



THE  
GEELONG  
COLLEGE  
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# Annual Report 2014





# The Geelong College Annual Report 2014



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## Mission

The Geelong College is a Uniting Church coeducational 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.



# Executive Summary



2014 has been a year of consolidation and completion, with stage one of the Middle School refurbishment completed, the Centre for Learning, Research and Innovation established, and the TripleR social and emotional learning program embedded in the culture of the College. Enrolments have continued to grow steadily with new classes introduced in Prep and Early Learning, masterplanning to ensure the suitable development of our facilities well underway and a new fleet of College buses to assist in delivering more efficient travel for our students.

The development of a College Vision for Learning has been a very real focus for the College across 2014. The 2011 - 2015 Strategic Education Plan has been a sound base but the opportunity to create a College way of learning and teaching was considered to be an important next step in the development of our educational offering. This focus on the College way of learning was reflected across a renewed professional learning program led by the CLRI, including a variety of speakers and events, as well as regular collaboration on learning projects. The broader community also benefited from learning events hosted by the Centre.

The Reggio Emilia-inspired Early Learning program was used to inform a new Reggio Emilia focus across the whole Junior School. The development of a natural play area where students join in multi-age groups to design and construct cubby houses and engage in imaginative play is an example of Reggio Emilia in action. Students and teachers have enjoyed the deep and independent learning opportunities encouraged by the new program.



The philosophies of Reggio Emilia are carried throughout the College learning journey through immersion programs such as Year 4 Enviro and Year 6 Media, the broad range of excursions, incursions, camps, electives and cultural exchanges, as well as the immense opportunities offered through the College co-curricular program. All these opportunities encourage curiosity, enquiry, exploration, teamwork and collaboration, helping students develop their own identity and understand their place in the world.

Another key learning development in 2014 was the introduction of an independent learning project for Year 8 Students. The Cre8 projects encourage students to choose a personal passion and spend a significant amount of time developing an idea and working with a mentor to produce a finished project. The inaugural projects were all of a high standard across a vast array of topics and challenged and consolidated learning, ideas and values.

Social and emotional learning also continues to be a focus for the College. The TripleR program is now embedded into each school, with age-appropriate activities based around reflection, resilience and

relationships delivered across the year. The understandings learnt through TripleR are reflected in the College's commitment to active community service. The Community Service program gives students of all ages the chance to help others in local and remote communities. By Years 11 and 12, as part of their College graduation, students must complete 16 hours of service annually to a community of their choice. Students have worked in a diverse range of environments, including homeless shelters in Geelong, surf lifesaving clubs, primary schools and charities to learn about the challenges these groups face and to be a real part of the solution.

The College is committed to developing and refining our learning programs with the aim of preparing students to be positive contributors to our world. By developing empathy and an understanding of the world around them, the confidence to explore, innovate and think broadly, and the resilience to keep trying, our students will have the tools they need to make a real difference to this rapidly changing world.

As we look to 2015 with anticipation, we can proudly reflect on the many achievements of our College community in 2014.







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 synthesising 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 more than 100 years, since the Morrison family passed ownership to the Presbyterian Church. The broad term “governing” encompasses the strategic direction of the educational product, the management of the school infrastructure, financial management, and the appointment of the Principal.

Council membership covers the necessary skill sets of education, legal, accounting, business and development, 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), former School Captain and also 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 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 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 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 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.



# 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.

The College's gender ratio was 54% male students: 46% female students from Prep to Year 12 in 2014.

Out of 149 students in Year 9 (2011), 12 students did not continue to Year 12 (2014) at the College. Hence 91% of the Year 9 cohort of 2011 continued through to Year 12 in 2014.

The average student attendance rate from Prep to Year 12 was 95% during 2014.

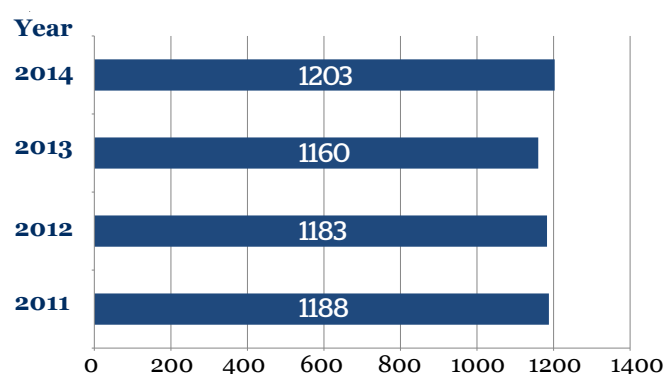
1% of the student body was Indigenous.

## 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.

## Enrolments



### Attendance at each year level

| YEAR | ATTENDANCE RATE (%) |
|------|---------------------|
| Prep | 94.98               |
| 1    | 96.22               |
| 2    | 94.09               |
| 3    | 95.54               |
| 4    | 95.12               |
| 5    | 91.34               |
| 6    | 93.25               |
| 7    | 95.98               |
| 8    | 95.02               |
| 9    | 96.51               |
| 10   | 96.14               |
| 11   | 96.43               |
| 12   | 97.25               |











Over 2014, the College continued to implement and develop a broad, whole-child approach to learning across all ages and stages, from Early Learning to Year 12.

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.

## 2014 VCE Results

The following is a summary of the VCE achievements of the 2014 cohort, together with a breakdown of their first-round offers and related tertiary destinations.

- Dux: ATAR score of 99.65
- 20 highest achievers: 10 girls, 10 boys
- 23.7% achieved ATAR scores of 90 and over, placing them in the top 10% in state
- Median ATAR score was 79.0 (50% of the cohort was in the top 21% of state)
- 15.1% of Study Scores were 40 and over
- 4 perfect Study Scores of 50; one in Chemistry, two in Further Maths and and one in Psychology

| ATAR range                       | No. | %          |
|----------------------------------|-----|------------|
| >99.00                           | 1   | 0.74       |
| 95.00 - 98.95                    | 17  | 12.59      |
| 90.00 - 94.95                    | 14  | 10.37      |
| 80.00 - 89.95                    | 34  | 25.19      |
| 70.00 - 79.95                    | 34  | 25.19      |
| 60.00 - 69.95                    | 8   | 5.93       |
| 50.00 - 59.95                    | 18  | 13.33      |
| <50                              | 9   | 6.67       |
| <b>Total number of students:</b> |     | <b>135</b> |



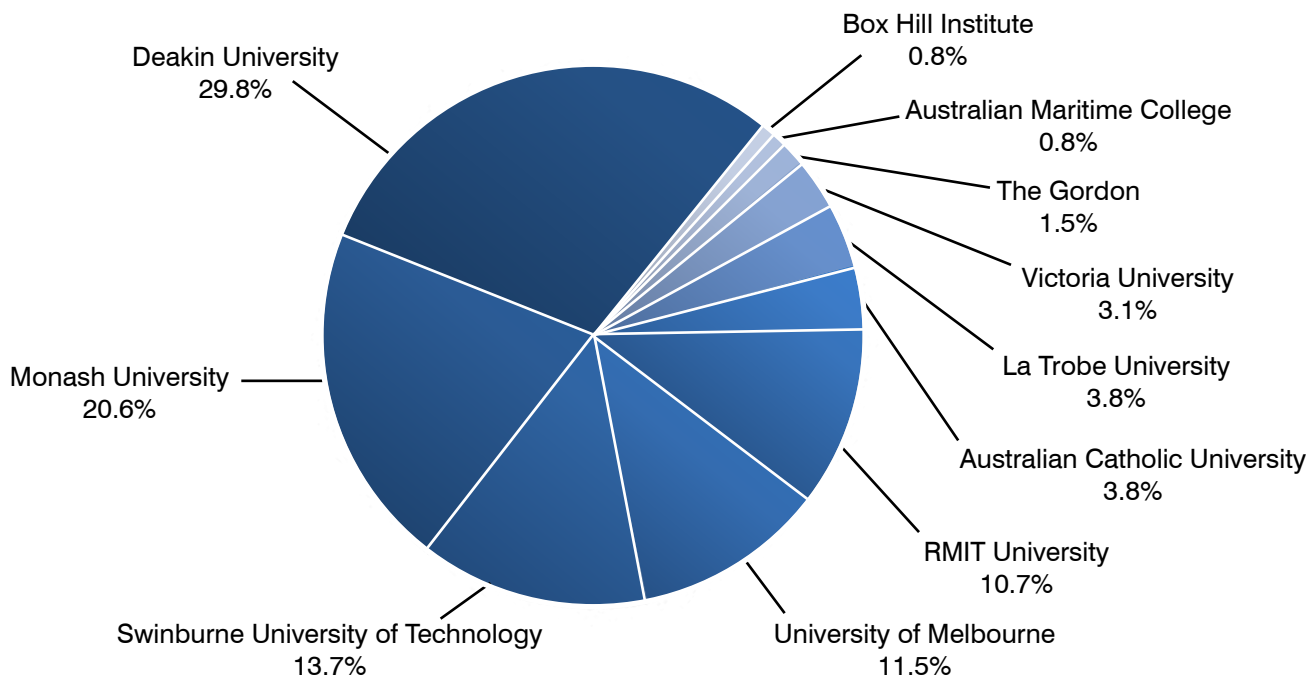


## First-Round Offers for the 2014 Cohort

It is especially pleasing to report that 59.7% of our students gained their first preference with a further 21.6% 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. More than 80% of the cohort received one of their top two preferences.

|  |             |
|--|-------------|
| <b>Total Year 12 for 2014</b>                  | 135         |
| <b>Number applying for Tertiary Courses</b>    | 134         |
| <b>Number of applicants receiving an Offer</b> | 131 (97.8%) |

## 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).

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.

### % of students at or above national minimum standards

|                       | 2010 | 2011 | 2012 | 2013 | 2014 |
|-----------------------|------|------|------|------|------|
| <b>Year 3</b> Reading | 100  | 100  | 100  | 97   | 100  |
| Writing               | 100  | 100  | 98   | 97   | 100  |
| Numeracy              | 100  | 100  | 100  | 97   | 100  |
| Grammar, Punctuation  | 100  | 100  | 100  | 95   | 100  |
| Spelling              | 100  | 100  | 100  | 92   | 100  |
| <b>Year 5</b> Reading | 98   | 100  | 100  | 100  | 100  |
| Writing               | 100  | 98   | 100  | 96   | 93   |
| Numeracy              | 100  | 100  | 100  | 100  | 100  |
| Grammar, Punctuation  | 100  | 100  | 98   | 100  | 98   |
| Spelling              | 100  | 98   | 100  | 98   | 98   |
| <b>Year 7</b> Reading | 100  | 100  | 100  | 98   | 99.9 |
| Writing               | 100  | 99   | 98   | 99   | 99   |
| Numeracy              | 100  | 100  | 98   | 100  | 100  |
| Grammar, Punctuation  | 98   | 100  | 99   | 97   | 100  |
| Spelling              | 99   | 99   | 99   | 98   | 99   |
| <b>Year 9</b> Reading | 100  | 99   | 99   | 99   | 98   |
| Writing               | 100  | 96   | 96   | 94   | 95   |
| Numeracy              | 99   | 100  | 99   | 99   | 99   |
| Grammar, Punctuation  | 100  | 98   | 98   | 99   | 97   |
| Spelling              | 96   | 95   | 95   | 99   | 95   |











Academic studies were supported by a rich variety of activities: drama, music ensembles, art and craft, debating, sport, camps and excursions during 2014.

## Outreach Program

### Developments

- **City Programs:** Six City Programs were offered in Art, English, Geography, History, 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 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 a day of learning challenges.
- **Politics:** a two-day set of workshops relating to politics broadened the civic and citizenship perspectives of Year 10 students.
- **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 help the locals living in Mentu, a jungle village.
  - **Thailand:** Students spent time in Chiang Mai based at the Prem Centre, participating in community service projects at Huay Man Rin Children's Home and Ban Mae Kee Kindergarten.
  - **Tanna Community Project (Vanuatu):** Students travelled to Tanna Island in Vanuatu and were fully immersed in the local culture while also teaching English at Lenakel Presbyterian College and helping at local primary schools.
  - **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.
  - **Lilla:** Students spent time in Lilla, a small indigenous community near Watarrka (Kings Canyon). Here they undertook a number of projects to assist the community at Lilla and also the Wanmarra market garden.
  - **Yipirinya:** Students spent a week at Alice Springs' Yipirinya School, an indigenous school for children from the town camps and surrounding communities. They assisted in the classrooms and around the school while learning about indigenous issues.
  - **Refugees:** Students participated in adventure activities with local refugee teenagers, developing relationships with the teens and an understanding of the plight of refugees. They also spent time in workshops with Footscray Community Arts Centre, TorqAid, New Hope Foundation and Asylum Seeker Resource Centre.
  - **Cottage by the Sea:** Students assisted staff and participated in a range of activities at Cottage by the Sea, Queenscliff. A major community project was to create a landscaped seating area and fire pit for the children visiting the Cottage.





## Sports

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

Highlights for 2014 included:

- The undefeated APS Girls' Inter A Tennis and Year 9 Girls' Div 1 coxed 4 rowing; 1st XI Cricket team winning the Trans-Tasman Quadrangular tournament at home; and the 1st Netball team winning the inaugural Trans-Tasman Netball Championship in NZ.
- The College Surfing team winning the Rip Curl Shield in the Schools Regional Final and winning the State Title for Independent Schools.
- The College Equestrian team placing 3rd in the Victorian Inter-Schools Final.



## Music

A flourishing Instrumental Music Program operated across the College, with around 500 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 & 8), Moorabool Strings (Years 5 & 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 & 2) and Singing Sensations (Year 3). All ensembles regularly performed at Assemblies and Music Evenings throughout the year.

Highlights for 2014 included:

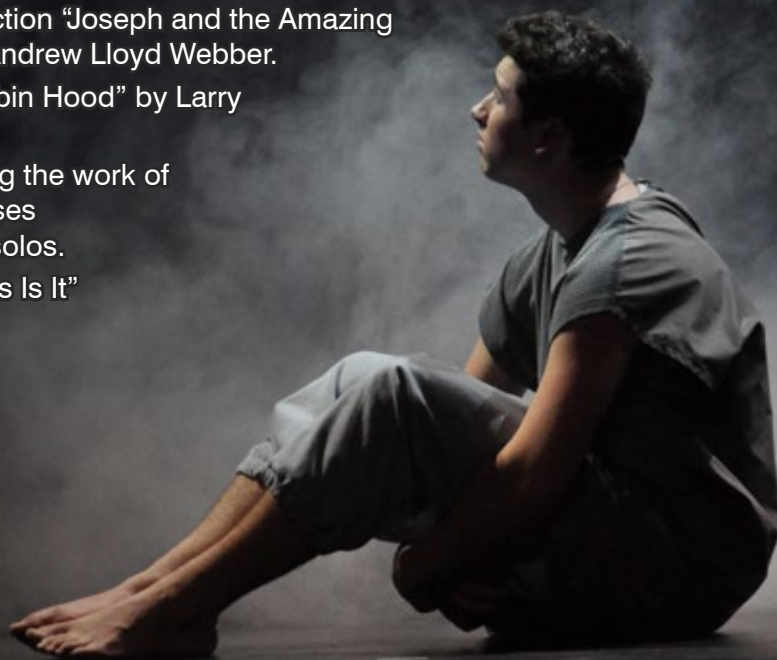
- The annual Foundation Concert held in Costa Hall, featuring instrumental ensembles and choirs from across the school. A special feature was a massed string ensemble of all Year 2 students together with the Junior School String Orchestra.
- The establishment of the Year 5 Allegro program, allowing students the opportunity to learn a woodwind or brass instrument as part of the class music program.
- The Pegasus Singers' performance in the annual Generations in Jazz competition held in Mt Gambier, SA, where they achieved a 2nd place in Division 3.
- Michael Mawson (Year 12) gained recognition for his bass trombone playing in the Division 3 Stage Band competition of Generations in Jazz by receiving a nomination for the Division 3 "Superband".





## Performing Arts

- The Year 12 Theatre Studies production of “Cosi” by Louis Nowra.
- The Year 12 Drama Ensemble performances based on theme of “Acts of Rebellion”.
- The Year 10 production of “The Jungle” devised by the Year 10 Drama students.
- Whole school musical production “Joseph and the Amazing Technicolor Dreamcoat” by Andrew Lloyd Webber.
- The Year 9 production of “Robin Hood” by Larry Blamire.
- The Dance Showcase, sharing the work of all Senior School dance classes including VCE performance solos.
- The Year 8 Production of “This Is It” based on the music of Michael Jackson.



## Design and Creative Arts

- An exceptional and exciting Artist in Residence Program featuring Old Collegian Rohan Robinson. Students had an extensive period of 15 weeks to work with Rohan and see him create numerous works, some of which now reside in the Austin Gray Centre.
- A VCE Exhibition “Transit Lounge 2”, which created a wonderful opportunity for our school community to celebrate the work of our VCE students across a broad range of the curriculum.
- The selection of six of our VCE students in TOP Designs 2014. This marks an incredible achievement for the College, in an exhibition featuring only a very small percentage of the best students across the state. Students selected were Grace Forshaw, Hannah Heard, Elana Berton, Mitchell McCaffrey, Eliza McGrath and Fraser Mahony.
- The Guild Gallery again showcasing the breadth of talent from our students in design and creative arts.







## Camps and Expeditions

- **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 Biambi 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.
- **Year 6:** a three-day urban camp in Melbourne with a variety of media-related workshops that supported future learning at school. Students experienced "Green Screen Filmmaking" at the ACMI, 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 Melbourne Arts Centre's Digital Hub. Students stayed at CYC City Camp near Southern Cross Station, allowing for walking tours and photographic opportunities throughout the CBD.
- **Year 7:** a three-day camp at Portsea, focusing 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 aim of building student cooperation, self-reliance and teamwork. Activities included hiking, cycling, cascading, canoeing and initiative activities. Students also travelled to Lizard Island to learn about the Great Barrier Reef.
- **Larapinta:** During the mid-year vacation, 12 students and four staff traversed over 140 kilometres of the renowned Larapinta Trail in the West MacDonnell Ranges, near Alice Springs. The demanding bushwalk encompassed remote areas and numerous steep climbs over very rough terrain. Participants were completely self-contained, carrying all of their gear, tents, food, cooking equipment and safety items. Participants were rewarded with spectacular views – unspoilt gorges, exposed ridges, 360-degree vistas and hidden oases of floral diversity.

## Overseas Partnerships and Tours

- **China:** The College signed a sister school agreement with the Nanjing Foreign Language School, which has 5500 students and 900 staff. College students visited China on exchange in late 2014, while staff and students from Nanjing will arrive in Geelong in 2015.
- **France:** Students from our sister school in Chantilly stayed with College families for six to eight weeks to experience a different way of life. The 13 College host students then travelled to France during the Christmas holidays.
- **Thailand:** Fifteen students and nine staff from our sister school in Bangkok, Triam Udom Suksa School, visited the College in May. The College's students visit the TU school most years as part of the Year 10 Fulfilling Lives program.
- **England:** During the mid-year break, 18 cricketers travelled to England for a 20-day cricket tour. They played matches at Oundle, Exhall, Coventry, Bristol, Bath and Broadhalfpenny Down.
- **New Zealand:** Ten netballers visited New Zealand for a five-day netball tournament at Hamilton's St Paul's Collegiate. Kristin School Auckland, Pembroke School Adelaide and Scotch College Adelaide also played in the tournament, which the College won.







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.

The College's social and emotional learning program, TripleR, focuses on five key aspects:

- Emotional awareness (of self and others) and emotional regulation
- Self-managing skills, including study and organisational skills
- Building strong, positive and healthy relationships
- Making responsible decisions
- Managing online behaviour without detriment to oneself or others

Throughout the College, from Early Learning through to Year 12, students have become very familiar with the value of practising mindfulness as we encourage them to take the time to experience the calmness of focusing their attention on the present moment.

In Junior School, important protective behaviours were taught through the Life Ed van and the Brave Hearts program. Students learnt about helpful and harmful drugs, exploring feelings and how to look after their bodies.

In Year 4, the resilience-building program Friends For Life was trialled. It incorporates a variety of activities designed to promote self-awareness, goal-setting and emotional regulation which are important skills in developing resilience.

Goal-setting was an important theme throughout the Middle and Senior Schools, with students encouraged to set SMART goals. In Year 8, the Docs and Teens program allowed students to engage in very open and frank conversations with visiting GPs about building healthy, respectful relationships.

In raising awareness of mental health and caring for each other, RUOK day involved students in asking each other "are you okay?" This generated acts of random kindness throughout the student community and tied closely with raising awareness of mental health as a key issue facing our young people.

All Year 9 students were involved in an overnight TripleR retreat at the Mokborree campus as part of their transition to Senior School, engaging in a range of activities designed to develop friendships within their core groups and complementing the important pastoral work undertaken within the House system.

In assisting senior students to make informed and responsible decisions, a number of guest speakers spoke on a range of topical issues including nutrition and the myths behind food supplements; how body image is exploited in the media; the importance of sleep hygiene; and staying safe around alcohol and drugs.

TripleR looks quite different at each stage of schooling but its overarching premise recognises that social and emotional learning is a core feature of education at The Geelong College.











The Centre for Learning, Research & Innovation (CLRI) opened in 2014 and established a strong presence within The Geelong College and broader regional community. The Centre is supported by Deakin University and The Geelong College Foundation, and its aim is to identify, investigate and understand effective learning and teaching practices, and share this information with a wide audience.



## Lecture Series

The CLRI Lecture Series brought a range of eminent individuals to the College to work with students and staff during the day and then deliver a formal evening lecture to parents, staff, students and professionals from the Geelong region.

- Slava and Leonard Grigoryan, world renowned guitarists, ran master classes for students and performed original and classical works in an intimate concert in the Keith Humble Centre.
- Marita Cheng, 2012 Young Australian of the Year and founder of Robogals, spoke to staff of her passion for learning and her desire to see more girls working and studying in the area of engineering and technology.
- Leyla Acaroglu spent a week in residence engaging students, teachers and parents in thought-provoking ideas about how design and innovation can lead to a more sustainable future.
- Melinda Tankard-Reist spoke about the effects of over-sexualisation in the media on the self-image and attitudes of our children. She provided strategies for parents and teachers to allow children to be children.
- Dr Sarah Jones addressed students and members of the community about her research in immunology, and the importance of scientific investigation to the future health of society.
- Tim Costello presented to senior students on what it means for a young person to make a contribution to their local community.
- Dr Chris Mackie explored how Ransom, a novel by Australian author David Malouf, relates to Homer's epic tale of the Iliad.
- Paul Dillon worked with students, teachers and parents to examine the impact of alcohol and drugs on the adolescent brain.
- Glen Gerryn presented to students, parents and members of the community on how to help boys journey from boyhood to manhood.
- Dr Alec Couros is best known for his pioneering work in Connected Learning, which has helped to spur the development of theories related to personal learning networks and environments. He spoke to staff and parents about developing lifelong learning habits.
- Rufus Black, Master of Melbourne University's Ormond College, presented to staff and parents about future directions in higher education.







**We explore ideas about learning and investigate new ways to teach and learn. We believe in the genius in everybody. #everybodygenius**

## Professional Learning

Throughout the year on Tuesday afternoons, staff engaged in professional learning. They gathered in teams to undertake teacher research or met in larger groups to work with an expert. Each teacher designed a Learning Project to investigate an area of their practice they wanted to examine and improve. An action research methodology was used as a guide and teachers presented their progress to colleagues at the beginning of Term 4.

The appraisal process is a valuable component of professional learning. Its purpose is to support teachers as they work to improve their learning and teaching practices. The appraisal process is documented online using the StaffPD program. The teacher being appraised drives the process with assistance from their Head of Department and a member of Executive. Staff are expected to show evidence of how they are working towards achieving The Geelong College Learning Goals. They meet with the Principal to reflect on their achievements and areas of future focus, and discuss how the College can further support them to achieve their goals.

## TeachMeet

A participant-driven learning conference for teachers across Melbourne attracted more than 100 teachers to the College, including three previous Victorian Teachers of the Year and two Australian Teachers of the Year.

## Research links with Deakin University

The Centre identified two major research areas of interest which link with Deakin University personnel: cognitive neuroscience and its application to teaching and learning, and research into effective teaching practices. Professor Russell Tytler will be working with staff on representations of learning in science. Professor Christine Ure and Associate Professor Jeanne Allen are facilitating the development of an innovative internship for pre-service teachers from Deakin's BEd and BTeach courses. Discussions are underway with Professor Mark Stokes and Dr Muriel Wells about online courses for teachers in research methodology, with a focus on action research. A research project investigating the impact of caffeinated drinks on students is being planned for 2015.





^ Ian Macmillan, former Head of Preparatory School, was recognised at a morning tea to honour artworks donated by acclaimed illustrator and Old Collegian Robert Ingpen. Ian is pictured with his family in the Middle School Library.



## The Geelong College Foundation

The Geelong College Foundation, now in its 27th 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 (Foundation Concert) and the performing arts.

The Foundation was involved in a series of events in 2014:

- A morning tea for all Foundation and Morrison Society Members in April
- The Sic Itur Luncheon (hosted by the Old Geelong Collegians' Association) whose guests are former students who left the College 50 and more years ago
- In July, a morning tea to officially open the refurbished Middle School Library and to honour artworks donated by Robert Ingpen AM in appreciation of the service of Ian Macmillan to the College
- The 24th annual Foundation Concert showcasing the marvellous talent of our students and staff from all three of our schools
- The annual Morrison Society Lunch 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 was also able to assist the College with:

- Funding of refurbishments to the College Chapel and additional interpretive signs for buildings at both College campuses
- Provision of scholarships and bursaries
- Support of the Bravehearts program at Junior School

The Foundation's fundraising programs continue to be well supported by alumni, past parents and other philanthropic members of our community. In 2014 we received more than \$90,000 in cash donations and bequests through The Geelong College Building Fund, The Geelong College Scholarship Fund and The Geelong College Foundation Fund, and The Geelong College Education 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 supporting the College with various projects included as part of its Masterplan. With the rapid development in education we are looking forward to assisting the College with its many new and exciting plans for the future.









## 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).

Feedback from parent conferences and meetings, events and other cultural indicators showed that again the parental satisfaction with the school is strong. Parents, staff and students have a good understanding of our learning philosophy, behavioural management structure and the social and emotional learning program, and support the College in its vision and mission.





# Teaching Staff



College teachers attended 97.22% of the time on average in 2014.

94% of 2013 teachers remained at College for 2014 and all were VIT registered. The school does not currently employ any Indigenous staff members.

Across the College, the pupil-teacher ratio is approximately Primary – 10 students : 1 teacher, and Secondary – 9 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 \$205,000 on professional development with an average of \$750 spent per teacher (FTE).

## Qualifications

### EXECUTIVE STAFF

Principal: Mr A Barr, BEc(Hons), MEd Studies (Monash), DipEd (Sydney), MACEL, MACE

Head of Junior School: Mr C D Dinneen, MEd, DipEd, BEd(GradDipRE), GradCertEd(Science)

Head of Middle School: Mrs L J Russell, BEd

Acting Head of Senior School: Ms K A Van Cleef, MHumanNutrition, BSc, GradDipEd(Secondary)

Deputy Principal/Head of Senior School (Semester 1): Mr D P Mahon, BEd (Sydney), GradCertRE (ACU), MSL (Melbourne), MACE, AFAIM

Head of Curriculum and Development Initiatives: Mr R N Smith, BSc(Hons), BEdStud, DipEd, DipTAS

Head of Teaching and Learning: Mr A B Camm, GradDipEd, BAppSci

Director of Professional Learning and Research: Ms C E Shannon, BEd, BEdSt

Director of Student Wellbeing: Ms J C Gill, BA, DipEd, MEd, MACEL

Director of Human Resources: Ms M S Deller-Pugh, MHRM, BMgmt, GradDip (Industrial & Employee Relations)

Business Manager: Ms S M Leach, BComm, CPA

Director of Community Relations and Development: Mr M D Howell, PG DipDevMgmt, MBA

### COLLEGE STAFF

College Chaplain: Rev T T Edwards, Ordained Minister (OMC)

Spiritual and Community Outreach Coordinator: Mr D A Curnow, BA, DipEd, GradDipSportsScience

College Psychologist, Assoc.MAPS: Ms C M Thornton, MEd(Dev Psychology), BA SocSc(Hons) Psychology, Registered

College Counsellor: Mrs K M Sculley, BA, BSW, Registered Social Worker, Assoc. AASW

Learning Support Coordinator: Mr T N Coburn, MEd, BEd, DipTeach, GradDipSpecEd

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

Deputy Head of Junior School: Ms E Davis, BEd, DipPrimTeach

Deputy Head of Middle School: Mr M K R Panckridge, BA(Ed)

Head of Boarding (Mossgiel): Ms C E Matthews, MEdStud, BEd(Arts)

Head of Boarding (Mackie): Mr G J Smith, BA(Painting), DipEd

Director of Sport: Mr M D Cheatley, BEd

Director of Music: Mr M Irwin, BMusEd, GradCertMusTechnology

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

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

### POSITIONS OF RESPONSIBILITY

Assistant Director of Early Learning: Mrs J C Bickett, BEarlyChildhood

Head of Design and Creative Arts: Mr K R Jess, BA, GradDipEd(AppliedLearning), Cert IV WorkplaceTraining&Assessment

Years P-8 Art Coordinator: Mrs M J Seaton, BTeach(PrimaryandSecondary), BA(Applied Art)

Head of Business Studies; VET Coordinator: Mr R M Morris, BEco, BEd

Head of Drama: Ms D T Hynes, BEd, GradDipDir

Years P-8 Drama Coordinator: Mr O Galluccio, BEd, DipTeach

Head of English: Miss L E Bourke, MEd, BA, DipEd

Years 7 & 8 English Coordinator: Miss E K O'Callaghan, BA, GradDipEd

Junior School English Coordinator: Mrs J M Panckridge, MEd, BEd, BA(Ed)

Head of Geography: Ms P M Henning, BEd

Years 7 & 8 History & Geography Coordinator; Head of History: Mr G J Naylor, MA, BA(Hons), GradDipEd

Head of Languages: Mme V P Chabant, GradDipEd, DEUG, Licence, Maîtrise, DEA

Head of Mathematics; Studies Coordinator: Mr D Hibbard, BSc, DipEd



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

Junior School Numeracy Coordinator: Mrs S L Wynter, BEd(Primary), PostGradRE(Theology), CertRE

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

Years 7 & 8 Music Coordinator: Mrs L McCartney, BMusEd, AMusA

Years 7 - 12 Head of Health and Physical Education: Ms J Utting, BEd

Years P-6 Health & Physical Education Coordinator: Mrs C Tol, BEd

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

VCE Coordinator: Mr G J Smith, BEd(Science), GradDipComputing

Years 4 - 6 Level Coordinator: Mr D A Wade, BEd, DipTeach

Year 7 Level Coordinator: Ms K Zeravica, BA(OutdoorEd), GradDipEd

Year 8 Level Coordinator: Mrs C D Turner, BA(Ed), TPTC

Head of Boys' Sport: Mr D A Clifford, BEd

Head of Girls' Sport: Mrs P Porter, BEd

Middle School APS Sport Coordinator: Mrs M J Ratcliffe, BEd

eLearning Coordinator: Mrs M McArthur, BSc(ComputerNetworking), PostGradCert(Education in Computing and Religious Education)(UK)

eLearning Coordinator: Ms S E Hallows, MEd, BSc(InfoSc), DipEd, DipProStud

eLearning Coordinator (Terms 2 & 3): Mrs F Fitzgerald, MEd, BA, GradDipEd(Secondary), GradDip(Psychology)

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

## TEACHING STAFF

Miss C K Aitken, BA, BTeach(Secondary)

Ms O Allan, BAHist, BTeach(Primary)

Mrs L Anbarci, BA(French & Economics) (Terms 3-4)

Mr M D Andrews, MEdStud, BA(Hons), BD(Hons), GradDipEd/GradCertRE

Mrs D L Bain, HigherDipTeach(SecArtCraft), GradDipGraphicCommunication, Cert IV WT

Mr G P Banyai, BEd, PostGradCert(Teaching) (Terms 1 & 2)

Mrs M Barnes, MEdStud, BLaw, GradDipEd(Secondary)

Mr R C Barnes, BSci(Hons), GradDipEd (Terms 3-4)

Mrs C M Bartlett, BEd, BTeach (Maternity Leave)

Mrs M Bell, BMusEd, MEd, AMusA

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

Mr P J Blanchfield, BEd(PhysEd)

Ms L Boyd, MEd, DipTeach, GradDipED

Mrs S Boyd, BEd

Mrs S M Bradford, DipTeach(Primary), BSpecEd



Ms L Breen, BMus, GradDipEd, AMusA, Cert IV in Workplace Assessment & Training

Mrs K Brown, BA(English/History), GradDipEd

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

Ms J Carroll, BA, PostGradDipTeach (Terms 1-2)

Ms F A Chew, MTeach(Secondary), BA/BSci, PostGradDipTeach (Departed end Term 2)

Mrs D A Cleary BSc, DipEd

Mr P E Conway, BSc(Ed)

Mr B Cook, BAppSc, GradDipEd

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

Mrs S M Dobie, BEd(Phys Ed) (Terms 2 & 4)

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

Mr G J Donovan, BSc, DipEd, DipAppPolymerSc

Ms S I Drayton, MEd, HDipTeach, GradDip Educational Studies (Term 2)

Mrs A J Dye, DipTeach(EarlyChildhood)

Mrs D L Filling, BEd

Ms F Fitzgerald, BA, DipEd

Mr K P Flanagan, MSc, BSc, DipEd

Mrs T J Foley, BA, DipEd

Mrs K Fyffe, BMusEd

Mrs J A Gainey, MA(LitCreativeWriting), BA, DipEd,

Mrs L C Gallus, HigherDipSecArt&CraftTeaching

Mrs E Gilbert, BA(Hons), DipEd

Mr G R Gilby, BEd

Ms A Grace, BA, DipEd (Term 2)

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

Mr P J Hannah, AMusA, AdvancedDipofMusic

Mrs K Heard, BSc, GradDipEd, GradDipRepSci

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

Mrs J A Henderson, BEd(Primary) (Terms 3-4)

Mr I Henricus, HigherDipTeach, DipPE

Mrs L Henricus, BA, DipEd, GradDipSpEd

Mrs B R Hollander, BA, DipEd





Ms M A Holroyd, MEd, BSc, DipEd, GradCertEd (Terms 2-3)

Ms J Hussey, BEd(PhysEd), GradDip(HealthScience)

Mrs A J Jackman, BSc, BEd

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

Mrs K Jones, MEd, DipTeach(Primary)

Mr L Joyce, BEd(Creativity&Arts)

Mrs U Kamburowski, MA, BMusEd

Mr R W Kayler-Thomson, DipEd, BuildConsCert

Ms R Kelly, BEd(Early Childhood), DipCommServ

Mr E Kovacev, BEng, GradDipEd, GradDipComp

Mr J M Kristiansen, BEd, BComm, CA

Mr Y Lairs, DipEd(LOTE)

Mrs D M Lannan, BSc, DipTeach

Ms G Larobina, BA(Hons), BEd, DipNAATI

Mr S McIntosh, BMultimedia, BArchitecture/Arts, DipEd(Arts/Media), Cert IV TA

Mr A R McKie, BEd, DipTeach(Primary), GradDipEd(Computing)

Mr R J Macaulay, BA(Social Dynamics), PostGradCertEd (Terms 3 & 4)

Mr G S Mack, BEd(Music), GradDip(Music), AMusA, Cert IV OHS, Cert IV TAE

Ms A-M Mahoney, BA, DipEd

Miss O Mitreska, BEarlyChildhood, DipCommServ

Mr C Morgan, BEd, GradDipCompEd

Mrs C A Morris, BEd, DipPrimTeach, MACE

Mrs D Nikolovski, BTeach(Hons), BA

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

Mr M O'Donnell, BA, DipEd, GradDipComputing

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

Ms C F Ogston, DipTeach(Primary), GradDip(ProvDev), MEd

Ms L Paatsch, BEd(Library & Information Science)

Ms R E Palmer, BSc(Ed)

Mr T P Parkes, BA, DipEd

Miss N Perkins, BSc(Hons) (Sport Technology, PostGradCertEd (Design & Technology)

Mrs J Peake, GradDipSpecEd, DipTeach

Mrs H Plumridge, BEd(Primary), DipTeach

Mrs S C Potter, BTeach(Early Childhood), BA (Dance) (Term 3)

Miss A E Richards, BLegalStudies, GradDipEd (Secondary)

Mrs S L Ritchie, MEd, GradDipTeach (Terms 3 & 4)

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

Mr H Roberts, MEd, BA, DipArts(GIT), DipEd(HSC), GradDipMedia, GradDipEdAdmin (Departed end Term 2)

Miss C E Saraci, BEd

Mrs K B Saunders, BA, DipEd

Mr A B Smith, BSc/Comm, GradDipEd

Mrs E K Smith, BEd (Librarianship)

Mrs B I Shier, BEd

Mrs J Shorland, BA(Ed)

Mrs F L Stafford, BTeach(Primary)

Mrs K Sunderland, BA(Dance), GradDipEd(Sec)

Mr P C Taylor, GradDipEd, DipArtandDesign

Mr M B Thacker, BMusEd

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

Mr M L Torpey, BEd(PhysEd), DipTeach

Mrs L M Treadwell, MSc, BSc(Hons), GradDipEd

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

Ms G Uilola, BSpecEd, BEdinLOTE, DipinTESOL

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

Mrs K Watson, MEd(Early Numeracy), BEd, BA(MediaStudies)

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





During 2014, the College's aim was to build on capacity for the future and create a foundation for sustainable growth in the years ahead.

The restructure of tuition fees, with strategic adjustments at key entry points for enrolments, saw the College move towards three streams at each of the year levels Prep to Year 6, and six streams from Year 7.

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 small surplus, whilst still completing stage 4 of the Middle School Redevelopment, debt free, as well as continuing with other capital maintenance.
- 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 2014 financial statements.
- Key initiatives requiring increased expenditure included the appointment of a Chaplain, Director of Human Resources and a Director of Professional Learning and Research. College-run bus services were also ran for the first year, contributing to the development of the College in years to come.

Total income received for 2014 was \$36.25m, up on 2013 by 1.5%. Strong enrolment numbers, year on year, and a restructure of tuition fees saw fee income remain stable; fees represent the bulk of income received (72%). Funding received from the Commonwealth and State Government was up on 2013, associated with the increase in enrolments, and represents 20% of total income received by the school.

Total expenditure increased by 8.9% on 2013, with the largest expense item being salaries at 68% 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 \$4.0m. This enabled the College to continue its commitment to ongoing capital expenditure to support a range of education opportunities. About \$2.4m was spent on capital works throughout the year, including a new Uniform Shop and the continued Middle School Redevelopment.

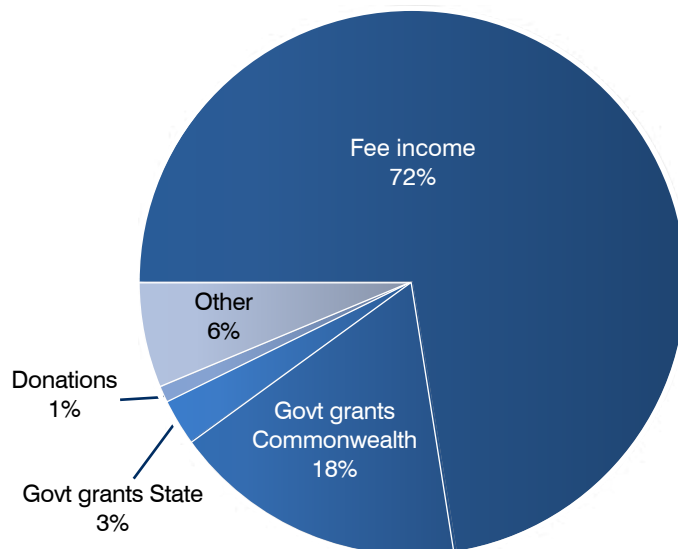
Continued support from The Geelong College Foundation and support groups are of huge importance to the school and assist with further educational offerings.



## 2014 operating accounts

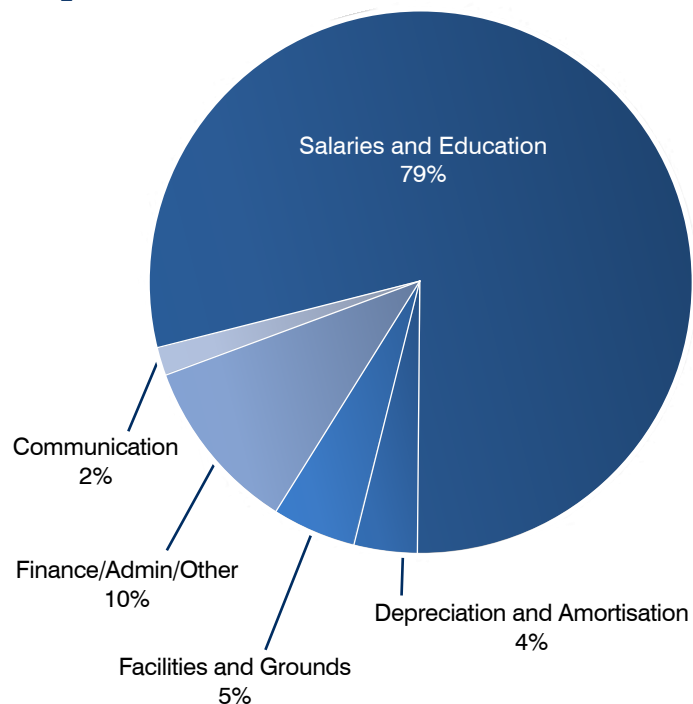
| Revenue (\$m)            | 2014         | 2013         |
|--------------------------|--------------|--------------|
| Fee Income               | 26.25        | 26.66        |
| Govt Grants Commonwealth | 6.41         | 5.91         |
| Govt Grants State        | 0.98         | 0.91         |
| Donations                | 0.32         | 0.27         |
| Other Revenue            | 2.29         | 1.95         |
| <b>Total Revenue</b>     | <b>36.25</b> | <b>35.70</b> |

### Revenue Breakdown 2014



| Expenses (\$m)                | 2014         | 2013         |
|-------------------------------|--------------|--------------|
| Salaries and Education        | 28.55        | 25.22        |
| Depreciation and Amortisation | 1.38         | 1.29         |
| Facilities and Grounds        | 1.76         | 3.79         |
| Finance/Admin/Other           | 3.78         | 4.40         |
| Communication                 | 0.57         | 0.40         |
| <b>Total Expenses</b>         | <b>36.04</b> | <b>35.10</b> |

### Expenses Breakdown 2014



**Roger Smith**  
Acting Principal





THE  
GEELONG  
COLLEGE

*sic itur ad astra*

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