



Annual Report 2020

Be of
COURAGE





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

This 2020 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.

The strategic plan is under constant review, ensuring it is adapted to subtle changes in need and priority over 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, several 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 disruptions to the normal operations in 2020 were significant but the areas of strategic intent continued to inform our actions and responses to the COVID-19 global pandemic.

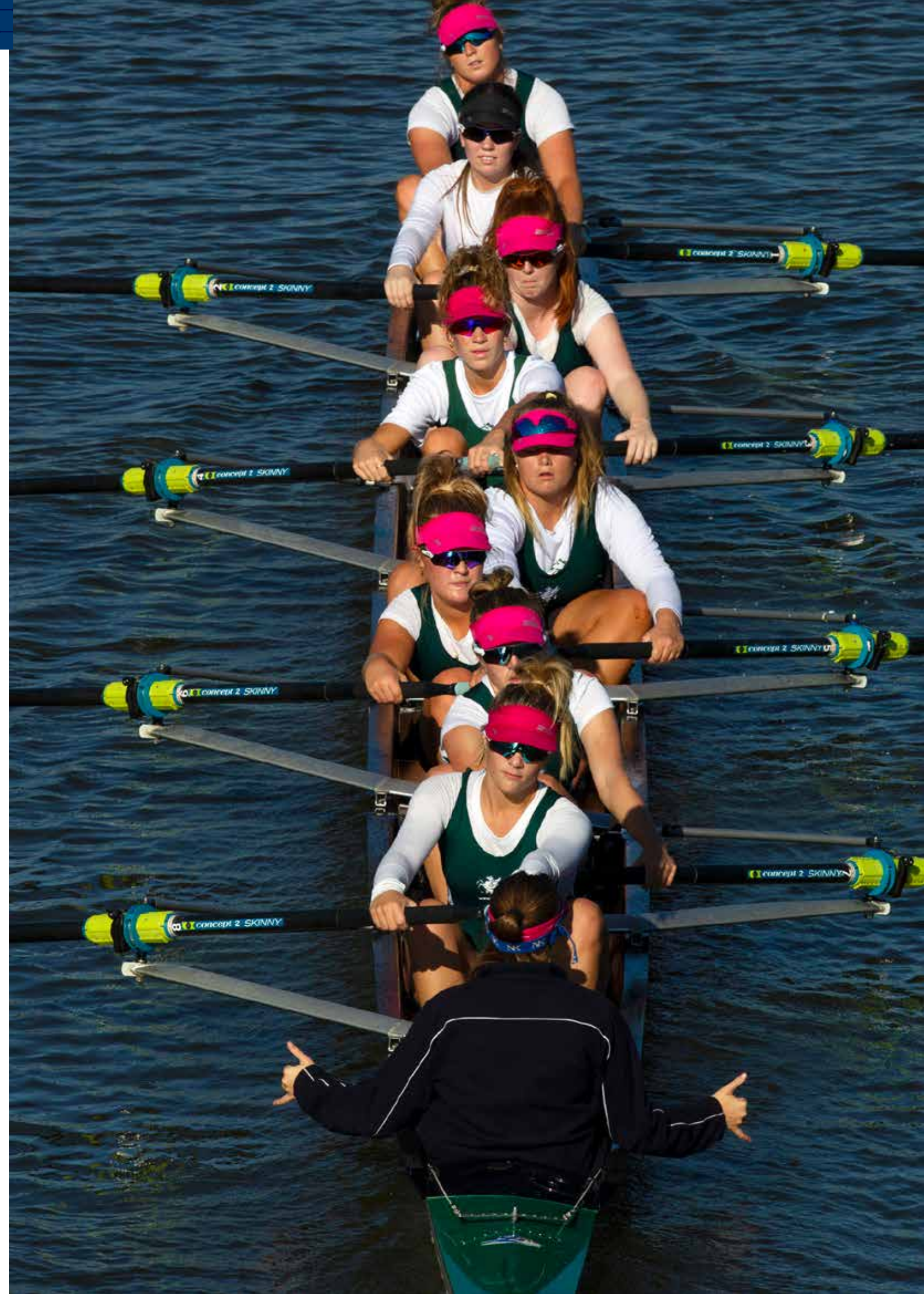
The rich diversity of experience of students and the strength of our community continue to be at the heart of The Geelong College. The growth in student numbers and demand for enrolment places present some challenges as we look

to the future, serving Geelong and influencing educational innovation in Australia. 2020 has been an important year consolidating the strong position of The Geelong and building for a bright future in which College continues to positively influence both the community and educational practices.

The shift to Remote Learning for two separate extended periods in 2020 brought significant challenges for everyone. Our regional location meant the impact on face to face days for students was less at The Geelong College than for our friends in Melbourne. Retaining a disciplined focus on our strategic intent guided our operations and the educational experience of our students throughout the year.

The largest building project in the 159 year history of College was opened to the students in May. The fully redeveloped Junior School facility for students from Early Learning to Year 2 was first occupied by students in late May but officially opened by the Governor of Victoria in September. This facility is inspired by the Reggio Emilia approach to education and will serve the students of Geelong for many years to come.

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.

We believe that 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:

Identity

Students require an awareness and understanding of not only themselves, but also the world in which they live. Our world 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.

Thinking

Thinking is fundamental to learning. The ability to engage our minds as

individuals and to collaborate with others in shared thinking is a skill which needs development. There is an increased demand for higher-order thinking skills in the modern world such as critical analysis, evaluation and extrapolation. Such skills enable us to be adaptive and inventive, create meaning and solve increasingly complex problems.

Communicating

In a truly global information age, having creative and flexible communication skills is fundamental to our personal and vocational opportunities. Developing skills in accessing, critically evaluating, organising and

disseminating information is central to all learning.

Creativity

Creativity is a process which generates ideas and brings them to life. It can involve looking at the familiar with a fresh eye, examining problems with an open mind, making new connections, appreciating ambiguity, being a risk taker, learning from mistakes and exploring new possibilities. In a climate of continuous uncertainty, change and challenge, creativity will support young people to be adaptable and inventive, constructively challenge the status quo and make a positive



contribution to society.

Contributing

Learning is both a product of and vehicle to serving others. 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 creating in all forms of the arts, from sculpting to dance or music. Creating draws upon the learning in other dimensions such as thinking, communicating, creativity and being enterprising.

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, 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.

In 2020, Mr Kean Selway retired from the College Council mid-year. Two new members joined Council in March 2020: Ms Kym Peake and Ms Bridgette Kelly.



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 Chair 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.



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 Chair 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 Chair and is on the Risk Management and Planning committees.



Kean Selway, BBus Marketing, GradDip Management, FAICD

Kean has been a Director since March 2015. He is parent of Courtney (OGC 2010), Alexander (OGC 2014) and Julian (OGC 2019). Kean is Chair of The Geelong College Planning Committee. He is currently the Vice-President and Chief Operating Officer 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 past Chair of the Boards of Callista Software Services, the Australian Masters Games and the Australian Human Resources Institute.

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 Senior 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.



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.



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

Sylvia has been a Director since March 2017. Sylvia 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 Mandeville Hall Toorak and The Geelong College councils. In 2003 Sylvia was made an Officer of the Order of Australia (AO) for services to education, this is just one of her many accolades in the industry.



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 Sebastian.



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

Richard is married to Belinda, a General Practitioner, parent of Tom (OGC School Captain 2017) and Will (OGC 2019) and Daisy (Year 10). Belinda is an active member of the PSPA and the SSPA and Richard is current Convenor of the Carji Greeves Club, supporting school football. 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 Roache and is a Law Institute of Victoria Accredited Specialist in family law.

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. Out of 126 students in Year 9 (2016), fourteen students did not continue to Year 12 (2019) at the College. Hence 90.2% of the Year 9 cohort of 2016 continued through to Year 12 in 2019.

Enrolments

Year	2016	2017	2018	2019	2020
Students	1,243	1,240	1,219	1,281	1,320

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 (92.8%), followed by Chinese (1.2%), Mandarin (1%), Arabic (0.6%), Japanese (0.2%), Cantonese/Mandarin (0.2%), Korean (0.2%), Russian (0.2%) and Cantonese (0.1%), with Indian, Persian, Thai, Urdu, Vietnamese, and Croatian (~0.1%). Approximately 1.2% of students were Indigenous.

More than 65% of students declared a religious affiliation, with Catholic (19.1%), Anglican (12.3%) Christian (7.6%) and Uniting (6.3%) 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, Christian Orthodox and Islam.

In 2020 the College student community was 57.8% male, 42.1% female and 0.1% Gender X.

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 2020, 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	97.4	7	95.96
1	95.03	8	95.91
2	96.7	9	95.85
3	95.75	10	94.88
4	94.36	11	95.87
5	93.49	12	96.18
6	94.89	Average	95.56





College Learning

2019 VCE Results

The following is a summary of the VCE achievements of the 2020 cohort, together with a breakdown of their ATAR ranges.

- Dux: ATAR score 99.8
- Six ATAR scores above 99 were recorded
- 20 highest achievers:
7 Girls – 14 Boys
- 22.98% achieved ATARs of 90 and over, placing them in the top 10% in the state
- Median ATAR was 75.95 (50% of the cohort were in the top 25% of the state)
- 13% of study scores were 40 and over
- Six perfect study scores of 50:
- Further Maths – 2, Music Investigation – 2, Physics – 1, Theatre Studies - 1

ATAR range	2020 No.	2020 %	2019 %	2018 %	2017 %	2016 %
>=99.00	6	3.7	2.8	4.6	4.2	2.0
95.00 - 98.95	12	7.5	13.4	7.6	19.7	13.6
90.00 - 94.95	19	11.8	12.0	10.6	15.5	12.3
80.00 - 89.95	31	19.3	26.8	26.5	23.2	25.3
70.00 - 79.95	31	19.3	17.6	16.7	15.5	21.4
60.00 - 69.95	30	18.6	15.5	15.9	9.9	9.7
50.00 - 59.95	17	10.6	4.2%	11.4	5.6	8.4
<50	15	9.3	7.7%	6.8	6.3	7.1
Total Students		161	132	132	142	154

First-Round Offers for 2020 Cohort

More than 97% of students who applied for courses in Victoria received an offer in the first round with all students having received an offer for a course in Victoria by the third VTAC offer round. Just over 66% of students received their first preference with a further 23% getting their second preference.

Around 89% of the cohort received one of their top two preferences while another 8% received their third preference. Overall, more than 97% of students received one of their first three preferences and no student received an offer lower than their fifth preference.

Around 73% of students were offered places at three of the nine Victorian universities with RMIT being first, followed by the University of Melbourne and Deakin University. In total those three universities made 104 offers out of a total of 145.

Of the students that did not apply for courses in Victoria, four applied for apprenticeships with three already notifying that their apprenticeships have commenced and two were accepted into the Richmond Institute of Sports Leadership which is a sports immersion partnership between the Richmond Football Club and Swinburne University. The Richmond Institute of Sports Leadership also made offers to three students who also have course offers through VTAC. One student is planning to study in the UK after a gap year, one applied to the Nikeri Institute at Deakin University while four students also received early offers in Term 3 2020 for the Australian National University and Bond University respectively so chose not to apply through VTAC.

Note: Australian National University* is noted in the data below although it does not contribute to the overall preference numbers as it is outside of

Victoria. The numbers for ANU are worth noting as an interstate university being placed equal to or above six of the nine Victorian Universities in offer numbers.

Of the 2020 cohort, offers were made at the University of Sunshine Coast, one of the two known offers to Bond University was accepted, one has accepted an offer to James Cook University and another student is at Griffith University on a \$24,000 scholarship. Two students from 2019 are also at the University of Queensland and University of Sunshine Coast respectively.

Year 12 cohort and summary

Total Year 12 for 2020 – 163

Number applying for Tertiary Courses in Victoria – 145

Number of applicants receiving an Offer – 145 (100%).

University Offers by Tertiary Institution Based on Highest Preference Across Both Offer Rounds

Institution	No.	%
RMIT University	40	27.59
University of Melbourne	37	25.51
Deakin University	27	18.62
Australian National University*	13	8.97
Swinburne University	13	8.97
Monash University	10	6.90
Victoria University	7	4.83
La Trobe University	6	4.14
Australian Catholic University	4	2.76
Federation University	1	0.68
Grand Total	145	

Literacy and Numeracy Benchmarks

Due to COVID-19 NAPLAN literacy and numeracy assessments were not completed across Victoria.



College Life

Music

The Music Education program provided by The Geelong College adapted to the COVID-world in 2020. As we commenced rehearsals and preparations for our first concerts and events, the context changed considerably. This new context would increase our technological offerings and skills as students and teachers over the next two terms, and eventuate in a different, yet still outstanding, music program.

Our individual instrumental lessons moved from face-to-face lessons to Online in two days and we are very thankful to our amazing music staff for the efficient and professional way this was managed. TEAMS provided the opportunity for our students to continue to develop their skills and this proved highly successful in retaining students from ELC to Year 12 in instrumental music.

The Music Department welcomed Miss Trish Timmins as Head of Strings and her commitment and passion were immediately evident in continuing to promote the benefits of our String Program across all three campuses. Miss Imogen Brough commenced as a full-time staff member across Middle and Senior Campuses and her vibrancy and professionalism was evident to all, and Mr Selmo Carreira was employed as the College's first Accompanist. This was a significant addition to the department in Selmo's gifts as a piano teacher were able to be fully realised, and he was able to work with our VCE students and ensembles throughout the year to provide greater development and confidence for our students entering high-level examinations and performances.

The College commenced several ensembles in Term 1, and due to COVID, regrettably no performances were able to be realised. Term 2, Term 3, and Term 4 also resulted in ensembles being impacted and unable to re-commence across all campuses. However, we were able to utilise the amazing benefits of technology and embarked on a recording/Online program for our music students. We offered three Online Music Competitions for soloists that were very well-received, and upon our return to College in Term 4, the classroom groups were able to record performances for us to share. These recordings were also played for our major events to celebrate Year 12 202, as all events scheduled incorporated an Online aspect that was streamed to our community. The culmination of this was the College Carol Service, in which the Year 12 musicians recorded their favourite Carol and the result not only outstanding, but touching and memorable.

The focus of 2020 was to "Developing the best Classroom Program" and this applied to all facets to our timetable music education at the College. Many discussions and meetings commenced planning for a five-year goal to place our program at the fore front of regional musical excellence, and ensure we offered the best musical opportunities for our students. This developed into how this could be achieved in an Online platform and many of the opportunities that were presented will remain to strengthen our music program with technology in the future.

Highlights for 2020 included:

- The College realised the goal of Reaching for the Steinway Stars, and purchased a Steinway Model D Concert Grand Piano. Due to COVID this patiently waited in docks and storage for delivery in 2021.
- The College's Music Department gave back to our community with performances recorded for events and concerts that were Streamed Online.
- The Year 12 VCE cohort travelling to Melbourne in Term 1 to watch the VCE Top Class Concert held at The University of Melbourne's Melba Hall.
- Innovation of the Online Music Competitions for solo students and groups.
- The College Carol Service and the Year 12 musicians who provided the music highlights.
- The overall VCE results for Music were some of our best ever, with two students gaining a Study Score of 50 for Music Investigations and VET Music Performance respectively.

Overall, I would like to take this opportunity to thank and praise our music community at the College, staff, parents, friends and especially our students, for continuing to share and discover the joy of music throughout such challenging times in 2020.

Outreach Program

City Programs: Due to COVID-19 and associated lockdowns and restrictions, Year 9 students were unable to participate in the City Program in Melbourne.

Politics: this program was unable to proceed in 2020 because of the large period of time spent learning remotely due to COVID-19.

Fulfilling Lives: Year 10 students were prepared for the 11 programs on offer for 2020. These included five overseas programs (Borneo, Cambodia, India,

Thailand and Vietnam), five interstate programs (four in Central Australia and one in the Top End) and a local program. These due to run during the last week in March, however were unfortunately cancelled due to COVID-19 restrictions at that time.

It is planned that Year 10 students will have the option to be able to participate in an off-campus program of some sort early in 2021.



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 all had interrupted preseasons and were only able to enjoy 3 weeks of a season (unfortunately without external competition in the APS) in Terms 2 and 3; and unfortunately, the Athletics and Water Polo seasons in Terms 3 and 4 were cancelled due to COVID-19 restrictions to sport.

Highlights for 2020 included:

- Rowing: Most of the rowing season occurred until the final few weeks where unfortunately the HOSG and APS (HOR) regattas were cancelled due to COVID. However the Girls' 1st VIII place 3rd at the Australian Henley Regatta and the Boys' 1st VIII placed 2nd at the Head of Schoolboys Regatta and 3rd at the Barwon Regatta.
- Surf Lifesaving: Both boys' and girls' teams competed and came 2nd at the Schools' Surf League carnival at Torquay.
- Football: The 1st XVIII were the only team to compete in an interschool fixture in 2020. The team were outstanding in their 3 goal victory over St Josephs College. The College boundaries were packed with spectators (who were all desperate to witness some competitive sport).
- Tennis: Our tennis program saw improved results across all teams, particularly with the 1st Girls finishing 6th out of 12 schools in the APS/AnicGSV competition.

Performing Arts

The Performing Arts program was limited due to the periods of remote learning and density restrictions, students recovered from disappointments and enthusiastically adapted to shorter rehearsal periods and rehearsing in groups rather than as a cast to produce the following creative performances:

- The Year 12 Theatre Studies production of Lord of the Flies adaptation by Nigel Williams
- The Year 12 Drama Ensemble performances based on the theme of "Acts of Rebellion"
- The Year 10 productions of Hoods & War Crimes by Angela Betzien
- The Year 9 production of Peter Pan
- The Dance Showcase, sharing the work of all Senior School dance classes including VCE performance solos and this year, Year 8 students.

Design and Creative Arts

2020 was an opportunity to re-imagine the delivery of Design and Creative Arts subjects. Remote learning provided many creative opportunities for students to draw on their home environments for inspiration, materials and resources.

Many of the Design and Creative Arts subjects reconstructed their learning outcomes to reflect the new educational frontier of 'remote learning'. The use of digital technologies was our main portal. MS Teams created safe spaces for students to display folio progress in 'chat rooms' with their teachers or small student groups. Feedback was recorded and short skill demonstrations posted into 'how to' channels.

The classroom expanded into back yards for photographic studies of shadows, colours and textures. dog kennels redesigned; manual drawing tasks combined

with digital design skills to superimpose their buddies into their new virtual landscapes.

Students were resourceful finding materials from around their homes to re-imagine garments and create fashion in a world where we can no longer shop for our clothes.

Whilst we could not showcase the student outcomes and adventures in a physical sense. The launch of the TGC Design& Creative Arts Instagram gallery page gave us the perfect platform to celebrate the student's creativity. This digital gallery will continue as a feature of celebrating student creativity and success.

The VCE Design and Creative Arts Exhibition, a highlight of the Senior School calendar, also went virtual. This format allowing us to showcase folios and final artworks alike. With an absolute highlight of the 2020 Design and Creative

Arts year being the success of Year 12 student Audrey Morgan. Her painting titled "The Power of Tomorrow" was selected for Top Arts, the annual exhibition presenting the exceptional and thought-provoking work of VCE Art and VCE Studio Arts students. The Top Arts Exhibition is held annually at The Ian Potter Centre at the National Gallery of Victoria.

No doubt 2020 was not without its difficulties, with many adjustments being made to the VCAA Assessment programs and our practical subjects bearing the brunt of remote learning restrictions with the shutting down of school facilities such as the Design Technology workshops. Making it extremely difficult for many senior students to complete their projects to the level they had originally intended.

It was indeed a year of change, grit and reinvention.

Camps and Expeditions

- **Year 4:** Unfortunately, the camp was cancelled due to restrictions in regional Victoria.
- **Year 5:** Unfortunately, the camp was cancelled due to restrictions in regional Victoria.
- **Year 6:** Unfortunately, the camp was cancelled due to restrictions in regional Victoria.
- **Year 7:** Unfortunately, the camp was cancelled due to restrictions in regional Victoria. However, the Year 7 cohort was able to participate in two days of activities in our

local region. The first day was an exciting trip to Live Wire Park in Lorne, attempting to traverse the suspended treetop circuits and trampoline park. The second day of activities was centred around challenge, teamwork and encouragement for students to step outside of their comfort zones. They participated in a range of activities including mountain biking, abseiling, hiking and initiative games. The ability to learn outdoors and build stronger connections across all homerooms was a highlight in a disrupted year.

- **Year 8:** an eight-day camp 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.

Overseas Partnerships and Tours

There were no overseas programs or tours able to proceed in 2020 due to the COVID-19 pandemic and associated restrictions to travel.



TripleR 2019 Annual Report

Throughout the extraordinary year that was 2020, never before was student wellbeing more important. The disruption to face to face learning with extended periods of lockdown required us to look at innovative ways to monitor and support the wellbeing of students.

Prior to the lockdown Year 8 students were able to participate in their annual tripleR retreat. A key focus for the day was the influence (both positive and negative) of social media and in particular the impact of their digital footprint both on themselves and others. Similarly, our Year 12 students could gather face to face for a number of wellbeing sessions including the importance of nutrition, time management in building study skills, personal health awareness and the power of resilience.

How did COVID influence our approach to wellbeing?

With the onset of the lockdown and the switch to remote learning, it was important to maintain the integrity of the tripleR programs as a means of complimenting the layers of pastoral support put in place to both identify those experiencing difficulties in transitioning to remote learning as well as supporting students to maintain connectedness to their school community.

In Junior school, tripleR continued to be a feature of their weekly learning and was an important way of paying attention to their particular social and emotional needs at this time. The Home Learning in Junior school focussed on gratitude, mindfulness, empathy, personal strengths, grow mindset and resilience. All of course relevant in this new context. In Middle School, given the reliance on screen time, the focus was on cyber awareness whilst in Years 9 & 10 their tripleR classes were adjusted to focus on stress, anxiety, Mental Health services and promoting positive mental health. Each

lesson included a “corona calm” mindfulness podcast. Year 12 tripleR held virtual forums; The Road Safety Awareness program for Year 11s was delivered on line as were Paul Dillon’s Drugs and Alcohol sessions for Years 10, 11 & 12.

Parent Webinars

The convenience for parents of evening webinars was reflected in the large numbers who registered to attend one or more of the following:

- Sexuality Education Information sessions for parents of Middle and Junior school parents
- Raising Resilient Children with Dr. Justin Coulson
- Parenting around Drugs and Alcohol with Paul Dillon

School TV

School TV offered a series of Special Coronavirus Reports including the following topics:

- Riding the Coronavirus Coaster, Dealing with Disappointment, The Transition Back and Resuming after Coronavirus. The strong community take up of these reports reflects the value placed on timely and expert advice in a year when we were all learning what it meant to live in the COVID era.
- What Works What Matters tripleR Blog

The greatest challenge over 2020 was to keep the community connected.

The tripleR blog mixed a blend of “serious” parenting articles with personal anecdotes that parents could share around managing their family lives in lockdown. We invited contributions on what they found was working for them as well as reflections on what they felt mattered most to them during this time.



Special Awareness Raising Days

Although not being able to meet face to face for most of the year, our Geelong College Rainbow Alliance continued its awareness raising around the needs of LGBTIQ+ students by celebrating Wear It Purple day and IDAHOBIT Day. In addition, staff were invited to attend a Professional Development Webinar on Inclusion presented by Diversity and Inclusion Consultant, Dr. Bree Gorman. She spoke of the Three Pillars of Inclusion for schools: Systems and Processes, Inclusive Leaders and Visibility emphasising that a whole school approach is critical in responding their needs. It was also important that

RUOK day was acknowledged across all campuses, with Junior School translating the messages into Random Acts of Kindness.

Throughout the COVID year that was 2020, TripleR continued to find its place in addressing the social and emotional needs of our students at the same time supporting parents in their challenges. A key take-away from the year was the importance of connecting students to students; students to teachers; parents to teachers and parents to parents and reinforcing the importance of Resilience, Relationships and Reflection in promoting wellbeing.



The Centre for Learning, Research & Innovation (CLRI)

The Centre for Learning, Research & Innovation (CLRI) is a joint venture between The Geelong College, Deakin University and The Geelong College Foundation. It serves students, parents, teachers and the broader community. The Centre for Learning, Research and Innovation was developed by The Geelong College, along with Deakin University and The Geelong College Foundation to facilitate ongoing learning and an interest in contemporary research and practice. We aim to be a community of thinkers who are stimulated by new ideas, strengthened by evidence-informed practice, and who long to provide learning opportunities for all. We are committed to understanding the science of learning and the art of teaching.

2020 Highlights

- Launched our new website (<http://www.clri.com.au/>)
- Created a podcast series
- Neuroscientist-in-Residence Program with Dr Jared Cooney Horvath
 - Teaching staff professional development: Foundations of Learning
 - Year 9 Cognizance Research Project
 - Parent Lecture: You are not your brain
- Developmental Assessment in the Middle School, with education consultant Bronwyn Ryrie Jones
- Leading from the Centre with our Senior School Heads of Department – a leadership program for

middle leaders

- Webinar event: An evening with Paul Dillon entitled Parenting Post COVID
- Electronic publication of Learning Remotely – 6 topical guides for students and parents to assist with learning from home.
- Pre-Service Teachers: The Geelong College is a sought-after school for pre-service teachers, this year we had 16 placements
 - Deakin University 13
 - Federation University 1
 - Charles Sturt University 1
 - University of Melbourne 1

Unfortunately, due to Covid-19, we had to cancel our two-day event with Emeritus Professor Dylan William.

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 \$292,341 in 2020 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 2019 was the refurbishment of three Cloisters Classrooms.
- Contributing \$5m towards the Junior School re-development.
- Contributing \$2m towards the Collins House acquisition.

Extreme volatility in the global financial market caused by the coronavirus pandemic had a negative impact on the Foundation's investments, however the Board takes a long term conservative approach to the Foundation's investments and remains confident that valuations will continue to improve as they have towards the end of 2020.

The purchase of eight keys on the Steinway Model D Concert Grand Piano contributed to the success of the School's 88 Keys Project during the year. The Foundation is proud to support the School's vision of becoming a Steinway Select School and look forward to hearing College students and staff play on this outstanding instrument in the future.

Our 2020 Fellowship recipients' plans were deferred until 2021 due to COVID-19 travel restrictions and applications for our 2021 Foundation Fellowships were put on hold whilst effects of the coronavirus pandemic are considered. This is an important program which provides opportunities for staff to develop professionally by increasing their skills and enhancing their global awareness and we look forward to the program re-commencing as soon as possible.

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. We do this by inviting our members to join us at several functions throughout the year, however no events were held in 2020 due to COVID-19 concerns and limitations. Our annual Foundation members' lunch scheduled for March had to be cancelled as well as the Foundation Concert which was due to be held in July. Several events usually held in October, such as the Morongo Old Collegians lunch, the Foundation Community Golf Day and the Morrison Society morning tea, were cancelled. We look forward to welcoming our College community back to all of these events in 2021.

Our annual tree planting day with the Year 4 students at our Fyansford property had to be cancelled due to coronavirus concerns. A planning sub-committee has been formed with representatives from the Foundation Board, the College Council and College staff to plan for future use of our Fyansford land, both in terms of development as an educational precinct and as a commercial investment for the Foundation.

Thank you to the Board members for their time and commitment to the Foundation during a uniquely difficult year and to the Advancement team who kept all of our activities running smoothly. Thank you also to our generous College community for your support during 2020. We certainly could not achieve the success we have without your ongoing commitment to the school, thank you.



Foundation Fellowship Winners

NOTE: Due to Covid-19 and travel restrictions, the following learning opportunities were not able to take place in 2020.

Pat Clark, Elizabeth Smith and Fabio D'Agostin

These Senior School Maths and Science teachers were invited to visit Finland and participate in the International LUMAT Symposium 2020 by its executive director, Dr Maija Aksela. LUMAT is a forum for the presentation and discussion of contemporary practices in global STEM education. We will also visit local schools and associated universities which provide STEM experiences for secondary students.

Ros Molyneux

To further her understanding of Nature Pedagogy she planned to attend a Claire Warden Study Tour to Crieff in Scotland, and an Inside Out Nature tour to the Forest Kindergartens in Denmark. The tour involved visiting outdoor learning environments in these countries and seminars covering the pedagogical theories, practice and culture of using the outdoors as an integrated part of the child's learning environment.

Jane Leyshon

Attending The Garma Festival in North East Arnhem Land. The event brings together business leaders, political leaders, intellectuals, academics, journalists and Australians of diverse backgrounds to discuss the most pressing issues facing Australia. It is an Indigenous festival that focuses on improving the state of Indigenous disadvantage by engaging these leaders of society to shape global, regional and industry agendas. The festival also has a Youth Forum that students from across Australia attend.

Community Feedback

Community Engagement

Community engagement is a feature of The Geelong College. The College community includes students, staff, parents, alumni and participation in Geelong's wider community. Information is distributed and community feedback is obtained through a range of means. These include: printed material; parent groups; electronic platforms; and, community surveys.

The longstanding practice of regular communication with parents continued in 2020, including a parent bulletin distributed once a week, the school magazine (Ad Astra) twice a year as well as the publication of the yearbook (Pegasus). These publications supplement information shared with parents through parent occasions and other specific items of correspondence.

Also, parent forums such as the Prep School Parent Association (PSPA), Senior School Parent Association (SSPA) 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 cocurricular activities which all serve to enhance the experience of students through meaningful, positive and constructive interaction. 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.

The College is now in its fourth year of an externally run online survey that annually invites all students and parents in Years 6, 7, 9 and 12, to participate. There is a comprehensive five-year survey program to provide annual feedback from these year groups 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 2019, 260 parents and 369 students participated in surveys and provided views on such areas as academic performance, student

wellbeing, religious education, cocurricular, sport, communications, reputation and facilities.

As a consequence of the feedback from the community in the last 12 months we have:

1. reviewed the teaching of Religious Education and now teach Philosophy and Religion in the Senior School;
2. maintained our commitment to upgrading the quality of classrooms in the Senior School to ensure they are fit for purpose in the 21st Century;
3. reviewed and extended our Student Wellbeing program across all year groups;
4. engaged with the local indigenous community in a range of our activities as an extension of our Reconciliation Action Plan; and,
5. revised our Capital Master Plan as the foundation for the future needs of the College community, student learning and teaching facilities in a school likely to experience increased pressure for growth of enrolments.



Survey Summary

In 2020, 243 parents, 326 students from selected year groups participated in surveys and provided views on such areas as academic performance, pastoral care, religious education, arts, service, sport, communications, boarding and facilities.

Parents

A selection of the parents' top-level findings is detailed below, ranked in order of the importance the parents placed on reasons for choosing a school for their children.

The top five areas are noted below:

1.

94% of parents noted their expectations were met or exceeded in relation to the quality of teaching
2.

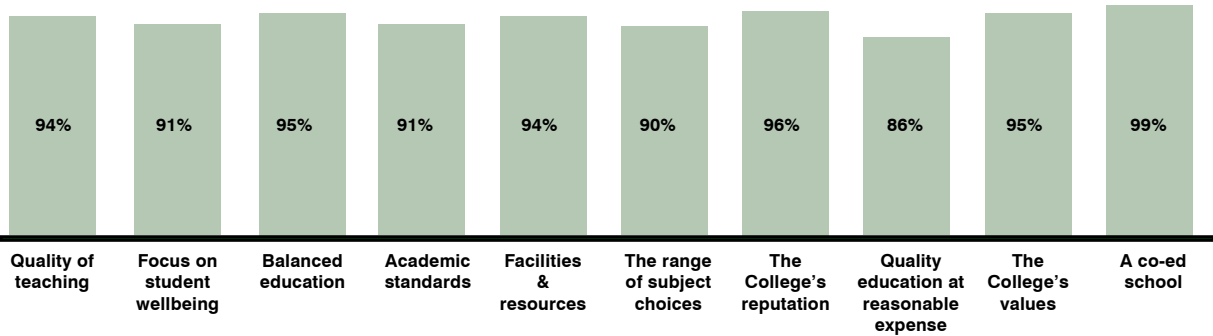
91% of parents noted their expectations were met or exceeded in relation to the focus on student wellbeing
3.

95% of parents noted their expectations were met or exceeded in relation to a balanced education
4.

91% of parents noted their expectations were met or exceeded in relation to academic standards
5.

94% of parents noted their expectations were met or exceeded in relation to the facilities and resources

2020 The Geelong College Parents - Expectations Met/Exceeded



Most valued aspects of The Geelong College from a Parent and Student perspective

Parents and students were asked to provide open responses to the most valued aspects of The Geelong College. The most frequently nominated aspects were:

Parents	Students
The College community	Friendships between students, staff & parents
Friendships between students, staff & parents	Academic curriculum & standards
Quality of teachers & staff	The College community
Safe, caring & supportive environment	Quality of teachers & staff
Academic curriculum & standards	Sports program



Parent and student quotes

Parents and students told us what they value about The Geelong College:

Seeing my child's level of growth and development, both socially and academically, through a caring and supportive environment provided by The Geelong College.

The way my child has been supported in all areas of school life and watching him becoming a well-rounded, respectful person that I really enjoy spending time with.

Lifelong sense of community spirit and friendships for the students and families.

A sense of trust in the school to manage our children's education (with strong involvement from home). The College community.

Seeing the friendships which my kids have made at school and their gratitude and pride in having attended The Geelong College.

My son has regained his love of learning and has been inspired by his teachers. From a parent's perspective, we appreciate having been welcomed so warmly, and know that our son is in great hands.

Sense of community. Connections we have made with other families.

The opportunities my child has access to and the supportive teachers.

Student Quotes on what they value about The Geelong College:

The relationships I've made with majority of my year level that will last a lifetime.

The value of friendship and our future alumni network.

I love being a part of the College community.

The long-lasting relationship that I have the opportunity to have with the College; the fact that it will always be a part of me throughout my life.

That when people ask me what school I go to I can say The Geelong College really proudly and people know that it is a very good school.

I value leadership and kindness at the college between students and staff.

College Staff

The College employs approximately 342 core staff in 2020, with a gender ratio of 64.0% female, 36.0% male. The staff cohort included 162 Teachers, 170 Business Operations staff and 10 Executive staff. No staff have self-identified as Indigenous. Across the College, the pupil-teacher ratio is approximately Primary - 10.5 students: 1 teacher and Secondary – 9.5 students: 1 teacher, and all were VIT registered. Due to Covid, the College reduced its spend in 2020 to \$34,487 on professional development with an average of \$212.88 spent per teacher (FTE).

The successful transition of student education through a 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 across the College.

Staff Qualifications

EXECUTIVE

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, BA(Education), BEd, MEd

Head of Middle School
Mrs L J Russell, BEd

Head of Senior School
Mr S A Young, BEd, BPhysEd, MEd(Leadership)

Director of Teaching and Learning
Ms E M FitzSimons, BA, BEd, MEd, MAppPositivePsychology

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)

Mr D A Alchin, BDesign(Industrial Design), DipVET, CertIV TAE (Term 2)

Ms O Allan, BAHist, BTeach(Primary)

Miss S J Armour, BSocialWork, PostGradDipTeach,

Mrs M L Baker, GradDipEd(Applied Learning), DipMus
Junior School Music Performance Coordinator

Miss M E Barlow, MTeach Practice (Secondary)

Mrs M Barnes, BLaw, MEdStud, GradDipEd(Secondary)
Leader of Learning (Years 9 – 12)

Ms C B Barrett, BTeach&Learn, GradDipEarlyChildhood,
Level Coordinator (P – Year 1)

Mrs C M Bartlett, BEd, BTeach (Departed Term 3)
*Deputy Head of Junior School
Leader of Learning (P – Year 3)*

Mr E K Bauer, BA, PostGradDipTeach (Secondary)

Mrs M Bell, BMusEd, MEd, AMusA
Music Curriculum Coordinator

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
Deputy Head of Junior School (Term 4)*

Mr P J Blanchfield, BEd(PhysEd), L3 RAPRC
Head of McLean House

Dr P N Bohun, BMus, GradDipEd, DipMus (AMUSA), MArtsAdmin, DProfSt
Director of Music

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

- 45.4% of staff have been employed for up to five years;
- 22.0% 6-10 years;
- 19.9% 11-20 years;
- 8.6% 21-30 years; and
- 4.0% have served more than 30 years.

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

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

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

Mrs B A Carlson, GradDipEd(Teacher-Librarianship), DipPrimTeach (Departed Term 2)

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)
Drama Coordinator (Prep – Year 8)

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

Ms R Clark, BTeach(Secondary), BHumanMovement, GradDipPsychology (Term 1)

Ms A E Clennett, BEd, MHumanMovement (Terms 2, 3 & 4)

Mr T N Coburn, BEd, DipTeach, GradDipSpecEd, MEd
*Head of Learning Enrichment
Coordinator of Learning Enrichment (Prep – Year 8)*

Mr J D Colbert, BEd(Outdoor Ed/Health)
Level Coordinator (Years 4,5,6)

Mr T M Colbert, BEd(Phys Ed)

Physical Education Coordinator (EL – Year 8)

Mr P E Conway, BSc(Ed)

Mr B Cook, BAppSc, GradDipEd
Head of Coles House

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

Ms E Davis, BEd, DipPrimTeach

Mr B W Dawson, Cert IV (Business), Cert IV TAE
Performance Coordinator

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

Mrs S M Dobie, BEd(Phys Ed)

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

Mr G J Donovan, BSc, DipEd, DipAppPolymerSc

Mrs A J Dye, DipTeach(EarlyChildhood)

Miss J Dyson, BA(Education)
History & Geography Coordinator (Years 7 & 8)

Mr S M Ebeling, BTeach(Hons), BMus(Hons), MMus(Perfomance)

Mr J N Edwards, BTeach (Secondary)
Middle School House Coordinator

Mr N B Eley, BEd

Mrs C J Fairlie, BEd (Term 3)

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

Mrs D L Filling, BEd
Outreach Coordinator

Mr K P Flanagan, BSc, DipEd, MSc

Mrs T J Foley, BA, DipEd

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

Mrs L J Fuller, BA, BTeach(Primary)

Mrs K Fyffe, BMusEd

Mr O Galluccio, BEd, DipTeach

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

Miss F Gibier, BSociology, CertTeach (Terms 3 & 4)

Mr G R Gilby, BEd
Head of Boarding (Mackie)

Ms C J Gordon, BA, DipEd

Miss C L Goss, BA, MTeach

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

Ms A N Hallam, BA, GradDipEd (Secondary)

Ms S E Hallows, BSc(InfoSc), DipEd, DipProStud, MEd
Head of Wettenhall House

Mr R M Hanley, BEd

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

Miss D J Hedley, BSci, GradDipEd (Term3)

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

Ms P M Henning, BEd
Head of Geography

Ms I C Henricus, BA, MTeach
Coordinator of Learning Enrichment (Years 9-12)

Mr T J C Hodge, BA(Media&Comm), MTeach(Secondary),
Head of Keith House

Ms B R Hollander, BA, DipEd

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 Morrison House

Ms P A Ingwersen, BEd

Mrs A J Jackman, BSc, BEd

Mr K R Jess, BA, GradDipEd(Applied Learning), Cert IV Workplace Training & Assessment
Head of Design and Creative Arts

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

Miss A A L Jones, BEd (Early Childhood), DipChildrenServices

Mrs K Jones, DipTeach(Primary), MEd

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

Mrs L E Knight, BA(Ed), GradCertRE, MEd
Head of Boarding (Mossgiel)

Mr E Kovacev, BEng, GradDipEd, GradDipComp

Mr J M Kristiansen, BEd, BComm, CA (Departed Term 2)

Mr Y Lairs, DipEd(LOTE)
Languages Coordinator (Years 2 – 8)

Miss S F Langley, BHealthPhysEd

Ms J E Leyshon, BSci, DipEd

Mr A W Lowrie, BComm, MTeach

Mr R J McElligott, BA, GradDipEd
Level Coordinator (Years 2 – 3)

Ms K A McConville, BA (Industrial Design), GradDipEd (Secondary) (Terms 1, 3 & 4)

Mrs A M McGucken, BEd, MEd(Teacher Librarianship)
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

Mrs M R McNamara, BPhysiotherapy, GradDipTeach (Terms 2, 3 & 4)

Ms A-M Mahoney, BA, DipEd

Mrs G L Malone, BEd(EarlyChildhood & Primary) (Parental Leave)

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

Miss R J Munro, BA(Hons)

Mr G J Naylor, BA(Hons), GradDipEd, MA
Head of History (Years 9 – 12)

Mrs C A Newett, BTeach, BA
Head of English

Mrs D Nikolovski, BTeach(Hons), BA

Ms M J Oates, BSc, DipEd, Cert IV CELTA
Head of Minerva House

Miss E K O’Callaghan, BA, GradDipEd (Departed Term 2)

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

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

Mr S L Orr, BEd
Middle School Camps Coordinator

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

Mr M K R Panckridge, BA(Ed)

Ms K L Pelletier, BEdVisArts(Textiles)

Mrs P Porter, BEd
Head of Sport

Mrs S J Porter, BMus, DipEd

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

Mrs L J Pring, BA, DipEd, MEd

Mrs M J Ratcliffe, BEd
Middle School APS Sport and Fixtures Coordinator
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

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

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

Miss J E Sampson, BA, GradDipEd
International Student Coordinator

Miss C E Saraci, BEd (Parental Leave)

Mrs K B Saunders, BA, DipEd (Leave)

Mr A J Schuyler, BEd, Cert III (Education)
Triple R Respective Relationships Coordinator

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, BSci, DipEd, GradDipEd, MEd
Mathematics Coordinator (Years 7 & 8)

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
MarkBook Coordinator

Mr G J Smith, BA(Painting), DipEd

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

Mrs K Sunderland, BA(Dance),GradDipEd(Sec)
Head of Drama (Years 9-12)

Mr M M Taylor, BAppSci, BEd, MEd
Deputy Head of Senior School (Operations)
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 D G Thomson, BA, GradDipEd (Secondary), GradCertEd
Art Coordinator (Years 4 – 8)

Miss E C Thompson, BEd(Early Childhood)

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

Miss T M Timmins, BEd, DipViolin (AMUSA)

Miss T N Tong, MTeach

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

Mr A Tremul, BSci, CertIV (Fitness)

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

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 (Pastoral)

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

Mr D A Wade, BEd, DipTeach,

Ms R Wallace-Dixon, GradDipEd

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

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

Mrs E J Watters, BEd(Primary)
Curriculum Coordinator (Years 4, 5, 6)

Miss C O Williamson, BEd(Primary)

Mrs P Wilson, BEd(Physical Education), PostGradDip(Educational Studies), GradCert(Religious Education)
Religious and Values Education Coordinator (Years 4 – 8)

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

Mrs E M Witham, GradDipEd(Secondary)

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

Mrs H M Woods, BEd (Parental Leave)

Mr S J Wright, BEd
Chaplain

Ms K Yee, BSc, GradDipEd, GradDipRepSci

Ms A M Zauli, InterTeachQual(VIT validated), DipArts(Visual Arts)
Head of Pegasus House

Ms K Zeravica, BA(OutdoorEd), GradDipEd
English Curriculum Coordinator (Years 7 & 8)

Financial Statement

For the 2020 calendar year, the College, like all Community members were challenged by a period of uncertainty, especially in regard to remote learning, but all swiftly adapted.

Continued strong enrolment numbers enabled the College to provide fee concessions for terms 2 and 3; ensuring that savings made by the College, as a result of the enforced lockdowns, were passed onto parents to support in the face of economic uncertainty.

Prior surplus’ and donations were utilised for capital projects including signage across campuses, ongoing audio visual and information technology upgrades, classroom upgrades and further commitments to building towards the future with ongoing support of project two of our Masterplan.

- Key achievements for the financial year include:**
- Support for College staff and community
 - Focus on cost control and expense management across the College
 - Receiving an unqualified audit opinion from Moore Stephens in respect to the 2020 financial statements
 - Continued focus on planning for facility upgrades to maintain enrolment growth projections

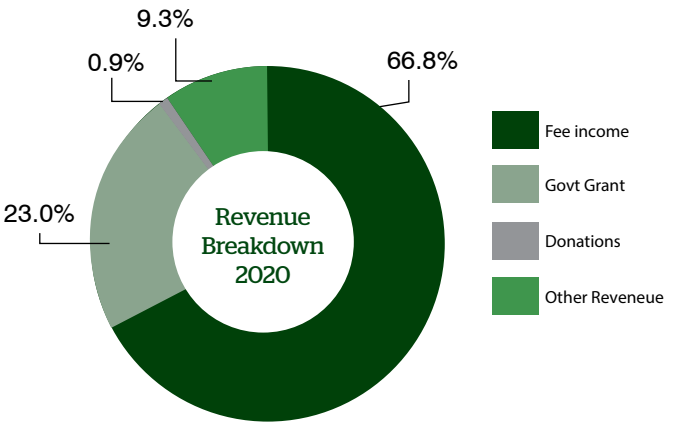
Total income received for 2020 was \$47.25m, a decrease of 5.2% on 2019. Despite concessional support given for fees, strong enrolment numbers represented the bulk of income received (67.0%). Funding received from both Commonwealth and State Government accounts for 23.0% of total income received. Retail sectors and donations contribute the remaining 10.0% combined.

Total expenditure decreased by 7.0% on 2019, with the two largest expense items being salaries (including on-costs) and educational spending accounting for approximately 85.4% of total spend, with administration and facilities costs being the remaining 14.6%. Other than the Junior School Development, other capital expenditure was put on hold for 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 facilities, educational offerings and experiences for students and staff.

2020 operating accounts

Revenue (\$m)	2020	2019
Fee Income	31.57	33.15
Government Grants	10.88	10.33
Donations	0.41	0.38
Other Revenue	4.39	5.99
Total Revenue	47.25	49.85



Expenses (\$m)	2020	2019
Salaries and Education	33.63	35.81
Depreciation and Amortisation	2.55	1.78
Facilities and Grounds	1.86	2.00
Communication	0.16	0.49
Finance/Admin/Other	4.16	5.47
Total Expenses	42.35	45.56

