation and deeper insight into the cultural importance of this tradition.

The Geelong College Foundation

Established in 1987, The Geelong College Foundation exists to preserve, develop, and secure the financial future of The Geelong College. Through management of a comprehensive philanthropic program, including our Annual Giving campaign and our bequest society, and with support from our generous donors, the Foundation raised over \$834,568 for The Geelong College this year.

The Foundation provides ongoing support directly to the school by:

- Funding scholarships and bursaries.
- Providing financial support for the Foundation Fellowship which provides opportunities for The Geelong College staff to undertake study, research or professional development either nationally or internationally.
- Sponsorship of the Foundation Concert which is the pinnacle of The Geelong College's music program, celebrating musicianship, talent and dedication through a night of performance featuring ensembles and choirs from across the College.
- Distributing 50% of our annual net surplus to a Principals' Project which for 2022 was the upgrade of the Mercer Parade courts.
- Providing financial assistance to the many building and refurbishment projects throughout the school.

Our 2022 Annual General Meeting was held in late March in Wayaparee where we updated members on investments and changes to our Constitution which were adopted on the night. We welcomed Mrs Sue Swan as a director in May and Mr Bradley Fenner as a director of the Board in August.

Our Foundation members joined the Foundation Board and the 2022 Prefects for Lunch in the Dining Hall on 28 April. The current recipient of the Foundation Scholarship, Evelyn Coorey, gave a heart-warming speech on her journey through College and School Captains, Emmy Bowyer and Oscar Dowling, recounted some of their more humorous school memories. The connection between multiple generations of our community was fantastic.

After not being able to hold a Foundation Concert in 2020 or 2021, we were thrilled to be able to support the College's music program this year through a performance with a wide variety of music genre and performers. On 12 August, Costa Hall was filled with students from all campuses and integrating younger

and older students into homogenous groups gave the opportunity for senior students to mentor the juniors. It was inspiring to see the music students as a single school. From pipes and drums to the finales with all students singing *Sic Itur Ad Astra*, the performance was inspiring.

The Foundation Community Golf Day once again took place at Barwon Heads in mid-October and 50 intrepid players took to the course in inclement conditions.

Members of our Morrison Society and Patrons of the Foundation enjoyed morning tea and a tour of the VCE Art Show on 20 October and the connection with amazing student work helped all present feel our efforts for the College are well rewarded by substantial student outcomes.

In late October over 90 Morongo Old Collegians joined members of the Board for a Morongo Lunch where Artist Susan Sutton (MOC 1961 and past College parent), was our guest speaker along with our 2022 Morongo Award recipient Georgia McLellan.

Our newest Foundation Fellows for 2022 are Karen

Sunderland and Dana Dear who participated in the Stronger Smarter Institute's Leadership Program and complete a Certificate in Art Therapy respectively. Congratulations on this fantastic achievement.

We were fortunate to receive a substantial bequest from Old Collegian Alastair Brebner (OGC 1952) this year and the Foundation Board has decided to use these funds to create the Brebner Boarding Scholarship. This scholarship will assist with boarding fees to enable those in rural areas of Victoria and surrounding states to have the same opportunity to attend The Geelong College as those closer to Geelong. Mr Brebner was a boarder at the College from 1949 to 1956 and we are thrilled to be able to offer this financial assistance in his name.

Thank you to the Board members for their time and commitment to the Foundation during the year and to the Advancement team who kept all of our endeavours running smoothly. Thank you also to our generous College community for your support during 2022. We certainly could not achieve the success we have without your ongoing commitment to the school, thank you.





Community Engagement

Community engagement is a feature of The Geelong College. Information is communicated and community feedback is obtained through a range of means. These include: printed material; parent support groups in each school and for a number of co-curricular activities; electronic platforms; and, formal meetings.

The practice of regular communication with parents was continued in 2022, including a parent bulletin distributed fortnightly, the school magazine (Ad Astra) twice a year as well as the publication of the yearbook (Pegasus). Parent forums such as the Prep School Parent Support Group, Senior School Parent Support Group provide excellent face-to-face opportunities for interaction between staff and parents. These forums complement the range of parent support groups for a number of Senior School cocurricular activities which all serve to enhance the experience of students through meaningful, positive and constructive interaction. The nature of parental participation in 2021 changed with greater use of electronic means of meetings which has enabled us in 2022 to engage in meetings that employ a hybrid model bringing people together online and face-to-face for a meeting. This worked remarkably well and has had a huge impact on our approach to parent interviews where direct feedback is provided on student progress.

In addition to traditional printed means of communication and parent forums the use of social media platforms, the College Parent Portal and the College website are all components of a sophisticated means of disseminating information and receiving feedback.

A LEAD Survey was conducted in 2021 to ascertain the satisfaction levels of students, parents and staff. This will be conducted again in 2023. Satisfaction levels can also be ascertained from the high levels of staff and student retention and strong growth in future enrolments.

College Staff

The College employed 370 core staff in 2022, with a gender ratio of 66% female, 34% male and no one identifying as non-binary. The staff cohort included 181 Teachers, 179 Business Operations staff and 10 Executive staff. No staff have self-identified as Indigenous. Across the College, the pupil-teacher ratio is approximately Primary – 11.6 students: 1 teacher and Secondary – 10.4 students: 1 teacher, and all were VIT registered. The College has increase expenditure in professional development to \$144,662 up from \$60,903 in 2021 due to the impacts of the pandemic. The average spend of \$1,089 per teacher (FTE).

The successful continuation of student education through a dynamic mix of face-to-face learning and remote learning model demonstrated the ability of our staff to adapt to and create a different way of learning. Our Business Operations Staff were redeployed across the school away from their contracted roles to add further support all roles across the College.

Our staff continue to commit to the school and its community; as shown by the following service statistics below:

- 50.7% of staff have been employed for up to five years.
- 18.8% 6-10 years;
- 18.6% 11-20 years.
- 8.3% 21-30 years; and
- 3.7% have served more than 30 years.

Staff Qualifications

EXECUTIVE

Principal

Dr P D Miller, BEd (Hons), MEd, EdD

Deputy Principal

Mr S A Young, BEd, BPhysEd, MEd(Leadership)

Head of Junior School

Ms S A Wood, BA(Education), BEd, MEd

Head of Middle School

Mrs L J Russell, BEd

Head of Senior School

Mr N J Coull, BEd (Hons), MEd

Director of Teaching and Learning

Ms E M FitzSimons, BA, BEd, MEd, MAppPositivePsychology (exit 31/12/2022)

Director of Human Resources

Ms M S Deller-Pugh, BMgmt, GradDip (Ind & Emp Rels), MHRM

Director of Student Wellbeing

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

Director of Community Relations and Advancement

Mr M D Howell, PG DipDevMgmt, MBA

Director of Business Operations

Ms S M Leach, BComm, CPA

TEACHING STAFF

Mr D A Alchin, BDes(Hons)

Ms O Allan, BAHist, BTeach(Primary)

Miss S Armour, BS, PostGradDipTeach (Primary)

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

Leader of Learning (Years 9 – 12)

Ms C B Barrett, BTeach&Learn, GradDipEarlyChildhood,

Leader of Learning (EL – Year 3)

Mr E K Bauer, BA, PostGradDipTeach (Secondary)

Mrs M Bell, BMusEd, MEd, AMusA

Head of Instruments

Mr R J Bell, Bed (Departed Term 3)

Mr S K Benz, BEd, BA(Fine Art), AssocDip(Creative/Applied Art)

Mrs J C Bickett, BEd(EarlyChildhood)

Deputy Director of Early Learning

Mr A W Bigelow, BSc

Mr P J Blanchfield, BEd(PhysEd), L3 RAPRC

Head of McLean House

Miss I O Brough, BMusicPerformance, MTeach(Secondary), MMusic(Performance Teaching)

Curriculum Coordinator of Music (Years EL – 8)

Mrs R Y Browne, BA, BTeach(Primary & Secondary)

Mr J Burch, BSc, GradDipOEE, GradDipEd (Secondary) (Term 1)

Miss R A K Burman, BA(French), PostGradCertEd, MFrenchForeignLanguage

Mrs C Carah, Bed

Mr G J Carey, BA(Music),DipEd

Director of Music

Miss A L Carr, Bed

Mr P Carroll, BEd

Mrs F C Cartwright, BA

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

Head of Languages (Years 9 – 12)

Mr T L B Chan, MTeach(Secondary)

Director of Sport

Mr M D Cheatley, BEd

Ms R Clark, BEd/Human Movement (Secondary), GradDipPsy

Ms A E Clennett, BEd, MHumanMovement,

Coordinator of Health & PE (Year 4 - 8)

Ms J Clutterbuck BMus,Master of Teaching

Mr T N Coburn, BEd, DipTeach, GradDipSpecEd, MEd

Head of Learning Enrichment

Coordinator of Learning Enrichment (EL – Year 8)

Mr J D Colbert, BEd(Outdoor Ed/ Health)

Level Coordinator (Years 4,5,6)

Mr T M Colbert, BEd(Phys Ed)

Coordinator of Physical Education (EL – Year 8)

Head of Minerva House
Mr P E Conway, BSc(Ed)

Mr B Cook, BAppSc, GradDipEd

Head of Coles House

Miss G M Cook, MTeach

Reporting and Analytics Coordinator

Dr F D'Agostin, BSc(Ed), MEd, PhD

Ms D Dear, BA(Visual Arts), BA(Graphic Design), GradDipEd

Ms M C de Veth, GradDipEd(Applied

Learning)

Mrs S M Dobie, BEd(Phys Ed)

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

Mr G J Donovan, BSc, DipEd, DipAppPolymerSc

Ms G Drover, MEd,MT,BA

Mrs A J Dye, DipTeach(EarlyChildhood)

Miss J Dyson, BA(Education)

Curriculum Coordinator of Humanities (Years 7 & 8)

Ms L E Earl, Master of Teaching,BMus,Masters of Theology,Bachelor of Theology

Chaplain

Mr Steven Wright

Mr Shannyn Ebeling, BMus(Hons),BTeach(Hons),Master of Music Performance,Licentiate in

Music (Saxophone)

Mr J N Edwards, BTeach(Secondary)

Mrs C J Fairlie, BEd

Curriculum Coordinator of Drama (Foundation – Year 8)

Mr N C Fairlie, BA, GradDipEd, DipModernLanguages(Indonesian) (Term 1)

Ms S J Favaloro, BCom,BSc

Mrs D L Filling, BEd

Head of Shannon House

Ms N M Fitzpatrick, BA(Music), GradDip(Psych) (Term 1)

Mr K P Flanagan, BSc, DipEd, MSc (Departed Term 3)

Ms J Flood, BAEd (Term 1 & 2)

Mrs T J Foley, BA, DipEd

Mrs R M Forsyth, BTeach (Early Childhood), DipChildrenServices

Mrs L J Fuller, BA, BTeach(Primary)

Mr O Galluccio, BEd, DipTeach

Ms E C Gibbs, BSci(Environmental Biology), BSci(Marine Biology), MTeach (Departed Term 3)

Miss F Gibier, BSociology, CertTeach (Term 1)

Head of Boarding (Mackie)

Mr G R Gilby, BEd

Miss C L Goss, BA, MTeach

Level Coordinator (Foundation – Year 1)

Ms H Green, BA, DipEd, MEd(Teacher Librarianship), MA(Education), AALIA

Head of Library Information Services
Mr P A Green, Bed, Med

Head of Wettenhall House

Ms S E Hallows, BSc(InfoSc), DipEd, DipProStud, MEd

Ms C D Hancock, GradDipEd,BA

Mr R M Hanley, BEd

Miss B Harding, BA,GradDipTeach,Master of Teaching

Mr S P Hayes, BBus, GradDipEd, GradCert (Finance)

Miss K M Hemsworth, BEd

Mr J A Henderson, BEd, BA(Journalism Communication Studies)

Ms P M Henning, BEd

Head of Geography (Years 9-12)

Ms I C Henricus, BA, MTeach (Parental Leave)

Ms N M Henry, MEd, BSc, BA (Term 3)

Head of Keith House

Mr T J C Hodge, BA(Media&Comm), MTeach(Secondary),

Ms B R Hollander, BA, DipEd

Miss C O Hollowood, BEd(Primary)

Mr J I Horoch, BSc, DipEd

Performance Coordinator

Mr J C Hunt, BMusPerform, DipMusPerform, DipEd

Level Coordinator (Year 7)

Ms J Hussey, BEd(PhysEd), GradDip(Health Science)

Head of Morrison House

Ms D T Hynes, BEd, GradDipDir

Mrs A J Jackman, BSc, Bed

Head of Science (Years 9 - 12)

Mrs C R Jansen, Bachelor of Teaching (Secondary),BSc

Head of Design and Creative Arts (Years 9 – 12)

Mr K R Jess, BA, GradDipEd(Applied Learning), Cert IV Workplace Training & Assessment

Mr W Johnston, BEd, DipTeach(Primary), MEd

Mrs K Jones, DipTeach(Primary), MEd

Miss E M Joyce, MTeach(Early Childhood)

Head of Calvert House (Term 1 – 3)

Mr L Joyce, BEd(Creativity & Arts)

Level Coordinator (Year 8)

Mr P I Jubber, BEd

Mr R W Kayler-Thomson, DipEd, BuildConsCert

Head of Minerva House

Ms L E Keating PGradCertEd,GradDipEd,BAppSc

Ms R Kelly, BEd(Early Childhood), DipCommServ

Mr N J Kelson, BEd (Term 3)

Head of Boarding (Mossgiel)

Mrs L E Knight, BA(Ed), GradCertRE, MEd

Mrs E J Knuckey, BA,Post Graduate Diploma of Teaching

Mr E Kovacev, BEng, GradDipEd, GradDipComp

Miss S F Langley, BHealthPhysEd

Head of Calvert House (Term 4)

Ms M C Lawrence, BSc,Bed

Curriculum Coordinator of Mathematics (Years 7-8)

Miss B M Long, BSci, BTeach

Curriculum Coordinator Electives (4-8)

Mr A W Lowrie, BComm, MTeach

Mrs G L Malone, BEd(EarlyChildhood & Primary)

Mr S A Manderson, GradDipEd,Graduate Diploma Social Welfare,BA

Deputy Head of Junior School

Mr R J McElligott, BA, GradDipEd

Mr S McIntosh, BMultimedia, BArchitecture/Arts, DipEd(Arts/Media), Cert IV TAE

Curriculum Coordinator (Years 4, 5, 6)

Mr A R McKie, BEd, DipTeach(Primary), GradDipEd(Computing)

Head of Helicon House

Mrs K E McLaren, BA, GradDipEd

Mrs G M Millar, BTeach(Prim&Sec),BA

Coordinator of Learning Enrichment (Years 9 – 12)

Ms R L Moloney, M(Learning Intervention), MEd(Student Wellbeing), GradDipEd

Director of Early Learning

Mrs R A Molyneux, BEd(EarlyChildhood), DipTeach(EarlyChildhood), MEd Studies

VCE Coordinator

Mr C Morgan, BEd, GradDipCompEd

Mrs C L Morgan, BEd

Mrs C A Morris, BEd, DipPrimTeach, MACE

VET Coordinator

Mr R M Morris, BEco, BEd

Miss R J Munro, BA(Hons)

Head of History (Years 9 – 12)

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

Head of English (Years 9 – 12)

Mrs C A Newett, BTeach, BA

Mrs H S Nicol, GradCertSci, GradDipEd, BAppSci

Mrs D Nikolovski, BTeach(Hons), BA

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

Mr S L Orr, BEd (Departed Term 3)

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

Mr M K R Panckridge, BA(Ed)

Head of Business Studies

Ms E Paul, GradDipEd

Ms K L Pelletier, BEdVisArts(Textiles)

Dr K Porter, Master of Teaching, BSc(Exercise/ Sports), BAppSc

Head of Sport

Mrs P Porter, BEd

Mrs S J Porter, BMus, DipEd (Terms 2 & 3)

Mrs S C Potter, BTeach(Early Childhood), BA (Dance)

Mrs L J Pring, BA, DipEd, MEd

Head of Mathematics (Years 9 - 12)

Mrs J C Purton, BEd, BIT, Master of Leadership

Middle School APS Sport and Fixtures Coordinator

Mrs M J Ratcliffe, BEd

Head of Bellerophon House

Mrs V K Read, BA(Literature & History), BTeach, BA(Honours), GradDip(Children's Literature), MA(Writing & Literature)

Mrs S L Ritchie, GradDipTeach, MEd

Head of Health and Physical Education (Years 9 – 12)

Mr B Robbins, BEd(Phys Ed), BEd (Outdoor & Environmental Education), GradDip (Outdoor Recreation)

Miss E R Robertson,

BTeach(Secondary)

Mr M W Robertson, BAgSc (Term 2)

Deputy Head of Middle School

Miss G H Rolls, BAgriSci, PostGradDipTeach, Dip (Modern Languages), MTeach

Ms H R Ross, BSc, GradCertEd

International Students Coordinator

Miss J E Sampson, BA, GradDipEd

Miss C E Saraci, BEd

Mrs K B Saunders, BA, DipEd

Triple R Respective Relationships Coordinator

Level Coordinator (Years 2 – 3)

Mr A J Schuyler, BEd, Cert III (Education)

Ms S F Shen, PostGradDipEd(Applied Learning), CertIVTAE, AdvDip(Electronic Design & Interactive Media)

Mr I S Sheppard, BSci, DipEd, GradDipEd, MEd

Mrs B I Shier, BEd (Primary)

Mrs S J Shopov, BPE

Mrs J Shorland, BA(Ed)

Mr A B Smith, BSc/Comm, GradDipEd

Mr G J Smith, BEd(Science), GradDipComputing (Departed Term 2)

Miss S V Smith

Mrs F L Stafford, BTeach(Primary), MEd (Departed Term 1)

Mr B M Street, Bachelor of Creative Arts (Visual Arts), BSc

Head of Drama (Years 9 – 12)

Mrs K Sunderland, BA(Dance), GradDipEd(Sec)

Deputy Head of Senior School (Operations)

Studies Coordinator

Mr M M Taylor, BAppSci, BEd, MEd

Head of McArthur House

Mr P C Taylor, GradDipEd, DipArtandDesign

Curriculum Coordinator of Science (Foundation – Year 8)

Mr M L Terry, BSc(Hons), DipEd

Mr M B Thacker, BMusEd

Miss E C Thompson, BEd(Early Childhood)

Mr G P Thompson, BA(Education)

Curriculum Coordinator of Art (Years 4 – 8)

Mr D G Thomson, BA, GradDipEd (Secondary), GradCertEd

Mr G Tigani, BA(Ed),

GradDipEd(InfoTech)

Miss T N Tong, MTeach

Mrs A A Torpy

BEarlyChildhood, DipChildServ

Mr A Tremul, BSci, CertIV (Fitness)

Ms A Tymms, CAP, CAEI, DEUG Psy (France) (Departed Term 1)

Ms J Utting, BEd

Deputy Head of Senior School (Pastoral)

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

Director of Experiential Learning

Mr J A Wallace Smith, B(Bus)

Mr D A Wade, BEd, DipTeach (Term 1)

Mrs C E Watson, BSc(Hons), HigherDipEd, MEd(Sci) ((Term 1 & 2)

Mrs K Watson, GradCertEd (Middle Years Mathematics), BA(MediaStudies), BEd, MEd(Early Numeracy)

Curriculum Coordinator of Religious and Values Education (Years 4 – 8)

Mrs P Wilson, BEd(Physical Education), PostGradDip(Educational Studies), GradCert(Religious Education)

Head of eLearning

Ms K Winter, BA, BEd, PostGradDip (Education & Training), GradDip (Psychology)

Mrs E M Witham, GradDipEd(Secondary)

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

Middle School Camps Coordinator

Mrs H M Woods, BEd

Chaplain

Mr S J Wright, BEd

Ms K Yee, BSc, GradDipEd, GradDipRepSci

Curriculum Coordinator of Languages (EL – Year 8)

Head of Pegasus House

Ms A M Zauli, InterTeachQual(VIT validated), DipArts(Visual Arts)

Curriculum Coordinator of English (Years 7 & 8)

Ms K Zeravica, BA(OutdoorEd), GradDipEd

Financial Statement

The College commenced 2022 with significant growth in students' numbers from prior years and the return of face-to-face learning full time and all cocurricular activities. This has been welcomed by staff and students and parents collectively.

Significant capital investment in facilities across the College are beginning to take shape, most notably the new Sports and Wellbeing Centre, Boarding facilities at both Mackie House and Mossgiel and ongoing upgrades to learning spaces around the College. We have continued upgrades to IT and AV infrastructure in the whole school from EL to Year 12 investing in new learning technology.

Key achievements for the financial year include:

- Continued support for Staff and College community
- Cost control and expense management across the College
- Receiving an unqualified audit opinion from Moore Stephens in respect to the 2022 financial statements
- Master planning coming to fruition – Sports and Wellbeing Centre

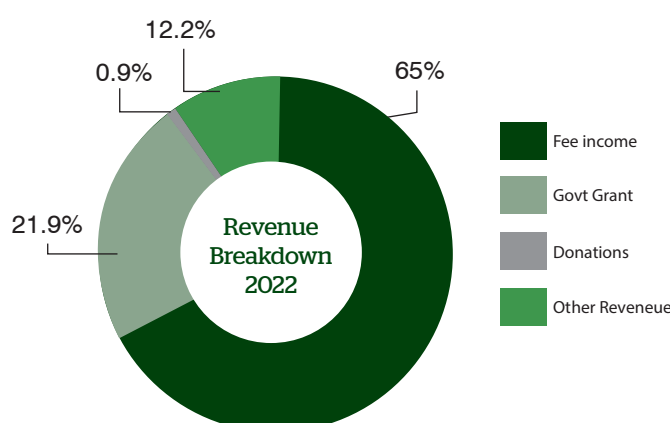
- Learning Space upgrades across the College
- Total income received for 2022 was \$60.52m, an increase of 14.8% on 2021.
- Strong enrolment numbers represented the bulk of income received 65%. Funding received from both Commonwealth and State Government accounts for 22% of total income received. Retail sectors and donations contribute the remaining 13.1% combined, elevated from previous years largely due to return of Recreation Centre activities and new sports uniform.

Total expenditure increased by 16.7% on 2021, 75.7% of expenditure on staff and educational expenditure, with administration and property costs being the remaining 24.3%.

Continued support from The Geelong College Foundation, the OGCA and various parent support groups are of huge importance to the school and assist with further facilities, educational offerings and experiences for students and staff.

2022 Operating Accounts

Revenue (\$m)	2021	2022
Fee Income	34.55	38.78
Government Grants	11.90	13.04
Donations	0.68	0.54
Other Revenue	4.80	7.27
Total Revenue	51.93	59.63



Expenses (\$m)	2021	2022
Salaries and Education	34.27	39.39
Depreciation and Amortisation	2.56	2.42
Facilities and Grounds	2.00	2.18
Communication	0.28	0.37
Finance/Admin/Other	5.50	7.69
Total Expenses	44.61	52.05

