



THE
GEELONG
COLLEGE
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Annual Report 2021



Our Purpose

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

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

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

Our Values

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



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Executive Summary

The 2021 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. Despite the presence of global pandemic the strategic priorities of The Geelong College have remained unchanged. Throughout 2021 many actions were adjusted to the circumstances but the strategic imperatives continued to inform those actions.

Towards 2025 -We reach for the stars

Six areas of strategic intent have been identified by the College

Council for advancement, monitoring and review. These are:

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

Within each area of strategic intent, several projects are under way and have been regularly reviewed this year. These projects are under the direction of members of the College Executive staff who ensure the experiences of our students develop over time in a planned and coordinated manner.

The rich diversity of experience of students and the strength of our community continues to be at the heart of The Geelong College. The continued growth in student numbers and demand for enrolment places present some challenges as we look to the future, serving Geelong and influencing educational innovation in Australia. 2021 has presented many operational challenges but it has been an important year for consolidating the strong position of The Geelong and building for a bright future in which College continues to positively shape the lives of its students.

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 are captured in our Learner Profile;

The Geelong College Learner Profile



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.

At the end of 2020 Dr Seward retired as Chair of Council and Council Member, along with Mr Matt Bridges.

2021 saw Prof Richard Page commence as Chair of Council and Ms Kathryn Alexander as Deputy Chair. Mr Sandy Hutton commenced on Council at the beginning of the year, Dr Sylvia Walton retired from the College Council mid-year and Dr Karen D’Souza joined Council in November.



Barry Fagg BCom, MAICD, CPA

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



Geoff Williams BCom, CA

Geoff was appointed in April 2016 and is a member of the Finance and Risk Committees. Geoff is an Old Collegian (OGC 1987), whose father Brian (OGC 1941) 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 BAarts (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.

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 12). 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.



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

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



Dr Karen D’Souza M.B.B.S (Hons)

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



The College

Students

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

Enrolments

Year	2016	2017	2018	2019	2020	2021
Students	1,243	1,240	1,219	1,281	1,320	1,372

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 (96%), followed by Chinese (1%), Mandarin (1%), Arabic (1%), and other 1%. Approximately 1.2% of students were Indigenous.

In 2021 the College student community was 57.9% male, 42% 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	Not required to report	7	96.42
1	96.54	8	95.64
2	97.04	9	95.42
3	97.51	10	96.94
4	96.97	11	Not required to report
5	96.21	12	Not required to report
6	95.22		





College Learning

2021 VCE Results

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

- Dux: ATAR score 99.8
- Six ATAR scores above 99 were recorded
- 20 highest achievers: 10 Girls – 10 Boys
- 31.6% achieved ATARs of 90 and over, placing them in the top 10% in the state
- Median ATAR was 81.75
- 15.7% of study scores were 40 and over
- Two perfect study scores of 50:
- Further Maths – 1, Psychology - 1

ATAR range	2021 No.	2021 %	2020 %	2020 %	2019 %	2018 %	2017 %	2016 %
>=99.00	6	4.41	6	3.7	2.8	4.6	4.2	2.0
95.00 - 98.95	19	13.97	12	7.5	13.4	7.6	19.7	13.6
90.00 - 94.95	18	13.23	19	11.8	12.0	10.6	15.5	12.3
80.00 - 89.95	30	22.05	31	19.3	26.8	26.5	23.2	25.3
70.00 - 79.95	20	14.71	31	19.3	17.6	16.7	15.5	21.4
60.00 - 69.95	20	14.71	30	18.6	15.5	15.9	9.9	9.7
50.00 - 59.95	13	9.56	17	10.6	4.2%	11.4	5.6	8.4
<50	10	7.35	15	9.3	7.7%	6.8	6.3	7.1
Total Students	136	100		161	132	132	142	154

First-Round Offers for 2020 Cohort

More than 98% of students who applied for courses in Victoria received an offer in the first round. Just under 62% of students received their first preference with just over 20% getting their second preference. After the second round of offers in Victoria all students who had applied received a tertiary offer.

More than 83% of the cohort received one of their top two preferences while another 5% received their third preference. Overall, just over 88% of students received one of their first three preferences.

Around 80% of students were offered places at four of the nine Victorian universities with University of Melbourne being first, followed by Monash University, Deakin University and RMIT University.

Overall, every university in Victoria made at least one offer to one of our students. The results reflect the diversity of options that our students are considering. The University of Melbourne which made the most offers accounted for just under 24% of offers made in Victoria.

Students were made offers across more than 40 different course areas in Victoria with Arts, Business, Commerce, Design, Education, Engineering, Nursing and Science areas well represented.

At least 11 interstate universities also made offers with the Australian National University (ANU) and the University of Adelaide making the greatest number of offers from the interstate universities. ANU ranked as our fifth biggest university in total. Six students are studying in the United States this year.

Interest also goes beyond tertiary courses with a number of students commencing apprenticeships or pre-apprenticeship courses this year.

Breakdown of First Round Offers

Preference	No.	%
1	79	61.72
2	26	20.31
3	7	5.47
4	8	6.25
5	4	3.13
6	1	0.78
Direct	1	0.78
No offer	2	1.56
Grand Total	128	

Year 12 cohort and summary

Total Year 12 for 2021 – 142

Number applying for Tertiary Courses in Victoria – 128

Number of applicants receiving a first-round offer – 126

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

Institution	No.	%
University of Melbourne	30	23.44
Monash University	29	22.66
Deakin University	25	19.53
RMIT University	20	15.63
Australian Catholic University	9	7.03
Victoria University	6	4.69
Swinburne University	4	3.13
La Trobe University	2	1.56
The Gordon	2	1.56
Federation University	1	0.77
Grand Total	128	

Non-Victorian Universities

The following interstate universities made offers with the Australian National University and the University of Adelaide making the highest number of offers.

- Australian National University (17)
- University of Adelaide (9)
- University of Tasmania
- University of Sydney
- University of NSW
- University of Newcastle
- University of New England
- University of South Australia
- Flinders University
- Griffith University
- Bond University

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.

		2021	2020	2019
Year 3	Reading	100	NA	98
	Writing	100	NA	100
	Numeracy	100	NA	100
	Grammar, Punctuation	100	NA	100
	Spelling	100	NA	97
Year 5	Reading	99	NA	100
	Writing	99	NA	100
	Numeracy	99	NA	99
	Grammar, Punctuation	99	NA	96
	Spelling	96	NA	100
Year 7	Reading	100	NA	99
	Writing	99	NA	97
	Numeracy	100	NA	100
	Grammar, Punctuation	96	NA	97
	Spelling	99	NA	99
Year 9	Reading	97	NA	97
	Writing	94	NA	93
	Numeracy	99	NA	98
	Grammar, Punctuation	96	NA	100
	Spelling	96	NA	99

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



College Life

Music

The College's Music program of 2021 included all manner of musical ensembles, choirs, orchestras, and bands; though this year, needfully, our program looked a little different. Adhering to COVID-19 guidelines and restrictions led to reimagining some events. Staff were quick to adapt and fully utilise the benefits of technology by launching a highly successful recording and online program for all avenues of music tuition. We were extremely thankful to our staff for their agility and patience.

Despite the restrictions we were able to stage some key events. The Rock workshop was the first of our events for 2021 and was designed to showcase the newly formed and auditioned Super Groups. The event was held at the magnificent Mt Duneed Estate and the students presented an array of original and cover songs to an appreciative audience. We followed this event with our Night At The Proms, an orchestral concert featuring the Symphony Orchestra and the String Orchestra. To round off the performance opportunities for the first semester we managed to stage the 57th House Music Festival in Morrison Hall with McArthur House winning the Massed Choir and Small Ensemble sections, and then being awarded the overall winner of the George Logie-Smith Memorial Shield.

In response to the ongoing COVID-19 restrictions, the Senior School introduced a Lunchtime Concert series in term 3 for students to enjoy the art of performance as soloists without having to be part of an ensemble which was not allowed at this time.

The College Music School witnessed an historical moment with the official launch of the new Steinway Model D Concert Grand piano in the Keith Humber Centre in April. The evening highlighted the strength of talent of our piano students across the three campuses. The new Steinway will enable our students to perform on one of the world's finest keyboard instruments. We would like to thank the generosity of our 88 Key Club Members who have played a significant role in donating the funds to acquire our flag-ship instrument.

Our classroom music curriculum has continued to provide excellent results. In Year 5 and 6, students became more tech-savvy by learning how to use their one-note pages, composing software MuseScore and the recording software Mixcraft to enhance their learning. Writing their own movie theme song towards the end of year was a highlight enjoyed by all. The Year 7 students continued exploring music through the IDP (Instrumental Discovery Program) providing students with the opportunity to learn a new instrument. The Year 8 student electives program provided students with many incredible opportunities to explore the performing arts throughout the year. Our production of 'Peter Pan' was performed to a high standard in the beginning of term 3 displaying the talents of many students including singing, dancing, acting, and arts and crafts through the design of props and costumes.

Overall, I would like to take this opportunity to thank and acknowledge the combined efforts of our Music

School Community for continuing to embrace the challenges and joys of being involved in our music program throughout 2021, especially given the difficulties of trying to operate within the restrictions of a COVID-19 world.

Mr Greg Carey

Director of Music

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 2021 because of the large period of time spent learning remotely due to COVID-19.
- Fulfilling Lives: Year 10 students were unable to participate in the usual Fulfilling Lives program in 2021, gain due to COVID-19 and associated restrictions. In place of this, all Year 10 students participated in a weeklong program in the last week of April at Kinglake Forest Adventures Camp. It is planned that these students will have the opportunity to participate in an optional interstate Fulfilling Lives program during the school holidays in April 2022.

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 6 weeks of a season 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 2021 included:

- Rowing: The Girls' 1st VIII place 3rd at the APS Heads of the River Regatta and the Boys' 2nd VIII placed 3rd in the A Final at the Head of the River Regatta.
- Open Softballers were undefeated in the B division of the APS
- Football: The 1st XVIII
- Tennis: Our tennis program saw improved results across all teams, particularly with the 1st Boys beating Melbourne Grammar for the first time in a decade.
- Boys Badminton undefeated season in the 2nd Division of the APS
- The Mixed Surf Team, in the GISSA surf Titles, placed 3rd in the Final and the Girls' only team placed 2nd in their final at Jan Juc beach.
- 1st Netball defeated GGS for the first time in many years and enjoyed a very competitive season with new coach Katrina Daws
- Cross-Country – 1st time a boys team entered in APS competition for two decades...and very competitive.



Performing Arts

- The Year 12 Theatre Studies production of The Watsons adaptation by Laura Wade
- The Year 12 Drama Ensemble performances based on the theme of “Alternate Realities”
- The Year 10 productions of Masquerade by Kate Mulvany
- Senior School Production of Grease by Jim Jacobs & Warren Casey (Rehearsed by not performed)
- The Year 9 production of Wind In the Willows
- The Dance Showcase, sharing the work of all Senior School dance classes including VCE performance solos
- The Year 8 Production of Peter Pan

Design and Creative Arts

The reimagining of art and design education continued in what was another unsettled year. Many regular events and experiences that our creative students would generally encounter were again cancelled, postponed, or transferred to new digital platforms due to COVID-19.

Students were now more familiar with the online learning platforms as our year switched between learning models on a seemingly endless cycle. At times it was wonderful to see our art learning spaces again filled with students exploring their creative interests. Our Year 9 Printmaking classes again producing a wonderful, creative, and technically skilled series of hand-coloured prints that were reproduced into short run handbound books. However, these positive classroom experiences were contrasted by continual workshop closures and restricted capacity for students’ projects, particularly in the Design Workshop. Student became much more proficient in exploring design capabilities using web-based design rendering platforms such as Fusion 360 and uploading their visual work onto shared platforms for viewing, collaborating and for assessment.

As the education and art landscapes adjusted to the new ‘COVID-norm’, new ways emerged to appreciate art. Our students were able to access many wonderful NGV online exhibitions. With the Rei Kawakubo Comme des Garçons being the standout. Giving students and teachers alike a new perspective of viewing art. Whilst our showcase exhibition experience, the Year 12 trip to MONA, was cancelled, the group was fortunate to experience in person the Soul Fury exhibition at the Bendigo Regional Gallery.

Our Fashion Design students, like much of the fashion industry over recent times, has reflected on ‘fast fashion’; with sustainable fashion and upcycling becoming core focus points within our textiles education spaces in 2021 which has had a dramatic impact on our students thinking and design outcomes and genuine consideration for their environment and our impact as designers.

Engaging, flexible education programs are often about timing and opportunity. This was no truer in 2021 than for our Year 10 Digital Media Design classes. This subject delves into creating the digital content that society is so busy consuming. From infographics, apps and web-based information to film making and sound editing. So, when an opportunity to have a real ‘on-set’ excursion was presented in 2021 of course, we took it! We had two class spend a whole day on the live filming set for the 10-part Netflix series ‘Surviving Summer’ which was filmed around our region, including on our College grounds. Such insights into film production were a rich experience. The students will be able to watch how it all turned out once released in June 2022.

As our secondary education system has the administration ‘exit system’ at senior level that is, fairly or not, hinged around final data and scores. It was pleasing to see that our practical, hands-on creative students were able to generate wide ranging creative works supported by in-depth explorative folio; then perform measurably against the state in the external written examinations with many exceptional results. Reflecting a well-balanced program between creative expression and academic rigour.

So, in another unsettled year one factor reminds us all why we must continue to seek and provide educational opportunities for our students and that is that kids want to explore, create, learn and achieve.

Camps and Expeditions

Year 4

A three-day camp to Ferngully Lodge, 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 adventurer activities.

Year 5

A four-day camp to Halls Gap in the Grampians (Victoria) focussing on leadership, fun, adventure, learning, challenges, and team building. Activities included a Mountain hike, abseiling, rock climbing, archery, group initiatives, low ropes, bush walking, flying fox, indigenous culture bush arts and craft, mountain biking, giant swing, campfire & reflector trails, and a nature discovery hunt.

Year 6

A three-day urban camp in Melbourne with a variety of experiences that supported future learning at school and a focus on developing teamwork, collaboration and connection amongst new students. Students experienced a podcasting and radio studio setup along with other career possibilities at Dream City, visited the MCG, the Shrine of Remembrance, and Artvo as well as enjoying an evening swimming program at MSAC. Students and staff stayed at CYC City in Melbourne.

Year 7

A four-day camp at Marysville, focusing on relationship building, teamwork, challenges, and connections across the year level, particularly after the lockdowns in 2020. Activities included abseiling, rock climbing, giant swing, flying fox, canoeing, team games and a games night. A guest speaker with first-hand experience of the Marysville bushfires spoke to the students about the impact on the community at the time and into the future. Students spent 1 night camping out and participating in camp-based skills in preparation for the Otway camp next year.

Year 8

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

Year 9

Unfortunately, the camp (City Week – 5 days in Melbourne) was cancelled due to restrictions in regional Victoria.

Year 10

Unfortunately, the Fulfilling Lives Program (Outreach Program) was cancelled due to restrictions in regional Victoria. However, the Year 10’s travelled to Kinglake, Victoria, for a 5 day experience focussing on personal development, wellbeing and resilience through a traditional camp experience.

Year 11/12

No trips were run for Year 11 or 12 due to the uncertainty in domestic and international travel.

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

2021 was the second year of intermittent periods of remote learning as the spread of COVID forced us into lockdowns of various duration. The huge toll on the mental health of young people in particular has been extensively documented and for schools, the impact of the loss of face-to-face connection has been significant.

With wellbeing in the forefront of our thinking, we made sure that, as much as we possibly could we would restore a diversity of face-to-face activities as circumstances would allow. This was the case with the Year 8 Retreat. With a very pointed focus on respectful relationships, there was an emphasis on more gender specific issues around what positive (and negative) interactions between students looked and sounded like. Throughout the morning sessions, the influence of social media continued to be an important theme with the organisation called “Elephant Ed” presenting small group interactive sessions on how students’ online behaviour impacts on themselves and others. The afternoon allowed students to engage in a range of offsite “fun” activities designed to celebrate their reconnection with each other.

When our Year 12 students could gather face to face, they engaged in tripleR sessions on the following topics: study skills and time management, financial literacy, personal health awareness and the power of resilience.

Paul Dillon returned to College via zoom presentations and although face to face sessions are obviously the preferred mode of delivery, students nevertheless took away key messages around how to keep themselves and their friends safe.

As consent became an increasingly important social issue, we were able to secure Sydney based expert Brent Sanders to address our Year 11 in a very frank presentation to Year 11s focussing heavily on how

the law interprets consensual and non- consensual behaviour. He certainly filled a gap in students’ knowledge around this complex issue.

In Junior and Middle 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 Respectful Relationship curriculum continued to be the focus around the following topics: Emotional Literacy, Personal Strengths, Positive Coping, and the positive effects on our wellbeing of gratitude, mindfulness, empathy, a grow mindset and resilience.

Sexuality Education continued its second year of an on-line format delivered to Junior and Middle School. Once again, this very comprehensive program delivered by Family Planning Victoria incorporated clear messages around what consent can look and sound like to younger students.

School TV

In 2021, The on-line platform designed to support parents, School TV, developed an Engagement score to measure how a school is tracking in communicating the wellbeing messages to parents. An Engagement score of 100% indicated that a school is tracking well. The Geelong College’s Engagement Score was 181% which suggests how strongly our community value the advice offered by School TV on a wide range of parenting issues. Over 2021, topics included: Covid Fatigue and Youth Mental Health; Friendships and Belonging; Consent; Respectful Language; Raising Girls; Vaping; Managing Anxiety and Instilling Hope in Uncertain times. Clearly the majority of issues raised were around the social and emotional effects of isolation brought about by the pandemic.



Diversity and Inclusion

Still hampered by lockdowns, our Geelong College Rainbow Alliance was managed to maintain its awareness raising activities albeit scaled back. Wear It Purple Day and IDAHOBIT Day are now in the College calendar as is Harmony Day and RUOK Day.

Middle School and Junior School demonstrated that the power of the Reconciliation message can indeed be conveyed via on- line presentations and assemblies. Senior School was more fortunate in that it was able to conduct its annual Reconciliation Week assembly in person in. All three campuses offered important opportunities to hear from our First Nations students about the importance of Reconciliation to them but important equally (if not more important) was that the broad College community showed its support for what Reconciliation means to a place of

learning such as The Geelong College.

The appointment of Gunditjimarra Keeray Woorrong woman Lisa Couzens as our first Indigenous Cultural Adviser has been a game changer for us.

It has also been significant that The Geelong College was invited to be part of the AITSL National Conversation held in Canberra on: Building Teachers’ Cultural Competency.

2021 was another year where lack of continuity of face-to-face learning put into sharp focus just how crucial students’ sense of connection underpins their wellbeing. To students’ credit their on-going resilience in difficult times was noteworthy. The wellbeing initiatives across the College continue to support the importance of Resilience, Relationships and Reflection.



The Centre for Learning, Research & Innovation (CLRI)

Geelong Design Week

Young Masters: UnpredictABLE

In March 2021 the College proudly hosted Young Masters: Unpredict-ABLE. The evening was part of the wider Geelong Design Week, an initiative of Geelong UNESCO City of Design. Unpredict-ABLE was an engaging evening and something quite new for us, with a number of our Old Scholars returning to College to both participate in the event, as well as reconnect with old friends and staff. Delivered in two parts, the event celebrated designers responding in moments of surprise or when facing the unexpected. We explored innovation and design thinking emerging when we encounter the unpredictable. Featuring design disciplines including fashion, architecture and visual media, we showcased young local designers and sought to inspire current or prospective design students.

Presenters:

Lachlan Patrick (OGC 2014)

Lachlan is a Mechatronics Engineer specialising in rapid prototyping, Autonomous Surface Vehicles and Humanitarian Engineering.

Nick Manton (OGC 2016)

Nick is a Melbourne-based graphic designer-illustrator, heavily influenced by his passion for music. He is currently working across a range of media including illustration, branding and web design.

Will Ritchie (OGC 1997).

Will, who holds a PhD in Molecular Biology, is a renowned wildlife artist. He constructs highly realistic paintings, drawings and sculpture. He sees realism as the ultimate test of skill and expression of understanding — a way of incorporating science into art where he portrays subjects in ways that invite others to learn about and better appreciate them.

The second part of the evening was a Q&A discussion moderated by special guest, Tuba Kocaturk, Professor of Integral Design, Deakin University, School of Architecture and Built Environment. The panel consisted of four of our well-established young designers in their respective fields;

Kate Fitzpatrick (OGC 1993) co-founder and Director of Auhaus Architecture

David Gilbert-Kent (OGC 2002) founder and Director of Geelong creative agency, Three Names Creative.

Ferne Millen (OGC 1996) a multi-disciplinary, creative artist whose main focus is on storytelling through photography and installation

Casey Egan (OGC 2004) Ripcurl's Global Head of Design, Men's Surf Wear.

The Learning Trajectory with Dr Jared Cooney Horvath

Our entire teaching staff were catapulted into 2021 with a full day of professional learning with our Neuroscientist-in-Residence, Dr Jared Cooney Horvath on Friday 29th January. Continuing his work with the College in 2021, Dr Jared is lending his significant expertise to our learning program. Harvard educated and now based in Melbourne, Dr Jared is continuing his residency with The Geelong College, working with our teaching staff on the neuroscientific basis of learning, and exploring a number of learning principals drawn from research about the human brain.

Cognizance Research Project: Year 9 Cohort

For the third year in a row, The Geelong College partnered with Independent Schools Victoria (ISV) to see students learning about their own brain function, metacognition and the fascinating world of neuroscience. The Research Project is a collaboration between ISV and renowned educational neuroscientist and Harvard University graduate, Dr Jared Cooney Horvath (PhD, MEd). At the crossroads between the laboratory and the classroom, Dr Jared spends much of his time working directly with schools and other organisations. Dr Jared has a PhD in Cognitive Neuroscience from the University of Melbourne and a Masters in Mind, Brain and Education from Harvard University. He has worked as a teacher, curriculum developer, brain researcher, and is currently an educational researcher at the Melbourne Graduate School of Education.

Our Year 9 student cohort had the privilege of participating in a number of workshops with Dr Jared throughout Terms 2 and 3. The lessons focused on four themes and a follow-up discussion;

Lesson One: Get you Mind Right (Stories and Errors)

Lesson Two: Master the Hardware (Neuroplasticity)

Lesson Three: Gaming the System (Memory)

Lesson Four: Owning your Learning (Metacognition)

Lesson Five: Follow-up Discussion Session

Rites of Passage – Presentation by Dr Arne Rubinstein

Dr Arne Rubinstein visited The Geelong College in June. Throughout the day he met with students, staff, the College Council and parents to find out more about the activities at The Geelong College which build connectedness for our students in their journey from childhood to adulthood. Arne's presentations were about rites of passage in our contemporary context and ways of us exploring avenues to develop meaningful experiences for our young people in their adolescent years. In particular, Arne spoke of the need for our young people to experience healthy challenges, constructed by adults who we know and trust, at school.



2021 Professional Development

2021 was another year of unknowns including the availability of professional development. But our amazing teachers managed to attend, in person or online, some very rewarding professional development sessions. Here is what some of them attended.

- Report on AITSL National Dialogue on Cultural Competency.
- Nurturing Creativity' Zart Art conference
- Psychology Teachers' Conference
- VCE Chemistry Conference
- Science of Language and Reading (SOLAR) Lab Intermediate Course
- Digital Learning and Teaching Victoria (DLTV) workshops
- VCE Applied Computing Teachers' Webinar
- Independent Schools Victoria – Teacher Fellow - James Colbert, Year 4, 5, and 6 Coordinator

Staff undertaking post-graduate studies

Graduate Certificate in Education Research: The role and influence of teachers' group story reading practices and beliefs on young children's engagement with stories. - Delle Ritchie, Teacher of Early Learning

Master of Education: Educational Leadership & Policy: Justine Dyson, Middle School Head of Humanities

Master of Education (Leadership and Management): Emma Watters, Middle School Leader of Learning

Master of Education (Educational Leadership and Student Wellbeing): Georgina Rolls, Deputy Head of Middle School

Foundation Fellowship 2021

NOTE: Due to Covid-19 and travel restrictions, the following learning opportunities were awarded in 2021, but the actual experience is taking place in 2022.

Stronger, Smarter Leadership Program: Jane Sampson (Indigenous and International Student Coordinator)

The Stronger Smarter Leadership Program equips school leaders to actively engage the school community in building high-expectations relationships to promote positive identities and excellence in schools. Stronger Smarter aims to create a network of 'high-quality, excellence-orientated

school cultures' to promote inclusive education in Australia. This program will deliver innovative models that will enable us to offer the best care and support for our Indigenous students that will take into account their cultural needs as well as bring back skills to share with other staff.

Separate to the Foundation, The Geelong College funded a second staff member to attend this Leadership Program.

Rites of Passage: Kevin Jess (Senior School Teacher and Head of Design and Creative Arts)

The training is held over three days and is designed for anyone who wants to learn about Rites of Passage and begin their journey to develop and facilitate truly transformational programs for people. Over 5000 people globally have attended this training and set up programs in more than 20 countries. We believe that a Rite of Passage is a necessary part of a person's development, and our aim is to create masterful transformational facilitators that will help guide people and groups towards their best.

The training explains the model and methodology of the Rites of Passage Framework and the theory behind transformation, it supports you in adopting the mindset and confidence required to inspire and guide others as they transition from one stage of life to the next. Our Leadership Training is commonly attended by teachers, outdoor educators, mentors, coaches, social workers, psychologists, and parents and is run by Dr Arne Rubinstein, the Founder and CEO of The Rites of Passage Institute, and an expert on Rites of Passage and adolescent development.

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 \$555,498 for The Geelong College this year.

The Foundation provides ongoing support directly to the school by:

- Funding scholarships and bursaries.
- Providing financial support for the Foundation Fellowship which provides opportunities for The Geelong College staff to undertake study, research or professional development either nationally or internationally.

- Sponsorship of the Foundation Concert which is the pinnacle of The Geelong College's music program, celebrating musicianship, talent and dedication through a night of performance featuring ensembles and choirs from across the College.
- Distributing 50% of our annual net surplus to a Principals' Project which for 2021 was the refurbishment of several areas at Mossgiel, the girls' Boarding House.
- Providing financial assistance to the many building and refurbishment projects throughout the school.

Mr J A (Sandy) Hutton stepped down as President of the Foundation in late March after six years and a new President, Mr Scott Chirnside, was elected. We held our Annual General Meeting in late March in Wayaparee and it was lovely for our Foundation members to experience this beautiful new facility at the new Junior School (Campbell House). Mr Cam Emerson retired from the Foundation Board at that AGM after nine years as a director and Mr Nick Gilchrist was elected as his replacement. Mrs Julie Cole resigned from the Board at our November board meeting after four years as a director.

Our Foundation Fellowship recipients for 2020 were unable to fulfil their professional development commitments in 2021 due to COVID-19 travel restrictions, however we are hoping that these may go ahead in 2022. The 2021 Foundation Fellowships were awarded to two staff members for programs taking place in 2022. These programs include participation in the Stronger Smart Leadership Program and the Leadership Course at the Rites of Passage Institute.

Our amazing College community supporting our Annual Giving campaign this year which provided funds towards scholarships, in particular Boarding scholarships, Pegasus scholarships and the Dr Bill Williams Tjungurrayi Scholarship (our Indigenous scholarship). The generous donations have also allowed us to continue the refurbishment of the Cloisters through gifts to our Building fund.

Our Foundation members joined the Board and the 2021 Prefects for Lunch in the Dining Hall on 29 April where we enjoyed listening to the past Chairman of Council, Dr Hugh Seward, talk to us about the culture, stewardship and history of The Geelong College and how this has shaped the current character of our school and how the Foundation has played a part in that. We were thoroughly entertained by Year 12 music students singing a song written by one of the students. Engaging with our members for the rest of the year was difficult due to COVID-19 restrictions so unfortunately our annual Foundation Concert which was due to be held in August had to be cancelled. Several other scheduled events also had to be cancelled, however we look forward to re-engaging with our Foundation members and other College community members in 2022.

Thank you to the Board members for their time and commitment to the Foundation during another difficult year of COVID-19 interruptions and to the Advancement team who kept all of our endeavours running smoothy. Thank you also to our generous College community for your support during 2021. We certainly could not achieve the success we have without your ongoing commitment to the school, thank you.

Community Engagement

Community engagement is a feature of The Geelong College. Information is distributed and community feedback is obtained through a range of means. These include printed material; parent groups; electronic platforms; and, community surveys. The practice of regular communication with parents was continued in 2021, 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). Parent forums such as the Prep School Parent Support Group, Senior School Parent Support Group provide excellent face-to-face opportunities for interaction between staff and parents. These forums complement the range of parent support groups for a number of Senior School cocurricular activities which all serve to enhance the experience of students through meaningful, positive and constructive interaction. The nature of parental participation in 2021 changed with greater use of electronic means of meetings. This worked remarkably well and evolved to various hybrid models of face-to-face and online interactions.

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 sixth 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 survey program to provide annual feedback from these year groups as well as biennial feedback from staff. The feedback from these surveys 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 2021, 212 parents and 386 students and 176 staff across all areas of College operations participated in surveys and provided views on such areas as academic performance, student wellbeing, religious education, cocurricular, sport, communications, reputation and facilities.

Survey Summary

Parents

A selection of the Year 12 parents' top-level findings is 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:

- 1. 93% of parents' expectations were met or exceeded in relation to the Quality of teaching
- 2. 90% of parents' expectations were met or exceeded in relation to the Focus on student wellbeing, providing a safe and caring environment
- 3. 96% of parents' expectations were met or exceeded in relation to Balanced education
- 4. 94% of parents' expectations were met or exceeded in relation to the Academic standards
- 5. 91% of parents' expectations were met or exceeded in relation to the Facilities & resources

Students

- 1. Overall, expectations met/exceeded by students is categorised as "Very High" in the survey. A selection of the Year 12 students' top-level findings is detailed below; ranked in order of the importance the parents placed on reasons for choosing The Geelong College. In relation to the top four areas students noted as most important, expectations met/ exceeded are:
- 2. 90% of students' expectations were met or exceeded in relation to the quality of teaching

- 3. 97% of students' expectations were met or exceeded in relation to academic standards
- 4. 92% of students' expectations were met or exceeded in relation to a balanced education
- 5. 86% of students' expectations were met or exceeded in relation to facilities and resources



College Staff

The College employed 350 core staff in 2021, with a gender ratio of 66% female, 34.0% male and no one identifying as non-binary. The staff cohort included 168 Teachers, 172 Business Operations staff and 10 Executive staff. No staff have self-identified as Indigenous. Across the College, the pupil-teacher ratio is approximately Primary – 11.2 students: 1 teacher and Secondary – 10.4 students: 1 teacher, and all were VIT registered. After reducing staff professional development spend in 2020 due to COVID, The College increased the expenditure in 2021 to \$60,903 with an average of \$479.93 spent per teacher (FTE).

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

Staff Qualifications

EXECUTIVE

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

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

Head of Junior School
Ms S A Wood, BA(Education), BEd, MEd

Head of Middle School
Mrs L J Russell, BEd

Head of Senior School
Mr N J Coull, BEd (Hons), MEd

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

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) (Leave)

Ms O Allan, BAHist, BTeach(Primary)

Ms E R Anderson, BMus(Hons), BTeach(Hons), DipAMusA(Violin) (Terms 3 & 4)

Mrs M Barnes, BLaw, MEdStud,

GradDipEd(Secondary)
Leader of Learning (Years 9 – 12)

Ms C B Barrett, BTeach&Learn, GradDipEarlyChildhood,
Leader of Learning (EL – Year 3)

Mr E K Bauer, BA, PostGradDipTeach (Secondary)

Mrs M Bell, BMusEd, MEd, AMusA
Head of Instruments

Mr R J Bell, BEd

Miss K Bent, BHealth/PhysEd (Terms 3 & 4)

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

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

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 (Terms 1 & 2)

Ms L E Brennan, GradDipEd, PostGradCert(Educational Studies), BAppSci

Miss I O Brough, BMusicPerformance, MTeach(Secondary), MMusic(Performance Teaching)
Curriculum Coordinator of Music (Years 4 – 8)

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

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

The following service and retention statistics demonstrate that our staff continue to be committed to, and satisfied with, the school and its community;

- 43.2% of staff have been employed for up to five years;
- 21.9% 6-10 years;
- 21.1% 11-20 years;
- 9.7% 21-30 years; and
- 4.1% have served more than 30 years.

Mrs C Carah, BEd

Miss A L Carr, BEd

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

Ms M Chalmers, BSci, PostGradDipTeach

Mr T L B Chan, MTeach(Secondary)

Mr M D Cheatley, BEd
Director of Sport

Mrs A M Claringbold, BEd(Primary)
Curriculum Coordinator of Drama (Foundation – Year 8)

Ms P M Clark, BAppSc(Photography), DipEd (Terms 3 & 4)

Ms A E Clennett, BEd, MHumanMovement

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

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

Mr T M Colbert, BEd(Phys Ed)
Coordinator of Physical Education (EL – Year 8) Head of Minerva House

Mr P E Conway, BSc(Ed)

Mr B Cook, BAppSc, GradDipEd
Head of Coles House

Miss G M Cook, MTeach

Mr T G Curry, BSportDev, GradDipEd(Primary), GradCert(Catholic Studies)

Dr F D’Agostin, BSc(Ed), MEd, PhD
Reporting and Analytics Coordinator (Foundation – Year 12)

Ms E Davis, BEd, DipPrimTeach (Departed Term 2)

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

Ms M C de Veth, GradDipEd(Applied Learning) (Terms 3 & 4)

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)
Curriculum Coordinator of Humanities (Years 7 & 8)

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

Mr N B Eley, BEd

Mrs C J Fairlie, BEd (Terms 3 & 4)

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

Mrs D L Filling, BEd
Outreach Coordinator
Head of Shannon House

Mr K P Flanagan, BSc, DipEd, MSc
Head of Mathematics (Years 9 - 12)

Mrs T J Foley, BA, DipEd

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

Mrs L J Fuller, BA, BTeach(Primary)

Mr O Galluccio, BEd, DipTeach

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

Miss F Gibier, BSociology, CertTeach (Term 1)

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

Miss C L Goss, BA, MTeach
Level Coordinator (Foundation – Year 1)

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

Mr P A Green, Bed, Med (Terms 3 & 4)

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

Mr R M Hanley, BEd

Mrs J J Hauenstein, BSci(Hons), DipEd (Term 4)

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

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

Ms P M Henning, BEd
Head of Geography (Years 9-12)

Ms I C Henricus, BA, MTeach (Parental Leave)
Coordinator of Learning Enrichment (Years 9-12) (Term 1)

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

Ms B R Hollander, BA, DipEd

Miss C O Hollowood, BEd(Primary)

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 (Term 2)

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 (Years 9 – 12)

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

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

Mrs K Jones, DipTeach(Primary), MEd

Miss E M Joyce, MTeach(Early Childhood) (Terms 3 & 4)

Mr L Joyce, BEd(Creativity & Arts)
Head of Calvert House

Mr P I Jubber, BEd
Level Coordinator (Year 8)

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 Y Lairs, DipEd(LOTE) (Departed Term 3)

Miss S F Langley, BHealthPhysEd

Miss B M Long, BSci, BTeach

Mr A W Lowrie, BComm, MTeach

Mr R J McElligott, BA, GradDipEd
Deputy Head of Junior School

Mrs A M McGucken, BEd, MEd(Teacher Librarianship)
Head of Library Information Services

Mr S McIntosh, BMultimedia, BArchitecture/Arts, DipEd(Arts/Media), Advanced Diploma of Electronic Design and Interactive Media, Cert IV TAE

Mr A R McKie, BEd, DipTeach(Primary), GradDipEd(Computing)
Curriculum Coordinator (Years 4, 5, 6)
Head of Helicon House

Ms A-M Mahoney, BA, DipEd

Mrs G L Malone, BEd(EarlyChildhood & Primary)

Ms B L T Marcel-Hubert, BEd(Secondary)

Ms R L Moloney, M(Learning Intervention), MEd(Student Wellbeing), GradDipEd
Coordinator of Learning Enrichment (Years 9 – 12)

Mrs R A Molyneux, BEd(EarlyChildhood), DipTeach(EarlyChildhood), MEd Studies
Director of Early Learning

Mr C Morgan, BEd, GradDipCompEd
VCE Coordinator

Mrs C L Morgan, BEd

Mrs C A Morris, BEd, DipPrimTeach, MACE
Mr R M Morris, BEco, BEd
Head of Business Studies
VET Coordinator

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 (Years 9 – 12)

Mrs H S Nicol, GradCertSci, GradDipEd, BAppSci

Mrs D Nikolovski, BTeach(Hons), BA

Ms M J Oates, BSc, DipEd, Cert IV CELTA

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

Mr S L Orr, BEd

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 (Terms 2 & 3)

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 E R Robertson, BTeach(Secondary)

Miss G H Rolls, BAgriSci, PostGradDipTeach, Dip (Modern Languages), MTeach
Deputy Head of Middle School

Miss J E Sampson, BA, GradDipEd
International Students Coordinator

Miss C E Saraci, BEd

Mrs K B Saunders, BA, DipEd

Mr A J Schuyler, BEd, Cert III (Education)
Triple R Respective Relationships Coordinator, Level Coordinator (Years 2 – 3)

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

Mr I S Sheppard, BSci, DipEd, GradDipEd, MEd
Curriculum Coordinator of Mathematics (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) (Departed Term 2)
Head of Shannon House

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

Mr G J Smith, BA(Painting), DipEd

Mrs F L Stafford, BTeach(Primary), MEd

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
Curriculum Coordinator of Science (Foundation – Year 8)

Mr M B Thacker, BMusEd

Miss E C Thompson, BEd(Early Childhood)

Mr D G Thomson, BA, GradDipEd (Secondary), GradCertEd
Curriculum Coordinator of Art (Years 4 – 8)

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

Miss T M Timmins, BEd, DipViolin (AMUSA) (Departed Term 1)

Miss T N Tong, MTeach

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 A Wade, BEd, DipTeach (Term 1)

Mrs C E Watson, BSc(Hons), HigherDipEd, MEd(Sci)
Head of Science (Years 9 - 12)

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

Mrs E J Watters, BEd(Primary)
Leader of Learning (Years 4 – 8)

Mrs P Wilson, BEd(Physical Education), PostGradDip(Educational Studies), GradCert(Religious Education)
Curriculum Coordinator of Religious and Values Education (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
Middle School Camps Coordinator

Mr S J Wright, BEd
Chaplain

Ms K Yee, BSc, GradDipEd, GradDipRepSci

Ms A M Zauli, InterTeachQual(VIT validated), DipArts(Visual Arts)
Curriculum Coordinator of Languages (EL – Year 8)
Head of Pegasus House

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Curriculum Coordinator of English (Years 7 & 8)

Financial Statement

For the 2021 calendar year, the College, continued with uncertainty surrounding the operating learning mix of face-to-face classes and remote learning models. The adaptability of staff, parents and the wider College community enabled much of the experiences of the School across this challenging time.

Continued strong enrolment numbers enabled the College to provide fee concessions for term 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 the support of 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, the Bellerin Centre for Wellness.

Key achievements for the financial year include:

- Ongoing 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 2021 financial statements

- Continued focus on planning for facility upgrades to maintain enrolment growth projections

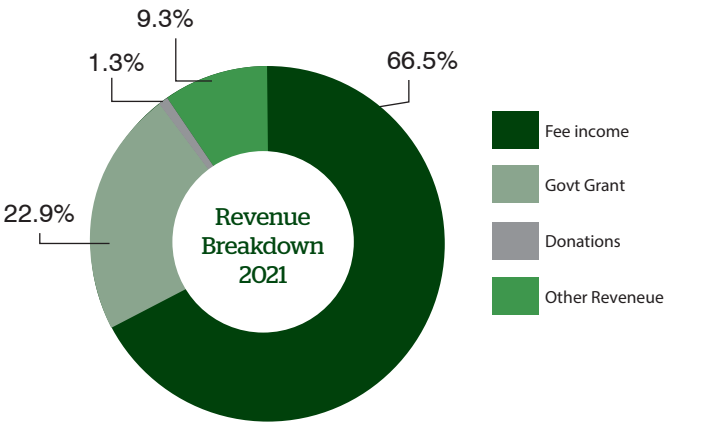
Total income received for 2021 was \$51.93m, an increase of 10% on 2020. Despite concessional support given for fees, strong enrolment numbers represented the bulk of income received (66.5%). Funding received from both Commonwealth and State Government accounts for 22.9% of total income received. Retail sectors and donations contribute the remaining 10.6% combined.

Total expenditure increased by 5% on 2020, with the two largest expense items being salaries (including on-costs) and educational spending accounting for approximately 76.8% of total spend, with administration and facilities costs being the remaining 23.2%.

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.

2021 operating accounts

Revenue (\$m)	2020	2021
Fee Income	31.57	34.55
Government Grants	10.88	11.90
Donations	0.41	0.68
Other Revenue	4.39	4.80
Total Revenue	47.25	51.93



Expenses (\$m)	2020	2021
Salaries and Education	33.63	34.27
Depreciation and Amortisation	2.55	2.56
Facilities and Grounds	1.86	2.00
Communication	0.16	0.28
Finance/Admin/Other	4.16	5.50
Total Expenses	42.35	44.61

