



THE
GEELONG
COLLEGE

sic itur ad astra

Annual Report **2024**





Contents

4	Executive Summary
6	Vision for Learning
8	The College Council
10	The College
12	College Learning
16	Literacy and Numeracy Benchmarks
18	College Life
24	Wellbeing
26	Professional Development
28	The Geelong College Foundation
30	Community Engagement
32	College Staff
35	Financial Statement

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 2024 Annual School Report for The Geelong College provides a comprehensive overview of the College's activities and operations throughout the year. As the governing body, The Geelong College Council is responsible for the College's governance and strategic direction, ensuring compliance with legislative requirements while maintaining a commitment to continuous improvement and future-focused development.

Enrolments from Early Learning to Year 12 increased to 1,650 students in 2024 — the highest in the College's history. Waiting lists across most year levels have become commonplace due to heightened demand. The Junior School's Reggio Emilia-inspired approach is well understood by our community and forms the foundation for programs in the Primary years. The Middle School has experienced significant growth in recent years, driven by demand for a well-rounded education that balances academic excellence with rich learning experiences. Similarly, the Senior School has grown steadily for the same reasons. Boarding continues to be an important feature of College life, with an approximately equal number of boys and girls in our residential population. Despite this growth, the College Council and staff remain focused on preserving the distinctive features of the College and ensuring these are not lost in a larger school setting.

In 2024, a revised Strategic Plan was launched. The six-year plan, extending to 2029, was developed through an extensive community collaboration process that began in October 2022 and was reported in the 2023 Annual Report. This approach facilitated a shared understanding of the challenges and priorities across 2024-2029 within the College community.

The Strategic Plan 2024–2029 is built around four Strategic Imperatives: Our Reason, Our Responsibilities, Our Resources, and Our Relationships. Within this framework sit 15 strategic initiatives, each encompassing several projects. This values-based framework is designed to guide actions and prioritise projects based on both sequence and long-term needs. As with previous plans, it will be continually reviewed and adapted in response to changing circumstances. A hallmark of The Geelong College has always been the emphasis on values in decision-making, action prioritisation, and the ability to adapt, ensuring that initiatives are purposeful and relevant to the contemporary context.

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

As a significant outcome of this plan, the College Council purchased 32 hectares (77 acres) of land on Merrawarp Road, Stonehaven — approximately 6km from the Newtown campus, with frontage to the Barwon River. The site includes a vineyard, farm sheds, a substantial residence, and fenced paddocks. It will be an important addition to the College's Capital Masterplan Review scheduled for 2025. The site offers exciting opportunities for experiential learning and curriculum enrichment, particularly in environmental and ecological studies. It is anticipated that students will begin visiting the site from the second half of 2025, with a permanent educational facility to be developed in future years as part of the Strategic Plan.

Another milestone of 2024 was the official opening of Belerren — the College's magnificent new sport, physical training and education facility — by Professor the Honourable Margaret Gardner AC on 26 July. This celebration brought together more than 1,500 students, parents and alumni from Years 3 to 12. Belerren has already had a transformative impact on the flow and function of the Senior School campus and has been warmly embraced by students.

The Strategic Initiatives provide the focus of, and justification for, decisions relating to projects and actions brought to life. These are managed by members of the College Executive, with quarterly updates provided to The Geelong College Council by the Principal. Progress is regularly communicated to the wider community via Heads of

School term letters, the fortnightly College Bulletin, social media, and publications such as Ad Astra and Pegasus. Engagement with the Strategic Plan from our broader community remains high.

The Geelong College continues to be a vibrant organisation dedicated to enriching the lives of students and staff. In 2024, an area of particular focus has been around understanding the processes behind decision-making. An approach inspired by the Giving Voice to Values framework, which involves identifying the value (or virtue) underpinning a decision and then considering how best to uphold it within a given context was presented to College Council, staff, students and families. This strategy supports ethical decision-making processes through transparency, shared language and understanding, and is one of the Strategic Initiatives we have focused on throughout the year.

The Geelong College is a Geelong school firmly connected to and aligned with the aspirations of our community. Engagement in community service, aspirations for others, and a sense of collective wellbeing feature strongly in day-to-day messages and actions at College. Academic achievement is at the heart of our purpose as we seek to contribute positively to the wider community, serving Geelong and influencing educational innovation in Australia.

Dr Peter Miller
Principal

Vision for Learning

The Geelong College holds the highest aspirations for every student. We approach learning from a holistic perspective with the vision to immerse students in a rich, values-led community underpinned by meaning and purpose. For this reason, we set high expectations, which are captured in our Vision for Learning. This vision is unique in the sense that it facilitates meaningful experiences by linking classroom learning to real-world context. Students are actively involved in all aspects of the life of the College, and every activity is embraced as a learning experience.

Our vision is for students to individually manifest the positive College experience that these high expectations have shaped. Whether it be in the classroom, the studio or stage, on the sports field, or through cultural immersions and service leadership, students are always calibrating their social and cognitive development through direct experiences with the world around them.

The Vision for Learning captures core dispositions describing the skills, knowledge, behaviours, and capabilities that students develop as they engage positively and proactively in an ever-evolving world.

The Learner Aspirations embedded in the Vision for Learning shape student learning experiences in a way that invites students to be active, engaged, mindful and discerning citizens, who are forward-looking and aspire to be future-ready. They are the capabilities that our young people need for growing, working, contributing, and participating in their community in the future.

Together, this Vision and the Learner Aspirations lay a strong foundation for the College to construct its curricular, co-curricular and experiential learning programs. It facilitates a clear language between teachers and students that ensures skills are developed across contexts. In doing so, it preserves the intellectual quality of all our programs by contextually applying the same skillset in different areas of learning. As a framework, the learner aspirations build resilience and enable students to take risks in learning. This approach expects students at all levels to engage in trial-and-error processes, learn through failure, and understand that these experiences, whether they are intellectual, physical, or performance-based, enable us to grow.

Learner Aspirations

A significant review of the Learner Profile has seen it evolve into six Learner Aspirations, which have been progressively introduced to the community throughout the year. The Learner Aspirations capture the substance of the now retired Learner Profile and enhances its predecessor by empowering students to see how every learning experience advances at least one of the six aspirations.

The Learner Aspirations transcend learning in the classroom, on the sporting field, in our music, art, and performing arts programs, as well as all encounters within the experiential learning program.



©JESSAMY GEE 2024

As you acquaint yourself with each Learner Aspiration, you will notice they offer students a clear framework and opportunity for continuous and ongoing growth, development, and improvement. Every student will live these aspirations in their own unique way and the diversity of opportunities available within our learning programs encourages this to happen. The most important message for students is that they only ever need to be better than the person they are today, and the Learner Aspirations provide a foundation for students to see and measure their individual growth and achievements as learners.

To advance the Vision for Learning and the Learner Aspirations, the College has developed a comprehensive model for instruction, which is known as The Geelong College Instructional Model. This is primarily a guide for teachers, which has been informed by the current exceptional teaching and learning practices that already exist in the life of the school. The model collates these practices into a common language and in doing so, empowers teaching teams to create innovative learning experiences for students in all parts of the school.

The College Council

The College Council is responsible for governing the school, a duty it has upheld for over 100 years since the Morrison family transferred ownership to the Presbyterian Church. The term “governing” encompasses the strategic direction of the educational product, management of the school infrastructure, financial oversight, and the appointment of the Principal. Council membership includes expertise in education, law, accounting, business development, and health and wellbeing. These skills and connections combine to form an energetic board that is deeply invested in various aspects of school life, student achievements, and ensuring the long-term success of The Geelong College.

Ms Meg Hansen was on a leave of absence from Council in 2024.

Mr John Oldmeadow joined the Council in 2024, with his first meeting on 16 May 2024.



Mr Geoff Williams - Bcom, CA

Appointed in April 2016, Geoff serves on the Finance and Risk Committees. An Old Collegian (OGC 1987), Geoff's connection to the College includes his father Brian (OGC 1941) and his sons Jackson (OGC 2020) and Tom (OGC 2021). Geoff is a Chartered Accountant with experience both locally and internationally. His background is in public accounting, with additional corporate sector experience, focusing on taxation, structuring, and business issues across various industries and family-owned enterprises. Geoff is also currently a Principal at LBW Chartered Accountants.



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

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



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

Richard, an orthopaedic shoulder and upper limb surgeon, has lived and worked in Geelong since 2003. He studied medicine at the University of Tasmania, completed basic surgical training with the Royal Australian Navy, and continues in the Active Reserve. He also completed advanced orthopaedic training, his Fellowship training in trauma, shoulder, upper limb, and hand surgery took place in the UK, Europe, and the USA. Richard was appointed the foundation St John of God and Barwon Health Professor of Orthopaedic Surgery at Deakin University in 2014. He is the Director of Orthopaedics at Barwon Health and the Barwon Centre of Orthopaedic Research and Education (B-CORE). Richard is married to Belinda, a General Practitioner, and they have three children: Tom (OGC School Captain 2017), Will (OGC 2019), and Daisy (OGC 2022). He is also active in community service, supporting school football, and is a competitive Masters Rower.



Ms Kym Peake - EMPA, BA (Hons), LLB

Kym Peake has been the Secretary of the Victorian Department of Health and Human Services since November 2015. With extensive experience in both state and Commonwealth Government roles, Kym has held positions such as Deputy Secretary in various Victorian Departments and Executive Director at the Department of Prime Minister and Cabinet. Kym holds an Executive Master of Public Administration, a Bachelor of Arts (Hons), and a Bachelor of Laws from the University of Melbourne. She is also the President of the Institute of Public Administration Australia (Victoria).



Ms Bridgette Kelly - LLB, BCom, Grad. Dip. LP (Legal Practice)

Bridgette, an Old Collegian (OGC 1997), has been a longstanding member (2007-2020) of the OGCA committee, holding roles such as Vice President and Honorary Secretary. She was the founding Chair of the Geelong Community Foundation's Philanthropy 500 committee and is a current Director of the Foundation. Bridgette is Special Counsel at Coulter Legal and an accredited specialist in family law by the Law Institute of Victoria. She was also a founding member of the Geelong Young Professionals Network (2009-2019).



Mr J A (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 1976 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 and 1976. Sandy completed a Bachelor of Commerce at the University of Melbourne between 1977-1980 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 Deakin University's School of Medicine. She chairs the clinical years of the medical course across five clinical schools and was one of the founding Faculty members in 2007. Karen is co-chair of the Australasian Collaboration for Clinical Assessment in Medicine and participates in several Medical Deans of Australia and New Zealand working groups. She holds a Bachelor of Medicine and Bachelor of Surgery (Honours) from the University of Melbourne. Karen is highly involved as a parent at The Geelong College, with daughters Brigid in Year 5 and Holly in Year 11, and recent graduates Rory (OGC 2022) and Tara (OGC 2020).



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

Tony is a Registered Tax Agent, Company Secretary, Director, and consultant. Since May 2021, he has been the Company Secretary at Wayss Ltd and Mental Health Australia. Tony has held various management roles, including Director of Finance and Corporate Services at Western Victoria Primary Health Network and Director of Finance at St John of God Geelong Hospital. He has been involved in the College community as a member of the Finance Committee since 2006 and is a grandfather to current students at the College, Teddy in Year 4 and Thomas in Year 7.



Ms Meg Hansen - BA.MA (Hons) Dip.Tch., MAICD

A New Zealander by birth, Meg was a former Principal at both Westbourne Grammar School and Lauriston Girls' School. Her leadership has been distinguished by dynamic building programs, significant growth in enrolments, and an educational philosophy committed to achieving the best for every student. Meg has served on the Board of Victoria University, was a member and chair of AHISA (VIC) and is now a consultant in executive educational recruiting and leadership coaching. She is also a Director of Camberwell Girls Grammar School and The Invergowrie Foundation.



Mr John Oldmeadow - BA(Hons)(Monash), Dip Ed (La Trobe), B Ed (Melb Uni), M.Div (Yale)

John Oldmeadow brings extensive experience and dedication to the College Council. A Yale Divinity School graduate, John transitioned from teaching to a 20-year career in publishing and bookselling. For the final 15 years of his professional life, he served as Executive Director of the Board of Education for the NSW Synod of the Uniting Church, including membership of the UCA schools in NSW. John's wife Barbara is a UCA Minister and served as a chaplain in UCA schools in NSW also. They have two daughters in Canberra. After retiring, John was active in community and interfaith activities. John, and Barbara, now enjoy the vibrant inner-city life of Sydney. His diverse background and commitment to education and community service make him invaluable to the College Council.

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	2020	2021	2022	2023	2024
Students	1,320	1,372	1,468	1,512	1,548

*Figures do not include Early Learning.

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 (97.5%), followed by Chinese (0.5%), Mandarin (1%), and other (1%). Approximately 1.23% of students were Indigenous.

In 2024 the College student community was 54.46% male, 45.48% 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 2024, 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	86.94%
1	90.57%
2	90.89%
3	92.66%
4	91.36%
5	91.34%
6	93.15%
7	88.90%
8	89.67%
9	90.15%
10	91.17%
11	95.02%
12	93.75%





College Learning

VCE Results

The following is a summary of the VCE achievements of the 2024 cohort, together with a breakdown of ATAR ranges.

- Dux: Phillipa Pearce with an ATAR of 99.75
- Proxime Accessit: Yunrong Fan with an ATAR of 99.35
- Two students with an ATAR of 99.00+
- 28.4% of ATARS were above 90
- Median ATAR was 79.55
- Four perfect study scores of 50 in English, General Maths (x 2), and Physics
- 14.5% of study scores were 40+
- Median study score was 33

ATAR range	2024 %	2023 %	2022 %	2021 %	2020 %	2019 %	2018 %
>=99.00	1.1	1.3	1.7	4.41	3.7	2.8	4.6
95.00 - 98.95	11.9	14.6	12.2	13.97	7.5	13.4	7.6
90.00 - 94.95	15.3	10.1	12.2	13.23	11.8	12.0	10.6
80.00 - 89.95	19.9	24.7	27.9	22.05	19.3	26.8	26.5
70.00 - 79.95	16.5	19.6	17.4	14.71	19.3	17.6	16.7
60.00 - 69.95	13.1	16.5	14	14.71	18.6	15.5	15.9
50.00 - 59.95	11.4	5.7	9.9	9.56	10.6	4.2	11.4
<50	11.4	7.65	4.7	7.35	9.3	7.7	6.8
Total Students	176	100	100	100	161	132	132

Tertiary Offers and Destinations

More than 98% of students who applied for courses in Victoria received an offer across the first two VTAC offer rounds in December 2024 and January 2025.

There were 62% of students who received their first preference in the first offer round on 23 December, with a further 36% getting their second, third, or fourth preference. In the December offer round more than 98% of students received one of their top four preferences in Victoria.

Fifteen students received an offer in the second round through VTAC. They have a process where students can update their preferences between offer rounds.

After the first two offer rounds, the University of Melbourne, Deakin University, and RMIT University all issued the same amount of offers. Melbourne University made the most first round offers, but did not make second round offers.

The three universities made up 60% of offers between them and including Monash University, which was fourth with 25 across both offer rounds, the top four universities accounted for 75% of all offers made. These four universities are well established as the school's top four universities each year for offers.

The change this year was the re-emergence of Deakin, as this university had been fourth highest in recent years and this year offer numbers effectively switched between Monash and Deakin, with RMIT and Melbourne maintaining their numbers.

Every university in Victoria made at least one offer to one of our students, and more than 96% of the 166 offers made across both offer rounds were at Associate Degree or Degree Level (or above).

There were 15 interstate universities that made offers to our students, with the leading universities being Adelaide and New England. All offers for the University of New England were made in Agriculture courses through their Early Entry scheme, so those offers were made before the ATAR release. Overall, 24 universities across Australia made offers.

Eight students applied interstate for university without applying in Victoria, and one applied overseas without applying in Australia. The students only applying interstate received offers to the University of Tasmania, Australian National University, Bond University, and the University of New England. All of these universities make offers through early entry programs.

Students were made offers across 40 different course areas in Victoria, with the areas of Arts, Business and Commerce, Law, Engineering, and Science generating the most offers.

Four students applied for apprenticeships, and six students are undertaking a gap year as an assistant at schools in the United Kingdom. Seven students also submitted overseas applications to the United States and United Kingdom.

General

Total Year 12 for 2024 – 176

Students applying for tertiary courses in Australia – 166

Students with a confirmed offer in Australia – 164

Students with one confirmed offer in Victoria – 155 (98.1%)

Students with two confirmed offers in Victoria – 11

Total offers in Victoria in the first two offer rounds – 166

Breakdown of First and Second Round Offers Victoria

Preference	First Round	First Round %	Second Round	Second Round %	Total	Total %
1	94	62.3	8	53.3	102	61.5
2	29	19.2	5	33.3	34	20.5
3	13	8.6	1	6.7	14	8.4
4	12	7.9	0	0	12	7.2
5	0	0	1	6.7	1	0.6
6	2	1.3	0	0	2	1.2
7	1	0.7	0	0	1	0.6
Grand Total	151		15		166	

Offers by Tertiary Institution Victoria

Institution	First Round	First Round %	Second Round	Second Round %	Total	Total %
University of Melbourne	33	21.9	0	0	33	19.9
Deakin University	29	19.2	4	26.7	33	19.9
RMIT University	28	18.6	5	33	33	19.9
Monash University	23	15.2	2	13.3	25	15.1
Australian Catholic University	18	11.9	1	7	19	11.4
Victoria University	6	3.9	3	20	9	5.4
Swinburne University	8	5.3	0	0	8	4.8
La Trobe University	4	2.6	0	0	4	2.4
Federation University	1	0.7	0	0	1	0.6
Charles Sturt University	1	0.7	0	0	1	0.6
Grand Total	151		15		166	

Interstate Admissions and Universities

Application and offer data is made available by the admissions centres in Victoria, NSW, Queensland and South Australia. The data for the Australian National University, Bond University, University of Tasmania and universities in Western Australia is sourced through contact with students.

Breakdown of Interstate Universities who have made offers

University	Offers
University of Adelaide	9
University of New England	7
Australian National University	6
University of NSW	5
University of Wollongong	4
Macquarie University	3
University of Tasmania	3
University of Queensland	3
Charles Sturt University	2
University of Sydney	2
University of South Australia	2
University of Newcastle	1
Bond University	1
James Cook University	1
Western Australia	2



First and Second Round Offers by Course in Victoria

University	Count
Agriculture	2
Architecture (including property and real estate)	5
Arts (including double degrees)	17
Biomedical Science and Biomedicine	6
Building and Construction (including Construction and Project Management)	6
Business (including double degrees and property development)	16
Commerce (including double degrees)	10
Computer Science	2
Creative Arts	2
Data Science	1
Design (including double degrees)	3
Education	2
Engineering Courses (including double degrees)	8
Exercise and Sport Science (including double degrees)	6
Fashion Design	3
Film and Television	1
Forensic Science	2
Games Development	1
Health Sciences	5
Information Technology	2
Law Courses (including double degrees)	11
Media and Communication	2
Medical Imaging	2
Music	2
Nursing (including double degrees)	3
Nutrition Science	2
Oral Health	1
Osteopathy	2
Occupational Therapy	3
Paramedicine	1
Performing Arts	1
Pharmacy	1
Physiotherapy	4
Psychology (including double degrees)	6
Science (including double degrees and masters packages)	18
Screen Production	1
Sport Development and Management	3
Visual Arts	2
Veterinary and Wildlife Science	1
Grand Total	166

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.

Test	Reading	Writing	Spelling	Numeracy	G&P
Year 3	98.44%	98.41%	96.88%	100.00%	92.19%
Year 5	96.88%	98.44%	95.31%	98.39%	98.44%
Year 7	100.00%	100.00%	100.00%	98.41%	98.41%
Year 9	100.00%	100.00%	96.77%	98.41%	96.77%





College Life

Music

The 2024 musical year at The Geelong College has been a whirlwind of music-making and achievement as students right across the College engaged in rehearsal, performance and learning, both inside and outside of the classroom.

Things were off to a flying start with our annual Senior Music Camp at Rutherford Park in Blampied taking place before classes had even commenced. The opportunity for our ensembles to travel off-site for three intensive days of rehearsal is vital, with the camaraderie and bonds formed being just as important as the half-term's worth of rehearsal completed.

The work at the Music Camp allowed for our senior ensembles to present polished performances just four weeks later at the second annual "Live on the Lawn", against the iconic backdrop of the spectacularly-lit Dining Hall on the Talbot St lawn. This year featured fabulous weather, food trucks and a myriad of musical entertainment, and the audience of over 500 was a true cross-section of The Geelong College and wider communities coming together to enjoy the talents of our student performers.

As the academic year got underway, many of our music staff were involved in the Instrumental Discovery Programs at the Year 5 and Year 7 levels. The opportunity for every single student in the Middle School to start their musical journey on a brass, woodwind, or string instrument is a key part of The Geelong College experience, and it forms the foundations of the co-curricular program that we are building. The 2024 Year 7s may have felt like rookies on their instruments, but in fact what we were witnessing was the embryonic versions of the 2029 TGC Symphony Orchestra!

A key part of the musical life of TGC students is travelling outside the gates of the College to perform at external events. Our newly renamed Burrows Stage Band (in honour of Australian jazz legend Don Burrows), as well as the Pegasus Voices and G-Train Jazz Ensemble, all performed at the legendary Generations in Jazz Festival in Mount Gambier, South Australia, and heard some incredible music across the weekend in addition to performing at the Festival themselves. Our Bands and String Orchestras also participated in the Victorian Schools Music Festival during Term 3, with our Bands performing at Christian College in Geelong, whilst our String Orchestras travelled to Melbourne to perform at the Hawthorn Arts Centre, acquitting themselves particularly well.

In Term 2, our students had the opportunity to perform in the stunning Story House Theatre at Geelong Arts Centre in a pair of back-to-back Middle School and Senior School Showcase Concerts. The opportunity to perform in such a special venue saw our students respond by playing superbly and



wowing the assembled audiences.

Each year, the students in the Senior School look forward to House Music, and in May we staged the 74th edition of the House Music Competition in Morrison Hall, with Calvert being awarded the overall winner of the George Logie-Smith Memorial Shield. At Middle School, Pegasus won their House Music competition.

Annually, the highlight of the musical year is the Foundation Concert in Costa Hall, and in 2024 it was no different. The year-on-year improvement from all the ensembles was most evident during a well-balanced and entertaining program dotted with highlights. These included Lyra Voices' beautiful rendition of "Flooding Rain", complete with rainfall and thunder sound effects, the epic rendition of "Stairway to Heaven" by Phoenix Voices Senior Choir and Rock Band, and the stunning finale featuring our Orchestra and Massed Choir performing the famous "O Fortuna" from Carl Orff's Carmina Burana.

In addition to these highlights, the year was filled with exciting performance opportunities. Our VET Bands and Contemporary Bands played in venues as diverse as the Piano Bar, Mt Duneed Estate, and Beav's Bar, whilst the George Logie Smith Auditorium, Wayaperree and Robertson Hall were all regularly filled with choirs, bands and string orchestras.

An individual highlight of the year saw Year 10 student Matthew Kweh awarded first prize in the Australian Youth Classical Music Regional Competition – a superb achievement. This followed Matthew being awarded his Licentiate Diploma on Piano, as well as an Associate Diploma on Violin. He joined Year 9 student Harriet Carter Williams, who was awarded an Associate Diploma of Performance on cello.

Our 2024 Music Captains, Stella Rixon and Eilish Murphy, led a team of wonderful Year 12 musicians, who provided many memorable moments throughout the year with their musicianship, commitment and good company. We wish them all well as they move into the big wide world beyond The Geelong College, and hope they share their gift of music wherever they go.

Our parent support group, the Humble Club, went from strength to strength in 2024, with an enthusiastic group of parent volunteers making a wonderful contribution to the musical life of the school. The Humble Club was instrumental in supporting Live on the Lawn, and they also conducted an entertaining Trivia Night and ran numerous fundraising activities through the year to fund music bursaries, support instrument acquisitions and produce the Year 12 Photo Books for our departing Year 12 musicians. We are grateful for their generous support and enthusiasm.

As we conclude the year, I am grateful for the wonderful team of music staff I work alongside. Their passion, skill and collegiality make our department a joy to be a part of. In 2024 Melinda Bell has led music on the Senior Campus, whilst Jennfier Clutterbuck led our team at Middle School and Campbell House. I thank them both for their support and leadership.

2024 has been a wonderful year, and we are looking forward to bigger and better things again in 2025.

Service Learning 2024

At The Geelong College, Service Learning is a vital expression of our values in action — fostering empathy, compassion and social responsibility in our students. Through meaningful, hands-on experiences, students engage with the broader community in ways that deepen their understanding of others and themselves. In 2024, Service Learning remained a key pillar of the College's holistic approach to education, with students across all year levels participating in initiatives that made a tangible difference in the lives of others.

Winter Warm-Up Clothing Drive

This school-wide Service Learning initiative, introduced in 2020, has become a much-anticipated annual tradition. In partnership with Christ Church Geelong, students and staff donate warm winter clothing to support disadvantaged and homeless members of our local community.

Uniting Care Christmas Hampers

This school-wide initiative, run in partnership with Uniting South Barwon, sees students and staff assemble food hampers for families in need. These hampers are always warmly received,

especially during a time of year that can be particularly challenging for many in our city.

BUPA Aged Care Visits

Continuing our partnership with BUPA Aged Care in Belmont, a small group of Year 11 and 12 students visited fortnightly throughout the year. They entertained residents with musical performances and trivia, while also building connections through meaningful conversation — an experience eagerly anticipated each week.

Salvos: Northside Community Centre

Each week, a small group of Year 10 students volunteered with The Salvation Army's Northside Community Centre. Students supported the Nutritional Food Market by sorting produce, unpacking food deliveries, and assembling food packs. This hands-on initiative offered students the chance to give back in a direct and practical way, and the experience was both humbling and rewarding.

Year 8 Community Service

In 2024, the Middle School Leadership Team and Chaplaincy Team developed a tailored Community Service program for Year 8 students. In partnership with local churches, charities and aged care residences, students engaged in meaningful, hands-on activities that encouraged them to think beyond themselves and actively contribute to the wellbeing of others.

These activities included cooking meals for Christ Church and the Outpost programs, writing letters to aged care residents, assisting with a gardening project at All Saints Anglican Church in Newtown, supporting The Salvos with food market setup, and providing reading support to Junior School students.



Sports

As a member of the Associated Public Schools (APS), students at The Geelong College engaged in a wide range of sports throughout the year. In Terms 1 and 4, students participated in cricket, rowing, tennis, volleyball, badminton, swimming and diving. Terms 2 and 3 featured cross-country, football, hockey, basketball, soccer and netball, while athletics and water polo were also included in Terms 3 and 4.

Across all disciplines, students demonstrated dedication, skill and a strong team spirit. From inaugural achievements to longstanding traditions, 2024 was a standout year for sport at the College.

Highlights

Rowing:

In Term 1, The Girls' 1st VIII secured a top 8 finish at the Head of Schoolgirls regatta before placing 3rd in the A Final at Head of the River (HOR). The Boys' 1st VIII finished 5th at the Scotch Mercantile regatta and 6th in the HOR A Final. Both crews also qualified for the A Final at the NSW Championships in February.

In Term 4, our Senior Girls' and Boys' squads enjoyed a strong pre-season, racing at the Melbourne Head regatta and the annual Jeff Watt Cup against GGS, with the points shared. They then moved into December camps in preparation for a big Term 1, 2025 of racing.

Volleyball:

In its inaugural season, volleyball drew over 100 enthusiastic participants. The sport's introduction to the co-curricular program was a success, with students representing The Geelong College on court for the first time.

Cricket:

The 1st Cricket Team enjoyed a successful quadrangular tournament in New Zealand and welcomed several new debutants throughout the APS season, highlighting the depth and promise of the cricket program.

AFL:

The Girls' 1st XVIII AFLW team played in Division 1 and battled with grit throughout the season, coming

away with a number of hard-earned wins. The Boys' 1st XVIII AFL team also showed significant growth, with promising signs of development emerging over the course of the season.

Tennis:

The tennis program continued to strengthen, with improved results across all teams. Three players were recognised for their exceptional performance and nominated for the APS Representative Team.

Hockey:

The 1st Girls' Hockey team had a highly competitive season in Division 1, demonstrating consistency and resilience. The Boys' team celebrated its first win in several years — a milestone moment and confidence boost for the program.

Cross Country:

The cross-country team delivered a consistent and focused season, with strong participation and steady performance across the board.

Soccer:

Both the 1st Girls' and Boys' Soccer teams competed in Division 1, supported by expert coaching from the Coerver Coaching Group. Players developed both individually and as teams, with their technical skills and match confidence growing each week.

Athletics:

The Athletics team had a fantastic season, finishing ninth overall — missing eighth place by just two points. The result reflected both commitment and competitive spirit from a dedicated squad.

From team triumphs to individual milestones, 2024 was a year of athletic growth and achievement — testament to the talent, perseverance and collaborative spirit of our students and coaching staff. With every training session, match and meet, The Geelong College community continues to celebrate the joy of sport and the strength of character it builds.

Performing Arts

In 2024, the Performing Arts department showcased a diverse array of productions and performances, highlighting the creativity and talent of our students across various year levels.

The Year 12 Theatre Studies students presented the hilarious production of *The 25th Annual Putnam County Spelling Bee* by Rachel Sheinken, demonstrating their theatrical, vocal and comedic talents.

The Year 12 Drama Ensemble performances tackled the significant and thought-provoking theme of "Gender Stereotypes," offering insightful interpretations and challenging societal norms through their work.

Year 10 students took on the comedic challenge of

The Magistrate, *A Farce in Three Acts* by Arthur Wing Pinero, transporting audiences to Victorian England and entertaining with their slapstick humour.

The Senior School's dazzling production of *Chicago – High School Edition*, created by F. Ebb and B. Fosse, thoroughly entertained audiences. This production showcased the exceptional talent within the school, bringing this musical set in the roaring 1920's to life with passion and professionalism.

Year 9 students delved into the 'whodunnit' narrative of *Cluedo*, based on the screenplay by Jonothan Lynn and written by Sandy Rustin, presenting a production that would keep you guessing right until the final twist.

The Dance Showcase featured performances from all Senior School dance classes, including the VCE

performance solos. This event celebrated the diverse styles and techniques of our dancers, highlighting their dedication, talent and artistry.

Year 8 students delighted audiences with their production of Disney's Aladdin Jr. Their spirited performances brought this beloved story to the stage

Design and Creative Arts

2024 was a year marked by bold ideas, curious minds, and the powerful convergence of creative and critical thinking across all levels of the Design and Creative Arts program. From foundational exploration in junior years to the exceptional VCE folios on display in our Transit Lounge exhibition, students embraced the opportunities to innovate, think deeply, and express with clarity and conviction.

Our studios and workshops once again became centres of energy and ambition, where students challenged themselves not only to develop skills, but also to explore ideas that mattered. Whether they were designing sustainable prototypes, interrogating social narratives through multimedia installations, or crafting objects of great technical finesse, our students approached their work with intelligence, originality, and commitment.

The highlight of the year was undoubtedly Transit Lounge 2024, the major exhibition celebrating our Year 12 Design and Creative Arts students. The exhibition — held in the Keith Humble Centre — was attended by over 200 guests and stood as a vibrant testament to the creative journeys of our senior students. From textiles inspired by Ken Done and the intricately constructed bass guitar by Josh Wilkinson, to innovative digital media and architectural reimagining's, the breadth of work exhibited reflected the diverse talents and passions of the cohort.

The exhibition was opened by Old Collegian and professional designer Kameiko Gray, who shared her journey from College student to Head Designer at Foxwood Clothing. Her words were both grounding and inspiring for our students, reminding them of the exciting possibilities that lie beyond graduation. Special mention must be made of Year 10 student Hunter Peele, whose retro-inspired branding and promotional design for Transit Lounge 2024 gave the event a fresh and nostalgic visual identity, connecting the next generation of designers with those on the cusp of their next creative step.

Recognition of excellence was a key feature of the evening, with the Peter Oulton Rosson Award for passion and dedication awarded to Lexie Blockey, and the Principal's Art Prize shared between Arabella McColl and Josh Wilkinson. These students exemplified what it means to work with both creative insight and technical resolve, their works standing as shining examples of what can be achieved when the creative process is underpinned by purposeful thinking and sustained inquiry.

The exhibition ran for two weeks, attracting visitors from across the College community, including the Early Learning 4 Nature Rangers, who explored the show with childlike wonder, and the Morrison Society, who engaged with the deeper narratives and processes of the work during guided tours led by staff. In each case, connections were made — not just between audience

with flair and enthusiasm.

Overall, 2024 was a remarkable year for Performing Arts at our school, with students demonstrating exceptional skill, creativity, and commitment across all productions and performances.

and object — but between generations, ideas, future aspirations and present achievement.

Beyond the walls of the exhibition, students continued to benefit from enriching excursions, including the annual MONA trip to Tasmania and a senior visit to the Bendigo Regional Gallery. These experiences offered critical exposure to professional contexts and inspired our students to interrogate their own creative processes more deeply.

In the classroom, the Design and Creative Arts staff have continued to expand our digital and traditional making capabilities. The addition of a state-of-the-art resin 3D printer and large-format digital printer enabled new possibilities for hybrid practices, supporting students to prototype and resolve designs in sophisticated and ambitious ways. These developments reflect our ongoing commitment to future-facing education — where conceptual thinking meets high-level skill development.

We also celebrated the shortlisting of Sam McLean (Year 12 Visual Communication Design) for Top Designs 2025. His visionary reimagining of the Queens Park Golf Club pavilion and branding was recognised for both its professional execution and conceptual strength.

2024 was more than a year of outcomes — it was a year of processes, of learning through doing, and of students discovering how their ideas can shape the world around them. It was a year where the power of design thinking and creative practice to inspire change and connection was on full display. We thank all students, families and community members for their support and look forward to another exciting year ahead.



Camps and Expeditions

Year 4

Year 4 students attended a three-day camp at Ferngully Lodge in Healesville. They began with an action-packed afternoon, taking part in a range of outdoor activities including the flying fox, giant swing, and archery. The camp has a strong focus on environmental awareness and sustainability, linking strongly with the Year 4 program. Students visited Healesville Sanctuary, rode on Puffing Billy, and took part in a rainforest walk with a Parks Ranger. The camp was a valuable opportunity for students to develop confidence and build connections with their peers.

Year 5

The Year 5 camp was held over four days in Halls Gap, in the Grampians. The program focused on fun, teamwork, leadership, and personal development through activities such as a mountain hike, rock climbing, abseiling, archery, low ropes, bushwalking, and group challenges. Students also enjoyed a campfire evening and a nature discovery activity. The camp encouraged students to try new things and support each other throughout the experience.

Year 6

Year 6 students spent three days at Kangaroobie, located in the Otway region near Princetown. The camp focuses on fostering teamwork, collaboration and establishing new connections among the year level. Activities included canoeing, a beach walk, an obstacle course, farm experiences, initiative games, and a night walk. On the final day, students visited the Twelve Apostles before returning to school. The camp supported students in developing cooperation, independence, and resilience.

Year 7

Year 7 students took part in a five-day camp based in Marysville. The camp focused on building connections across the year level and developing outdoor skills. Students stayed in cabins for two nights and participated in activities such as high ropes, canoeing, mountain biking, and team games. They visited the Marysville bushfire museum to learn about the impact on the local community and its history. For the other two nights, students camped in tents, participating in hiking activities, learning about setting up camp and developing camp cooking skills. This part of the camp is a valuable experience in preparation for the Otway camp the following year.

Year 8

Students took part in an eight-day journey through the Otway Ranges, which was a significant milestone for Middle School students. The program is challenging due to its length and remote location, and is focused on building resilience, independence, teamwork and self-belief. Students hiked between campsites, carrying their gear and preparing their own meals. They also embraced a range of outdoor activities including mountain biking, canoeing, cascading, and initiative activities. Camp routines such as setting up tents, cleaning, and managing supplies helped students develop practical

skills and take responsibility for themselves and their group. It was a challenging but rewarding experience, marking an important step in their transition to Senior School. For many, the Otway Camp is a defining moment and a rite of passage as they prepare to transition into Senior School.

Year 9

• House Retreat

Students took part in a three-day House Retreat at the College's Cape Otway Campus, exploring activities that were themed around communication, belonging, leadership and reflection. The Year 9 House Retreat is an important component of transition to the Senior School, providing an opportunity to foster strong connections as the Year 9's commence their shared journey through their senior years.

• Futures Week

The Futures Week program invites students to explore Melbourne and Geelong while engaging in relevant, contemporary educational experiences. It encourages them to develop the skills needed to navigate the complex social, economic, technological, and environmental challenges of an ever-evolving world.

Year 10

The Year 10 Fulfilling Lives program focuses on creating a greater understanding and awareness of the world beyond what we know, and the many shared and varied issues, challenges and joys experienced individually and collectively. Year 10 students actively participate in meaningful community-driven initiatives, providing them with opportunities to give back and work alongside their host community. This process of working alongside local residents enables both visitor and host to see, hear and experience their differences but also to embrace their commonalities as citizens of the world, with the latter far outweighing the former. This hands-on approach to learning instils empathy, compassion, and a sense of purpose in students, shaping them into responsible global citizens. 2024 destinations included Cambodia, Cape York, Fiji, Lilla (Central Australia), Timor Leste, Top End (Northern Territory), Local Connections (Melbourne, Geelong and the Bellarine Peninsula) and Vietnam.

Year 11/12

A group of 12 students and three staff were planning on heading to Tanna, Vanuatu to undertake a cultural immersion through Lenakel Presbyterian College. Unfortunately this program had to be cancelled due to the collapse of Air Vanuatu. The College intends to run this program again in 2025.



Wellbeing

Advancing Collective Wellbeing

In 2024, The Geelong College continued to strengthen its commitment to Collective Wellbeing, embracing the belief that wellbeing is a shared, lived experience shaped by relationships, environments, and values. This approach positions wellbeing not as an isolated program, but as a reflection of the everyday culture and interactions that define the life of the College. Within this cultural context, students, staff, and families are best positioned to thrive.

The College's wellbeing strategy is intrinsically aligned with its core values of Integrity with Compassion, Respect with Grace, Community with Diversity, and Aspiration with Humility. These values underpin every aspect of College life and shape a community where individuals feel safe, valued, and empowered to contribute positively to the experience of others:

- **Integrity with Compassion** supports a culture of trust and responsibility, where actions are consistent with values, and all members of the community are encouraged to act with honesty and ethical intent.
- **Respect with Grace** is modelled and taught explicitly through our tripleR approach, mentor and tutor programs, and daily interactions, reinforcing the inherent worth and dignity of each person.
- **Community with Diversity** is realised through inclusive practices, meaningful cultural engagement, and initiatives that celebrate difference as a source of strength.
- **Aspiration with Humility** is reflected in our commitment to continuous growth — not only in academic or personal achievement, but in how we care for one another and enhance the collective experience of the College community.

This values-led model of wellbeing acknowledges that an individual cannot truly flourish in isolation. Rather, Collective Wellbeing recognises that thriving communities are built on mutual support, shared purpose, and a commitment to fostering environments where all members are known, respected, and included.

Throughout 2024, the College continued to design learning environments and co-curricular experiences that prioritise this collective ethos. From our pastoral systems and House structures to our approach to diversity and inclusion, the College's wellbeing efforts aim to cultivate a strong sense of belonging and a tangible connection to place, which are central elements in our understanding of what it means to flourish together.

Strategic Developments

In alignment with the strategic vision of the College, we saw the decision to begin developing the Collective Wellbeing Action Plan, which will in turn deliver a College-wide Wellbeing Framework. The Collective Wellbeing Action Plan will serve as both a philosophical foundation and a practical roadmap. It will translate the College's commitment to wellbeing into clear actions and initiatives aligned with our values.

Belerren Sports and Wellbeing Centre

A significant milestone in 2024 was the official opening of the Belerren Sports and Wellbeing Centre. This state-of-the-art facility includes a double court gymnasium, elite training amenities, four classrooms, and an events space overlooking Mackie Oval. Belerren serves as a hub for physical education, wellbeing programs, and community gatherings, symbolizing our commitment to fostering both physical health and communal connection.

Student Wellbeing Programs

Throughout the year, the College expanded its student wellbeing programs, focusing on resilience, emotional literacy, and social connection. The tripleR approach continued to guide classroom discussions, emphasising Respect, Responsibility, and Relationships. Guest speakers, including Paul Dillon and Brent Sanders, returned to the Senior School to provide valuable insights on topics such as substance use and personal safety, reinforcing the message that individual choices impact the broader community.

The Middle School engaged with several speakers and experts across various areas, including cyber safety expert Susan McLean and the Life Changer program, which provides an opportunity for students to explore self-growth and self-awareness, become one of several programs implemented to support student mental health.

In the Junior School, wellbeing activities remained integral to daily routines. Drawing from the Respectful Relationships curriculum, students engaged in lessons on emotional literacy, personal strengths, and positive coping strategies. The Reggio Emilia approach continued to inform our practices, fostering an environment where students develop empathy, gratitude, and resilience.

Year Level Initiatives

Several initiatives in 2024 included the continuation of the successful Rites of Passage Institute approach into the Year 8 camp and the continuation of the Year 9 Retreat at Cape Otway during Term 1 in House groups. The Year 9 Retreat has now become a significant feature of the Year 9 calendar, offering significant opportunity for connection between members of the tutor groups and the sparking of House spirit. The retreat is designed to effectively connect the Year 9 cohort with each other and their key pastoral leaders in their new context of a Senior School House. A strong sense of belonging to a Senior School House has been recognised as a key component of nourishing student wellbeing at the College.



In addition, Year 10 students continued a cornerstone tradition by participating in the Fulfilling Lives program. This program is designed to immerse students in meaningful service-learning experiences that foster personal growth, cultural understanding, and a commitment to community engagement. The experiences align with the College's values of Integrity with Compassion, Community with Diversity, and Endeavour with Courage, providing students with opportunities to live out these principles in real-world contexts.

Diversity and Inclusion

Reconciliation Action Plan

In 2024, The Geelong College's Reconciliation Action Plan (RAP) received formal approval from Reconciliation Australia, marking a significant step in our commitment to reconciliation. The RAP, developed collaboratively by staff, students, parents, and community members, outlines actionable steps to deepen our understanding and respect for First Nations cultures and histories.

Reconciliation Week

Reconciliation Week was commemorated with a series of events, including the annual Ngarweerreng Day in the Junior School. Students participated in activities celebrating First Nations culture, beginning with a smoking ceremony conducted by Wadawurrung Traditional Owner, Corrina Eccles. These events fostered a deeper appreciation for Indigenous heritage and promoted cultural awareness within our community.

Geelong College Rainbow Alliance (GCRA)

The Geelong College Rainbow Alliance continued to provide a supportive space for LGBTQIA+ students

and allies. Through regular meetings, assemblies, and collaborative events with other schools, the GCRA promoted inclusivity and understanding, ensuring that all students feel safe and respected.

Staff Professional Development

In 2024, the College maintained its focus on supporting staff wellbeing and professional growth. Staff engaged in development opportunities that deepened their capacity to respond to the complexities of student wellbeing, including Youth Mental Health First Aid and workshops focused on supporting neurodiverse learners. These efforts reflect a broader commitment to ensuring that those who lead and nurture our students are themselves supported and professionally empowered. The College's investment in staff development reinforces the essential link between educator wellbeing and student success.



Professional Development

The College remains committed to developing our people, knowing that this is central to providing the best possible experience for every student. In 2024, our priorities for Professional Learning focused on:

- Guest speakers
- Inclusive learning environments that ensure the needs of all students are being effectively met
- Facilitating professional conversations about classroom practice
- A continued focus on building capacity in our middle leaders
- Embedding the Hochman® method into the way we teach writing from Foundation to Year 8
- Embedding the Vision for Learning, Learner Aspirations and the Instructional Model

Professional Development Highlights:

Guest Speaker – Simon Griffiths, CEO of Who Gives A Crap

Few would have expected a social enterprise to emerge from toilet paper production — that is, until we met Simon Griffiths. Simon shared how the toilet paper shortages of 2020 gave his philanthropic business, Who Gives A Crap (WGAC), the momentum it needed to grow rapidly and scale up its mission to improve sanitation globally. Demand for WGAC products surged to the point that the company had to temporarily shut its online store to catch up, and has remained high ever since.

Simon explained how toilet paper sales have enabled WGAC to contribute more than \$4 million to sanitation projects in developing countries. Beyond its charitable impact, Simon attributes much of WGAC's success to its unique brand voice, which is rooted in joy, subtle humour and cause-driven customer loyalty.

His message to staff was clear: take pride in our roles at the College and recognise them as part of a bigger mission to do good. He also reminded us of the value of reflection and continuous improvement, becoming just a little better every day through hard work and adaptation.

Term 2 Professional Learning Day – Enabling Teachers to Support All Learners

Guest Speaker: Chris Varney

Chris Varney, CEO of the I CAN Network — Australia's largest Autistic-led organisation — delivered a keynote address that left a lasting impression on staff. Drawing on his personal journey as a young person with Autism, Chris spoke of the challenges he faced and the transformative impact of one teacher who truly understood how he learned. This teacher, he said, played a pivotal role in enabling his success and influencing others to do the same.

Chris left teachers with a compelling message: every educator can make a significant difference if they take the time to understand their students. He emphasised the importance of clear communication, predictable routines, and varied modes of engagement, and encouraged staff to approach every learner with enthusiasm and belief in their potential.

Workshops

Following Chris' keynote, teachers and teaching assistants participated in two in-house workshops, developed and facilitated by members of the Executive, Academic Executive and Learning Enrichment teams.

Inclusive Classrooms for All

This workshop was designed to help teachers experience the challenges some students face when their learning needs are not supported. Through respectfully simulating these challenges, staff worked together to develop strategies to adjust and modify learning to ensure all students can participate meaningfully. Recognising the varied understanding of learning needs among staff, the workshop created space for shared insight and collaborative problem-solving.

Challenging Highly Able Students

The "Challenging Highly Able Students" workshop explored ways of engaging students in our classes who are Highly Able and could benefit from opportunities to be extended in their learning, with the aim of always keeping students engaged and enthused. This session provided teachers and teaching assistants with quick and easy tools to facilitate extension opportunities through curriculum provisions and questioning frameworks. The Gagné Model of Giftedness and Talent was also explored to support classroom inclusion of gifted and talented learners.

Quality Teaching Practice and Teaching Rounds

The Quality Teaching Frameworks — developed over two decades by the University of Newcastle — provide a model for embedding intellectual quality, cultural and societal significance, and supportive learning environments in classroom practice.

In 2024, key College leaders including Junior School Year Level Coordinators, Middle School Curriculum Coordinators, Senior School Heads of Department, Deputy Heads of School and the Teaching Executive, undertook a two-day workshop facilitated by the University of Newcastle's Quality Teaching Academy. Participants were introduced to the Quality Teaching (QT) Classroom Practice Guide and the Quality Teaching Rounds methodology, both underpinned by extensive research.

In Semester 2, all participants engaged in a pilot implementation of the Quality Teaching Rounds model. Teachers worked in professional learning teams of three, collaborating across campuses and subject areas to observe, reflect and refine classroom practice. This

initiative provided rich opportunities for cross-disciplinary learning and will be extended to all teaching staff in the near future.

Middle Leadership Professional Learning

In 2024, all staff in middle leadership positions were invited to undertake Leading People — a course offered by the Harvard Graduate School of Education. This course is designed to equip school leaders with the skills, strategies and systems to lead high-performing, collaborative teams. At the end of the course, staff participants have, or will have, achieved the following learning outcomes:

- Strategies to cultivate a skilled and motivated staff, ensuring staff members are aligned with the school's vision and objectives, and can build shared ownership around these goals.
- Skills to effectively distribute leadership among staff and across the school community to increase productivity, collaboration, and empowerment.
- Skills to establish a supportive school culture where systems and structures enable all adults to become engaged learners and gain expertise through collective learning and continuous improvement.
- Understanding around the school leader's role in communicating institutional goals to community stakeholders and the ability to identify strategies that can help foster greater stakeholder buy-in.

The course also includes a virtual collaboration component, connecting participants with global education leaders. Internally, this learning was deepened through structured College-based collaboration.

This is the beginning of an ongoing and sustained focus around the professional development and engagement of our middle leaders, so they can lead high performing

teams throughout the school.

The Writing Revolution

In Term 4, all primary teachers, Year 7 and 8 English teachers, and Learning Enrichment staff participated in professional learning delivered by The Writing Revolution. This program, underpinned by the Hochman® Method, provides structured, age-appropriate strategies to support advanced thinking through writing. The intent behind the teacher participation in this professional learning experience is to ensure the progressive growth and continuity in skill development as students move through the College and focuses on structured approaches to teaching expository writing, so students are empowered to integrate it into any context.

Term 3 Professional Learning Day – Introducing the TGC Instructional Model

The Term 3 Professional Learning Day marked the introduction of The Geelong College's refreshed Vision for Learning, Learner Aspirations, and Instructional Model. While all elements were shared, the focus for this day centred on deepening teacher practice around two key areas: Learning Intentions and Reflection.

Following the plenary session, staff participated in cross-campus workshops facilitated by members of the Academic Executive. This work continued throughout Terms 3 and 4, as curriculum departments developed clear frameworks to embed consistent and meaningful use of Learning Intentions in every classroom.

Staff undertaking post-graduate studies

Dr Brendan Reed – conferred with Educational Doctorate by the Australian Catholic University
“Lived Experiences of Teacher Stress”



The Geelong College Foundation

2024 marked a significant and celebratory year for both The Geelong College and the Foundation. In a wonderful confluence of milestones, we proudly commemorated the 50th anniversary of co-education alongside the official opening of Belerren, our new Sports and Wellbeing Centre. The Foundation was quick to unite with the College Council in supporting this landmark project. It is with great pride we witness Belerren completed — exceeding all expectations — and now standing as a lasting and valuable addition to the Senior School campus. We are equally reminded of the profound and positive impact co-education has had over five decades. The inclusion of girls at The Geelong College has deeply enriched the educational journey for all students, and its value continues to be seen every day.

Philanthropic Impact

Through the stewardship of a broad-based philanthropic program, the Foundation helped contribute \$2,791,579 to the College in 2024 through fundraising. Key fundraising results include:

- Annual Giving: \$44,947
- Sundry Scholarship Donations: \$1,385,592
- Belerren Capital Campaign: \$794,867
- Bequests: \$566,173

Support for the College in 2024

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

- The funding of scholarships and bursaries to support student access and opportunity.
- The ongoing backing of the Foundation Fellowship, enabling staff to pursue professional development, research, or study — both nationally and internationally.
- The sponsorship of the Foundation Concert, the College's premier music event showcasing the talent and dedication of students across various ensembles and choirs.
- The allocation of 50% of the Foundation's annual net surplus to a designated Principal's Project, which in 2024 was the resurfacing of the Mercer Parade Tennis/Netball Courts.

Engagement and Events

The Foundation hosted a series of well-attended events throughout the year, in addition to holding four quarterly Board meetings. Key events in 2024 included:

- 27 March: Annual General Meeting – Wayaperee
- 19 April: Foundation Members' Lunch – Dining Hall
- 3 May: Foundation Community Golf Day – Barwon Heads Golf Club
- 9 August: Foundation Concert – Costa Hall
- 26 October: Morongo Old Collegians Lunch – Dining Hall
- 31 October: Morrison Society & Patron Lunch and Tour of VCE Arts & Design Exhibition
- 5 December: Christmas Drinks preceding the College Christmas Service

People and Recognition

In February, we farewelled Mr Andrew Cameron, who retired from the Board after 12 years of exemplary service, including nine years as Vice President. In August, Mr Ben Miller was welcomed to the Board as a new Director.

The 2024 Foundation Fellows — Kate Sculley, Rebekah McColl, and Terry Coburn — will undertake a Neurodivergence Study Tour in Prague in May 2025. Their program includes attendance at the 10th Annual World Congress on ADHD, and will involve global collaboration and research in this important and evolving field.

Honouring the Past

In closing, we reflect on an act of reverence and responsibility — the restoration of the grave of Rev. Dr Alexander James Campbell, one of the founders of The Geelong College. A Scottish-born Presbyterian minister, Rev. Campbell was deeply committed to the education of future generations. We hope that in honouring his legacy, the College community remains steadfast in its mission to support and uplift current and future students.



Community Engagement

Community engagement remains a hallmark of The Geelong College. Information is shared and feedback gathered through a wide range of channels, including printed publications, parent support groups across each school and within co-curricular programs, social media (including Facebook and Instagram), electronic platforms such as Seqta and SeeSaw, information sessions, and formal social events like parent evenings, suppers, and other gatherings at the College.

In 2024, the practice of regular communication with families continued through the fortnightly Parent Bulletin, the biannual Ad Astra magazine, and the annual Pegasus yearbook. Parent forums, such as the Prep School and Senior School Parent Association as well as Sport and Music Support Groups, provided valuable opportunities for direct interaction between parents and staff. These were complemented by co-curricular parent groups, all of which serve to enrich the student experience through meaningful, constructive engagement. Encouragingly, 2024 saw a noticeable resurgence in parent participation across these forums, returning closer to pre-COVID levels. This support of parents and their social engagement remain a defining feature within the College community.

In addition to traditional printed means of communication and parent forums, the College continues to utilise a suite of digital platforms, including social media, the Parent Portal, and the College website. These tools form part of a sophisticated ecosystem for disseminating information and receiving feedback. Striking the right balance in the volume, frequency, and the nature of communications remains an ongoing focus. Regular evaluation of our communication practices through feedback and engagement helps ensure that our approach remains efficient, responsive and aligned with community needs.

The College's engagement also extends beyond parents and alumni, as we continue to play an active role in the broader Geelong community. The Community Choir rehearses weekly on campus and includes members from both within and outside the College. St David's Uniting Church has relocated its weekly worship to the College Chapel. Our students participate in a range of community service programs across Geelong, while local sporting groups make regular use of the College's facilities. Together, these initiatives reflect a deeply embedded culture of community connection that remains central to the College's identity.





College Staff

The College employed 402 core staff in 2024, with a gender ratio of 67.66% female, 32.09% male and 0.25% non-binary. The staff cohort included 205 Teachers, 187 Business Operations staff and 10 Executive staff. No staff have self-identified as Indigenous. Across the College, the pupil-teacher ratio for Primary is – 10.9 students: 1 teacher and Secondary – 8.9 students: 1 teacher, and all were VIT registered. The College expenditure in professional development was \$181,703, with the average spend of \$1,164 per teacher (FTE).

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

- 57.2% of staff have been employed for up to five years;
- 17.1% 6-10 years;
- 17.3% 11-20 years;
- 5.7% 21-30 years; and
- 2.7% have served more than 30 years.

Staff Qualifications

EXECUTIVE STAFF

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 Wolfenden, 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

Mr N G Morton, LLB, BCom, GradDip Education(Applied Learning), MEd(Leadership)

Director of Human Resources

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

Director of Wellbeing

Ms J A Taylor, BEd (Primary), Dip(Modern Languages), Dip(Positive Education), MAP – departed 01/03/2024

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 T M Adams, BA, GradDipEd, departed 21/06/2024

Acting Head of Design & Creative Arts (Term 2)

Mr D A Alchin, BDes(Hons)

Ms O Allan, BAHist, BTeach(Primary)

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

Acting Head of Shannon House (Term3)

Ms E R Anderson, BMus(Hons), BTeach(Prim&Sec), BTeach(Hons), departed 28/03/2024

Mr S Asbury, BEd (PhysEd)

Head of Learning and Curriculum Years (4-8)

Mr C D Backhouse, BEd MEd

Miss C S Bailey, BA, MTeach

Ms C B Barrett, BTeach&Learn, GradDipEarlyChildhood,
Head of Learning and Curriculum Years (EL-3)

Mr E K Bauer, BA, PostGradDipTeach (Secondary)

Mrs K Beale, BSc, PostGradCert(Education)

Mrs M Bell, BMusEd, MEd, AMusA

Head of Senior School Music

Mrs J C Bickett, BEd(EarlyChildhood)

Director of Early Learning

Mr A W Bigelow, BSc, departing 11/12/2024

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

Head of McLean House

Miss C J Brain, MTeach, BDes (Term 1-3)

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

Head of Mathematics

Mrs C Carah, BEd

Acting Head of Learning and Curriculum Years (EL-3) (Term 3 & 4)

Level Coordinator (F-1)(Terms 1 & 2)

Mrs I Carr, BBus, MTeach

Mrs J L Carr, BEd

Primary Sport Coordinator

Mr P Carroll, BEd (Primary)

Head of Bellerophon House

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
 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)
 Assistant Head of Mossgiel Boarding
Mr P E Conway, BSc(Ed)
Mr B Cook, BAppSc, GradDipEd
 Head of Coles House
Miss G M Cook, MTeach
Ms D Dafoulis, BA, BTeach
Dr F D'Agostin, BSc(Ed), MEd, PhD
 Reporting and Analytics Coordinator
Ms D Dear, BA(Visual Arts), BA(Graphic Design),
GradDipEd (departed 28/3/2024)
Ms L E Dillon, BA, LLB, DipEd
 Head of Learning & Curriculum (Years 9-12)
Mrs S M Dobie, BEd(Phys Ed)
Ms X Dong, BMan, DipEd(Chinese and Bus), Med
Ms J J Donier, MTeach, BA, MA(Lit), departing 11/12/2024
Mrs J Donohue, BEd(Primary)
Mr G J Donovan, BSc, DipEd, DipAppPolymerSc
Ms G Drover, MEd, MT, BA
 Acting Level Coordinator (F-1) (Term 3 & 4)
Mr C L Drummond, MTeach
Mrs A J Dye, DipTeach(EarlyChildhood)
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)
 Level Coordinator (Year 7)
Miss S I Ellis, BSc (Applied)
 Acting Head of Morrison House (Term3)
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 T Flanagan, BAppSc, PostGradDipEd, Dip(Textiles)
(Term 4)
Ms A M Forssman, BTeach (Prim & Sec), BFA
Mrs R M Forsyth, BTeach (Early Childhood),
DipChildrenServices
Mrs L J Fuller, BA, BTeach(Primary)
Mrs K L Fyffe, BMusEd (Term 1,3 & 4)
Mr O Galluccio, BEd, DipTeach
Ms L C Garland, BEd (Term 4)
Mrs R L Gettel, BA, BEd
Miss F Gibier, BSociology, CertTeach
Mr G R Gilby, BEd
 Head of Boarding (Mackie)
Ms J C Gill, BA, DipEd, GradDipEdAdmin, MEd, departing
11/12/2024
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

Mr J LHamilton, BA(Hons), MA, GradDipEd, departing
11/12/2024
Ms C D Hancock, GradDipEd, BA
Mr R M Hanley, BEd (Term 1 & 2)
Mrs L Harmer, BEd (Term 3 & 4)
Mrs R J Hartnell, MTeach (Primary) (Terms 1 & 2)
Miss K M Hemsworth, BEd
Mr J A Henderson, BEd, BA(Journalism Communication
Studies)
Ms I C Henricus, BA, MTeach
Mr T J C Hodge, BA(Media&Comm), MTeach(Secondary),
 Head of Keith House
Miss C O Hollowood, BEd(Primary)
Mr J C Hunt, BMusPerform, DipMusPerform, DipEd
 Head of Contemporary Music
Ms J Hussey, BEd(PhysEd), GradDip(Health Science)
Ms D T Hynes, BEd, GradDipDir
 Head of Morrison House
Mrs C R Jansen, BTeaching(Secondary), BSc
 Head of Science (Years 9 - 12), Terms 1&2
Mr W J Jeffery, BExSportScience, MAppliedTeach
(Term3)
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)
 Acting Head of Performing Arts (Term 4)
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)
Mr E Kovacev, BEng, GradDipEd, GradDipComp
Ms J L Lane, BA(Ed) (Term 4)
Miss S F Langley, BHealthPhysEd
Ms M C Lawrence, BSc, BEd (departed 28/03/2024)
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)
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
Mr R J McElligott, BA, GradDipEd
 Deputy Head of Junior School
Mr S McIntosh, BMultimedia, BArchitecture/Arts,
DipEd(Arts/Media), Cert IV TAE
Mr A R McKie, BEd, DipTeach(Primary),
GradDipEd(Computing)
 Curriculum Coordinator (Years 4-6)
 Head of Helicon House
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
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, BEco, 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
Head of English (Years 9-12)
Mrs H S Nicol, GradCertSci, GradDipEd, BAppSci
Mrs P A Nielsen, BEd, DipTeach
Mrs D Nikolovski, BTeach(Hons), BA
Mrs A-L O'Donoghue, BEd(Early Childhood),
DipTeach(EarlyChildhood), Med
Mrs D C Ower, M(Teaching)
Ms M D Pacifique. BSc, GradDipEd(Secondary)
Mrs J M Panckridge, BA(Ed), BEd, MEd
Mr M K R Panckridge, BA(Ed), departing 11/12/2024
Mr J Patrick, MTeach
Ms E Paul, BA, LLB(Hon), GradDipEd, DipModLang
Head of Business Studies
Ms K L Pelletier, BEdVisArts(Textiles)
Mr L Pittas, BSc, GradDipEd
Mrs P Porter, BEd
Head of Sport
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
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)
Miss C A Rice, BEd(Hons), (Term 2)
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)
Mr J A Rollinson. BSc, GradCertEd
Head of Science (Years 9 - 12), Terms 3&4
Miss G H Rolls, BAgSc, PostGradDipTeach, Dip (Modern
Languages), MTeach
Deputy Head of Middle School
Ms S L Rose, BA (Fine Arts), PostGradDipTeach,
Advanced Dip (Photography), departing 11/12/2024
Ms H R Ross, BSc, GradCertEd
Head of Wattenhall 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
Mrs A R Schleutker, BA, GradDipEd, QTSC-UK
Head of McArthur House
Ms L J Schulze, BMusPerf, BA(Hon), GradDip(Ed) (Terms
3 & 4)
Mr A J Schuyler, BEd, Cert III (Education)
Assistant Head of Mackie Boarding
Miss G A Scott, BEd (Phys Ed)
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)
Mrs T L Sidari, BA, MTeach, GradCert(RE)
Miss S V Smith, BHealthPhysEd
Ms J Stevenson, BAppSc(HumMvmt), BTeach(Secondary)
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
Curriculum Coordinator of Science (Foundation – Year 8)
Mr M B Thacker, BMusEd
Mr G P Thompson, BA(Education)
Head of Minerva House
Mr D G Thomson, BA, GradDipEd (Secondary),
GradCertEd, departing 11/12/2024
Curriculum Coordinator of Art (Years 4 – 8)
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)
Mrs K Watson, GradCertEd (Middle Years Mathematics),
BA(MediaStudies), BEd, MEd(Early Numeracy)
Acting Curriculum Coordinator (Years 4-6) (Term 2)
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 B B Winter, BA, MTeach
Ms K Winter, BA, BEd, PostGradDip (Education &
Training), GradDip (Psychology), departing 11/12/2024
Mrs E M Witham, GradDipEd(Secondary)
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
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 2024 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. Most notably in 2024, the Belerren Health and Wellbeing Centre was completed, and ongoing upgrades to learning spaces and sporting facilities around the College were actioned. In addition to this, the acquisition of the Merrawarp Road property to compliment existing programs and unlock potential for additional pathways for students is worth noting. 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:

- The completion of the Belerren Health and Wellbeing Centre, Rankin Field Warm Up Zone and Mercer Parade Courts
- Continued support for Staff and the College community
- Cost control and expense management across the College, with additional state taxes absorbed
- Receiving an unqualified audit opinion from

Moore Australia in respect to the 2024 financial statements

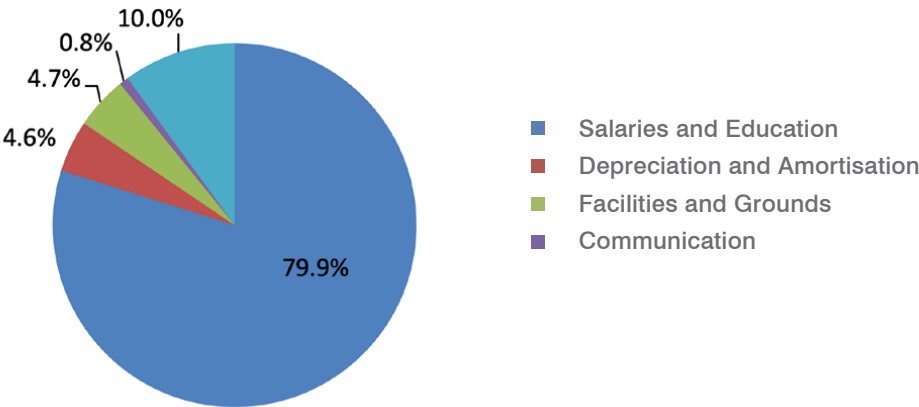
- Master planning next stages and a revisit of existing planning
- Learning Space upgrades across the College
- Adoption of the Strategic Plan

Total income received for 2024 was \$69.75m, an increase of 4.9% on 2023. Strong enrolment numbers represented the bulk of income received – 65.7%. Funding received from both Commonwealth and State Government accounts for 18.8% of total income received. Retail sectors and donations contribute the remaining 15.5% combined.

Total expenditure increased by 9.8% on 2023, with 79.9% of expenditure toward staff and educational costs, with administration and property costs being the remaining 20.1%.

Continued support from The Geelong College Foundation, the Old Geelong Collegians' Association (OGCA), and various parent support groups are of huge importance to the school and assist with further facilities, educational offerings and experiences for students, staff, and our community.

2024 Expenses



2024 Revenue

