



Annual Report 2018

Be of
COURAGE



THE
**GEELONG
COLLEGE**
sic itur ad astra



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

The Geelong College Annual Report 2018

Contents

Executive Summary	4
Vision for Learning	6
The College Council	8
The College	10
College Learning	12
College Life	
Outreach Program	14
Music	16
Sports	17
Performing Arts, Design and Creative Arts	18
Camps and Expeditions, Overseas Partnerships and Tours	19
TripleR	20
Centre for Learning, Research and Innovation	22
The Geelong College Foundation	25
Community Feedback	26
College Staff	27
Qualifications	27
Financial Statement	30



Executive Summary

This 2018 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. It is also a “living” document that is under constant review, ensuring it is adapted to subtle changes in need and priority from time to time.

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, a number of projects are under way. 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.

The rich diversity of experience of students and the strength of our community continue to be at the heart of The Geelong College. The continued growth in student numbers and demand for enrolment places presents some challenges as we look to the future, serving Geelong and influencing educational innovation in Australia. 2018 has been an important year consolidating the strong position of The Geelong College and preparing a foundation for further high quality experiences for our students.

Dr Peter Miller





Vision for Learning

Our Vision for Learning is a living document that describes the skills, knowledge and expertise students must master to succeed for a future that is rapidly changing. It provides a broad framework for the development of learning experiences that invite students to thrive in the global economies of today and tomorrow. Increasingly, for students to be active contributors to their world, they must learn not just subject knowledge, or so called “21st century” skills, but also the most fundamental aspect of a modern education; learning how to learn.

Our Vision for Learning establishes seven key learning dimensions: Identity, Creativity, Thinking, Communicating, Contributing, Creating and Enterprising. These underpin everything we do. They are the capabilities that our young people need for growing, working and participating in their communities in a changing and global society. They are the key to engaging in every learning area across the College and are encouraged, modelled and explored across all ages.

Developed collaboratively by our teaching staff, this approach has drawn widely on national and international research, is future focused and embraces aspects of the Teaching for Understanding framework of Wiggins and McTighe, the Reggio Emilia approach, experiential and constructivist learning philosophies and many national and international curricula frameworks including the Australian Curriculum and the International Baccalaureate.

Our Vision for Learning reflects a continuous improvement approach to learning design that guides self-assessment, peer review and visualisation through curriculum mapping.

It is a blueprint for shaping an exciting and productive future.

Identity

Identity recognises that students require an awareness and understanding of not only themselves, but also the world in which they live. They live in a world that is connected through politics, religion, economics, culture, science, technology and the environment. Students need to explore their world in a variety of ways to develop skills and attributes to communicate across cultures while expanding their awareness of the world’s complexities and learning to appreciate difference.

Creativity

Creativity is a process which generates ideas that have value to the individual. It involves looking at familiar things with a fresh eye, examining problems with an open mind, making connections, being able to appreciate ambiguity, being a risk taker, learning from mistakes and exploring new possibilities. In a climate of continuous uncertainty, change and challenge, Creativity will enable young people to be adaptable and inventive, constructively challenge the status quo and make a positive contribution to society.





Thinking

As technology and automation subsume rote thinking processes that would ordinarily rely upon memory, there will be an increased demand for higher-level thinking skills. These sense-making skills help us to create deeper meaning and unique insights that is critical to decision making.

Communicating

Communicating refers to students' ability to use a range of symbols to create, express and communicate meaning. In a time of global communications, having creative and flexible communication skills is fundamental to our personal and vocational opportunities. Being able to articulate a point of view thoughtfully and persuasively is a must for effective participation in a democratic society. Developing skills in accessing, organising and structuring information using a range of written and visual sources to suit various contexts, purposes and audiences is vital.

Contributing

All members of the College contribute to their community, their nation and the world. Students gain an understanding of why we should contribute, can explain the various ways of contributing to local and global communities, and undertake opportunities to practise good citizenship.

Creating

Creating involves generating something new. This may involve creating a new idea or solution to a problem, adapting existing materials, developing a new method or producing an artistic creation.

Enterprising

Enterprising recognises that individuals are agents of change. They recognise and create opportunities for improvement in goods, services, systems and processes. They seek relationships and mobilise resources to innovate and meet challenges. Enterprising individuals develop new ways of embracing and adapting to the many changes and challenges we face in an increasingly competitive world.

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, health and wellbeing. These skills and connections blend together to provide an introductive and 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.

In 2018, four members retired from the College Council: Gerald Miller, Sarah Leach, Michelle Quigley and Jo Monahan. In their place, we welcomed Kathryn Alexander, Matthew Bridges and Richard Page.



Hugh Seward AM MBBS, DOBst, RCOG, FASCP, FASMF, FFSEM

A director since November 2004, Hugh (OGC 1970) is a former School Captain and parent of Kate (OGC 2000), Minnie (OGC 2002), George (OGC 2006) and Harry (OGC 2009). Hugh is the Chairman of The Geelong College Board, and is on the Finance, Risk Management, Planning, Executive and Education committees. He is a past president of the Senior School Parents' Association. He is a sports physician and GP in Geelong, and was the Medical Officer for the Geelong Cats, 1982-2006, where he is a director and life member. He is the AFL Doctors Association's Executive Officer and an Adjunct Senior Research Fellow at the Monash Injury Research Institute and Federation University.



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.



Matthew Bridges BA/CLB

Matt is an Old Collegian who completed VCE at the College in 1992. His siblings Laura (OGC 1994), Tom (OGC 1997) and Nick (OGC 2001) are also Old Collegians. His mother, Mandy, was Mackie Matron for a number of years. He graduated from Monash University with an Arts/Law degree and was admitted to practice in Victoria in 2000. He was a member of the Old Geelong Collegians' Association Committee (2005-17), and served as the OGCA's Honorary Secretary. Matt works as a commercial lawyer with Hall & Wilcox, Melbourne. He is the father of Mae, Harry and Sebastien.



Claire Darby MB, BS, Dip Obs RACOG, MA (Professional and Applied Ethics)

A director since May 2008, Claire is parent of Alex (OGC 2002), Tom (OGC 2005), James (OGC 2007) and William (OGC 2007). She is the Chairman of the Risk Committee and a member of the Planning Committee. A medical practitioner, Claire is a past president of The Geelong College Parents' Association and Rowing Parents' Support Group.



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 Chairman and is on the Risk Management and Planning committees.



Richard Page BMedSci, MBBS (Tas) FRACS, FAOrthA

Richard is an orthopaedic surgeon, Professor of Orthopaedics at Deakin University, and Director of the Barwon Centre for Orthopaedic Research and Education. He is a Commander in the Royal Australian Naval Reserves, a Director of the Shoulder and Elbow Society of Australia and incoming Board Member and Scientific Secretary for the Australian Orthopaedic Association with an interest in clinical safety and excellence. He has extensive experience teaching and training medical students, junior doctors and surgeons from around the world. As the father of former College Co-Captain Tom (OGC 2017), Will (Year 11 2018) and Daisy (Year 8 2018), Richard has been actively involved in the College community as the President of the Carji Greeves Club football parent support group, as well as school rowing.



Kean Selway BBus Marketing, GradDip Management, FAICD

Kean has been a director since March 2015. He is a parent of Courtney (OGC 2010), Alexander (OGC 2014) and Julian (Year 9). Kean chairs the College Planning Committee. He is the Vice-President Enterprise for Deakin University and has held a number of senior executive roles in higher and corporate education. Kean currently serves as Chair of the Boards of Deakin Residential Services, Unilink Limited and the Bowater Trust, and as a member of the Finance and Business Affairs Committee of Deakin University Council. He was Chair of the Boards of Callista Software Services, the Australian Masters Games and the Australian Human Resources Institute.



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

Les became a Director in 2017 and 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 of areas 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 to 2014. He is currently chair of Biplatforms Australia, overseeing publicly funded national research infrastructure for the life sciences, and he is a founding director of In2science, facilitating peer mentoring in STEM for secondary students by science undergraduates.



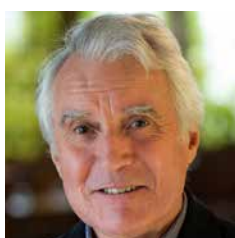
Sylvia Walton BA, MA, Dip Ed, Ed.D (h.c), B.Ed, FRGS, FAICD, FACEL, FACE, FAPC

Sylvia became a Director in 2017 and is a passionate educator with extensive experience, serving as Principal at Tintern and St Catherine's School, Executive Principal at Loreto College, Adelaide, and as Chancellor of LaTrobe University. Sylvia has held numerous directorships on school, college and university councils and currently sits on both the Loreto Manderville Hall Toorak and The Geelong College councils. In 2003 Sylvia was awarded an Order of Australia medal for services to education – this is just one of her many accolades in the industry.



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) also attended the College, and his sons Jackson and Tom currently study at Middle School. 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.



Kevin Yelverton LTh, TheolM, DMin

Rev Dr Yelverton has been a director since November 2007. He is the Minister of St David's Uniting Church and is on the College Risk Management Committee. He is a member of the Research and Ethics Committee at Barwon Health and the Order of St John Jerusalem, Knights Hospitaller.

Students

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

Out of 125 students in Year 9 (2015), eight students did not continue to Year 12 (2018) at the College. Hence 94% of the Year 9 cohort of 2015 continued through to Year 12 in 2018.

Enrolments

Year	2015	2016	2017	2018
Students	1212	1243	1240	1219

Student demographics

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 (95.3%), followed by Mandarin (1.2%), Chinese (0.9%), Arabic (0.8%), Cantonese (0.5%), Cantonese and Mandarin (0.2%), Russian, Lao, Japanese, Farsi, Hindu, Indonesian, Persian, Thai, Urdu, Vietnamese, and Croatian (~0.1%). Approximately 1% of students were Indigenous.

More than 55% of students declared a religious affiliation, with Catholic (18.7%), Anglican (12.4%) Christian (7.5%) and Uniting (6.2%) being the most popular. Also represented among our student cohort were the Church of England, Muslim, Presbyterian, Roman Catholic, Hindu, Buddhist, Protestant, Greek Orthodox, Agnostic, Jewish, Lutheran, Atheist, Baptist, Free Thinker, Bahai, Church of Scotland and Islam.

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 2018, the College implemented 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 rate (%)
Prep	93.90
1	94.75
2	95.15
3	94.05
4	93.30
5	94.30
6	92.10
7	93.70
8	93.05
9	94.05
10	94.45
11	94.25
12	95.65
Average	95.05





In 2018, the College continued to implement and develop a broad, whole-child approach to learning across all ages and stages, from Early Learning to Year 12.

The guiding vision for learning at the College is to inspire all learners to develop and exhibit the skills, abilities and understandings to be innovative, caring and positive contributors to their ever changing world.

Our Vision for Learning expresses our beliefs and values, and outlines how our young people become independent, global citizens who understand that the most important aspect of a modern education is learning how to learn. This is achieved through sustained innovations in social and emotional learning, experiential and project-based approaches and a Reggio-inspired pedagogy within our Junior School.

2018 VCE Results

The following is a summary of the VCE achievements of the 2018 cohort, together with a breakdown of their ATAR ranges.

- Dux: ATAR score of 99.95
- Six ATAR scores above 99 were recorded
- 20 highest achievers: 13 girls, 7 boys
- 22.7% achieved ATAR scores of 90 and over, placing them in the top 10% in the state
- Median ATAR was 79.80 (50% of the cohort was in the top 20.2% of the state)
- 15.2% of study scores were 40 and over
- Six perfect study scores of 50: Chemistry, French, VET Music, and three in English

ATAR range	2018 No.	2018 %	2017 %	2016 %
>=99.00	6	4.6	4.2	2.0
95.00 - 98.95	10	7.6	19.7	13.6
90.00 - 94.95	14	10.6	15.5	12.3
80.00 - 89.95	35	26.5	23.2	25.3
70.00 - 79.95	22	16.7	15.5	21.4
60.00 - 69.95	21	15.9	9.9	9.7
50.00 - 59.95	15	11.4	5.6	8.4
<50	9	6.8	6.3	7.1
Total number of students:		132	142	154

First-Round Offers for the 2018 Cohort

It is especially pleasing to report that almost 67% of our students gained their first preference, with a further 12.5% getting their second preference. This is a very high proportion indeed and reflects well on the quality of the careers advice our students have been receiving. More than 80% of the cohort received one of their top two preferences. 26 offers were made to our students by institutions in NSW/ACT and SA.

Year 12 Tertiary Outcomes	No.
Total Year 12 students	134
Number applying for Tertiary Courses	128
Number of applicants receiving an offer in Victoria	127 (99.2%)

First Round Offers by Tertiary Institution

Institution	Offers	%
Deakin University	35	27.6
University of Melbourne	32	25.2
RMIT University	19	15.0
Monash University	12	9.5
Swinburne University	11	8.7
Australian Catholic University	9	7.1
La Trobe University	6	4.7
Victoria University	2	1.6
Federation University	1	0.8
Total number of offers:		127

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.

% of students at or above national minimum standards

	2014	2015	2016	2017	2018
Year 3 Reading	100	100	100	98	97
Writing	100	100	100	100	100
Numeracy	100	98	100	100	100
Grammar, Punctuation	100	100	100	98	95
Spelling	100	100	97	100	98
Year 5 Reading	100	100	98	98	97
Writing	93	98	98	98	97
Numeracy	100	100	98	100	100
Grammar, Punctuation	98	100	98	97	100
Spelling	98	100	98	98	100
Year 7 Reading	99.9	100	100	100	100
Writing	99	99	97	99	98
Numeracy	100	100	100	100	100
Grammar, Punctuation	100	99	100	99	100
Spelling	99	100	99	99	99
Year 9 Reading	98	100	99	98	99
Writing	95	98	98	94	89
Numeracy	99	100	100	99	99
Grammar, Punctuation	97	98	97	100	96
Spelling	95	97	96	99	96

Academic studies were supported by a rich variety of activities: drama, music ensembles, art and craft, debating, sport, camps and excursions during 2018.

Outreach Program

- **City Programs:** six City Programs were offered in Art, Design, Geography, Performing Arts, Physical Education and Science to Year 9 students.
- **Geelong College Challenge:** The College invited primary schools from around the region to participate in a day of learning challenges.
- **Politics:** a two-day set of workshops relating to politics broadened the civic and citizenship perspectives of Year 10 students.
- **Fulfilling Lives:** Year 10 students participated in eight different Fulfilling Lives programs:
 - **Borneo:** Two groups of students were immersed in the Malaysian culture in Sarawak, Borneo. Each group assisted with community projects in the villages where they were based.
 - **Cambodia:** Two groups of students visited Cambodia and gained an understanding of the rich culture as well as the tragic past events in the country's history. One group, assisted by Children of Cambodia, stayed in a remote rural community where they worked around the school as well as teaching the students English. The other group completed a village agricultural project in a rural village near Siem Reap.
 - **Lilla:** Students spent a period of time in Lilla, a small Indigenous community near Watarrka (Kings Canyon). They undertook a number of projects to assist the Lilla community and school, improving their grounds and buildings as well as helping the children in the local school.
 - **Local Connections:** Students completed a number of projects in Geelong and Melbourne, working with local community groups including Cottage by the Sea and Footscray Community Arts Centre.
 - **Thailand:** Students were based in Northern Thailand. They were immersed in the Thai culture and helped build a house for a family in the remote hill tribe region of Chiang Dao.
 - **Vietnam:** Two groups of students travelled to Vietnam where they both built a house for a local family in a small village in the Mai Chau region. The groups were immersed in this region and also learnt about the Vietnamese culture in Hanoi.
 - **Yipirinya:** Students stayed at Yipirinya School in Alice Springs. They assisted around the school and in the classrooms, mostly during the afternoons. In the mornings, they visited the Royal Flying Doctor, School of the Air and various locations, learning more about life in the outback and Indigenous culture.
 - **Yulara:** Students spent a week at Nyangatjatjara College in Yulara, which is an Indigenous secondary school in Central Australia with three campuses – Yulara, Imanpa and Docker River. Time was spent at the Yulara campus (students from Mutijulu community) and also the small Indigenous community of Imanpa. Students assisted in the classrooms and around the school while learning about Indigenous issues.





Music

A flourishing Instrumental Music Program operated across the College, with once again over 500 individual instrumental lessons and theory tuition sessions each week. Approximately 400 students participated in ensembles from Junior School through to Senior School.

After 15 years of service, Mr Mark Irwin resigned from the position of Director of Music. In October 2018, Dr Phillip Bohun was appointed as the College's 11th Director of Music.

In the Senior School, the ensembles included The Geelong College Choir, the Concert Band, Symphony Orchestra, Stage Band, String Orchestra, Senior School Choir and Pegasus Singers, Brass Ensemble and five rock bands; in the Middle School, the Morrison Singers (previously Secondary Boys' Choir), the Morongo Singers (previously Secondary Girls' Choir), the Barwon Concert Band, the Swan Bay Band for beginners, the Otway Strings (Y78), Moorabool Strings (Y56), Balyang Strings (Y4), Primary Choirs (Y456), the Guitar Ensemble, Brass Ensemble, and three rock bands; in the Junior School, the String Orchestra, Mini Singers (Y12) and Singing Sensations (Y3) and the Winged Foals (Prep). From year to year smaller, specialist chamber ensembles are formed for interested students. String groups are regularly formed; this year a marimba group commenced at the Junior School. All ensembles regularly performed at assemblies and Chapel Services across all three campuses and at selected Music Evenings throughout the year.

Highlights for 2018 included:

- The annual Foundation Concert held in Costa Hall, featuring instrumental ensembles and choirs from across the school. For the first time, all ensembles from the Junior School were represented, including the Mini Singers, Singing Sensations and String Orchestra. Highlights included:
 - A piano performance by An Trinh, Captain of Music
 - The Stage Band's jazzy trio of singers
 - Iona Bulford's cello solo in the Senior School String Orchestra
- The annual Generations in Jazz tour to Mt Gambier involving the Stage Band and Pegasus Singers.
- Workshops with the Haileybury Concert Band and Swan Bay Concert Band
- The Senior School and Barwon Concert bands entering the Victorian Schools' Music Festival hosted by The Geelong College
- Year 5 Allegro program workshop and concert with Barwon Concert Band in Term 4
- Year 7 IDP program concerts for parents in Terms 2 and 4
- Several concerts by the Year 12 VET Band, including at the Piano Bar, Geelong
- Restructured performance programs for Year 3 students, including "Year 3 Sings!" and the Instrumental Recital
- The Junior School Christmas Service held at the Barrabool Hills Centre
- The Senior School Christmas Service held in the Senior School Chapel
- The highest number of AMEB student examinations outside metropolitan Victoria



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; Football, Hockey, Basketball, Soccer and Netball in Terms 2 and 3; and Athletics and Water Polo in Terms 3 and 4.

Highlights for 2018 included:

- Rowing: Fourth overall at the APS Heads of the River Regatta, where 50% of crews finished in the top three in A Finals. Crews won nine State Championships medals and we were represented by Jack Thornton at the World Junior Rowing Championships Men's Pair event.
- Surf Lifesaving: Both boys' and girls' teams won the Schools' Surf League carnival at Torquay, and the College won the Independent Schools Teams Titles.
- Football: The 1st XVIII won two matches for the season and lost a handful of games by under six points. The culture of the football program improved and saw all teams starting to show effort and application. 9B was the most successful team, winning seven games and the inaugural Dan Clifford Trophy for best performed team.
- Tennis: Our tennis program saw improved results across all teams, particularly with the 1st Girls finishing fourth out of 12 schools in the APS/AGSV competition.



Performing Arts

- The Year 12 Theatre Studies production of *Sweeney Todd* by C G Bond
- The Year 12 Drama Ensemble performances based on the theme of “What Dreams May Come”
- The Year 10 production of *The 39 Steps*
- Senior School Musical of *Legally Blond the Musical*
- The Year 9 production of *The Twits*
- The Dance Showcase, sharing the work of all Senior School dance classes including VCE performance solos and also this year, Year 8 students
- The Year 8 Production of *Little Mermaid*

Design and Creative Arts

- The 2018 City Week program was an opportunity to introduce a second innovative, experiential program specifically focused on design. This adds a breadth of opportunity supporting the well-established Art in the City program, and was more relevant for our budding young fashion designers, architects, photographers, movie-makers, graphic designers and illustrators. The learning focus was on “making your experience visible” through journaling and the skills required to maintain a visual diary as well as collaborating on a design challenge.
- A VCE Exhibition “Transit Lounge” again attracted much community interest. Showcasing the exceptionally high standard of our Year 12 students’ work, the exhibition was opened with the thought-provoking words of Mr Greg Smith, reflecting on his many years as art teacher in the Austin Gray Centre.
- House Arts was an opportunity for a team of visual arts students from each house to take on the challenge to transform window and wall spaces within the Guild Gallery with graphic interpretations of themes using only electrical tape.



Camps and Expeditions

- **Year 4:** a three-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 three-day camp beginning with a day in Melbourne before heading to Norval Camp in the Grampians, with a focus on social skills and cooperation. Abseiling, initiative activities, team games and adventure activities were part of the program.
- **Year 6:** a three-day urban camp in Melbourne with a variety of media-related workshops that supported future learning at school. Students experienced “Green Screen Filmmaking” at ACMI, discovered the history of film at Screen Worlds, produced a radio show at SYN Community Radio Station, and learnt to use professional editing software at the Melbourne Arts Centre’s Digital Hub. Students stayed at CYC City Camp near Southern Cross Station, allowing for walking tours and photographic opportunities throughout the CBD.
- **Year 7:** a three-day camp at Marysville, focusing on relationship building. Activities included abseiling, rock climbing, giant swing, flying fox, canoeing, team games and a disco.
- **Year 8:** an eight-day camp to the Otway Ranges with the aim of building student cooperation, self-reliance and teamwork. Activities included hiking, cycling, cascading, canoeing and initiative activities. Students also had an optional camp to Lizard Island to learn about the Great Barrier Reef.



Overseas Partnerships and Tours

- **Tanna:** eight students and three staff travelled to Tanna, Vanuatu, and assisted students at Lenakel Presbyterian School and primary schools in the area, while immersed in the Ni-Van culture.
- **China:** seven students and two staff learnt about Chinese culture and history, and practiced their conversational skills on a tour that included stops in Shanghai, Xian, the Great Wall and Beijing.



TripleR

The Geelong College's approach to enhancing the wellbeing of all students is encapsulated in its TripleR program.

The three Rs stand for: **Resilience** – I can, **Relationships** – I care, **Reflection** – Now I see.

At all ages and stages of learning, there is dedicated time to developing the skills and competencies around emotional awareness, self-managing skills, building strong healthy and respectful relationships, responsible decision-making and managing online behaviours.

Yoga and mindfulness continue to encourage Junior School students to be present in the moment and value self-reflection. In addition, they have been introduced to Zones of Regulation, a framework to foster self-regulation and emotional control. Children are learning how to categorise all the different ways they feel and states of alertness they experience into four coloured zones. The Zones framework provides strategies to become more aware of and independent in controlling their emotions and impulses, as well as their ability to solve problems. The students have been learning about the Zones in Drama and their Homeroom. It is an easy way for teachers to check in with students to gauge how they are feeling and what supports might need to put in place for individuals. Students have quickly taken on the vocabulary and are able to articulate which zone they are in and whether they need to use a strategy to move zones.

Supporting the classroom programs in Junior School were two parent forums, the first focusing on building resilience in children and the second focusing on helping parents understand the role technology plays in the lives of young children. Both sessions were very well received.

In Middle School, Year 6 students participated in informative and important sessions run by Family Planning Victoria about healthy relationships. Through interactive classroom activities and discussions, students were given age-appropriate information and answers to their questions. The topics covered included human anatomy, conception, pregnancy, puberty, friendships and relationships. It is important that students are given accurate information to assist them to make informed and responsible decisions. This ensures a through line across the College on the topic of sexual health and positive relationships.

Effective peer-to-peer learning took place with Year 8 students developing presentations around key cyber safety messages and then presenting their work to Year 6 students. The emphasis on this important feature of TripleR was consolidated through a presentation given by Leading Senior Constable Robbie Noggler, who is always challenging and provocative in his presentations to students, parents and staff.

All Year 10 students took a Youth Mental Health First Aid course to equip them with some basic skills and knowledge around how to identify friends in need of support. This course was also offered to parents.

All our Senior School students were assisted to make informed and responsible decisions around drug and alcohol use. Paul Dillon's presentations invariably leave students feeling better equipped to deal with a range of tricky social situations. In 2018, Year 11 students were involved in a half-day series of workshops and presentations on safe driving, called Fit To Drive. This will become an annual event for our young learner drivers, reinforcing the messages around risk-taking behaviours and the hazards that young drivers are particularly vulnerable to. In Year 12, the speaker forums included presentations on resilience, study techniques, leadership and interview skills, as well as giving them broader perspectives of what the future might look like for them.

Once again, our Senior School cohort took part in the Mission Australia National Youth Survey. With more than 300 of our students participating, we are able to use the findings from this survey to help guide our focus on wellbeing programs as we go forward.

TripleR will continue to adapt to the changing social and emotional needs of the young people we are entrusted to care for. It will continue to reinforce the crucial role that resilience, relationships and reflection play in our sense of wellbeing.





Centre for Learning, Research and Innovation

The Centre for Learning, Research & Innovation (CLRI) opened in 2014 and established a strong presence within The Geelong College and broader regional community. The Centre is supported by Deakin University and The Geelong College Foundation, and its aim is to identify, investigate and understand effective learning and teaching practices, and share this information with a wide audience.

Message from the CLRI Director

There is no doubt that the Geelong region is alive with promise and potential. The City of Greater Geelong has recently released a community-led blueprint to be recognised regionally, nationally and internationally, as a clever and creative city region. The new report titled, *Greater Geelong: A Clever and Creative Future*, states that “by 2047, Greater Geelong will be internationally recognised as a clever and creative city that is forward looking, enterprising and adaptive, and cares for its people and environment”.

Geelong has had a relatively stable population for much of the 1980s and early 1990s, but has grown strongly in population over the last five to ten years. The population is projected to continue to grow to 325,779 by 2036 - a 31.86% increase on today's figure. As the region goes through unprecedented growth, the plan lays out aspirations that include continuing to provide a more diverse range of education and employment opportunities, attracting start-ups, tourism, a host of infrastructure projects, an effort to uplift its most vulnerable community members and to devote itself to research that encourages solutions to its most pressing challenges.

The Centre for Learning, Research and Innovation is now firmly established and well positioned to be part of this exciting future. Our Advisory Board met throughout the year, and in addition to continuing our existing relationships with our many research partners and community organisations, deliberated on our strategic direction and priorities over the next two years. Framing our discussion was a single, pertinent question - what impact do you want to have in your community?

Simply, we will be looking at continuing to provide our community with many diverse opportunities, but we will also be looking for ways to expand our scope and reach by making active contributions to some of the projects outlined in the *Greater Geelong: A Clever and Creative Future* blueprint.

It is with both sadness and excitement that I also take this opportunity to announce that I will be leaving the Centre for Learning, Research and Innovation at the end of the year to take up a position as Deputy Principal at Mentone Grammar School. Goodbyes are particularly hard when you have grown to love what you are leaving. I will miss the staff, students and families that I have worked with so closely over the past five years.

The encouragement, support and guidance of those in the community have allowed us to create a unique culture of camaraderie; one that I hope will continue for many years to come. Thank you to everyone I have had the opportunity to work with during my tenure at the Centre. Executive colleagues, teaching staff, members of the Advisory Board, students and our small team here at CLRI have all contributed to the rapid growth and development of CLRI. It is now a stimulating, productive and important institution in the Geelong region. I am honoured to have been part of such an initiative and truly appreciate what we have developed together. I look forward to watching from a distance to see the Centre continue to grow and evolve.

Adrian Camm



We explore ideas about learning and investigate new ways to teach and learn. We believe in the genius in everybody. #everybodygenius



Foundation Fellowship

We were delighted last year to gain additional support from the College Foundation to offer a significant professional learning bursary titled the Foundation Fellowship. The Foundation Fellowship is now an annual fellowship providing opportunities for The Geelong College staff to undertake study, research or professional development nationally or abroad.

The Foundation Fellowship objectives are to:

- Provide opportunities for staff to develop professionally, increase their skills and enhance their global awareness;
- Contribute to The Geelong College's position as a high-quality independent school and a leader in research and innovation;
- Provide an opportunity for a staff member to travel abroad in search of new ideas, innovation and excellence, and;
- Raise the profile of The Geelong College Foundation and its support of the Centre for Learning, Research and Innovation.

In 2018, the inaugural recipients were Christie Barrett and Julie Bickett, and Marita Seaton and Doug Wade. Christie and Julie immersed themselves in a study tour of Reggio Emilia in Italy, while Marita and Rhonda Browne investigated the interdisciplinary approach of some of New Zealand's most innovative schools. The impact that this has had on our Junior and Middle School communities has been profound and continues to spur new innovations, insight and approaches. It has also served as wonderful affirmation of the work that we are already doing, in many ways highlighting us as world-leading in many areas.

Congratulations to Emma Watters and Charmaine Saraci from our Junior School for their joint submission, and to Gerard Donovan and Peter Blanchfield from our Senior School – the 2019 Fellowship recipients.

2018 Highlights

The CLRI aims to provide people with the ability to affect beneficial change within their schools, institutions and organisations. Combined with a comprehensive offering of experiential hands-on workshops, music concerts and evening lectures featuring prominent guests, the Centre can also design custom professional learning events tailored to individual needs.

Highlights of 2018 included: Dr Gary Stager, Maker Movement and Reggio Emilia; the Women in Leadership series featuring Sarah Liu, Chelsea Roffey, Ally Watson and Anna Rose; GASP Project, Inclusive Practice for LGBTIQA+ Students; Georgina Manning, Five Secrets to Develop Confidence and Resilience; and Leadership Coaching with Chris Munro.



The Geelong College Foundation



^ The Foundation Board, from left, Vice-President Mr A M C Cameron (OGC 1978), Vice-President Ms S T Mockridge (OGC 1977), Mr R G Carr (OGC 1973), President Mr J A (Sandy) Hutton (OGC 1973), Mr J C P (Cam) Emerson (OGC 1958), Mrs J A Cole, and Mr S M Chirside (OGC 1970). Absent from picture is Dr P J Carman.

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 more than \$265,000 in 2018 for The Geelong College.

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 2018 was the upgrade to the pathway around Mackie Oval. The upgraded path will enhance the function and appearance of the area around Mackie Oval linking the boarding houses to the central area of the Senior School.
- Committing \$5m towards the College Masterplan developments.
- Committing \$2m towards the Collins House acquisition.

Engaging our members to the work of the Foundation is important and ensures they have a clear understanding of how their donations are benefitting the College. Our annual Foundation members lunch in March was well attended and included a presentation from our recent Foundation Fellowship recipients Julie Bickett and Christie Barrett on their experience in Reggio Emilia, Italy. Following on from the success of last years' Morongo Old Collegians luncheon, we were pleased to host over 150 members of the Morongo community in the Dining Hall for lunch in July. The Morrison Society members were invited to Mackie House for morning tea in October and enjoyed a tour of the Mackie and Mossgiel boarding facilities to see the refurbishments the Foundation has been happy to support over the past three years. Our very popular Community Golf Day at Barwon Heads Golf Club was held in November and we finished the year with a Christmas Drinks reception held in Melbourne, in conjunction with the OGCA, for those College community members living and working in the Melbourne area.

Our third annual tree planting day at our Fyansford property was held in late July to coincide with the National Tree Planting Day. The Year 4 Enviro students enjoyed a beautiful day's planting on the Friday but inclement weather on the Sunday kept the volunteer numbers down. Notwithstanding this, all the available trees and shrubs were planted. The foresight of the Foundation to purchase the Fyansford property in 2009 is now being realised not only as a future development site for the school but as a long-term real estate investment which has gained significant value.

The Foundation Board wish to sincerely thank all those who supported our work in 2018. We could not achieve the success we have without the ongoing commitment of so many College community members.

Community Feedback

The long-term practice of regular communication with parents was continued in 2018, including a parent bulletin distributed once a week, the school magazine (Ad Astra) twice a year as well as the publication of the year book (Pegasus) .

In 2017, The Geelong College commissioned an external organisation to undertake an online survey inviting all students in Years 5 to 12, all parents (Early Learning to Year 12) and all staff to participate. This is the first and most comprehensive survey in a planned arrangement over five years involving annual feedback with selected year groups of parents and students as well as biennial feedback from staff.

The feedback from these surveys greatly assists The Geelong College with both its operational and strategic planning and its determination to continually improve the educational experience offered to the students. In 2018, 247 parents and 338 students participated in surveys and provided views on such areas as academic performance, student wellbeing, religious education, co-curricular, sport, communications, reputation and facilities.

Parents

A selection of the Year 12 parents' top-level findings are detailed below, ranked in order of the importance the parents placed on reasons for choosing The Geelong College for their child. In relation to the top five areas parents noted as most important, expectations met/exceeded are:

- 89% of parents' expectations were met or exceeded in relation to the quality of teaching
- 87% of parents' expectations were met or exceeded in relation to focus on student wellbeing
- 90% of parents' expectations were met or exceeded in relation to balanced education
- 92% of parents' expectations were met or exceeded in relation to academic standards
- 90% of parents' expectations were met or exceeded in relation to facilities and resources

"My children have a sense of pride in their school and are encouraged to have a positive attitude to their learning. As parents we feel as connected to the school as the students and value the opportunities to get to know the other students as well as their parents & teachers." – parent quote from the survey.

Students

A selection of the Year 12 students' top-level findings are detailed below; ranked in order of the importance the parents placed on reasons for choosing The Geelong College. In relation to the top five areas parents noted as most important, expectations met/exceeded are:

- 94% of students' expectations were met or exceeded in relation to the quality of teaching
- 81% of students' expectations were met or exceeded in relation to focus on student wellbeing
- 96% of students' expectations were met or exceeded in relation to balanced education
- 99% of students' expectations were met or exceeded in relation to academic standards
- 90% of students' expectations were met or exceeded in relation to facilities and resources

"I love the year level cohesion between all of the year levels. I love the education that is given. I love the arts program." – student quote from the survey.



College Staff

The College employed 375 staff across the Junior, Middle and Senior schools in 2018, with a gender ratio of 64.5% female, 35.2% male and 0.3% undeclared. The staff cohort included 161 teachers, 204 Business Operations and Catering staff, and 10 Executive staff. No staff have self-identified as Indigenous.

Across the College, the pupil-teacher ratio is approximately Primary – 10 students : 1 teacher, and Secondary – 9.8 students : 1 teacher, and all were VIT registered. The College spent \$266,209 on professional development with an average of \$2,032 spent per teacher (FTE).

The high levels of staff involvement in camps, international excursions, Geelong College Challenge, Year 9 City programs, Year 10 Fulfilling Lives programs, year level dinners and the boarding program demonstrated a very committed staff.

Another indicator of staff commitment to the school community is the number of years served: 41.9% of staff have been employed for up to five years; 21.6% 6-10 years; 21.6% 11-20 years; 11.5% 21-30 years; 2.7% 31-40 years; and 0.8% have served more than 40 years.

Staff Qualifications

EXECUTIVE STAFF

Principal

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

Deputy Principal

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

Head of Junior School

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

Head of Middle School

Mrs L J Russell, BEd

Head of Senior School

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

Director of Teaching and Learning

Mr A B Camm, GradDipEd, BAppSci, MLdrshp, MACE

Director of Human Resources

Ms M S Deller-Pugh, MHRM, BMgmt, GradDip
(Industrial & Employee Relations)

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

Miss C K Aitken, BA, BTeach(Secondary) (Parental Leave)

Ms O Allan, BAHist, BTeach(Primary)

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

Mrs M L Baker, GradDipEd(Applied Learning), DipMus

Miss M E Barlow, MTeach Practice (Secondary) (Terms 2, 3 & 4)

Mrs M Barnes, MEdStud, BLaw,
GradDipEd(Secondary), Head of McLean House

Ms C B Barrett, GradDipEarlyChildhood,
BTeach&Learn

Mrs C M Bartlett, BEd, BTeach, Deputy Head of Junior School

Mr E K Bauer, BA, PostGradDipTeach (Secondary)

Mrs M Bell, BMusEd, MEd, AMusA, Music Coordinator (Years 4 – 8)

Mr R J Bell, BEd

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

Mrs J C Bickett, BEd(EarlyChildhood), Assistant Director of Early Learning

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

Dr P N Bohun, DProfSt, MArtsAdmin, GradDipEd, BMus, DipMus (AMUSA), Head of Voice, Middle School Music Performance Coordinator

Ms L Boyd, MEd, DipTeach, GradDipED, (Arts Edn)

Mrs R Y Browne, BA, BTeach(Primary & Secondary), English Curriculum Coordinator (Years 7 & 8)

Ms E A J Caleo, BSc, GradDipEd Mrs C Carah, BEd (Term 4)

Mrs B A Carlson, GradDipEd(Teacher-Librarianship), DipPrimTeach

Mr V E Cebergs, BA, DipEd

Mme V P Chabant, GradDipEd, DEUG, Licence, Maîtrise, DEA, Head of Languages (Years 9 – 12)

Mr M D Cheatley, BEd, Director of Sport

Mrs A M Claringbold, BEd(Primary)

Ms P M Clark, BAppSc(Photography), DipEd, Audio Visual Coordinator

Mrs D A Cleary, BSc, DipEd (Leave)

Mr D A Clifford, BEd, Head of Boys' Sport

Mr T N Coburn, MEd, BEd, DipTeach, GradDipSpecEd, Learning Support Coordinator

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

Mr T M Colbert, BEd(Phys Ed), Physical Education Coordinator (EL – Year 6)

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

Mr B Cook, BAppSc, GradDipEd

Mr D A Curnow, BA, DipEd RE/His,
GradDipSportsScience, Cert IV Cel, Senior School Chaplain

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

Ms E Davis, BEd, DipPrimTeach

Ms D Dear, BA(Visual Arts), BA(Graphic Design),
GradDipEd (Terms 2, 3 & 4)

Mr J Dimauro, BEd(Primary) (Departed Term 3)

Mrs S M Dobie, BEd(Phys Ed), Middle School House

Coordinator
 Miss X Dong, MEd, DipEd(Chinese and Bus), BMan
 Mr G J Donovan, BSc, DipEd, DipAppPolymerSc
 Mrs A J Dye, DipTeach(EarlyChildhood)
 Mr S M Ebeling, MMus(Perfomance), BTeach(Hons),
 BMus(Hons), Head of Woodwind
 Mr J N Edwards, BTeach (Secondary) (Terms 3 & 4)
 Mr N B Eley, BEd
 Mrs D L Filling, BEd, Fulfilling Lives Coordinator
 Miss I C Fitzsimon, BEd, BA (Term 3)
 Mr K P Flanagan, MSc, BSc, DipEd, Head of Morrison
 House
 Mrs T J Foley, BA, DipEd
 Mrs R M Forsyth, BTeach (Early Childhood), Dip
 Children Services (Term 4)
 Mrs L J Fuller, BA, BTeach(Primary)
 Mrs K Fyffe, BMusEd
 Mr O Galluccio, BEd, DipTeach
 Mr G R Gilby, BEd, Head of Boarding (Mackie)
 Ms C J Gordon, BA, DipEd
 Ms H Green, MEd(Teacher Librarianship),
 MA(Education), BA, DipEd, AALIA
 Ms S E Hallows, MEd, BSc(InfoSc), DipEd,
 DipProStud, Head of Wettenhall House
 Mrs J J Hauenstein, BSc(Hons),
 GradDipEd(Secondary) (Term 3)
 Mrs K Heard, BSc, GradDipEd, GradDipRepSci
 Mr J A Henderson, BEd, BA(Journalism
 Communication Studies)
 Ms P M Henning, BEd, Head of Geography
 Miss I C Henricus, MTeach, BA
 Mr T J C Hodge, MTeach(Secondary),
 BA(Media&Comm), Head of Keith House
 Ms B R Hollander, BA, DipEd, Art Coordinator (Years
 4 - 8)
 Mr J I Horoch, BSc, DipEd
 Mr J C Hunt, BMusPerform, DipMusPerform, DipEd
 Ms J Hussey, BEd(PhysEd), GradDip(Health Science),
 Level Coordinator (Year 7)
 Ms D T Hynes, BEd, GradDipDir, Head of Drama
 Ms P A Ingwersen, BEd (Term 3)
 Mr M Irwin, BMusEd, GradCertMusTechnology,
 Director of Music
 Mrs A J Jackman, BSc, BEd
 Mr K R Jess, BA, GradDipEd(Applied Learning),
 Cert IV Workplace Training & Assessment, Leader of
 Learning (Years 9 – 12), Head of Design and Creative
 Arts
 Mr W Johnston, MEd, BEd, DipTeach(Primary)
 Mrs K Jones, MEd DipTeach(Primary)
 Mr L Joyce, BEd(Creativity & Arts), Head of Calvert
 House
 Mr P I Jubber, BEd, Deputy Head of Middle School
 Mr R W Kayler-Thomson, DipEd, BuildConsCert
 Ms R Kelly, BEd(Early Childhood), DipCommServ
 Mr N J Kelson, BEd, MAppSci (Terms 2, 3 & 4)
 Mrs L E Knight, MEd, GradCertRE, BA(Ed), Head of
 Boarding (Mossgiel)

Mr E Kovacev, BEng, GradDipEd, GradDipComp
 Mr J M Kristiansen, BEd, BComm, CA
 Mr Y Lairs, DipEd(LOTE), Languages Coordinator
 (Years 2 - 8)
 Ms G Larobina, BA(Hons), BEd, DipNAATI
 Miss N Lau, MTeach (Secondary), GradDipTeach, BA
 (Terms 3 & 4)
 Ms S N Lawrence, BA, GradDipEd(Primary),
 GradDip(ScreenMusic)
 Mrs M McArthur, BSc(ComputerNetworking),
 PostGradCert(Education in Computing and Religious
 Education)(UK), eLearning Coordinator
 Mr R J McElligott, BA, GradDipEd
 Mrs A M McGucken, MEd(Teacher Librarianship), BEd,
 Head of Library Information Services
 Mr S McIntosh, BMultimedia, BArchitecture/Arts,
 DipEd(Arts/Media), Cert IV TAE
 Mr A R McKie, BEd, DipTeach(Primary),
 GradDipEd(Computing), Head of Helicon House
 Mr G S Mack, BEd(Music), GradDipMus, AMusA, Cert IV
 OHS, Cert IV TAE
 Ms A-M Mahoney, BA, DipEd
 Mrs G L Malone, BEd(EarlyChildhood & Primary)
 Mrs R A Molyneux, MEd Studies, BEd(EarlyChildhood),
 DipTeach(EarlyChildhood), Director of Early Learning
 Mr C Morgan, BEd, GradDipCompEd
 Mrs C A Morris, BEd, DipPrimTeach, MACE
 Mr R M Morris, BEco, BEd, VET Coordinator, Head of
 Business Studies
 Mr G J Naylor, MA, BA(Hons), GradDipEd, Head of
 History (Years 9–12)
 Mrs C A Newett, BTeach, BA, Head of English
 Ms J L Nicholls, GradDipAppLearn(Education),
 CertIV TAE, DipPrinting&GraphicArts(Multimedia),
 BFineArt(Gold & Silversmithing) (Departed Term 4)
 Mrs D Nikolovski, BTeach(Hons), BA (Parental Leave)
 Ms M J Oates, BSc, DipEd, Cert IV CELTA, Head of
 Minerva House
 Miss E K O'Callaghan, BA, GradDipEd (Parental Leave)
 Mr M O'Donnell, BA, DipEd, GradDipComputing
 Mrs A-L O'Donoghue, MEd, BEd(Early Childhood),
 DipTeach(EarlyChildhood)
 Ms C F Ogston, DipTeach(Primary), GradDip(ProvDev),
 Med
 Mrs A F Oliver, BTeachm (Secondary), BSci
 Mr S L Orr, BEd (Terms 2, 3, & 4)
 Mrs J M Panckridge, MEd, BEd, BA(Ed), Junior School
 Literacy Coordinator
 Mr M K R Panckridge, BA(Ed)
 Ms K L Pelletier, BEdVisArts(Textiles)
 Mrs M G Peters, Med (Special Educational Needs),
 BSecEd
 Mrs H Plumridge, BEd(Primary), DipTeach
 Mrs P Porter, BEd, Head of Girls' Sport
 Mrs S C Potter, BTeach(Early Childhood), BA (Dance)
 Mrs L J Pring, MEd, DipEd, BA
 Mrs M J Ratcliffe, BEd, Middle School APS Sport and
 Fixtures Coordinator, Head of Bellerophon House
 Mrs S L Ritchie, MEd, GradDipTeach

Mr B Robbins, BEd(Phys Ed), BEd (Outdoor & Environmental Education), GradDip (Outdoor Recreation), Health and Physical Education Coordinator (Years 7 & 8), Head of Pegasus House, Middle School Camps Coordinator

Miss G H Rolls, MTeach, PostGradDipTeach, BAgriSci, Dip (Modern Languages), Level Coordinator (Year 8)

Ms M Romaniuk, GradDipEd (Applied Learning), BA (Honours) (Term 2)

Mrs L G Russell (Term 4)

Miss J E Sampson, BA, GradDipEd

Miss C E Saraci, BEd

Mrs K B Saunders, BA, DipEd

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

Mrs M J Seaton, BTeach(PrimaryandSecondary), BA(Applied Art), Leader of Learning (Years 4 – 8)

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

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

Mrs B I Shier, BEd (Primary)

Mrs J Shorland, BA(Ed)

Mr A B Smith, BSc/Comm, GradDipEd

Mrs E K Smith, BEd (Librarianship), Head of Mathematics, Head of Shannon House

Mr G J Smith, BEd(Science), GradDipComputing, VCE Coordinator

Mr G J Smith, BA(Painting), DipEd

Miss J T Smith, BEd (Terms 2, 3 & 4)

Mrs F L Stafford, BTeach(Primary), Med (Parental Leave)

Mrs K Sunderland, BA(Dance), GradDipEd(Sec), Performing Arts Coordinator (Years P – 8)

Mr M M Taylor, MEd, BEd, BAppSci, Studies Coordinator

Mr P C Taylor, GradDipEd, DipArtandDesign, Head of McArthur House

Mr M L Terry, BSc(Hons), DipEd, Science Coordinator (Years 7 & 8)

Mr M B Thacker, BMusEd

Mr G Tigani, BA(Ed), GradDipEd(InfoTech)

Miss T N Tong, MTeach

Mrs L M Treadwell, MSc, BSc(Hons), GradDipEd, Indigenous Welfare Coordinator

Ms A Tymms, CAP, CAEI, DEUG Psy (France)

Ms G Ulloa, BSpecEd, BEdinLOTE, DipinTESOL

Ms J Utting, BEd, Head of Health and Physical Education (Years 9 - 12)

Ms K A Van Cleef, MHumanNutrition, BSc, GradDipEd(Secondary), Deputy Head of Senior School

Mr D Van Elst, DipSoundProd, Cert IV TAE, Cert III (Music)

Mrs S S Vernon, BEd(Science), GradDipEd (Term 4)

Mr D A Wade, BEd, DipTeach, Level Coordinator (Years 4,5,6)

Mrs C E Watson, MEd(Sci), BSc(Hons), HigherDipEd, Head of Science

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

Mrs E J Watters, BEd(Primary)

Miss C O Williamson, BEd(Primary)

Mrs P Wilson, BEd(Physical Education), PostGradDip(Educational Studies), GradCert(Religious Education), History & Geography Coordinator (Years 7 & 8)

Mrs J R Wiltshire, BA(Fine Arts), GradDipEd (Terms 1, 2 & 3)

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

Mrs H M Woods, BEd

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

Ms K Zeravica, BA(OutdoorEd), GradDipEd (Parental Leave)



Financial Statement

For the 2018 calendar year, the College continued to build on capacity for the future and maintain sustainable growth. 2018 has seen the beginning of the Master Plan works with the redevelopment of Campbell House, to be completed in early 2020.

Increased enrolments and strong expense management contributed towards the surplus required for capital projects, including upgrades to the Senior School classrooms and boarding houses, additional amenities to the Dining Hall, replacement surfacing for Rankin Field, IT and AV upgrades, while also rebuilding a Junior School.

Key achievements for the financial year include:

- 2018 surplus allowing further planning for future capital works
- Receiving an unqualified audit opinion from Moore Stephens in respect to the 2018 financial statements
- Key focus on cost control and management across the College
- Continued focus on the Centre for Learning, Research and Innovation to further develop our Teaching and Business Operations staff with the introduction of the Foundation Fellowship
- Remaining debt-free while funding significant capital expenditure

Total income received for 2018 was \$46.29m, an increase of 8.2%. Strong enrolment numbers driven by additional classes at Senior School, generating increased tuition fees, represents the bulk of income received (72%). Funding received from both Commonwealth and State Government was up on 2017 and accounts for 21% of total income received by the school. Retail sectors of the College and donations contribute the remaining 7% combined.

Total expenditure increased by 7.9% on 2017, with the two largest expense items being salaries (including on-costs) and educational spending accounting for approximately 85% of total spend, with administration and facilities costs being the remaining 15%. The school continues to recruit key staff and support educational spending that will further the strategic direction of the College, while supporting diversity and equal opportunity for all staff in advancement and competitive remuneration.

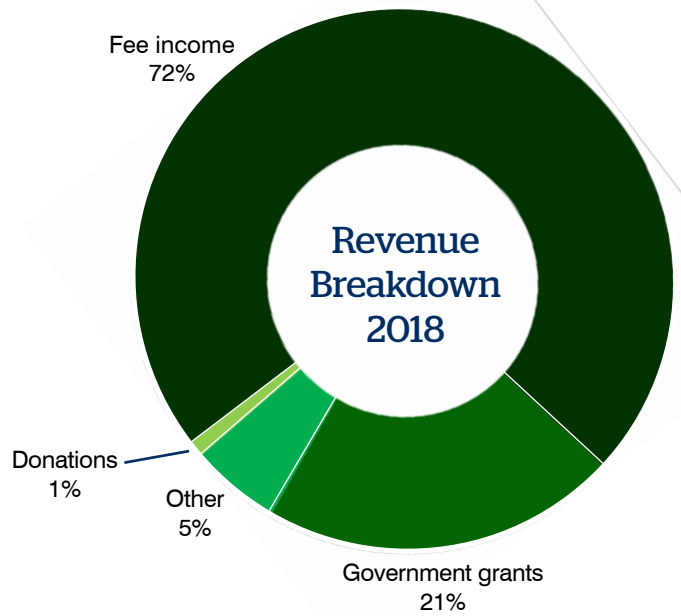
The operating activities of the College generated a strong net cash position of \$5.87m. This enabled the College to continue with ongoing capital expenditure while supporting a range of educational opportunities. Approximately \$7.8m was spent on capital works (predominately the Junior School campus) throughout the year.

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 educational offerings and experiences for students and staff.

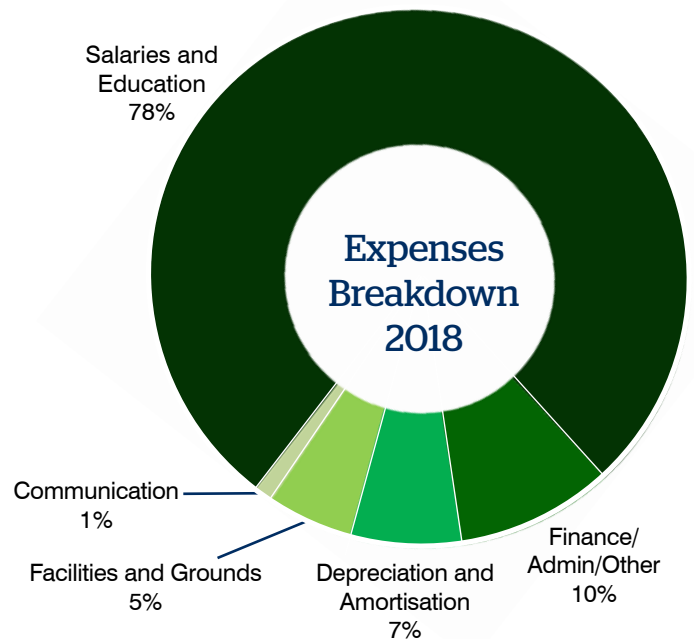


2018 operating accounts

Revenue (\$m)	2018	2017
Fee Income	33.40	31.40
Government Grants	9.93	8.99
Donations	0.46	0.39
Other Revenue	2.50	1.99
Total Revenue	46.29	42.77



Expenses (\$m)	2018	2017
Salaries and Education	33.81	32.43
Depreciation and Amortisation	2.94	1.51
Facilities and Grounds	2.22	2.14
Communication	0.49	0.54
Finance/Admin/Other	4.14	3.80
Total Expenses	43.60	40.42



Dr Peter Miller
Principal

