



THE
GEELONG
COLLEGE

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Annual Report 2013



The Geelong College Annual Report 2013

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Mission

The Geelong College is a Uniting Church co-educational day and boarding school that creates outstanding opportunities for its community of students, encouraging and inspiring all to be positive contributors to our world.

Vision

The Geelong College is an innovative and caring community of learners committed to making a positive difference to an ever changing world.

From the Principal



The year 2013 will be seen as one of continued growth of the College, as a close and dynamic community, in enrolments, in educational offering for our students and in the development of facilities.

The College has such a rich history built on the dreams of those with a great desire to enable the best for the young people that enter its gates. Its first Principal, Dr George Morrison, had a determined belief in the importance of academic excellence and the importance of that for the rapidly growing city and region.

The era of the College under the Reverend Francis Rolland from 1920 to 1945 saw much innovation and broadening of the learning at our College to include a range of artistic opportunities, outdoor expeditions and great efforts, in Rolland's words, "to make The Geelong College less institutional and more human".

The mission and vision of the College had broadened to best meet the needs of the students of the day, and so that continues to be the case, and must be.

In 2013, the Mission Statement of the College was altered slightly to:

The Geelong College is a Uniting Church co-educational day and boarding school that creates outstanding opportunities for its community of students, encouraging and inspiring all to be positive contributors to our world.

The College's Vision Statement was also altered after considerable consultation with staff, support bodies, student groups and the College Council to guide the College into an exciting future.

The Geelong College is an innovative and caring community of learners committed to making a positive difference to an ever changing world.



The foundations of learning are laid at our Junior School which is inspired by the world-renowned Reggio Emilia approach, and our Middle School is a dynamic hub where students develop independence and creativity in their thinking. At the Senior School, students are challenged to excel academically and develop a global and service-oriented mindset.

A very broad co-curricular learning program, including APS sport, music, drama, expeditions, debating and public speaking opportunities means there's additional learning to help inspire all.

All our young people at The Geelong College from age 3 to Year 12 are taught to value imagination, the unknown, to aspire to be productive citizens; and that has been shown again this year in so many ways – from the speeches, songs and dances our very young children create for assemblies, to the innovations and presentations our older ones lead within the school and beyond.

This past year has seen continued great redevelopment of the Middle School with the opening of Stages 1 and 2, including new Years 7 and 8 learning studios, new learning spaces for Year 5s, a refurbished

Library and new Science learning areas. Important landscaping and completion of the aesthetics of the buildings there are to come, all of which should help inspire the learning of our young people.

Much work has also been done towards the implementation of a new College-wide Social and Emotional Learning program, TripleR, which will focus on developing skills in Resilience, Relationships and Reflection among students of all ages, based on research and evidence.

The College is also committed to the professional learning of our staff and understands that effective teaching is the single most influential factor in a student's development. To that end, we have also seen this year the early development of the College's Centre for Learning, Research and Innovation, in collaboration with Deakin University.

We can indeed look forward to 2014 with great anticipation as we reflect with pride on the achievements of our College community in 2013.

Andrew Barr



Educational Priorities



Adopting the UNESCO model for Educating in the 21st Century, we have structured our educational programs around four interrelated pillars of education and set out our major priorities:

Learning to know

The basis of this learning is the joy of knowing, understanding and discovering. This pillar involves the cognitive dimension of learning: acquiring knowledge, skills and understanding; fostering learning skills and cultivating intellectual character.

- Acquiring fundamental knowledge across a range of subjects
- Being intellectually curious and passionate about learning
- Being open-minded and thinking creatively
- Developing the habit of reflection
- Learning how to learn
- Learning through understanding
- Becoming a discerning digital learner
- Developing analytical, critical thinking and synthesizing strategies
- Learning in a context of uncertainty and change

Learning to do

Possibly the most effective and satisfying way to learn is through “doing”. This pillar involves the application of knowledge and skills: authentic “real life” learning, developing productive skills and preparing progressively for the world of work.

- Applying knowledge and skills
- Learning in “real life” contexts
- Being self-directed and persistent
- Being attentive and taking risks
- Working collaboratively with others
- Exploring different pathways and planning actively for the future
- Developing a range of vocational competencies

Learning to be

Education must also contribute to the all-round development of each individual – mind, body, sensitivity, aesthetic sense, personal responsibility and spiritual values. This pillar involves the personal dimension of learning.

- Embracing Christian values
- Valuing the spiritual dimensions of life
- Thinking and acting ethically
- Developing self-awareness, responsibility, judgement, autonomy and resilience
- Having high expectations and striving for personal excellence
- Exploring one’s talents and developing a broad range of capacities
- Being confident, optimistic and healthy in mind and body
- Taking initiative and developing as a leader
- Developing a range of life skills

Learning to live with others

Learning how best to live with others is one of the major issues in society today.

This pillar involves the social and cultural dimensions of learning and our responsibility to help students to understand diversity and the interdependence of human life so that people might better cooperate for the individual and common good.

- Cultivating positive relationships
- Understanding gender and respecting gender differences
- Understanding social, cultural and religious diversity
- Developing empathy and respect for others
- Developing the qualities associated with positive citizenship
- Engaging productively with local and other communities in Australia and abroad
- Learning to participate in a global world
- Being socially and environmentally responsible

Core Commitments

In addition to the Educational Priorities, a set of six Core Commitments identifies what the College values most and intends to nurture and promote in the years to come:

- **All-Round Education:** We offer a well-rounded education with a focus on the development of the whole child (mind, body and spirit) through a broad range of experiences and opportunities.
- **Coeducation:** Coeducation is a natural setting for educating boys and girls and promotes equality, diversity and social competency.
- **Excellence:** We are committed to continuous improvement and excellence in teaching and learning, pastoral care, programs, facilities and institutional practices.
- **Community:** Our own sense of community is strong and underpins our commitment to others, both locally and globally.
- **Forward Thinking:** We are forward thinkers and develop creative responses to changing needs and an evolving world.
- **Sustainability:** Our concern for the future is reflected in our commitment to sustainable attitudes and practices.



The College Council



The College Council is charged with the responsibility of governing the school, and has done for over 100 years when the Morrison family passed ownership to the Presbyterian Church. The broad term "governing" encompasses the strategic direction of the educational product, the management of the school infrastructure, financial management, and the appointment of the Principal.

Council membership covers the necessary skill sets of education, legal, accounting, business and development, health and wellbeing. These skills and connections blend together to provide an introductive and energetic board that takes a vital interest in many facets of school life, student achievements and ensuring the long-term success of The Geelong College.

Hugh Seward MBBS, DObst, RCOG, FASCP, FASMF, FFSEM

Hugh has been a Director since November 2004. He is an Old Collegian (OGC 1970) and former School Captain and also a past parent of Kate (OGC 2000), Minnie (OGC 2002), George (OGC 2006) and Harry (OGC 2009).

Hugh is the Chairman of The Geelong College Board, a member of The Geelong College Finance, Risk Management, Planning, Executive and Education Committees.

Hugh is a past President of the Senior School Parents' Association. He is a Director and Life Member of the Geelong Football Club and an Executive Officer in the AFL Medical Officers Association and Member of the AFL Research Board, he is also the Independent Doctor for the Australian Institute of Sport's Illicit Drugs in Sport Program.



Hugh Collins BA(Hons), AM, PhD, AMusA

Hugh has been a director since May 2009. He is the current Chairman of The Geelong College Planning Committee and a member of the Education Committee. He is a Graduate Member of the Australian Institute of Company Directors and has been a non-Executive Director of the CASS Foundation since 2008. He was Master of Ormond College at The University of Melbourne for 14 years and prior to that was the Foundation Professor of Government and Politics at Murdoch University.



Claire Darby MB, BS, Dip Obs RACOG

Claire has been a Director since May 2008 and is a past parent of Alex (OGC 2002), Tom (OGC 2005), James (OGC 2007) and William (OGC 2007). She is a member of The Geelong College Risk and Planning Committees. A medical practitioner, Claire has served as President of The Geelong College Parents' Association and The Geelong College Rowing Parents' Support Group.



Michael Betts BCom, MBA, Master of Taxation

Michael has been a director since May 2008. He is an Old Collegian (OGC 1965) and past parent of Peter (OGC 1996), Kate (OGC 1998) and Anna (OGC 2000). Michael is President of The Geelong College Foundation and is a past President of the OGCA. He is a member of The Geelong College Finance Committee. A Principal with LBW Chartered Accountants, Michael is a Fellow of the Institute of Chartered Accountants in Australia, a Chartered Tax Adviser and a Graduate Member of the Australian Institute of Company Directors. He was awarded the Centenary Medal of the Commonwealth Government for Community Services.



Barry Fagg BCom, MAICD, CPA

Barry (OGC 1966) has been a Director since March 2012. He has more than 30 years' experience in the retail sector as Director of Fagg's Mitre 10, and he served 17 years as a Director in the Mitre 10 Group of Companies, including more than two years as Chairman of Mitre 10 Australia Ltd. He is a past Director and President of Give Where You Live and the current Director and past Chairman of the Geelong Community Foundation. He is a member of the Geelong College Finance Committee.





Helen Goode TPTC, BA, MEd, GradDip Student Welfare, GradDipEdAdmin, AIMM, FACEL, MACE

Helen has been a Director since June 2003. She has worked in primary, secondary, tertiary and adult education in both the State and Catholic sectors. She operates her own educational leadership and organisation consultancy business. Helen is a sessional lecturer and part-time Research Assistant at The University of Melbourne. She is involved in an international research project on successful school leadership and presents frequently at conferences in Australia and overseas. Helen is an accredited school reviewer and auditor, and serves on the Education Committee.



Gerald Miller BA, LLB, GAICD

Gerald has been a Director since August 2007. He is a past parent of Ben (OGC 1993), Jeremy (OGC 1996), Patrick (OGC 2000) and Edward (OGC 2005). Gerald is a lawyer and a member of The Geelong College Executive Committee. Gerald has previously practised as a counsellor and psychologist.



Jennifer Hawkins

Jennifer has been a Director since August 2007. She is an Old Collegian (OGC 1977) and parent of Jane (OGC 2004) and Edwina (OGC 2007). She is a Nuffield Scholar and Director of Woolamia Pastoral Company, and Director of Australian Women in Agriculture and was nominated to the Climate Champions Program. Jennifer's previous appointments include Inaugural Member of the Regional Women's Advisory Council and she was awarded a Centenary Medal for services to regional Australia.



Joanna Monahan BSC, LLB, MTax

Joanna has been a Director since March 2012. She is a lawyer with Harwood Andrews and was admitted as a Barrister and Solicitor in 1996. She is an accredited specialist in tax law with the Law Institute of Victoria and provides advice regarding Governance and Corporations Act to her clients.



Sarah Leach RN, BN(Hons), PhD, MAICD

Sarah has been a Director since August 2004. She is an Old Collegian (OGC 1973) and parent of Toby (OGC 2002), Marcel (OGC 2004) and Max (Year 11). Sarah is the current Chairman of The Geelong College Risk Management Committee. She has a strong track record as an educator, researcher and executive manager in the health and community services sector. She is currently General Manager of Service Development of Glastonbury Community Services and Deputy Chair of the Board of Barwon Health.



Kevin Yelverton LTh, TheolM, DMin

Rev Dr Yelverton has been a Director since November 2007. He is the Minister of St David's Uniting Church and a member of The Geelong College Risk Management Committee. He is a member of the Research and Ethics Committee (Barwon Health) and Chair of the Geelong Catholic Social Justice Committee, a member of the Order of St John Jerusalem and Knights Hospitaller.





Students

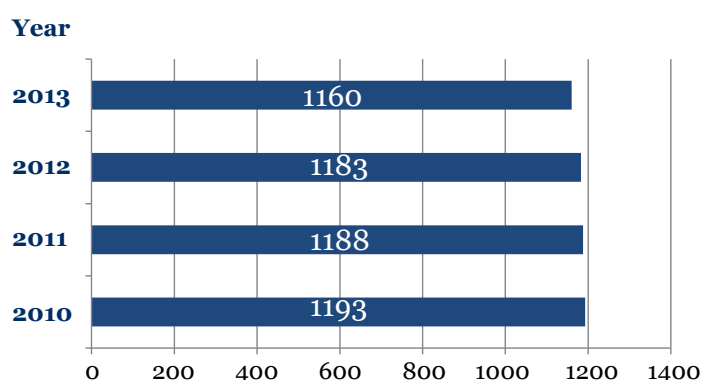
Within a caring and safe environment, the College is committed to high academic standards and the all-round fulfilment of its students.

The College's gender ratio was 54% male students: 46% female students from Prep to Year 12 in 2013.

Out of 141 students in Year 9 (2010), 16 students did not continue to Year 12 (2013) at the College. Hence 89% of the Year 9 cohort of 2010 continued through to Year 12 in 2013.

The average student attendance rate from Prep to Year 12 was 95% during 2013. 1% of the student body was Indigenous.

Enrolments



Student Attendance

In the Senior School (Years 9 to 12), the attendance of each student is recorded for each timetabled lesson. In the Junior and Middle Schools (Prep to Year 8), the attendance of each student is recorded twice daily, during morning homeroom and following the lunch break. Teachers monitor students' absences across the term/year. If a student is absent from school because of illness or any other reason, parents/carers are directed to contact the appropriate campus. If there is an unexplained absence, a phone call to the parent/carer is made to determine the whereabouts of the child.

Attendance at each year level

YEAR	ATTENDANCE RATE (%)
Prep	96.45
1	92.89
2	94.89
3	93.95
4	93.24
5	95.48
6	94.55
7	94.80
8	94.96
9	96.15
10	95.97
11	96.17
12	97.70







Over 2013, the College continued to implement and develop a broad, whole-child approach to learning across all ages and stages, from Early Learning to senior Secondary.

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

Under the banner of the four Pillars of Learning – learning to know, do, be and live with others – innovations were begun in relation to better enabling students to take responsibility for their own learning, a focus on social and emotional learning, a focus on Reggio Emilia approaches across the Junior School and a greater project-based approach in the Middle School.

2013 VCE Results

The following is a summary of the VCE achievements of the 2013 cohort, together with a breakdown of their first-round offers and related tertiary destinations.

- Dux: ATAR score of 99.45
- 2 students achieved ATAR scores of 99+
- 20 highest achievers: 15 girls, 5 boys
- 32.9% achieved ATAR scores of 90 and over, placing them in the top 10% in state
- Median ATAR score was 82.95 (50% of the cohort was in the top 17% of state)
- 17.0% of Study Scores were 40 and over
- 2 perfect Study Scores of 50; one in Psychology and the other in Visual Communication Design

ATAR range	No.	%
>99.00	2	1.29
95.00 - 98.95	19	12.26
90.00 - 94.95	30	19.35
80.00 - 89.95	33	21.29
70.00 - 79.95	33	21.29
60.00 - 69.95	19	12.26
50.00 - 59.95	13	8.39
<50	6	3.87
Total number of students:		155



First-Round Offers for the 2013 Cohort

It is especially pleasing to report that 58.8% of our students gained their first preference with a further 23.6% getting their second preference. This is a very high proportion indeed and reflects well on the quality of the careers advice our students have been receiving. Over 80% of the cohort received one of their top two preferences.

Total Year 12 for 2013

Number applying for Tertiary Courses

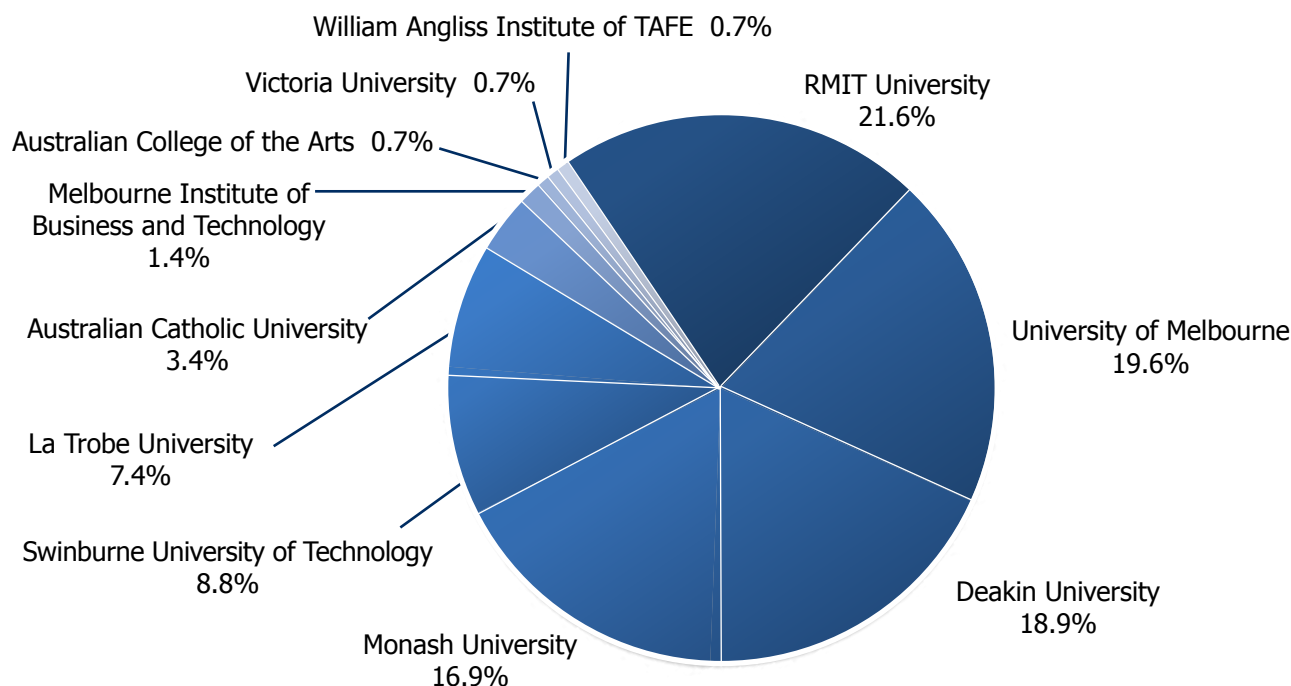
156 (155 satisfactorily completed the VCE certificate)

Number of applicants receiving an Offer

150

148 (98.7%)

First Round Offers by Tertiary Institution



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).

NAPLAN testing brought the kind of scrutiny normally reserved for the VCE into the rest of the College. NAPLAN committees, led by Heads of School, developed and introduced a range of initiatives and activities in the course of the year. Analysis of the NAPLAN results has enabled teachers to better plan their classes.

% of students at or above national minimum standards

		2009	2010	2011	2012	2013
Year 3	Reading	100	100	100	100	97
	Writing	100	100	100	98	97
	Numeracy	100	100	100	100	97
	Grammar, Punctuation	100	100	100	100	95
	Spelling	100	100	100	100	92
Year 5	Reading	100	98	100	100	100
	Writing	98	100	98	100	96
	Numeracy	98	100	100	100	100
	Grammar, Punctuation	100	100	100	98	100
	Spelling	100	100	98	100	98
Year 7	Reading	100	100	100	100	98
	Writing	98	100	99	98	99
	Numeracy	100	100	100	98	100
	Grammar, Punctuation	100	98	100	99	97
	Spelling	97	99	99	99	98
Year 9	Reading	98	100	99	99	99
	Writing	99	100	96	96	94
	Numeracy	99	99	100	99	99
	Grammar, Punctuation	98	100	98	98	99
	Spelling	96	96	95	95	99







Academic studies were supported by a rich variety of activities: Drama, Music ensembles, Art and Craft, Debating, sport, camps (Years 3 to 9) and excursions during 2013.

Outreach Program Developments

- **City Programs:** six City Programs were offered in Art, English, Geography, Performing Arts, Physical Education and Science to Year 9 students.
- **Global Challenge:** Year 9 students took part in a two-day challenge focusing on climate change and population. Work was completed in a number of formats including digital design, music, radio, art, blogs, writing, science and geography.
- **Geelong College Challenge:** The College invited primary schools from around the region to participate in learning challenges.
- **Politics:** a two-day set of workshops relating to politics broadened the civic and citizenship perspectives of Year 10 students.
- **Futures Conference:** Year 10 students took part in a two-day conference exploring futures through the development of self and relationships and work force issues.
- **Fulfilling Lives:** Year 10 students participated in nine different Fulfilling Lives programs:
 - Borneo Community Project – students were immersed in the Malaysian culture in Sarawak, Borneo and completed a community project to assist the locals living in Mentu, a jungle village.
 - Cambodia Community Project – students travelled to Kra Lanh, near Siam Reap and helped with a building project at a community school, “My Grandfather’s House”. They also assisted the children in the classrooms and were immersed in the Cambodian village life.
 - Tanna Community Project – students travelled to Tanna Island in Vanuatu and were fully immersed in the local culture while also conducting English lessons with students in Lenekal Presbyterian College.
- Anangu – Students travelled to Yulara and worked with the students at Nyangatjatjara College. They then travelled into the APY Lands (Central Australia) where they were immersed in the Anangu culture and helped clean the house of one of the community elders. A number of students from Nyangatjatjara College also travelled with the group into the APY lands.
- Lilla – Students spent a period of time in Lilla, a small Indigenous community near Watarrka (Kings Canyon). Here they undertook a number of projects to assist the community, including construction of a dog pen, creating pavers and clearing weeds from a number of locations.
- Yipirinya – Students spent a week at Yipirinya School (in Alice Springs), which is an indigenous school for children from the town camps and surrounding communities. They assisted in the class rooms and around the school while learning about indigenous issues.
- Refugees – students took local refugee teenagers to Mokborree (the College’s outreach campus in the Otways) and developed relationships with them and an understanding of the refugees’ plight.
- Cottage by the Sea – students assisted the staff and participated in a range of activities at Cottage by the Sea at Queenscliff. A major community project was to clear and build an initiative play ground area for use by the children visiting the Cottage.
- Shalom – the College hosted a number of Indigenous students from Shalom and Groote Eylandt throughout the week. Our students were “buddied up” and interacted with them during this time, learning about each other’s lives and participating in a variety of activities and projects at College and Mokborree.



Sports

As a member of the Associated Public Schools, College students competed in Cricket, Rowing, Tennis, Softball, Badminton, Swimming and Diving in Terms 1 and 4; Football, Hockey, Basketball, Soccer and Netball in Terms 2 and 3; and Athletics and Water Polo in Terms 3 and 4.

Highlights for 2013 included:

- The undefeated APS Girls' Inter A Tennis, 3rds Boys' Badminton, Girls' 2nds Soccer and Inter Girls' Hockey teams.
- The College Surfing team winning the Rip Curl Shield in the Schools Regional Final and doubling up and winning the State Title for Independent Schools.
- The College Equestrian team placing 5th in the Victorian Inter-Schools Final.



Music

A flourishing Instrumental Music Program operated across the College, with around 480 individual instrumental lessons and group theory tuition sessions each week. Approximately 260 students participated in ensembles from Junior School through to Senior School.

In the Senior School, the ensembles included the Concert Band, Symphony Orchestra, Stage Band, String Orchestra and Choir; in the Middle School, the Concert Band, Otway Strings (Years 7 and 8), Moorabool Strings (Years 5 and 6), Balyang Strings (Year 4), Secondary Boys' and Girls' Choirs, Primary Boys' and Girls' Choirs; in the Junior School, the String Orchestra, Mini Singers (Years 1 and 2) and Singing Sensations (Year 3). All ensembles regularly performed at Assemblies and Music Evenings throughout the year.

Highlights for 2013 included:

- The annual Foundation Concert held in Costa Hall, featuring instrumental ensembles and choirs from across the school.
- The continuing development of the Chamber Music program from the Middle School through to the Senior School, providing students with unique small-group ensemble experiences under the direction of staff.
- The Senior School Stage Band's performance in the annual Generations in Jazz competition held in Mt Gambier, South Australia where they achieved a third place in Division 3.2.
- The extensive program of Music Evenings and lunchtime concerts at each campus, providing solo and group performance opportunities for students in and outside of the class program.
- The annual Battle of the Bands, organised by the Friends of Music.





Performing Arts

- The Year 12 Theatre Studies production of "An Ideal Husband" by Oscar Wilde.
- The Year 12 Drama Ensemble performances based on theme of "The Seven Deadly Sins".
- The Year 10 production of "The Arrival" based on the picture story book of the same name by Shaun Tan.
- Whole school production "Midsummer Night's Dream" by William Shakespeare.
- The Year 9 production of "Bugsy Malone" by Parker and Williams.
- The Dance Showcase, sharing the work of all Senior School dance classes including VCE performance solos.
- The Year 8 Production of "Eurostars".
- The Year 2 Performing Arts evening.



Design and Creative Arts

- The Senior School VCE Art Show "The Transit Lounge", relocated to the Keith Humble Centre, saw a large number of students displaying various artworks from a wide variety of mediums.
- Arts Week in Term 3 with visiting Artist in Residence Viktor Cebergs working with students from Years 9 and 10 to create a functional artspace, A Place to Connect, beside the College Chapel.
- Year 9 Art in the City program provided experiential learning in the vibrant Melbourne Inner City laneways with guest artist from our Old Collegian community.
- The Year 6 Expo of Learning showcased learning across a variety of subject areas, including technology.
- The selection of three 2013 VCE student's work to be showcased in TOP Designs Exhibition as part of the VCAA Season of Excellence, on show at the Melbourne Museum.
- The Guild Gallery continued to display student work and conduct larger exhibitions.





Camps

- **Year 4:** a three-day camp to Healesville with a focus on the environment and sustainability which included visits to the Healesville Sanctuary, Puffing Billy, a rainforest walk in the Sherbrooke Forest with a Parks Ranger and some challenging adventure activities.
- **Year 5:** a four-day camp beginning with a day in Melbourne before heading to Baanya Biami in the Brisbane Ranges with a focus on social skills and cooperation. Abseiling, initiative activities, team games and adventure activities were part of the program. A camp concert occurred on the final night.
- **Year 6:** a three-day urban camp in Melbourne participating in a variety of media-related work shops that supported future learning at school. Students experienced "Green Screen Filmmaking" at the Australian Centre for the Moving Image, discovered the history of film at Screen Worlds, produced a radio show at SYN Community Radio Station, and learnt to use professional editing software at The Digital Hub in the Melbourne Arts Centre. Students stayed at CYC City Camp near Southern Cross Station, which allows for many walking tours and photographic opportunities throughout the Melbourne CBD.
- **Year 7:** a three-day camp at Portsea, with a focus on relationship building. Activities included snorkelling, kayaking, giant swing, flying fox, swimming, team games and a disco.
- **Year 8:** an eight-day camp to the Otway Ranges with the aims of building student cooperation, self-reliance and teamwork. Activities included hiking, cycling, cascading, canoeing and initiative activities. Year 8 students also participated in a Lizard Island camp to learn about the Great Barrier Reef.



Overseas Excursions

- **Classics Tour:** 24 students from Years 10 to 12 along with four staff embarked on the trip of a lifetime to experience the enriching cultures of Greece and Italy, which included most of the well-known ancient sites such as the Acropolis, Olympia, Pompei and the Colosseum and cities such as Athens, Rome and Florence.
- **France:** Eight students from Years 9 to 11 and two staff travelled to France to visit Paris, Versailles and Chantilly as well as other provincial parts of the country. They were given the opportunity to immerse themselves in the local culture while living with French families and attending le Lycée Jean Rostand, our sister school.
- **Denmark:** Years 7, 8 and 9 footballers travelled to Denmark to visit the community of Farum. They had the opportunity to spend time with a Danish family and explore the countryside with Danish hosts. They also visited ancient cathedrals, royal tombs and old cities.
- **US:** Eight boys and three staff headed to the United States for the College's inaugural basketball tour which included stops in Seattle, Port Townsend, Tacoma, Salem, Portland City, Los Angeles and Hollywood.
- **New Zealand:** A Geelong College team of 15 hockey players and four staff/coaches flew to New Zealand for a four-match tour. The players also had the chance to train with NZ hockey star Richard Petherick.



Reaching Out Beyond the College

- **Shalom Christian College (Townsville):** 20 students and three staff visited Shalom, a boarding school for Indigenous students, coinciding with the annual NAIDOC celebrations. They took part in activities designed to improve their understanding of Indigenous culture.
- **Izumitsu, Japan:** 17 students and four staff from Geelong's sister city of Izumitsu visited the College. The College gave the guests special gifts during a welcome assembly to celebrate the friendship and diversity of cultures between the schools.



New initiatives



Resilience - I can.
Relationships - I care.
Reflection - Now I see.

The Geelong College recognises that specific programs designed to enhance wellbeing need to be integrated into the school's learning programs for all students at all ages and stages of learning. Research has shown that a strong sense of wellbeing is integral to all learning.

A new program called TripleR was researched and introduced into the curriculum in the latter half of 2013.

Students learn the skills, attitudes and knowledge needed to enable them to thrive both within themselves and in their relationships with others through our whole-school social and emotional learning program, which is framed around Resilience, Relationships and Reflection.

Resilience – I can

Students are supported and challenged to develop an outlook that sees setbacks as an inevitable part of the human experience and to face difficulties knowing that they offer possibilities for personal growth. Through a rich diversity of learning environments, students will learn how to gain different perspectives, be flexible in their thinking, be able to change to plan B when required, and to activate coping skills.

Relationships - I care

Students learn about establishing and maintaining positive relationships which demonstrate care and concern for others as well as themselves. This includes looking after themselves (physically and emotionally) resolving conflict constructively, recognising and resisting negative influences, working cooperatively in a team, participating in service to others and knowing where to go to seek help.

Reflection – Now I see

Students learn a range of self-managing and self-awareness skills including mindfulness, goal setting, good decision making, impulse control, identifying emotions and expressing them appropriately, coping with stress, and anxiety and time management.

TripleR also embraced wellbeing days throughout the year such as RUOK day, National Anti-bullying Day, and Mental Health week.

Students from Years 4 to 12 completed a Resilience Survey in Term 4 administered by Resilient Youth Australia. The survey measures the Resilience Assets of each year group and guides a number of student-led projects designed to improve the asset levels of each year group.





Centre for Learning, Research and Innovation

A Memorandum of Understanding was signed in early August 2013 between Principal Andrew Barr and the Vice-Chancellor of Deakin University, Professor Jane den Hollander, to establish a Centre for Learning, Research and Innovation.

The Centre for Learning, Research and Innovation aims to create meaningful professional learning opportunities for Geelong College staff, students and parents, and for teachers and schools in the region. We recognise learning as an active, dynamic behaviour that emerges from interactions between the human brain and the social world. As a community of learners we are committed to understanding the science of learning and the art of teaching.

The Centre is intentionally for the benefit of The Geelong College staff and students, but its work expands to include a much broader range of participants. It provides teachers, students and parents with the opportunity to develop a greater understanding of learning, with a focus on meaningful teacher research. The Centre invites educators from other schools to learn with us and utilise our facilities.



^ Deakin University Vice-Chancellor Professor Jane den Hollander and The Geelong College Principal Andrew Barr sign the Memorandum of Understanding for the Centre for Learning, Research and Innovation.



LEARNING TOGETHER

FOR A BRIGHT FUTURE

Come and experience living and learning with us, book a
tour of a time that suits your family. 03 5296 3290

geelongcollege.vic.edu.au



LEARNING.

COMMUNITY.

BRIGHT
FUTURES

WOTW

#everybodygenius

The Centre

Learning,
Research &
Innovation



^ From left, Robert Ingpen, Patron of the Morrison Society, Hugh Seward, Chairman of The Geelong College Council, and Michael Betts, President of The Geelong College Foundation, at the 2013 Morrison Society Cocktail Party.

The Geelong College Foundation

The Geelong College Foundation, now in its 17th year, plays a major role in financially supporting the development and improvement of the College. The Foundation manages a comprehensive philanthropic program that includes raising funds for buildings and facilities, scholarships, and supporting educational programs in areas such as sport, music and the performing arts.

Student wellbeing was a new focus for the Foundation in 2013 with its sponsorship of the "Bravehearts" program which teaches and empowers our Junior School students on the issues of protective behaviours and personal safety.

During 2013 the Foundation was involved in a series of events:

- In April, a Morning Tea for all Foundation and Morrison Society Members
- The induction of the 11th Principal of The Geelong College, Andrew Barr
- The Sic Itur Luncheon (in collaboration with the Old Geelong Collegians' Association) whose guests are former students who left the College 50 or more years ago
- The launch of the Foundation's "Past Parents' and Friends' of The Geelong College Network"
- The 23rd annual Foundation Concert showcasing the marvellous talent of our students and staff from all three of our schools
- The annual Morrison Society Cocktail Party to acknowledge and thank those in our community who have left a bequest to the College
- A Cocktail Party at the Melbourne Club where our guests included past parents and students living and working in the Melbourne area.

The Foundation's fundraising programs continue to be well supported by alumni, past parents and other philanthropic members of our community. In 2013 we received approximately \$80,000 in cash donations and bequests through The Geelong College Building Fund, The Geelong College Scholarship Fund and The Geelong College Foundation Fund.

Our bequest program, The Morrison Society, continues to attract new members and it will be a major focus for our fundraising going forward.

The Foundation is committed to creating outstanding learning opportunities and through projects such as the Middle School redevelopment, this commitment comes to life. With the rapid development in education we are looking forward to assisting the College with its many new and exciting plans for the future.

> Students perform at the 2013 Foundation Concert.





Community Feedback



Regular communication with parents throughout the year included a parent bulletin distributed once a week, the school magazine (Ad Astra) twice a year as well as the publication of the Year Book (Pegasus).

Parental satisfaction is strongly associated with school effectiveness and student achievement. Parents' level of satisfaction is also found to be clearly linked with other aspects of the school, especially the culture and the philosophy, the quality of the leadership and management, the behaviour and welfare of students.

In 2013, the Years 7 and 12 Independent Schools Victoria (ISV) Parent Satisfaction survey results were further analysed.

Generally, the perceptions of those Year 7 and Year 12 parents who took part in the survey were very positive. Results indicated that Year 7 parents' perceptions were above, or in many instances, well above the ISV mean. Year 12 parents particularly recorded strong responses in relation to students being happy to attend school; that the school is a safe place to learn and that the buildings and grounds are attractive and well maintained.

The College responded positively to parent concerns about the need for better communication and in relation to issues related to the uniform.

Feedback from students, through Middle School and Senior School, reflected very positively on their sense of belonging, the importance of the House system and the broad nature of curriculum offerings.

Staff surveys have focused attention on professional learning needs, leading to the development of the College's Centre for Learning, Research and Innovation.





Teaching Staff



College teachers attended 97.5% of the time on average in 2013.

89% of 2012 teachers remained at College for 2013 and all were VIT registered. The school does not currently employ any Indigenous staff members.

Across the College, the pupil-teacher ratio is as follows: Primary – 10.32 students : 1 teacher, Secondary – 9.09 students : 1 teacher. The high levels of staff involvement in camps, international excursions, Geelong College Challenge, Year 9 City programs, Year 10 Fulfilling Lives programs, Open Day and year level dinners demonstrated a very committed staff. Their contribution to the boarding program as residential and non-residential staff is also an indicator of commitment to the school community.

The College spent \$250,427 on professional development with an average of \$2,070 spent per teacher (FTE).

Qualifications

EXECUTIVE STAFF

Principal: Mr A Barr, BEc (Hons), MEd Studies (Monash), DipEd (Sydney), MACEL, MACE
Deputy Principal/Head of Senior School: Mr D P Mahon, BEd (Sydney), GradCert RE (ACU), MSL (Melbourne), MACE, AFAIM
Head of Preparatory School Campus: Mr J Carroll, MEd, BEd, DipTeach (Primary), Grad DipMusEd, CertInfoTech
Head of Curriculum and Development Initiatives: Mr R N Smith, BSc(Hons), DipEd, BEdStud, DipTAS
Director of Teaching and Learning: Ms M Crofts, GradDipEdAdmin, BAppScMed (Departed Term 3)
Director of Student Wellbeing: Ms J C Gill, BA, DipEd, MEd, MACEL
Business Manager: Ms S Leach, BComm, CPA
Director of Community Relations and Development: Mr M Howell, PG DipDevMgmt, MBA

COLLEGE STAFF

School Counsellor: Ms C M Thornton, BA SocSc (Hons) Psychology, Registered Psychologist, Assoc. MAPS
Director of Music: Mr M Irwin, BMusEd, GradCert-MusTechnology
Director of Sport: Mr M D Cheatley, BEd
Spiritual and Community Outreach Coordinator: Mr D Curnow, BA, DipEd, GradDip Sports Science
Learning Support Coordinator: Mr T Coburn, MEd, DipTeach, GradDipSpecEd, BEd

SENIOR SCHOOL SENIOR STAFF

Deputy Head of Senior School, Head of Science and Information Technology: Ms K Van Cleef, BSc, MHumanNutrition, GradDipEd(Secondary)
VCE Coordinator: Mr G J Smith, BEd(Science), GradDipComputing
Head of Mathematics/Studies Coordinator: Mr D Hibbard, BSc, DipEd
Head of Business Studies: Mr R M Morris, BEco, BEd

Head of Drama: Ms D T Hynes, BEd, DipTeach(Pri-
mary), GradDipDir
Head of English: Miss L Bourke, BA, DipEd, MEd
Acting Head of Geography: Mrs T J Foley, BA, DipEd
Head Design and Creative Arts: Mr K R Jess, BA, Grad DipEd (AppliedLearning), Cert IV Workplace-
Training&Assessment
Head of History: Mr G J Naylor, BA(Hons), MA, GradDipEd
Head of Languages: Mme V Chabant, DEUG, Licence, Maîtrise, DEA, GradDipEd
Head of Physical Education: Mrs C Tol, BEd
Head of Library Information Services: Mrs A M McGucken, MEd, BEd
Head of Boys' Sport: Mr D A Clifford, BEd
Head of Girls' Sport: Mrs P Porter, BEd
Head of Boarding (Mackie): Mr G J Smith, BA(Paint-
ing), DipEd
Head of Boarding (Mossgiel): Ms C E Matthews, MEdStud, BEd(Arts)

SENIOR SCHOOL TEACHING STAFF

Mrs A J Andrews, BA(Hons), GradDipEd(Secondary), GradCertRE(ACU), GradDipArts
Mr M D Andrews, MEdStud, BA(Hons), BD(Hons), GradDipEd/GradCertRE
Mrs D L Bain, HigherDipTeach(SecArtCraft), GradDipGraphicCommunication, Cert IV WT
Mrs M Barnes, MEdStud, BLaw, GradDipEd(Secondary)
Mr S K Benz, BEd, BA(Fine Art), AssocDip (Creative/ Applied Art)
Mr P J Blanchfield, BEd(PhysEd)
Ms L Breen, BMus, GradDipEd, AMusA, Cert IV in Workplace Assessment & Training
Mr T H Bridges, DipEd(Secondary), BBus
Mrs C J Brown, BEd(Lib), AALIA (Departed Term 3)
Mrs P M Clark, BAppSc(Photography), DipEd
Mrs D A Cleary BSc, DipEd
Mr P E Conway, BSc(Ed)
Mr F D'Agostin, BSc(Ed), MEd
Miss F Dawson, BA, DipEd (Maternity Leave)



Miss X Dong, MEd, DipEd (Chinese and Bus), BMan
 Mr G J Donovan, BSc, DipEd, DipAppPolymerSc
 Mrs D L Filling, BEd
 Mr K P Flanagan, MSc, BSc, DipEd
 Mrs J A Gainey, BA, DipEd, MA(LitCreativeWriting)
 Mrs L C Gallus, HigherDipSecArt&CraftTeaching
 Ms H Green, BA, DipEd, MA (Education), MEd
 (Teacher Librarianship)
 Mr G R Gilby, BEd
 Ms S E Hallows, BSc(InfoSc), DipEd, DipProStud,
 MEd
 Mr P J Hannah, AMusA, AdvancedDipofMusic
 Mrs K Heard, BSc, GradDipEd, GradDipRepSci
 Ms P M Henning, BEd (Maternity Leave)
 Ms J Hussey, BEd(PhysEd), GradDip (Health Sci-
 ence)
 Mrs A J Jackman, BSc, BEd
 Mr L Joyce, BEd (Creativity & Arts)
 Mr R W Kayler-Thomson, BuildConsCert, DipEd
 Mr E Kovacev, BEng, GradDipEd, GradDipComp
 Mrs D M Lannan, BSc, DipTeach
 Ms M McArthur, BSc(Computer Networking), Post-
 GradCert(Education in Computing and RE(UK))
 Mr S McIntosh, BMultimedia, BArchitecture/Arts,
 DipEd(Arts/Media), Cert IV TA
 Mr G S Mack, BEd(Music), GradDip (Music), AMusA,
 Cert IV OHS, Cert IV TAE
 Ms A-M Mahoney, BA, DipEd
 Mr C Morgan, BEd, GradDipCompEd
 Mrs D Nikolovski, BTeach(Hons), BA
 Ms L Paatsch, BEd (Librarianship)
 Ms R E Palmer, BSc(Ed)
 Mr T P Parkes, BA, DipEd
 Mrs K B Saunders, BA, DipEd
 Mr A B Smith, BSc/Comm, GradDipEd
 Mrs E K Smith, BEd (Librarianship)
 Mrs K Sunderland, BA(Dance), GradDipEd(Sec)
 Mr P C Taylor, DipArtandDesign, GradDipEd
 Mr M B Thacker, BMusEd
 Mr G Tigani, BA(Ed), GradDipEd(InfoTech)
 Mrs L M Treadwell, MSc, BSc(Hons), GradDipEd
 Ms A Tymms, CAP, CAEI, DEUG Psy (France)
 Ms G Ulloa, BSpecEd, BEdinLOTE, DipinTESOL
 Mr D Van Elst, Cert III (Music), Cert IV TAE, Dip-
 SoundProd
 Mrs C E Watson, MEd(Sci), BSc(Hons), HigherDipEd

PREPARATORY SCHOOL SENIOR STAFF

Head of Middle School: Mrs L Russell, BEd
 Head of Junior School: Mr C Dinneen, MEd, DipEd,
 BEd (GradDipRE), GradCertEd (Science)
 Director of Early Learning Centre: Mrs R Molyneux,
 MEd Studies, BEd(EarlyChildhood), DipTeach(Early-
 Childhood)
 Deputy Head of Middle School: Mr M K R Panck-
 ridge, BA (Ed)
 Primary Curriculum Coordinator: Ms L Boyd, Grad-
 DipED, DipTeach

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

Year 7 Area Leaders:

Mr O Galluccio, BEd, DipTeach

Ms K Zeravica, BA(OutdoorEd), GradDipEd

Year 8 Area Leaders:

Mrs C D Turner, TPTC, BA(Ed)

Mr M O'Donnell, BA, DipEd, GradDipComputing

Upper Primary Area Leader: Mrs C M Bartlett, BEd,
 BTeach

Mr P Jeffreys, MEd, DipEd (Departed Term 2)

Upper Primary English Coordinator: Mrs S Boyd,
 BEd

Team Leader Junior School: Ms E Davis, Dip-
 PrimTeach, BEd

Drama Coordinator: Mr O Galluccio, BEd, DipTeach

Junior School English Coordinator: Mrs J M Panck-
 ridge, MEd, BA(Ed), BEd

Years 7 & 8 English Coordinator: Ms C E Wood,
 BA(MedComm), DipEd, GradCertArts (Maternity
 Leave Term 4)

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

LOTE Coordinator: Mrs L Henricus, BA, DipEd, Grad-
 DipSpEd

Science Coordinator: Mr M L Terry, BSc(Hons),
 DipEd

SOSE Coordinator: Mr H Roberts, MEd, BA, Di-
 pArts(GIT), DipEd(HSC), GradDipMedia, GradDipE-
 dAdmin

Years 7 & 8 Maths Coordinator: Mr J I Horoch, BSc,
 DipEd

Upper Primary Maths Coordinator: Mr D A Wade,
 DipTeach, BEd

Junior School Maths Coordinator: Mrs S Wynter,
 PostGradRE, CertRE, BEd(Primary)

Art Coordinator: Mrs M J Seaton, BA(Applied Art),
 BTeach(PrimaryandSecondary)

Music Coordinator: Mrs L McCartney, BMusEd, AMu-
 sA

Instrumental Music Coordinator: Ms S N Lawrence,
 BA, GradDipEd (Primary), GradDip(ScreenMusic)

Health & PE Coordinator: Ms J Utting, BEd

APS Sport/PE Junior School Coordinator:

Mrs M J Ratcliffe, BEd

PREPARATORY SCHOOL TEACHING STAFF

Ms O Allan, BAHist, BTeach(Primary)

Mrs M Bell, BMusEd, Med, AMusA

Mrs J Bickett, BEarlyChildhood

Ms T M Carlisle, BEd (Primary)

Ms J Carroll, BA, PostGradDipTeach

Ms F A Chew, MTeach (Secondary), PostGradDip-
 Teach, BA/BSci

Mrs A Corrigan, BAEd

Mr B Cook, BAppSc, GradDipEd

Mrs S M Daly, DipTeach (Primary), BSpecEd



Mrs A J Dye, DipTeach (EarlyChildhood)
 Mrs K Fyffe, BMusEd
 Mr I Henricus, HigherDipTeach, DipPE
 Mrs B R Hollander, BA, DipEd
 Ms D Hollingworth, AssocDipinSocialSci, BEarlyChild-
 hood, GradCertinOrff-
 MusicEducation, GradDipEd, MMusEd
 Mr J S Johnstone, BSc, BTeach (Primary)
 Mr W Johnston, MEd,BEd,DipTeach (Primary)
 Mrs K Jones, DipTeach (Primary)
 Mrs U Kamburowski, MA, BMusEd
 Mrs R Kelly, BEd (EarlyChildhood)
 Ms G Larobina, BA (Hons), BEd, DipNAATI
 Mrs M McArthur, BSc (ComputerNetworking), Post-
 GradCert (Education in Computing and Religious
 Education)(UK)
 Mr A R McKie, DipTeach (Primary), BEd, GradDipEd
 (Computing)
 Ms H Mavros, BA, DipEd, MTeach
 Mrs C A Morris, DipPrimTeach, Bed, MACE

Miss K M Morrissy, GradDipEd, BSci (Phys Ed)
 Ms M J Oates, BSc, DipEd, CELTA
 Mrs A-L O'Donoghue, MEd, BEd (Early Childhood),
 DipTeach (EarlyChildhood)
 Ms C F Ogston, DipTeach (Primary), GradDip
 (ProvDev), MEd
 Mrs J Peake, GradDipSpecEd, DipTeach
 Mrs H Plumridge, DipTeach, BEd (Primary)
 Mrs C V Quail, BA, BA(Hons), MArts, GradDipEd
 (Leave Sem 2 2013)
 Mr B Robbins, BEd (Phys Ed), BEd (Outdoor &
 Environmental Education), GradDip (Outdoor Recre-
 ation)
 Mrs J Shorland, BAEd
 Mrs F L Stafford, BTeach (Primary)
 Mr G Tigani, BA (Ed),GradDipEd (Info Technology)
 Mr M L Torpey, DipTeach, BEd (PhysEd)
 Mrs K Watson, MEd (Early Numeracy), Bed, BA (Me-
 diaStudies)

Financial Statement



During 2013, the College saw continued growth while at the same time monitoring carefully economic concerns generated both nationally and in the local Geelong market.

The increased enrolment demand helped the College towards surplus, enabling the continuation of the Middle School facility redevelopment project, debt free.

Key achievements for the financial year include:

- Delivering a surplus which enabled the school to complete Stage 3 of the Middle School Redevelopment, debt free, whilst continuing with other capital maintenance. The redevelopment saw enhancements to school infrastructure and facilities with stage 4 to take place in 2014.
- Continued enrolment growth, especially in the Junior School, with an additional class at Prep level.
- Introduction of Year 7 and 8 boarding.
- Successfully run retail operations in regards to the Uniform Shop and Recreation Centre.
- Receiving an unqualified audit opinion from Crowe Horwath in respect to the 2013 financial statements.

Total income received for 2013 was \$35.7m, up on 2012 by 6%. Strong enrolment numbers saw fee income increase on 2012 by around 8%; this represents the bulk of income received (75%). Funding received from the Commonwealth and State Government was marginally up on 2012, associated with the increase in enrolments, and represents 20% of total income received by the school.

Total expenditure increased by 7% on 2012, with the largest expense item being salaries at 72% of the total. The school continues to recruit staff that will further the strategic direction of the College, whilst supporting equal opportunity for all staff in advancement and competitive remuneration.

The operating activities of the College generated a strong net cash position of \$3.6m. This enabled the College to continue its commitment to ongoing capital expenditure to support a range of education opportunities. About \$6.7m was spent on capital works throughout the year, including the Middle School Redevelopment.

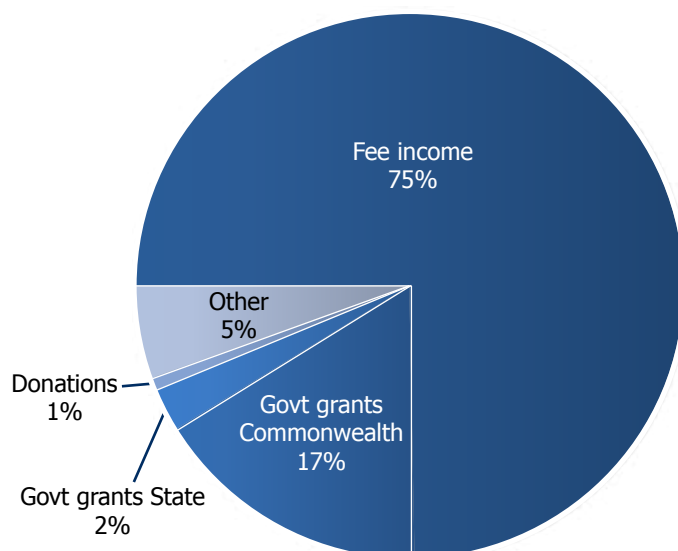
Continued support from the Geelong College Foundation and Support groups are of huge importance to the school and assist with further educational offerings and capital program maintenance.

The 2014 year has commenced exceptionally well, with very strong student enrolment across the two campuses, a continuation of a more robust and efficient cost structure and a continuation of major capital works programs.

2013 operating accounts

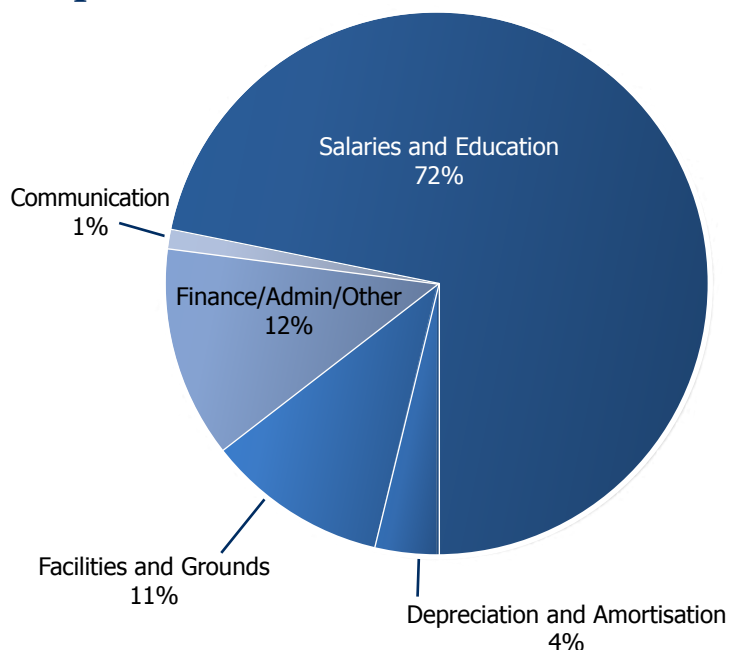
Revenue (\$m)	2013	2012
Fee Income	26.66	24.79
Govt Grants Commonwealth	5.91	5.66
Govt Grants State	0.91	1.05
Donations	0.27	0.33
Other Revenue	1.95	1.81
Total Revenue	35.70	33.65

Revenue Breakdown 2013



Expenses (\$m)	2013	2012
Salaries and Education	25.22	23.64
Depreciation and Amortisation	1.29	1.25
Facilities and Grounds	3.79	3.82
Finance/Admin/Other	4.40	3.45
Communication	0.40	0.50
Total Expenses	35.10	32.66

Expenses Breakdown 2013



Andrew Barr
Principal



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GEE LONG
COLLEGE

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