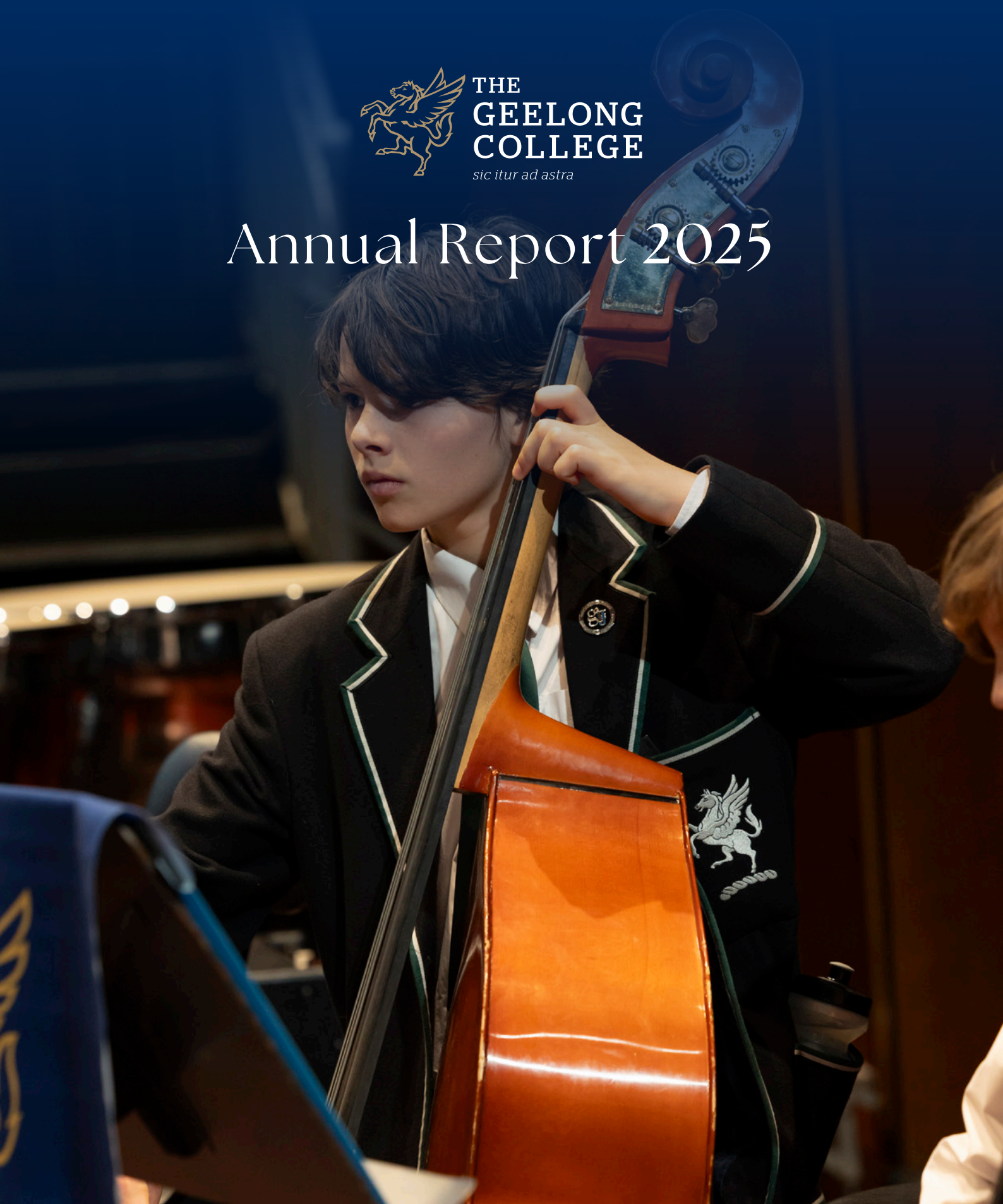




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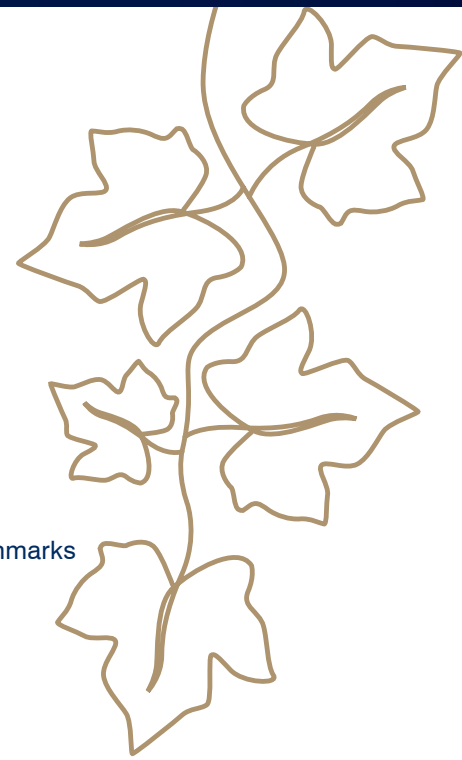
Annual Report 2025





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Our Purpose

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

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

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

Our Values

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

The Geelong College is committed to the principles and practice of Australian democracy. You can read our statement of commitment [here](#).



Executive Summary

The 2025 Annual School Report reflects a full and active year at The Geelong College, shaped by a clear and enduring commitment to excellence in education. It brings together the achievements, initiatives and everyday work that define life across the College, where learning, wellbeing and community remain closely connected.

The Geelong College Council continues to provide careful stewardship and strategic oversight. Its work ensures the College meets its legislative obligations while also supporting thoughtful, sustainable growth. Council's focus remains on steady improvement and the long-term strength of the College as it responds to the changing needs of students, families and the wider community.

Enrolments from Early Learning to Year 12 reached 1,670 students in 2025, an increase of 20 on 2024. Demand for places remains strong, with waiting lists continuing across a number of year levels. The Junior School's Reggio Emilia-inspired approach is well understood and valued within the community, providing a clear foundation for learning in the Primary years.

During 2025, Dr Miller continued to lead the College's work within the Strategic Framework introduced in 2024, with a focus on maintaining continuity ahead of his departure at the end of Term 3. I commenced as Interim Principal in Term 4. At that time, Nathan Morton was appointed Deputy Principal for a fixed term and Laura Dillon was appointed Director of Teaching and Learning. These appointments were well received, and the transition in leadership has been supported by a highly collaborative Executive team.

Following the purchase of the Merrawarp Road site, staff were invited to visit on four occasions, with around 50 staff attending a visit with Dr Miller. These visits encouraged both practical thinking about immediate use and broader conversations about the site's longer-term possibilities.

The introduction of a Wellbeing Executive team in 2025 has led to the development of a Wellbeing Framework for the College. This work draws on our values, strategic direction and current research, while remaining grounded in the College's context. The process itself has been important, strengthening staff engagement and reinforcing the place of wellbeing in everyday practice.

Co-curricular participation remains a strong feature of College life. The Girls' Firsts Netball team's premiership, won at Belerren on 9 August, was a highlight of the year. Drama productions in both Middle School (Shrek Jnr) and Senior School (Mary Poppins) brought together students, staff and families, and reflected the depth of talent across the College.

The Geelong College is proudly grounded in Geelong and closely connected to the aspirations of its community. Service to others, generosity and a shared responsibility for wellbeing are evident in daily life. Academic work remains central. The College supports students to pursue their best and to contribute with purpose within and beyond the school, both locally and further afield.

Mr Simon Young
Principal

Strategic Plan 2024–2029

Four Strategic Imperatives have been identified, which contain several Strategic Initiatives. These are:

Strategic Imperatives	Strategic Initiatives
Our Reason – An innovative, inspiring and influential school	Contemporary Learning Experiences (Students) Advancement of Professional Learning Practices (Staff) Secure Student Futures Cocurricular Pathways and Structures
Our Resources – Future-ready resources and inspiring facilities	Capital Master Plan Review and Execution Future Boarding Middle Leadership Development Destination School for Employment
Our Responsibilities – An exemplar in environmental education and ethical practices	Reconciliation and First Nations Engagement Ethical Practices and Programs Environmental Stewardship Culture of Gratitude and Giving
Our Relationships – A connected and compassionate community	Collective Wellbeing Action Plan Student Community Service Wider Community Involvement

Vision for Learning

At The Geelong College, we set high expectations for every student. Our Vision for Learning reflects a belief that education is shaped not only by classroom study, but by experience, community and purposeful activity.

Students take part in all aspects of College life – in classrooms, studios, on stage, on the sporting field, and through service and cultural opportunities. These experiences are connected. Each contributes to how students build knowledge, develop skills and come to understand the world around them.

The Vision for Learning brings together the College's Learner Aspirations. These describe how students approach their learning, how they work with others and how they grow over time. The Aspirations extend across subjects and year levels and are evident in the everyday life of the College.

Together, the Vision and the Learner Aspirations guide the design of academic, co-curricular and experiential programs. They provide a shared language for staff and students and support consistent expectations across different contexts. Students are encouraged to test ideas, take risks and learn from experience, including when outcomes do not go as planned.

What we believe

Learning over time

Learning at the College is continuous and personal. Each student develops in their own way while working within a shared set of expectations.

We expect students to set goals, respond to feedback and take increasing responsibility for their learning. Over time, they build confidence in their abilities and a clearer understanding of how they learn best.

Engagement through experience

Engagement grows when learning is purposeful and varied. Students encounter different ways of thinking and working through academic study, creative practice, physical activity and service.

At different points, students lead, contribute, practise and reflect. Each role forms part of the learning process.

We believe that:

- everyone can learn
- education supports each individual to recognise and develop their abilities
- curriculum should connect with real contexts and experiences
- learning should encourage curiosity, questioning and problem-solving
- students benefit from a balance of explicit instruction and independent exploration



Learner aspirations

The Learner Aspirations describe how students approach their learning across all areas of College life. They are evident in classrooms, on the sporting field, in music and the arts, and through co-curricular and service programs.

Our learners aspire to be:

- Active – contributing to their community, demonstrating respect for others and taking responsibility for their actions and choices in different settings
- Communicators – expressing ideas clearly and thoughtfully in a range of forms, and listening with care to understand different perspectives
- Creative and innovative – approaching challenge with curiosity and persistence, and using trial and error as part of the process of developing new ideas and solutions
- Flexible and adaptable – responding to change with confidence, considering different viewpoints and adjusting their thinking when faced with new information or experiences
- Open-minded thinkers – exploring ideas with curiosity, thinking critically and independently, and being willing to question assumptions and consider alternatives
- Reflective and aware – recognising their progress over time, responding to feedback, and understanding their impact on others within the College and the wider community

The College Council

The College Council is responsible for the governance of The Geelong College. It has held this role for more than 100 years, following the transfer of the School from the Morrison family to the Presbyterian Church.

Council oversees the strategic direction of the College, its financial stewardship, major capital and infrastructure projects, and the appointment and review of the Principal.

Members bring experience from across education, law, finance, business and health. Together, they support the long-term sustainability of the College and its role in the wider community.

There were no changes to Council membership in 2025.



Prof Richard Page – BmedSci, MBBS, FRACS, FAOrthA

Richard is an orthopaedic surgeon specialising in shoulder and upper limb surgery. Based in Geelong, he is Director of Orthopaedics at Barwon Health and Professor of Orthopaedic Surgery at Deakin University. His training has included appointments in Australia, the United Kingdom, Europe and the United States. He is a past parent who is strongly connected to the College and remains active in clinical research through the Barwon Centre of Orthopaedic Research and Education.



Ms Kathryn Alexander – Barts (Int Design), Grad Dip (Restoration and Conservation), MDIA

Kathryn is a founding Director of JAM Architects and has more than 30 years' experience in interior architecture across residential, commercial and public projects. She is a past parent and has been closely involved in the College community over many years, including roles with the Preparatory School Parents' Association and the College Foundation. Her work includes several significant education and community-based projects.



Mr Geoff Williams – Bcom, CA

Appointed in 2016, Geoff is a Chartered Accountant and Principal at LBW Chartered Accountants. His experience spans public practice and the corporate sector, with a focus on taxation and business advisory. Geoff serves on the Finance and Risk Committees. He is an Old Collegian (OGC 1987) and past parent, with longstanding family connections to the College. He has also advised a range of family-owned enterprises across regional Victoria.



Ms Kym Peake – EMPA, BA (Hons), LLB

Kym has held senior leadership roles across state and Commonwealth government, including serving as Secretary of the Victorian Department of Health and Human Services. She is an old Collegian (OGC 1990) and her experience spans public administration, policy and governance. She is also President of the Institute of Public Administration Australia (Victoria).



Ms Bridgette Kelly – LLB, BCom, Grad Dip LP

Bridgette is Special Counsel at Coulter Legal and an accredited family law specialist. An Old Collegian (OGC 1997), she has been actively involved with the Old Collegians' Association and the Geelong Community Foundation. She was a founding member of the Geelong Young Professionals Network.



Mr J A (Sandy) Hutton – B. Comm

Sandy is a Senior Private Client Adviser at Bell Potter Securities with a long career in stockbroking and finance. An Old Collegian (OGC 1973) and former boarder at Mackie House, he has maintained a strong connection to the College and has served on the College Foundation board. He has held roles with several major investment firms, including Credit Suisse First Boston and Morgan Stanley.



Dr Karen D'Souza – MBBS (Hons)

Karen is Student Progression and Welfare Lead for the Doctor of Medicine program at Deakin University. She has been involved in the program since its establishment and contributes to national medical education working groups. She is a current College parent and co-chairs the Australasian Collaboration for Clinical Assessment in Medicine.



Mr Tony Ficca – B.Com, FCPA, FAICD

Tony is a Company Secretary and finance professional with experience across health and not-for-profit organisations. He has held senior finance roles, including within the health sector, and has been a member of the College Finance Committee for many years. He is currently Company Secretary at Wayss Ltd and Mental Health Australia.



Ms Meg Hansen – BA,MA (Hons) DipTch, MAICD

Meg is a former Principal of Westbourne Grammar School and Lauriston Girls' School. She now works in educational leadership recruitment and consulting, and serves on a number of boards, including Camberwell Girls Grammar School and The Invergowrie Foundation. She has also served on the Board of Victoria University.



Mr John Oldmeadow – BA (Hons)(Monash), Dip Ed, B Ed, M.Div

John has worked across education, publishing and the Uniting Church. He previously served as Executive Director of the Board of Education for the NSW Synod. He remains active in community and interfaith initiatives and continues to contribute to education-related organisations.

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	2021	2022	2023	2024	2025
Students	1,372	1,468	1,512	1,548	1,570

The College community is diverse, with students from a wide range of backgrounds. English was the most common language spoken at home by College students (97.3%), followed by Chinese (0.5%), Mandarin (.9%), and other (1.3%). Approximately 1.41% of students were Indigenous.

In 2025 the College student community was 53.50% male, 46.43% female and 0.06% non-binary.

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 (Foundation to Year 6), the attendance of each student is recorded twice daily. In 2025, 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 %
Foundation	89.37%
1	94.36%
2	94.15%
3	91.80%
4	93.23%
5	89.24%
6	89.46%
7	89.30%
8	92.79%
9	90.35%
10	91.42%
11	93.16%
12	93.67%





College Learning

VCE Results

The following is a summary of the VCE achievements of the 2025 cohort, together with a breakdown of ATAR ranges.

- Dux: Joseph Afford with an ATAR of 99.8
- Proxime Accessit: Cate Robson with an ATAR of 99.35
- Four students with an ATAR of 99.00+
- 27.32% of ATARS were above 90
- Median ATAR was 82.65
- Four perfect study scores of 50 in General Maths (x 2), and Psychology (x 2)
- 14% of study scores were 40+
- Median study score was 33

ATAR range	2025 %	2024 %	2023 %	2022 %	2021 %
>=99.00	2	1.1	1.3	1.7	4.41
95.00 - 98.95	10	11.9	14.6	12.2	13.97
90.00 - 94.95	15	15.3	10.1	12.2	13.23
80.00 - 89.95	28	19.9	24.7	27.9	22.05
70.00 - 79.95	15	16.5	19.6	17.4	14.71
60.00 - 69.95	11	13.1	16.5	14	14.71
50.00 - 59.95	10	11.4	5.7	9.9	9.56
<50	9	11.4	7.65	4.7	7.35
Total Students	161	176	100	100	100

Post-school pathways

Students, staff and families worked together to support the transition of the 2025 cohort from school to life beyond.

Of the students who applied for courses in Victoria, 99.3% received an offer across the first two VTAC rounds in December 2025 and January 2026. One student was in the interview stage at the time of reporting.

In the first offer round on 23 December, 108 students (73.9%) received their first or second preference, including Early Entry offers. A further 10 students (6.8%) received a first or second preference in the second round on 13 January.

Across both rounds, 32 students (19.8%) received their third or fourth preference, while nine students received offers between their fifth and eighth preferences. Overall, 92.6% of students received one of their top four preferences in Victoria.

Sixteen students received offers in the second VTAC round, reflecting the opportunity to adjust course preferences between rounds.

A number of students also pursued pathways beyond traditional tertiary entry. Eight students chose enterprising pathways, including:

- two commencing apprenticeships
- one joining the Australian Defence Force
- one undertaking a gap year to play cricket in the United Kingdom
- one working in a school in the United Kingdom
- one working on a cattle station in the Kimberley
- two combining work and travel

University offers

The University of Melbourne, Deakin University, RMIT University and Monash University each made a similar number of offers across both VTAC rounds. All four institutions issued offers in both rounds.

Together, these four universities made 125 offers, representing 76.2% of all offers issued.

Across Victoria, eight of the nine universities made at least one offer to College students. Of the 164 total offers made across both rounds, more than 96% were at Degree, Master's or Associate Degree level. The remaining offers were Diploma courses, which may provide a pathway into the second year of a Bachelor degree following successful completion.

Additional offers, outlined in the table overleaf 'Offers by tertiary institution Victoria', were made outside the VTAC system and required interviews or other selection processes.

Confirmed offers and student destinations

Student Destinations	Student Number	%	Confirmed University Offers
Successfully Completed Year 12	164	100%	
Chose Enterprising Options	8	5%	
Applied to Study in Victoria Only	150	96%	164
Applied Interstate Only	6	4%	
Applied to Multiple States	29	18.5%	39
Offered Study & Sport Scholarships	2	1.2%	2

Breakdown of first and second round offers Victoria

Preference	First Round	First Round %	Second Round	Second Round %	Total	Total %
1	85	58.2	6	37.5	91	56.1
2	23	15.8	4	25	27	16.7
3	13	9	2	12.5	15	9.3
4	15	10.2	2	12.5	17	10.5
5	2	1.3	1	6.25	3	1.9
6	3	2	0	0	3	1.9
7	4	2.8	1	6.25	5	3
8	1	0.7	0	0	1	0.6
Grand Total	146		16		162	

Offers by tertiary institution Victoria

Institution	First Round	First Round %	Second Round	Second Round %	Total	Total %
Monash University	30	20.4	5	29.4	35	21.3
RMIT University	29	19.7	3	17.6	32	19.5
Deakin University	27	18.4	2	11.8	29	17.7
University of Melbourne	26	17.8	3	17.6	29	17.7
Australian Catholic University	9	6.1	1	5.9	10	6.1
Latrobe University	9	6.1	1	5.9	10	6.1
Swinburne University	8	5.4	0	0	8	4.9
Victoria University	4	2.7	1	5.9	5	3
Private Providers	5	3.4	1	5.9	6	3.7
Grand Total	147		17		164	

Interstate and international offers

Nineteen interstate universities made offers to College students, with the University of Adelaide and the Australian National University (ANU) among the most common. All ANU offers were made through Early Entry and released in September 2025, prior to the release of ATAR results.

In total, 27 universities across Australia made offers to College students.

Four students applied to interstate or overseas institutions. Two students received offers from universities in the United States. One student is awaiting an outcome for Medicine, with applications in Queensland and overseas, and another is awaiting an interstate offer.

Application and offer data is drawn from the relevant admissions centres, including VTAC (Victoria), UAC (New South Wales and Australian Capital Territory), QTAC (Queensland) and SATAC (South Australia). Data for the Australian National University, Bond University, the University of Tasmania and Western Australian universities is collected directly through student communication.

A number of interstate Early Entry offers are not taken up, as students often revise their preferences following the release of ATAR results and VTAC rounds.

Breakdown of interstate universities who have made offers

University	Offers
University of Adelaide	10
University of New England	2 Early Entry
Australian National University	4 Early Entry
University of NSW	2
University of Wollongong	1
Griffith University	2
University of Tasmania	2 Early Entry
University of Queensland	2
Charles Sturt University	1
University of Sydney	3
University of Newcastle	2
Bond University	2 Early Entry
James Cook University	3
Australian Catholic University	1
WAPPA (ECU)	1 Early Entry
Flinders University	1
Total	39



First and second round offers by course in Victoria and other states

Students received offers across 37 different course areas throughout Australia, demonstrating a wide range of interests and pathways. The most common areas were Arts, Business and Commerce, Law, Engineering and Science, which together generated the highest number of offers. There were also three offers to Medicine.

Course	Victoria	Interstate
Accounting	2	
Acting		1
Actuarial Science	1	
Agriculture [including Agribusiness]	4	2
Architecture (including property and real estate)	1	
Arts (including double degrees)	14	1
Aviation [Pilots Training]	1	
Banking and Finance	1	
Biological Science	1	
Biomedical Science and Biomedicine	9	3
Building and Construction (including Construction and Project Management)	4	1
Business (including double degrees and property development)	15	2
Commerce (including double degrees)	10	
Education	6	
Engineering Courses (including double degrees)	22	2
Exercise and Sport Science (including double degrees)	6	
Fashion Design and Fashion Enterprise	2	
Film and Television	2	
Fine Arts [Dance]	1	
Food Technology	1	
Health Sciences	2	
International Relations	5	1
Interior Decoration and Design	1	
Law Courses (including double degrees)	11	3
Marine Science		4
Media and Communication	7	4
Medical Imaging	2	
Medicine	1	2
Nursing (including double degrees & Midwifery & Paramedicine)	6	4
Oral Health	1	
Pharmaceutical Science	1	
Physiotherapy	3	4
Psychology (including double degrees)	5	
Radiation Science	1	
Science (including double degrees and masters packages)	13	3
Speech Pathology	2	
Veterinary Biology & Technology		2
Grand Total	164	39

Literacy and Numeracy Benchmarks

The table below shows the percentage of students in Years 3, 5, 7 and 9 who met the **national minimum standard** in reading, writing, numeracy, grammar and punctuation, and spelling, based on NAPLAN results.

These results provide diagnostic information for parents and teachers about student performance in literacy and numeracy. They are used to inform teaching and learning programs and to support student progress over time.

Test	Reading	Writing	Spelling	Numeracy	G&P
Year 3	100%	100%	100%	100%	100%
Year 5	96%	95.9%	93.2%	97.3%	93.2%
Year 7	98.8%	98.8%	96.4%	98.8%	96.4%
Year 9	99.4%	98.9%	96.1%	97.2%	95%





College Life

Music

Music at The Geelong College in 2025 was marked by strong participation across all year levels, a full calendar of performances and several notable individual and ensemble achievements.

The year began with the annual Senior Music Camp at Rutherford Park in Blampied, held before the start of Term 1. Over three days, ensembles rehearsed intensively and established the foundations for their work across the first part of the year. Time spent together at camp also strengthened relationships within and between ensembles.

These rehearsals led into the third Live on the Lawn concert, which was held four weeks into the year with the Dining Hall as the backdrop. More than 500 members of the College community gathered on Talbot Street Lawn for an evening of outdoor performance.

Instrumental learning in the Junior and Middle Schools remains central to the program. All students in Year 3, Year 5 and Year 7 take part in the Instrumental Discovery Program, learning a string, brass, woodwind or percussion instrument. This provides a pathway into the broader co-curricular music program, which continues to grow.

In May, students travelled to Mount Gambier for the Generations in Jazz festival, where they attended performances including Gordon Goodwin's Big Phat Band. Later in the year, College ensembles took part in the Victorian Schools Music Festival. Performances were held locally at Christian College, Geelong, and at the Hawthorn Arts Centre in Melbourne. The Senior Concert Band, Phoenix Voices and Moorabool Strings received Platinum awards, while Barwon Concert Band, Otway Strings and Senior Strings were awarded Gold.

Choral music was featured in a whole-school concert at the Geelong Arts Centre's Story House theatre in Term 2, bringing together choirs from Junior, Middle and Senior Schools.

House Music remained a highlight for many students. The 75th Senior School competition was held in Morrison Hall in May, with Morrison awarded the George Logie-Smith Memorial Shield. At Middle School, Minerva won the House Music competition later in Term 2.

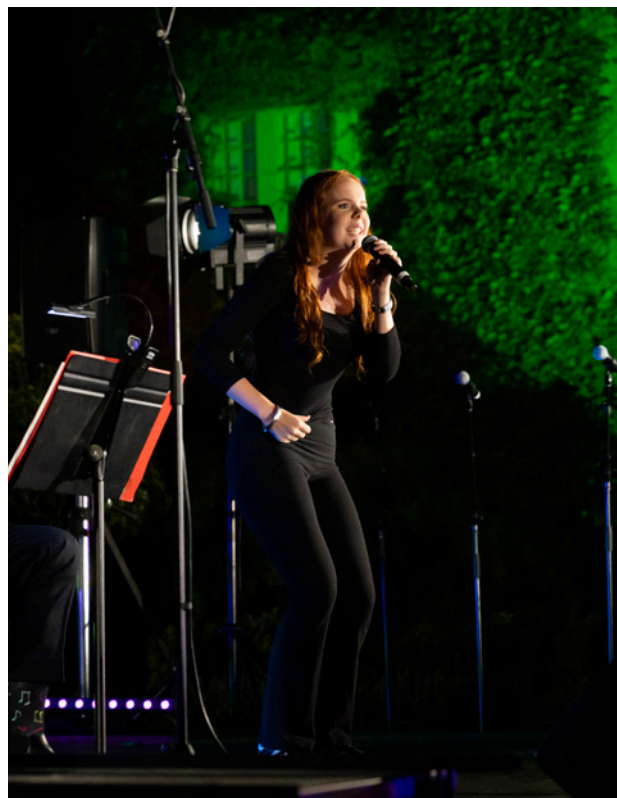
The annual Foundation Concert was held at Costa Hall, bringing together ensembles from across the College. A highlight was Year 11 student Matthew Kweh performing Tchaikovsky's Piano Concerto with the Symphony Orchestra. The concert concluded with a massed finale of more than 200 performers.

Across the year, students performed in a range of venues. VET and Contemporary Bands appeared at Piano Bar, Mt Duneed Estate and Beavs Bar, while concerts and recitals were regularly held in the George Logie-Smith Auditorium, Wayaperree and Robertson Hall.

In the Australian Youth Classical Music Competition (regional division), Year 10 student Harriet Carter-Williams was awarded first prize for cello.

Music Captains Millie Johnson and Nethumlee Thota Hewage led the Year 12 cohort, contributing across performances and events throughout the year.

Mr Scott Templeton
Director of Music



Service learning

Service learning at The Geelong College provides students with opportunities to contribute to the wider community through practical, sustained involvement. In 2025, students across all year levels took part in a range of activities in partnership with local organisations.

Winter Warm-Up Clothing Drive

The Winter Warm-Up Clothing Drive, introduced in 2020, continued in partnership with Christ Church Geelong. Students and staff donated winter clothing for distribution to members of the local community experiencing disadvantage or homelessness.

Uniting Care Christmas Hampers

In partnership with Uniting South Barwon, students and staff prepared food hampers for families in the Geelong region. The hampers were distributed in the lead-up to Christmas.

BUPA Aged Care Visits

A group of Year 11 and Year 12 students visited Bupa Aged Care in Belmont on a fortnightly basis. Students shared musical performances, led activities such as trivia, and spent time in conversation with residents.

The Salvation Army Northside Community Centre

Throughout the year, Year 10 students volunteered weekly at The Salvation Army's Northside Community Centre. Their work included sorting produce, unpacking deliveries and preparing food parcels as part of the centre's Nutritional Food Market.

Year 8 Community Service

Year 8 students took part in a structured community service program in partnership with local churches, charities and aged care providers.

Activities included preparing meals for Christ Church and The Outpost, writing letters to and visiting residents in aged care, and contributing to gardening projects at All Saints Anglican Church in Newtown and St Paul's Anglican Church in central Geelong. Students also supported food distribution through The Salvation Army and Geelong Foodshare, and provided reading support for younger students at The Geelong College and Woodline Primary School.



Sport

As a member of the Associated Public Schools (APS), students at The Geelong College took part in a wide range of sports across the year.

In Terms 1 and 4, secondary students competed in cricket, rowing, tennis, volleyball, badminton, swimming and diving. Terms 2 and 3 included cross-country, football, hockey, basketball, soccer and netball, with athletics and water polo also taking place in Terms 3 and 4.

Participation remained strong across all sports, with students contributing to teams at a range of levels.

Highlights

Rowing

Senior boys' and girls' squads fielded up to six crews across the season. The boys' 4th VIII was introduced late in the season, competing in the final two regattas. Training across Terms 3 and 4 included ergometer work followed by on-water sessions, with a focus on technical development and crew cohesion.

Volleyball

More than 100 students took part in volleyball in its second season as part of the co-curricular program. Participation remained high across year levels as the program continues to establish itself.

Cricket

The 1st XI recorded four wins during the APS season, alongside several close matches. A number of students made their first team appearance, reflecting depth within the program.

AFL

The Girls' 1st XVIII recorded five wins across the season. The Boys' 1st XVIII showed steady development, with progress evident across the competition.

Tennis

The tennis program recorded improved results across multiple teams. Two players were selected for the APS Representative Team

Hockey

Both the Girls' and Boys' 1st XI teams competed in Division 1. Each side recorded a series of competitive matches across the season.

Cross Country

Students competed consistently throughout the cross-country season, with several top 10 finishes recorded at APS level.

Soccer

The Girls' and Boys' 1st XI teams both competed in Division 1. Coaching support was provided throughout the season, with players developing individual and team performance across matches.

Athletics

Students recorded a number of personal best performances during the athletics season, reflecting steady preparation and participation.

Primary students competed in a range of age appropriate House, Interschool and School Sports Victoria competitions.

Performing Arts

Performing Arts at The Geelong College in 2025 included a range of productions and performances across all year levels, with students working both collaboratively and independently across drama, theatre studies and dance.

Year 12 Theatre Studies students presented Patrick Barlow's *The 39 Steps*, using a small cast and minimal staging to create a fast-paced production. The performance required precise physical theatre and careful character work, with students managing multiple roles throughout.

The Year 12 Drama Ensemble devised a performance based on the theme *I'm Just a Girl*, exploring contemporary perspectives on womanhood. Drawing on original material, students developed and presented a series of connected works.

Year 10 Drama students staged Angela Betzien's *Where in the World is Frank Sparrow?*, working with its non-linear structure and heightened style. The production required sustained focus and an understanding of complex narrative.

The Senior School production of *Mary Poppins* brought together students from across year levels. The production included large ensemble scenes, musical numbers and technical elements, and was presented to College and community audiences.

Year 9 Drama students performed *Puffs* by Matt Cox, working as an ensemble to deliver a fast-paced and comedic production.

The annual Dance Showcase featured performances from Senior School dance classes, along with VCE performance solos. The program included a range of styles and choreographed works.

Year 8 students in the Production Elective presented *Shrek Jr.*, introducing students to rehearsal and performance processes within Performing Arts.

Across the year, students of all ages took part in productions that required sustained rehearsal, performance skills and collaboration, contributing to a varied program of Performing Arts at the College.

Design and Creative Arts

Design and Creative Arts in 2025 included a range of student work across visual art, design, architecture, media and fashion, with opportunities for both independent practice and collaborative projects.

A central event in the year was Transit Lounge 2025, the annual VCE exhibition held in the Keith Humble Centre. The exhibition brought together student work across disciplines and was opened by Old Collegian and artist Ayrle Campbell. Awards presented included the Principal's Art Prize to Lex Blockey and the Peter Oulton Rosson Award to Harry McLean.

Student work was also recognised beyond the College. Lex Blockey was selected for the TOP Arts 2026 exhibition at the National Gallery of Victoria. Fashion and Textile Design students participated in the Fashion Awards Australia, where the College received second place in the Best Schools category, along with individual awards across design categories.

Senior students visited a number of cultural institutions during the year, including the Museum of Old and New Art (MONA), the NGV Triennial and galleries in Salamanca. These visits formed part of their study and provided exposure to a range of contemporary practices.

On campus, students contributed to projects including an Artist in Residence piano installation and a whole-school artwork for Reconciliation Week. These works involved collaboration across year levels and disciplines. Across the year, students produced work that reflected sustained practice, technical development and engagement with a range of ideas and materials.



Camps and expeditions

Camps and expeditions are a core part of the program at The Geelong College, providing students with opportunities to build independence, develop practical skills and spend extended time with their peers in different environments.

Year 4

Year 4 students attended a three-day camp at Ferngully Lodge in Healesville. Activities included the flying fox, giant swing and archery. Students also visited Healesville Sanctuary, travelled on Puffing Billy and took part in a rainforest walk with a Parks Ranger. The camp connected with classroom learning in environmental studies.

Year 5

The Year 5 camp was held over four days at Silverband Lodge in Halls Gap, in the Grampians. Students took part in activities including a mountain hike to the Pinnacle, rock climbing, abseiling, archery, bushwalking and group challenges.

Year 6

Year 6 students spent three days at Kangaroobie in the Otway region near Princetown. Activities included canoeing, a beach walk, an obstacle course, farm experiences and a night walk. On the final day, students visited the Twelve Apostles.

Year 7

Year 7 students undertook a five-day camp based in Marysville. The program included high ropes, canoeing, mountain biking and hiking. Students spent two nights in cabins and two nights camping, learning camp setup and cooking. The group also visited the Marysville bushfire museum.

Year 8

Year 8 students completed an eight-day expedition through the Otway Ranges. Students hiked between campsites, carrying their equipment and preparing meals. Activities included mountain biking, canoeing and navigation tasks, with a focus on group organisation and outdoor skills. The expedition is widely regarded by students as a rite of passage within the Middle School program.

Year 9

There were two major events for Year 9 students in 2025:

- **House Retreat:** Students attended a three-day House Retreat at the Cape Otway Campus. Activities included group challenges, bushwalking along sections of the Great Ocean Walk, and visits to Cape Otway Lighthouse. The program provided time for students to work in House groups.
- **Futures Week:** This involved a series of activities in Geelong and Melbourne, including workshops, site visits and guest presentations. Topics explored included entrepreneurship, leadership, ethics, communication, technology and sustainability.

Year 10

The Year 10 Fulfilling Lives program included travel to locations such as Cape York, Fiji, Central Australia, Timor-Leste, the Top End, Vietnam and local sites in Victoria. Students worked with community organisations and took part in activities coordinated with local partners. These experiences included hands-on projects, shared activities with host communities and opportunities to spend time in unfamiliar environments, providing a broader understanding of the different contexts in which people live and work.

Years 11 and 12

A group of 11 students and three staff travelled to Tanna, Vanuatu, for a cultural immersion in partnership with Lenakel Presbyterian College. Students stayed in boarding dormitories and worked alongside local students. Activities included visits to local primary schools, where students took part in shared learning, and a visit to the island hospital to deliver donated supplies. The group also travelled to other parts of the island and discussed environmental and community challenges, including the impact of climate change.

The Tanna program has operated since 2007 and continues to maintain a connection between the College and Lenakel Presbyterian College.



Wellbeing

Together we thrive, grow and contribute

In 2025, The Geelong College continued to develop a consistent approach to wellbeing across all campuses, with a focus on alignment from Early Learning through to Year 12.

A central development was the introduction of the College's Wellbeing Framework, *Together We Thrive, Grow and Contribute*. The framework establishes a shared approach to student wellbeing across the Junior, Middle and Senior Schools, supporting consistent practice and language.

The concept of 'Together We' recognises the role of relationships, connection and belonging in student wellbeing. It reflects the understanding that students are best supported through strong relationships with peers, staff and families, and through participation in the wider College community.

The framework is structured around three areas:

- Thrive – supporting students to feel safe, connected and able to participate in school life
- Grow – supporting personal development, including emotional awareness, resilience and identity
- Contribute – providing opportunities for students to take part in service, leadership and community activities

Strategic developments

During 2025, work began on a Wellbeing Action Plan to support the implementation of the framework across the College. This included consultation with staff across all campuses to establish shared priorities and consistent approaches.

Existing wellbeing programs and pastoral structures were reviewed, with adjustments made to reflect current student needs and to improve continuity between Junior, Middle and Senior Schools. A number of updated programs were developed for implementation in 2026.

Student wellbeing programs

The College continued to deliver a range of wellbeing programs through external partnerships and internal initiatives.

In 2025, the College established a partnership with The Resilience Project, supporting work in emotional awareness, gratitude and empathy. Programs were also delivered in partnership with Tomorrow Man and Tomorrow Woman, providing opportunities for students to take part in structured discussions on topics including relationships, identity and social pressures.

Throughout the year, the College worked with a number of external presenters, including:

- Susan McLean – cyber safety and online behaviour
- Paul Dillon – alcohol and other drug education
- Brent Sanders – relationships, consent and personal safety
- Sexual Health Victoria and Consent Labs – relationships and consent education

Diversity, inclusion and belonging

The College continued to support programs and initiatives that promote inclusion and respectful relationships.

The Geelong College Rainbow Alliance (GCRA) provided a forum for LGBTQIA+ students and allies. The group contributed to activities including IDAHOBIT Day and Wear It Purple Day, which were recognised across the College.

In Middle School, the Wellbeing Hub continued to support students who required additional assistance during the school day. The Hub operates as a space for targeted support, with input from wellbeing staff, teachers and learning support teams.

Reconciliation Week

Reconciliation Week was marked through activities across all campuses, with a focus on First Nations perspectives and shared responsibility for reconciliation.

Students contributed to a collaborative artwork, now displayed in the Belerren Sports and Wellbeing Centre.

In the Senior School, Indigenous House Games were introduced, providing an opportunity for students to take part in activities connected to First Nations culture and community.

Staff professional learning

Staff took part in professional learning across the year, with a focus on supporting student wellbeing in areas including mental health, neurodiversity and inclusive practice.

This work supports a consistent and informed approach to student wellbeing across the College.



Environmental Stewardship

Environmental stewardship is a key strategic initiative within The Geelong College Strategic Plan 2024–2029. It reflects the College's commitment to environmental education and responsible practice across the community.

Governance and policy

During 2025, the College strengthened its approach to sustainability across operations, governance and student engagement. A significant development was the adoption of an Environmental Sustainability Policy and the introduction of an Environmental Action Plan. Together, these provide a structure for ongoing work in areas including energy, waste, water, procurement and biodiversity.

The College also introduced a Climate Risk Assessment and Mitigation Framework. This work incorporates climate-related risks into long-term planning and supports decision-making in response to changing environmental conditions.

Understanding our footprint

A whole-school energy audit established an emissions baseline and identified opportunities to improve energy efficiency. The audit provides a pathway towards the College's goal of net zero emissions by 2035 and will inform future planning and infrastructure investment.

Reducing waste

Waste reduction remained a focus throughout the year. Building on a student-led waste audit, new recycling hubs were introduced in the Senior School. These support the separation of food organics, paper, plastics, container deposit materials and landfill.

Student leadership

Students continued to contribute to sustainability initiatives through the Student Advisory Forum. Projects included battery recycling, reusable coffee cup initiatives and the introduction of a Simply Cups collection station.

Students also visited the TOMRA Cleanaway recycling facility, gaining an understanding of how materials are sorted and processed. This experience informed the introduction of the Battle of the Bins competition, which combines waste audits, education and House participation to improve recycling practices.

Measuring progress

The College monitors environmental performance through the ResourceSmart Schools platform, tracking progress in energy, waste and water use.

Staff also engaged in professional learning and collaboration through networks such as Towards Net Zero, supporting the sharing of ideas and approaches across schools.

Partnerships with organisations including Corio Waste Management, Sustainability Victoria and ResourceSmart Schools continue to support the College's work in this area.

Environmental stewardship at the College extends beyond operations. Through policy, practice and community involvement, the College continues to build a consistent approach to sustainability.

Highlights

- Environmental Sustainability Policy adopted
- Climate Risk Assessment and Mitigation Framework adopted by the Geelong College Council
- Environmental Action Plan introduced
- Whole-school energy audit completed
- Recycling hub system introduced in the Senior School
- Student-led sustainability initiatives implemented
- Battle of the Bins competition introduced
- ResourceSmart Schools (RSS) framework in use
- Ongoing collaboration through the Towards Net Zero network



Professional Development

Professional development in 2025 was aligned with the College's Strategic Framework, with a focus on teaching practice, leadership development and student learning.

Across the year, staff took part in a range of professional learning activities designed to strengthen consistency in teaching and to support collaboration across departments. Targeted programs for middle leaders also continued, recognising their role in leading teams and supporting colleagues.

The College's focus on attracting and retaining staff was supported through ongoing investment in professional learning and study opportunities.

Term 1 – emerging technologies, student learning needs and assessment design

Staff participated in sessions led by external presenters, including Julian Moore, who introduced practical applications of Artificial Intelligence in teaching and planning. Workshops supported staff to explore how these tools could be used in their own context.

An optional seminar led by Educational and Developmental Psychologist Sandhya Menon focused on supporting students with ADHD, providing practical classroom strategies. Middle School staff took part in an Assessment Design Workshop, with a focus on aligning learning intentions, assessment tasks and feedback. Staff worked on developing clear success criteria, improving moderation practices and designing tasks that incorporate a range of levels of challenge.

Term 2 – instructional model

Professional learning in Term 2 focused on the College's Instructional Model, with particular attention to the Gradual Release of Responsibility (GRR).

Staff began the day by teaching a practical skill to colleagues, demonstrating the progression from modelling to independent application. Activities included learning to knit, play a musical instrument and complete practical tasks.

Workshops then focused on applying the GRR model in the classroom, supporting students to move from guided practice to independent work. Departments continued to develop this work through subject-based planning.

Term 3 – student wellbeing and behaviour

The Term 3 Professional Learning Day focused on understanding student behaviour in relation to development and wellbeing.

Sessions led by Sandhya Menon explored how behaviour can be interpreted and responded to in the classroom. Staff worked with case studies to apply strategies within their own teaching context.

Term 4 – differentiation

Professional learning in Term 4 focused on differentiation within the classroom.

Staff explored ways to adjust teaching to meet different learning needs, including varying tasks, providing structured support and monitoring student understanding. Practical strategies included breaking tasks into steps, using modelled examples and adapting resources.

Middle leadership development

The College continued to support middle leaders through targeted professional learning and postgraduate study opportunities.

A number of staff completed or commenced modules in leadership development programs, including the 'Leading People' course. Additional staff undertook postgraduate study in areas related to educational leadership.

Quality teaching rounds

Professional learning was also supported through Quality Teaching Rounds (QTR), delivered in partnership with the University of Newcastle.

Participation increased during 2025, with more than 70 staff trained and a number taking part in professional learning groups. These groups met to observe lessons, discuss practice and reflect on teaching approaches using a shared framework.

Summary

Professional development in 2025 focused on strengthening teaching practice, supporting leadership and providing opportunities for staff to work collaboratively.

Foundation Fellowship Report

The Foundation Fellowship supported members of the Student Care team to extend their understanding of neurodiversity, with a particular focus on ADHD, and to consider how this knowledge can inform practice across the College.

As part of the Fellowship, staff attended the World Congress on ADHD in Prague. Over four days, sessions covered current research, emerging approaches and practical strategies for supporting young people and their families. The team attended a wide range of presentations to gather perspectives across clinical, educational and community settings.

The Fellowship also included visits to the Ministry of Education in the Czech Republic, CJD Berchtesgaden in Germany, and SALIS International School in Austria. These visits provided opportunities to observe classroom practice and discuss approaches to supporting neurodivergent students in different educational contexts.

Key insights

The conference and associated visits highlighted a number of areas for further consideration and development:

- ADHD is strongly influenced by genetic factors, reinforcing the importance of working closely with families in supporting students
- Many students with ADHD experience co-occurring conditions, including mental health challenges, requiring coordinated and informed support
- Medication can play an important role for some students, often alongside other therapeutic strategies
- ADHD may present differently across students, including between genders, with implications for classroom practice and support
- Classroom environments and teaching approaches have a significant impact on student engagement and learning
- Behaviour is often linked to underlying needs, highlighting the importance of consistency, relationships and clear expectations
- Executive functioning skills require explicit support, both in the classroom and beyond
- Ongoing collaboration between schools, families and external professionals supports more effective pathways for students
- Social connection is an important protective factor for young people with ADHD

Application to practice

The Fellowship has informed a number of areas of focus for continued development at the College.

This includes supporting staff to build confidence in working with neurodivergent students, refining classroom practices to reduce barriers to learning, and strengthening collaboration with families and external professionals.

The work also reinforces an inclusive approach that recognises neurodiversity as part of the student community, with a focus on creating environments in which all students can participate and learn.



The Geelong College Foundation

Over the past decade, it has been a privilege for the Foundation to work alongside Dr Peter Miller, Principal of The Geelong College. Peter was a trusted source of advice and guidance throughout his tenure and a strong supporter of the Foundation's work. We thank him for his integrity, insight and dedication, both as a school leader and as an advocate for the Foundation, and wish him well on his next chapter in Sydney.

People and recognition

In March this year, Ms Anna Webb was elected President of the Foundation. Anna has been a member of the Foundation Board since 2020.

We thank Mr Scott Chirnside for his service as President over the past four years and look forward to his continued contribution as a Director on the Board.

In February, we farewelled Mrs Lauren Betts, who retired as a Director after six years of dedicated service. At the March Annual General Meeting, Old Collegian Mr David Williamson was elected to the Board. David's philanthropic and community work, along with his professional legal background, strengthens the Board.

Philanthropic impact

Through the stewardship of a broad-based philanthropic program, the Foundation contributed \$674,243 to the College in 2025.

- Key fundraising results include:
- Annual Giving: \$73,425
- Sundry Scholarship Donations: \$134,391
- Belerren Capital Campaign: \$445,967
- Bequests: \$20,460

Support for the College

In addition to direct financial contributions, the Foundation provided support across a number of strategic and cultural initiatives, including:

- funding scholarships and bursaries to support student access and opportunity
- ongoing support of the Foundation Fellowship, enabling staff to pursue professional development, research or study in Australia and overseas

- sponsorship of the Foundation Concert at Costa Hall, showcasing student dedication and performance across ensembles and choirs
- allocation of 50% of the Foundation's annual net surplus to the Principal's Project, which in 2025 supported completion of the paved pathway around Mackie Oval

Engagement and events

The Foundation hosted a number of events throughout the year, in addition to holding four Board meetings.

Key events in 2025 included:

- 26 March: Annual General Meeting – Belerren
- 24 April: Foundation Members' Lunch – Dining Hall
- 2 May: Sponsorship of The Geelong College Golf Day – Curlewis Golf Club
- 22 August: Foundation Concert – Costa Hall
- 4 September: Senior School Production Opening Night Drinks – Geelong Arts Centre
- 15 October: President's Lunch in Melbourne
- 28 October: Morrison Society & Patron Lunch and Tour of VCE Arts & Design Exhibition

Foundation Fellowship

The 2025 Foundation Fellows, Shannon Ebeling and Jon Colbert, will undertake international study in 2026.

Shannon will travel to Texas and Chicago to investigate music education practice through an academic immersion. Jon will travel to the United Kingdom and Spain to explore approaches to education, leadership and innovation, and will attend the ISBA Conference in Cardiff.

Looking ahead

At the beginning of Term 4, the Foundation welcomed Mr Simon Young as Principal of The Geelong College. The Board looks forward to working with him to continue supporting the work of the Foundation and the development of the College's facilities and programs.



Community Engagement

Community engagement remains a defining feature of The Geelong College and an important part of daily life across the College. Connections with families, Old Collegians, students and the wider community continue to shape the experience of the College in practical and visible ways.

The College communicates with and listens to its community through a range of channels. These include publications, parent support groups across each school and co-curricular area, social media, and digital platforms such as SEQTA and Seesaw. Information sessions and both formal and informal gatherings also provide regular opportunities for conversation.

Throughout 2025, families received updates through the fortnightly Parent Bulletin, the biannual Ad Astra magazine and the annual Pegasus yearbook. Parent forums, including the Prep School and Senior School Parent Support Groups, provided opportunities for direct discussion with staff. These groups, alongside co-curricular parent associations, continue to strengthen connections between families and the College, and to support student activities in practical ways.

The College also met with families and Old Collegians in Albury and Warrnambool during the year. Both events were well attended and offered a chance to reconnect with existing families and to meet those considering the College, extending relationships beyond Geelong.

The College's facilities continue to be used by leading organisations. During 2025, the Geelong Football Club trained at the Belerren Centre and on College ovals as part of its AFLW and AFL programs. This brought a regular presence to campus and opened conversations about future collaboration, including opportunities for staff to connect across areas such as marketing, finance and people and culture.

Alongside these activities, the College continues to rely on its digital platforms, including social media, the Parent Portal and the website, to support communication. Maintaining a clear and manageable flow of information remains a priority, with regular review of both communication practices and community feedback.

Connections with the wider Geelong community continue in other ways. The Community Choir meets weekly on campus, bringing together singers from within and beyond the College. St David's Uniting Church holds weekly services in the Chapel, and local sporting groups make regular use of College facilities. Students are also involved in a range of service activities across Geelong, contributing their time to local organisations and community programs.

These connections, taken together, reflect a culture that values participation and service, and a College that remains closely linked to the community around it.





College Staff

The College employed 411 core staff in 2025, with a gender distribution of 67.40% female, 32.36% male and 0.24% non-binary. The staff cohort included 205 teachers, 196 business operations staff and 10 executive staff. One staff member has self-identified as Indigenous. Across the College, the pupil-teacher ratio was 10.3:1 in Primary and 9:1 in Secondary, with all teaching staff registered with the Victorian Institute of Teaching (VIT).

The College's expenditure on professional development was \$149,822, with an average spend of \$921.98 per teacher (FTE). Staff continue to show a strong commitment to the College and its community, as reflected in the following length of service:

- 58.0% of staff have been employed for up to five years
- 15.4% for 6–10 years
- 22.3% for 11–20 years
- 2.7% for 21–30 years
- 1.6% have served more than 30 years

Staff Qualifications

EXECUTIVE STAFF

Principal

Mr S A Young, MBA, BEd, BPhysEd, MEd(Leadership), commenced 21/9/2025

Dr P D Miller, BEd (Hons), MEd, EdD, LSL Term 4, departed 21/11/2025

Deputy Principal

Mr N G Morton, LLB, BCom, GradDip Education(Applied Learning), MEd(Leadership), commenced Term 4, 2025

Mr S A Young, BEd, BPhysEd, MEd(Leadership), until 20/9/2025

Head of Junior School

Ms S A Wolfenden, BA(Education), BEd, MEd, departing 31/12/2025

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 L E Dillon, BA, LLB, DipEd, commenced Term 4, 2025

Mr N G Morton, LLB, BCom, GradDip Education(Applied Learning), MEd(Leadership), Terms 1-3 2025

Director of Human Resources

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

Director of Student Wellbeing

Mrs Cass Gleeson, GradDipEd (Applied Learning), BBioMedSc, MEd

Director of Community Relations and Advancement

Mr M D Howell, PG DipDevMgmt, MBA

Director of Business Operations

Ms S M Leach, BComm, CPA

TEACHING STAFF

Mr D A Alchin, BDes(Hons)

Ms O Allan, BAHist, BTeach(Primary)

Mr N J Armstrong, BSC, MEd, M(Teach), GradDip (Psych)

Mr S Asbury, BEd (PhysEd)

Head of Digital Advancement

Mr C D Backhouse, BEd MEd, departing 10/12/2025

Miss C S Bailey, BA, MTeach

Ms C B Barrett, BTeach&Learn, GradDipEarlyChildhood (absent)

Head of Learning and Curriculum Years (EL-3)

Mr E K Bauer, BA, PostGradDipTeach (Secondary)

Mrs K Beale, BSc, PostGradCert(Ed)

Curriculum Coordinator Literacy (Years 4 -6)

Mrs C Beckingham, BEd (PhysEd), Cert IV Sport Rec & Devt

Head of Learning and Curriculum (Years 4-8)

Mrs M Bell, BMusEd, MEd, AMusA

Head of Senior School Music

Mrs J C Bickett, BEd(EarlyChildhood) - departing 31/12/2025

Director of Early Learning

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

Head of McLean House

Mr J Broadbear, BEd(Phys Ed)

Head of Sport

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

Mrs K J Brown, BA, GradDipEd, MEd

Mrs B L Burgess, B(Food & Nutrition), MTeach(Primary)

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

MFrenchForeignLanguage

Mr L P Byrne, BAppSc, GradDipEd

Mr D M Campbell, BSc(Ed), LLB, GradDipEd, GradCertRE, M(Theology)

Head of Mathematics (Years 9-12)

Mrs C Carah, BEd

Acting Head of Learning and Curriculum Years (EL-3) Terms 1-4

Level Coordinator (F-1)

Mrs J L Carr, BEd

Mr P Carroll, BEd (Primary)

Head of Bellerophon House

Curriculum Coordinator Inquiry (Years 4-6)

Mrs F C Cartwright, BA

Mr T L B Chan, MTeach(Secondary)

Mrs L E Chapman, BEd

Mr M D Cheatley, BEd

Indigenous Student Support

Mr T J Chisholm, MTeach

Ms A E Clennett, BEd, MHumanMovement,

Coordinator of Health & PE (Year 4 - 8)

Ms J Clutterbuck, BMus, MTeach

Head of Junior & Middle School Music
 Mr T N Coburn, BEd, DipTeach, GradDipSpecEd, MEd
 Head of Learning Enrichment
 Mr J D Colbert, BEd(Outdoor Ed/Health)
 Level Coordinator Years 4-6 (Term 1-3)
 Mr T M Colbert, BEd(Phys Ed)
 Assistant Head of Mossgiel Boarding
 Mr P E Conway, BSc(Ed), (absent) departing 10/12/2025
 Mr B Cook, BAppSc, GradDipEd,
 Head of Coles House
 Miss G M Cook, MTeach (absent)
 Ms D Dafoulis, BA, BTeach
 Dr F D'Agostin, BSc(Ed), MEd, PhD (absent)
 Ms L E Dillon, BA, LLB, DipEd
 Head of Learning & Curriculum (Years 9-12) (Terms 1-3)
 Mr K Djitta, MTeach, BSc(Ed)
 Mrs S M Dobie, BEd(Phys Ed)
 Ms X Dong, BMan, DipEd(Chinese and Bus), Med
 Mrs J Donohue, BEd(Primary)
 Mr G J Donovan, BSc, DipEd, DipAppPolymerSc
 Mr M J Dooley, BA, DipEd, MEd, departed 30/6/2025
 Mr M J Dowling, BEd (Phys Ed)
 Head of Middle School Sport
 Mr C L Drummond, MTeach
 Mrs A J Dye, DipTeach(EarlyChildhood), departed
 14/04/2025
 Ms L E Earl, Master of Teaching, BMus, Masters of
 Theology, Bachelor of Theology
 Chaplain
 Mr S Ebeling, BMus(Hons), BTeach(Hons), Master of Music
 Performance, Licentiate in
 Music (Saxophone)
 Head of Brass, Winds & Percussion
 Mr J N Edwards, BTeach(Secondary) – Departing 10/12/2025
 Level Coordinator (Year 7)
 Miss S I Ellis, BSc (Applied)
 Mr W S Esdaile, BBus, GradDipEd(Secondary)
 Mrs C J Fairlie, BEd (Arts)
 Curriculum Coordinator of Drama (Year 4– Year 8)
 Ms S J Favaloro, BCom, BSc
 Mrs D L Filling, BEd
 Head of Shannon House
 Mr S M Finnigan, BPE, Dip (Tourism), GradDip (Teaching &
 Learning)
 Director of Experiential Learning
 Ms E C Fisher, DipTeach(Early Childhood)
 Ms S L Fitzpatrick, B(FineArt), MT, GradDipEd(Secondary),
 GradCertRE
 Curriculum Coordinator Art (Years 4-8)
 Ms T Flanagan, BAppSc, PostGradDipEd, Dip(Textiles)
 Ms A M Forssman, BTeach (Prim & Sec), BFA
 Learning Enrichment Coordinator (Years F-3)
 Mrs R M Forsyth, BTeach (Early Childhood),
 DipChildrenServices
 Ms J Fromholtz, MTeach
 Mrs L J Fuller, BA, BTeach(Primary)
 Mrs K L Fyffe, BMusEd, Term 1 & 2
 Mr O Galluccio, BEd, DipTeach
 Ms L C Garland, BEd, Term 2-4
 Acting Daily Operations Coordinator, Term 3
 Mrs R L Gettel, BA, BEd
 Miss F Gibier, BSociology, CertTeach
 Mr G R Gilby, BEd
 Head of Boarding (Mackie)
 Ms A F Godbehear, BCom, MSSc., MTeach,
 PostGradDipTeach.
 Miss C L Goss, BA, MTeach
 Ms H Green, BA, DipEd, MEd(Teacher Librarianship),
 MA(Education), AALIA

Head of Library Information Services
 Ms D L Gurry, BA, GradDipEd(Secondary)
 Ms S E Hallows, BSc(InfoSc), DipEd, DipProStud, Med
 Ms C D Hancock, GradDipEd, BA
 Mrs L Harmer, BEd, Term 3 & 4
 Mrs K Heenan, BEd
 Miss K M Hemsworth, BEd
 Mr J A Henderson, BEd, BA(Journalism Communication
 Studies)
 Ms I C Henricus, BA, MTeach (absent)
 Ms K L Hinchliffe, BA, DipEd, Term 4
 Mr T J C Hodge, BA(Media&Comm), MTeach(Secondary),
 Head of Keith House
 Miss C O Hollowood, BEd(Primary)
 Mrs A Humphries, BTeach, DipArts, Term 1
 Mr J C Hunt, BMusPerform, DipMusPerform, DipEd
 Head of Contemporary Music
 Ms J Hussey, BEd(PhysEd), GradDip(Health Science)
 Acting Deputy Head of Middle School, Term 2
 Ms D T Hynes, BEd, GradDipDir
 Head of Morrison House
 Mrs C R Jansen, BTeaching(Secondary), BSc (absent)
 Mr W J Jeffery, BExSportScience, MAppliedTeach
 Mr K R Jess, BA, GradDipEd(Applied Learning), Cert IV WTA,
 Head of Design and Creative Arts (Years 9 – 12)
 Ms K F Jobson, BEng, GradCertEd
 Mrs A C Johnson, BAppSc(PE)
 Mrs K Jones, DipTeach(Primary), MEd
 Miss E M Joyce, MTeach(Early Childhood)
 Mr L Joyce, BEd(Creativity & Arts)
 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)
 Mrs E J Knuckey, BA, Post GradDip(Teach)
 Learning Enrichment Coordinator (Years 4-6)
 Mr E Kovacev, BEng, GradDipEd, GradDipComp
 Miss S F Langley, BHealthPhysEd
 Ms B M Long, BSci, BTeach
 Curriculum Coordinator of Mathematics (Years 7-8)
 Mr A W Lowrie, BCom, MTeach
 Curriculum Coordinator of Humanities (Years 7-8)
 Level Coordinator (Years 4-6) Term 4
 Mrs B J Lyons-Lee, BA (Youth Affairs), GradCert RE, GradDip
 Ed(Secondary), Masters of Writing & Literature
 Mrs G L Malone, BEd(EarlyChildhood & Primary)
 Mr S A Manderson, GradDipEd, GradDip Social Welfare, BA,
 Absent, departed 21.7.2025
 Mr R J McElligott, BA, GradDipEd
 Deputy Head of Junior School
 Acting Head of Junior School (June)
 Mr S McIntosh, BMultimedia, BArchitecture/Arts, DipEd(Arts/
 Media), Cert IV TAE
 Mr A R McKie, BEd, DipTeach(Primary),
 GradDipEd(Computing)
 Mrs J A McKinnon, BSc, BTeach,
 MTeach, PostGradCert(Maths)
 Indigenous Student Support
 Mrs E C McVitty, BEarlyChildhood
 Mrs G M Millar, BTeach(Prim&Sec), BA
 Head of English (Years 9-12)
 Ms R L Moloney, M(Learning Intervention), MEd(Student
 Wellbeing), GradDipEd
 Coordinator of Learning Enrichment (Years 9 – 12)
 Mrs A J Moody, BSc, BEd
 Mr C N Moore, BDes, GradDipEd
 Mr C Morgan, BEd, GradDipCompEd

VCE Coordinator
 Mrs C L Morgan, BEd
 Mr R M Morris, BEd, BEd
 VET Coordinator
 Miss R J Munro, BA(Hons)
 Mr G J Naylor, BA(Hons), GradDipEd, MA
 Head of Humanities (Years 9 – 12)
 Mrs C A Newett BTeach(Prim&Sec), BA
 Mrs H S Nicol, GradCertSci, GradDipEd, BAppSci
 Mrs D Nikolovski, BTeach(Hons), BA
 Mrs A-L O'Donoghue, BEd(Early Childhood),
 DipTeach(EarlyChildhood), Med
 Mrs D C Ower, M(Teach)
 Ms M D Pacifique. BSc, GradDipEd(Secondary)
 Mrs J M Panckridge, BA(Ed), BEd, MEd
 Mr M K R Panckridge, BA(Ed), Term 2
 Mr J Patrick, MTeach
 Ms E Paul, BA, LLB(Hon), GradDipEd, DipModLang,
 departing 10/12/2025
 Head of Business Studies
 Mr S Peake, BEd, MEd
 Reporting and Analytics Coordinator
 Ms K L Pelletier, BEdVisArts(Textiles)
 Mr L Pittas, BSc, GradDipEd
 Mr P V Pola, BA, MTeach, Term 2
 Mrs P Porter, BEd
 Mrs S C Potter, BTeach(Early Childhood), BA (Dance)
 Mrs L J Pring, BA, DipEd, Med
 Learning Enrichment Coordinator (Years 7-8)
 Mrs M J Ratcliffe, BEd, departing 10/12/2025
 Mrs V K Read, BA(Literature & History), BTeach,
 BA(Honours), GradDip(Children's Literature), MA(Writing &
 Literature)
 Mr B W Reed, BEd(Prim/Sec), Cert Teaching English Foreign
 Lang, GradCertRE
 Mrs A M Reid, BEd (PhysEd),M(Instructional LShip)
 Mrs A L Reidy, BEd
 Level Coordinator (Years 2-3)
 Mr A V Richardson, BEd (PhysEd), BA(Recreation)
 Mrs S L Ritchie, GradDipTeach, MEd
 Mr B Robbins, BEd(Phys Ed), BEd (Outdoor & Enviro Ed),
 GradDip (Outdoor Rec)
 Head of Calvert House
 Miss C Robbins, BA, GradDipTeach(Secondary),
 MTeach(Secondary)
 Miss E R Robertson, BTeach(Secondary)
 Mrs A J Rollinson, BSc, MSc, PGradCertEd
 Curriculum Coordinator Science (Years 7-8)
 Mr J A Rollinson. BSc, GradCertEd
 Head of Science (Years 9 - 12)
 Miss G H Rolls, BAgSc, PostGradDipTeach, Dip (Modern
 Languages), MTeach, departing 10/12/2025
 Acting Head of Middle School, Term 3
 Deputy Head of Middle School
 Ms H R Ross, BSc, GradCertEd
 Head of Wettenhall House
 Miss A T Rossetto, BPE
 Head of Health & Physical Education (Years 9-12)
 Miss J E Sampson, BA, GradDipEd
 International Students Coordinator
 Miss C E Saraci, BEd
 Ms D Schepisi, BTeach (Secondary)
 Mrs A R Schleutker, BA, GradDipEd, QTSC-UK, MEd
 Head of McArthur House
 Ms L J Schulze, BMusPerf, BA(Hon), GradDip(Ed)
 Mr A J Schuyler, BEd, Cert III (Education)
 Assistant Head of Mackie Boarding
 Miss G A Scott, BEd (Phys Ed)
 Acting Middle School Camps Coordinator - Term 3
 Ms S F Shen, PostGradDipEd(Applied Learning), CertIVTAE,
 AdvDip(Electronic Design & Interactive Media)
 Mrs B I Shier, BEd (Primary)
 Mrs S J Shopov, BPE
 Mrs J Shorland, BA(Ed), departing 10/12/2025
 Mrs T L Sidari, BA, MTeach, GradCert(RE)
 Mrs J D Smith, BEd, Term 3
 Miss S V Smith, BHealthPhysEd
 Ms J Stevenson, BAppSc(HumMvmt), BTeach(Secondary)
 Head of Learning & Curriculum (Years 9-12) – Commenced
 Term 4, 2025
 Mrs L M Stone, BSc, PostGradDip(Education)
 Mrs K Sunderland, BA(Dance), GradDipEd(Sec)
 Head of Performing Arts (Years 9 – 12)
 Mr M M Taylor, BAppSci, BEd, MEd
 Deputy Head of Senior School (Operations)
 Studies Coordinator
 Mr P C Taylor, GradDipEd, DipArtandDesign
 Mr S M Templeton (BMus, BTeach (Hons), MEd
 Director of Music
 Mr M L Terry, BSc(Hons), DipEd, departing 10/12/2025
 Mr M B Thacker, BMusEd
 Ms A L Thompson, BEd
 Mr G P Thompson, BA(Education)
 Head of Minerva House
 Mr G Tigani, BA(Ed), GradDipEd(InfoTech)
 Ms P M Timmins, BEd, Associate of Music of Australia
 Head of Strings
 Miss T N Tong, MTeach
 Mrs F P Tonkin, GradDipEd, Licence Lettres Modernes
 Head of Languages (Years 9-12)
 Mrs A A Torpy BEarlyChildhood,DipChildServ
 Mr A Tremul, BSci, CertIV (Fitness), Master of Applied
 Teaching & Learning
 Ms K A Van Cleef, MHumNut, BSc, GradDipEd(Secondary)
 Deputy Head of Senior School (Pastoral)
 Mr J M van Kan, BIT, GradDipEd Applied Learning), departed
 28/05/2025
 Ms G L Walsh, MEd, MT, BA
 Acting Level Coordinator (F-1) Terms 1-4
 Mrs K Watson, GradCertEd (Middle Years Mathematics),
 BA(MediaStudies), BEd, MEd(Early Numeracy)
 Curriculum Coordinator Numeracy (Years 4-6)
 Miss E J Weinberg, BHealth & PhysEducation
 Mrs C J Wilson, MTeach
 Mrs P Wilson, BEd(Physical Education),
 PostGradDip(Student Wellbeing), GradCert(Religious
 Education)
 Curriculum Coordinator of Religious and Values Education
 (Years 4 – 8)
 Mr S B Wimmer, MTeach(Secondary)
 Mr B B Winter, BA, MTeach
 Mr D Witcombe, BEd (Phys&Health), Term 1 & 4
 Ms C E Wood, BA(MedComm), DipEd, GradCertArts
 Curriculum Coordinator of English (Years 7 & 8)
 Mrs H M Woods, BEd
 Daily Operations Coordinator – Middle School
 Middle School Camps Coordinator
 Mr E C Wright, BEd
 Head of Helicon House
 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
 Ms K Zeravica, BA(OutdoorEd), GradDipEd

Financial Statement

The College remained financially strong in 2025 with completion of major capital works, maintaining existing facilities and service offerings whilst making an exciting acquisition for the future.

Capital investment across the College continues to progress as planned. In 2025 capital investments included upgrades in air conditioning across campuses including Mackie boarding, updating school buses, new canteen at Senior School and perimeter property investment. We are also continuing upgrades to IT and AV infrastructure across the whole school, EL to Year 12, investing in new technology within fast-paced learning environments.

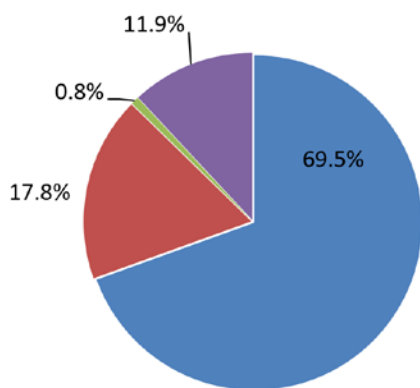
Key achievements for the financial year include:

- Cost control and expense management across the College with additional state taxes absorbed
- Continued support for Staff and College community
- Receiving an unqualified audit opinion from Moore Australia in respect to the 2025 financial statements
- Master planning review and updating of the next stages
- Continued Learning Space upgrades
- Progression of strategic plan

Total income received for 2025 was \$70.10m, an increase of .05% on 2024. Strong enrolment numbers represented the majority of income received – 69.50%. Funding received from both Commonwealth and State Government accounts for 17.80% of total income received. Retail sectors and philanthropy contribute the remaining 12.70% combined.

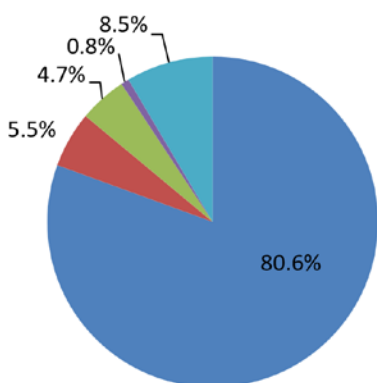
Total expenditure increased by 8.60% on 2024, with 80.60% of expenditure toward staff and educational costs, with administration and property costs being the remaining 19.40%.

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 facility upgrades, educational offerings and experiences for students, staff, and community.



Revenue

- Fee income
- Govt Grants
- Donations
- Other revenue



Expenses

- Salaries and Education
- Depreciation and Amortisation
- Facilities and Grounds
- Communication
- Finance/Admin/Other

