



THE
GEELONG
COLLEGE

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Annual Report 2015



The Geelong College Annual Report 2015

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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

During what proved to be a most successful 2015, Geelong College students explored identity, demonstrated creativity, engaged in deep thinking, communicated in a variety of forms, contributed on a daily basis, created with enthusiasm and flair, and developed their skills through enterprise. We celebrate their learning journeys, the struggles and achievements, the persistence and endeavour, and the iterations that have led to insight.

As our Vision for Learning embedded key dimensions of learning into an array of core and elective programs, students have increasingly exercised control over their own learning, working practices and presentation modes. Enhanced opportunities for collaboration have complemented ongoing individual planning, personal goal setting and the development of self-management behaviours. Fostering these skills are not only important for future, life-long learning, but crucial for success in a majority of work environments.

Supporting the launch of our Vision for Learning was the development by staff of a carefully structured curriculum database that not only reflects our learning dimensions but also maps out themes, pedagogy, learning activities and assessment. One of many advantages of the Rubicon Atlas project is its broad functionality, enabling us to analyse, modify and balance our curriculum over time.

2015 also witnessed further progress for our social and emotional programs through the TripleR program, along with the provision of additional staff professional learning activities and community-based evening presentations from the Centre for Learning, Research and Innovation.

During the second half of 2015 we conducted a staff satisfaction survey, a key initiative which provided important input towards our ongoing school improvement process. The data will be benchmarked against other independent schools, providing additional context to responses. One of our early tasks in 2016 will be to analyse this data, consult with staff, reinforce our existing achievements and address identified areas requiring attention for future progress. The strong response from staff highlighted the support of College staff for this important self-assessment process.

The development of a comprehensive Master Plan for the Junior, Middle and Senior Schools during 2015 marked a significant milestone for The Geelong College. While all such plans evolve and change over time, this process challenged, clarified and confirmed our thinking about educational opportunities for our students, how these are delivered, and the infrastructure needed to support them over immediate, moderate and extended timeframes. There is considerable excitement with the interim report, which will be considered early in 2016 with constructive feedback from the College community.

We look forward to 2016 with enthusiasm, as we welcome Dr Peter Miller as our new Principal, continue to expand and refine our educational programs, and assist our students to become worthwhile citizens at College, within local communities and in numerous rapidly changing global contexts.



Vision for Learning

Our Vision for Learning is a living document that describes the skills, knowledge and expertise students must master to succeed for a future that is rapidly changing. It provides a broad framework for the development of learning experiences that invite students to thrive in the global economies of today and tomorrow. Increasingly, for students to be active contributors to their world, they must learn not just subject knowledge, or so called “21st century” skills, but also the most fundamental aspect of a modern education; learning how to learn.

Our Vision for Learning establishes seven key learning dimensions: Identity, Creativity, Thinking, Communicating, Contributing, Creating and Enterprising. These underpin everything we do. They are the capabilities that our young people need for growing, working and participating in their communities in a changing and global society. They are the key to engaging in every learning area across the College and are encouraged, modelled and explored across all ages.

Developed collaboratively by our teaching staff, this approach has drawn widely on national and international research, is future focused and embraces aspects of the Teaching for Understanding framework of Wiggins and McTighe, the Reggio Emilia approach, experiential and constructivist learning philosophies and many national and international curricula frameworks including the Australian Curriculum and the International Baccalaureate.

Our Vision for Learning reflects a continuous improvement approach to learning design that guides self-assessment, peer review and visualisation through curriculum mapping.

It is a blueprint for shaping an exciting and productive future.

Identity

Identity recognises that students require an awareness and understanding of not only themselves, but also the world in which they live. They live in a world that is connected through politics, religion, economics, culture, science, technology and the environment. Students need to explore their world in a variety of ways to develop skills and attributes to communicate across cultures while expanding their awareness of the world’s complexities and learning to appreciate difference.

Creativity

Creativity is a process which generates ideas that have value to the individual. It involves looking at familiar things with a fresh eye, examining problems with an open mind, making connections, being able to appreciate ambiguity, being a risk taker, learning from mistakes and exploring new possibilities. In a climate of continuous uncertainty, change and challenge, Creativity will enable young people to be adaptable and inventive, constructively challenge the status quo and make a positive contribution to society.





Thinking

As technology and automation subsume rote thinking processes that would ordinarily rely upon memory, there will be an increased demand for higher-level thinking skills. These sense-making skills help us to create deeper meaning and unique insights that is critical to decision making.

Communicating

Communicating refers to students' ability to use a range of symbols to create, express and communicate meaning. In a time of global communications, having creative and flexible communication skills is fundamental to our personal and vocational opportunities. Being able to articulate a point of view thoughtfully and persuasively is a must for effective participation in a democratic society. Developing skills in accessing, organising and structuring information using a range of written and visual sources to suit various contexts, purposes and audiences is vital.

Contributing

All members of the College contribute to their community, their nation and the world. Students gain an understanding of why we should contribute, can explain the various ways of contributing to local and global communities, and undertake opportunities to practise good citizenship.

Creating

Creating involves generating something new. This may involve creating a new idea or solution to a problem, adapting existing materials, developing a new method or producing an artistic creation.

Enterprising

Enterprising recognises that individuals are agents of change. They recognise and create opportunities for improvement in goods, services, systems and processes. They seek relationships and mobilise resources to innovate and meet challenges. Enterprising individuals develop new ways of embracing and adapting to the many changes and challenges we face in an increasingly competitive world.

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

A director since November 2004, Hugh (OGC 1970) is a former School Captain and parent of Kate (OGC 2000), Minnie (OGC 2002), George (OGC 2006) and Harry (OGC 2009). Hugh is the Chairman of The Geelong College Board, and is on the Finance, Risk Management, Planning, Executive and Education committees. He is a past president of the Senior School Parents' Association. He is a sports physician and GP in Geelong, and was the Medical Officer for the Geelong Cats, 1982-2006, where he is a director and life member. He is the AFL Doctors Association's Executive Officer and an Adjunct Senior Research Fellow at the Monash Injury Research Institute and Federation University.



Hugh Collins BA(Hons), AM PhD, AMusA

Dr Collins was a director from May 2009 to March 2015. 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 a Master of Ormond College at Melbourne University. Prior to that, he was Foundation Professor of Government and Politics at Murdoch University, Department of Political Science, Australian National University, and was Academic in Residence at the Australian Department of Foreign Affairs, 1974-1975.



Claire Darby MB, BS, Dip Obs RACOG, MA (Professional and Applied Ethics)

A director since May 2008, Claire is parent of Alex (OGC 2002), Tom (OGC 2005), James (OGC 2007) and William (OGC 2007). She is the Chairman of the Risk Committee and a member of the Planning Committee. A medical practitioner, Claire is a past president of The Geelong College Parents' Association and 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). He is a past president of the College Foundation and the OGCA. He is a member of the College Finance, Planning and Executive committees. A Chartered Accountant with LBW Chartered Accountants, Michael is a Fellow of the Institute of Chartered Accountants in Australia, is on several boards of the Betts Family Group of Companies, and was awarded a Centenary Medal of the Commonwealth Government for Community Service. He is a past chairman of St Laurence Community Service, where he was board member for 10 years, and is a director, treasurer and past chairman of the Committee for Geelong.



Barry Fagg BCom, MAICD, CPA

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



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

A director since May 2003, Helen 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. She is a sessional lecturer and part-time Research Assistant at Melbourne University, a director of NASSP Assessment Centres and is involved in an international research project on successful school leadership. She presents frequently at conferences in Australia and overseas, and has published extensively. As well as being an accredited school reviewer and auditor with the DEECD, CECV and VRQA, she has undertaken reviews of schools in Hong Kong. She is on the College Council and Education Committee, and is a member of the Governance Education Council of the Presentation Sisters.



Jennifer Hawkins

Jennifer (OGC 1977) became a director in August 2007. She was parent of Jane (OGC 2004) and Edwina (OGC 2007). She was director of Woolamia Pastoral Company, a Nuffield Scholar and Vice-President of Nuffield NSW, and member of the Climate Champions Program from 2009. She was also the National Farmers Federation's Climate Taskforce rice representative, and was an inaugural member of the Regional Women's Advisory Council. She was awarded a Centenary Medal for services to regional Australia. Jennifer passed away in April 2015.



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

Sarah (OGC 1973) has been a director since August 2004. She is a parent of Toby (OGC 2002), Marcel (OGC 2004) and Max (2015). Sarah is an experienced health and community services sector executive, with a number of volunteer and non-executive board directorships. She is the General Manager of Health at GMHBA.



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 an experienced company director in various organisations and is a Director of GMHBA Health Insurance Fund. He is a commercial lawyer with 25 years' experience in private and corporate practice. He is also a mediator and previously practised as a counsellor and psychologist for 10 years.



Joanna Monahan BSC, LLB, MTax

Joanna has been a director since March 2012. She is the Principal at Monahan Legal 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 Tax and Governance and Corporations Act issues to her clients.



Michelle Quigley QC LLB

Michelle has been a member of the Planning Committee since October 2013 and a director since March 2015. A law graduate, she has practised as a barrister since 1988, specialising in planning and environmental law, and was appointed Senior Counsel in 2002. She is an Old Collegian (OGC 1973).



Kean Selway BBus Marketing, GradDip Management, FAICD

Kean has been a director since March 2015. He is a parent of Courtney (OGC 2010), Alexander (OGC 2014) and Julian (Year 8). Kean is Chair of the College Planning Committee. He is the Vice-President Enterprise for Deakin University and has held a number of senior executive roles in higher and corporate education. Kean currently serves as Chair of the Boards of Deakin Residential Services, Unilink Limited and the Bowater Trust, and as a member of the Finance and Business Affairs Committee of Deakin University Council. He was Chair of the Boards of Callista Software Services, the Australian Masters Games and the Australian Human Resources Institute.



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 is on the College Risk Management Committee. He is a member of the Research and Ethics Committee at Barwon Health and the Order of St John Jerusalem, 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 55% male students: 45% female students from Prep to Year 12 in 2015.

Out of 149 students in Year 9 (2012), 12 students did not continue to Year 12 (2015) at the College. Hence 92% of the Year 9 cohort of 2012 continued through to Year 12 in 2015.

The average student attendance rate from Prep to Year 12 was 95.23% in 2015.

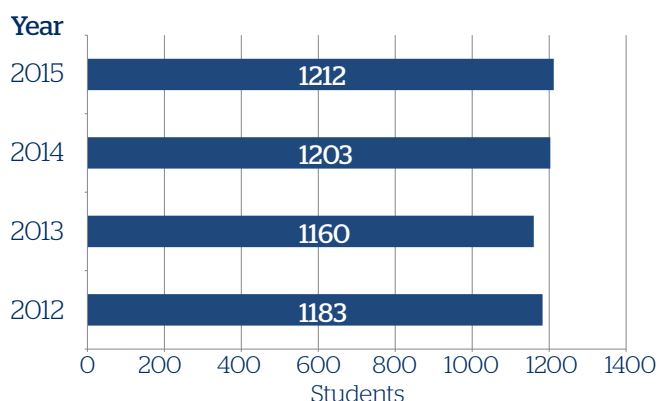
1% of the student body was Indigenous.

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	95.50
1	93.53
2	96.84
3	94.51
4	94.65
5	93.87
6	95.41
7	94.39
8	95.45
9	94.86
10	96.08
11	95.58
12	96.88





College Learning

Over 2015, 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.

Our Vision for Learning expresses our beliefs and values, and outlines how our young people become independent, global citizens who understand that the most important aspect of a modern education is learning how to learn. This is achieved through sustained innovations in social and emotional learning, experiential and project-based approaches and a Reggio-inspired pedagogy within our Junior School.

2015 VCE Results

The following is a summary of the VCE achievements of the 2015 cohort, together with a breakdown of their ATAR ranges.

- Dux: ATAR score of 99.85
- Five ATAR scores above 99 were recorded
- 20 highest achievers: 10 girls, 10 boys
- 28.3% achieved ATAR scores of 90 and over, placing them in the top 10% in the state
- Median ATAR score was 79.4 (50% of the cohort was in the top 21% of the state)
- 18.7% of study scores were 40 and over
- Four perfect study scores of 50: one in French, one in Physics, one in Maths Methods and one in Further Maths.

ATAR range	No.	%
>=99.00	5	3.01
95.00 - 98.95	16	9.64
90.00 - 94.95	26	15.66
80.00 - 89.95	35	21.08
70.00 - 79.95	32	19.28
60.00 - 69.95	23	13.86
50.00 - 59.95	7	4.22
<50	22	13.25
Total number of students:		166

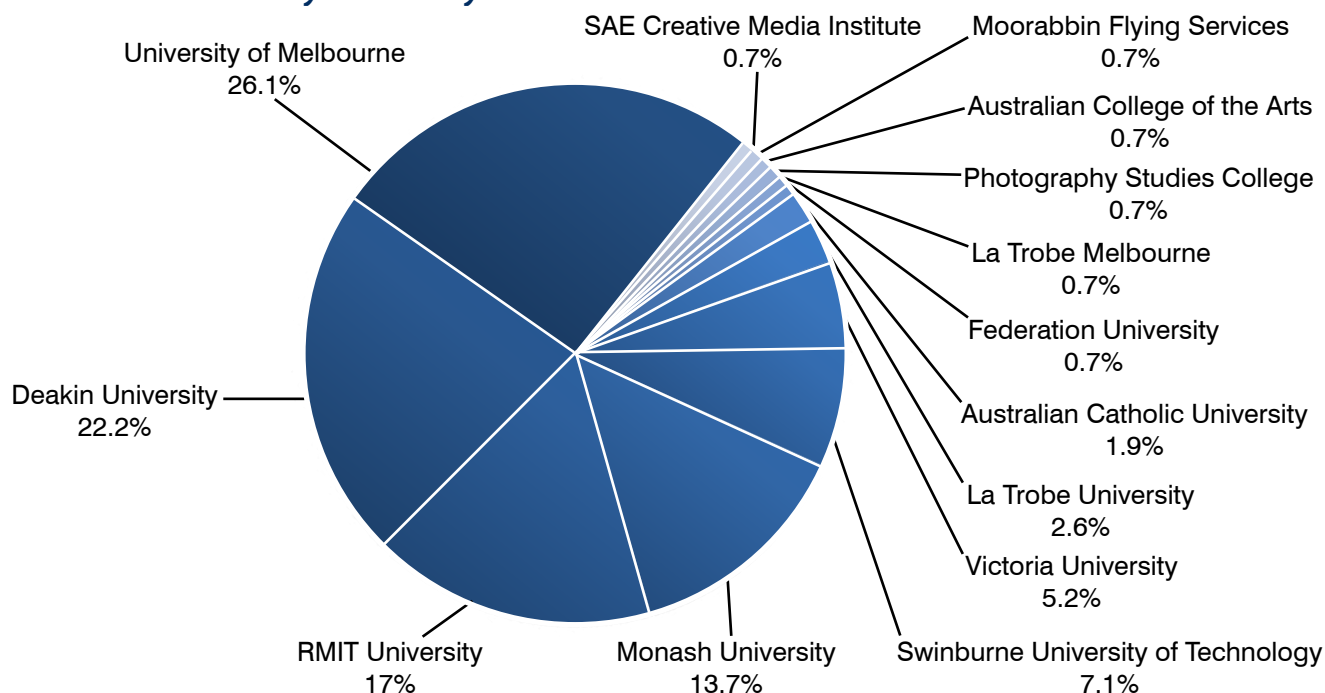


First-Round Offers for the 2015 Cohort

It is especially pleasing to report that 69.4% of our students gained their first preference with a further 15.9% 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 85% of the cohort received one of their top two preferences.

Total Year 12 for 2015	166
Number applying for Tertiary Courses	157
Number of applicants receiving an Offer	153 (97.4%)

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

	2011	2012	2013	2014	2015
Year 3					
Reading	100	100	97	100	100
Writing	100	98	97	100	100
Numeracy	100	100	97	100	98
Grammar, Punctuation	100	100	95	100	100
Spelling	100	100	92	100	100
Year 5					
Reading	100	100	100	100	100
Writing	98	100	96	93	98
Numeracy	100	100	100	100	100
Grammar, Punctuation	100	98	100	98	100
Spelling	98	100	98	98	100
Year 7					
Reading	100	100	98	99.9	100
Writing	99	98	99	99	99
Numeracy	100	98	100	100	100
Grammar, Punctuation	100	99	97	100	99
Spelling	99	99	98	99	100
Year 9					
Reading	99	99	99	98	100
Writing	96	96	94	95	98
Numeracy	100	99	99	99	100
Grammar, Punctuation	98	98	99	97	98
Spelling	95	95	99	95	97





College Life

Academic studies were supported by a rich variety of activities: drama, music ensembles, art and craft, debating, sport, camps and excursions during 2015.

Outreach Program

- **City Programs:** Programs were offered in Art, Geography, History, 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. This coincided with the UN Climate Change Conference in Paris. Work was completed in a number of groups including sustainable designing, music, radio, art, blogs, writing, science and sustainable living.
- **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 one of nine different Fulfilling Lives programs:
 - **Anangu:** Students travelled to Yulara and spent time working with the students at Nyangatjatjara College. They then travelled into the APY Lands (north-western South Australia) where they were immersed in the Anangu culture, spent time at the aged care centre in Ernabella and completed a number of tasks including a fence around the grave of Tjilpi Nyaningu.
 - **Borneo Community Project:** Students were immersed in the Malaysian culture in Sabah, Borneo, and worked on a community project to help the Bunakon village build their church.
 - **Cambodia:** Students were immersed in Cambodia and gained an understanding of the rich culture as well as the country's tragic past. Assisted by Children of Cambodia, they worked in the village of Phum O where they painted and cleaned the school as well as teaching the students English.
 - **Lilla:** Students spent time in Lilla, a small Indigenous community near Watarrka (Kings Canyon). They undertook projects to assist the Lilla community and school, improving their grounds and buildings as well as helping the children in the school.
 - **Narana:** Students hosted a group of visiting Indigenous students from Shalom College in Townsville. They joined them for various activities in Geelong and Melbourne and completed a number of projects based at Narana.
- **Refugees:** Students took local refugee teenagers to participate in a variety of adventure activities, developing relationships with them and understanding of the plight of refugees. They also spent time in workshops with Footscray Community Arts Centre and various other organisations.
- **Tanna:** Students were unable to visit Tanna due to the devastating impact of Cyclone Pam the week prior to their planned program. Instead, the students established the Tanna Reconnect Appeal and raised funds and awareness throughout the school and wider Geelong community through a number of initiatives. Funds have subsequently helped our friends at Lenekal Presbyterian College with their rebuilding efforts.
- **Thailand:** Students were hosted by our sister school (Triam Udom Suska) in Bangkok before spending time in Chiang Mai based at the Prem Centre. They participated in a community service project at Huay Man Rin Children's Home where they assisted local tribesmen to construct the foundations of a new dormitory at the home.
- **Yulara:** Students spent a week at Nyangatjatjara College (in Yulara), an Indigenous secondary school in Central Australia with three campuses – Yulara, Imampa and Docker River. Most time was spent at the Yulara campus (with students from Mutijulu community) and an overnight visit was also made to Docker River near the Western Australian border. They assisted in the classrooms and around the school while learning about indigenous issues.



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 2015 included:

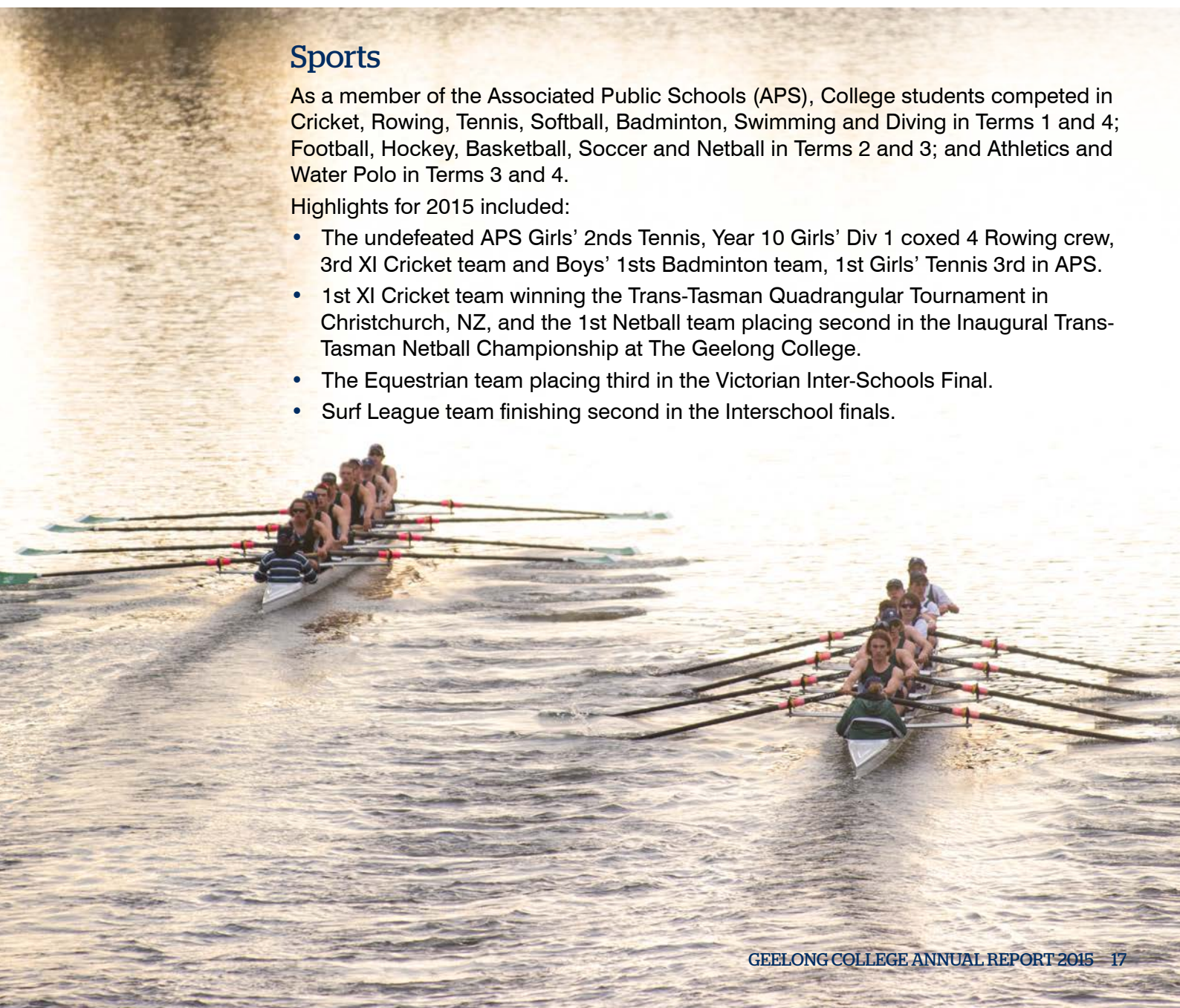
- The annual Foundation Concert held in Costa Hall, featuring instrumental ensembles and choirs from across the school. A special feature was the performance by all Year 3 students of selections from the musical "The Jungle Book".
- Formation of a new Middle School Stage Band.
- The annual Generations in Jazz competition tour to Mt Gambier, where the Pegasus Singers achieved a second place in Division 3 and the Stage Band achieved a sixth place in Division 3.1.
- A wide range of masterclasses and concerts from visiting musicians, including Paul Grabowsky (piano) and Matthew Fagan (guitar).
- A large number of students participating in the newly-established Geelong Performance Festival, playing a wide range of instruments and obtaining valuable feedback from adjudicators.

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 2015 included:

- The undefeated APS Girls' 2nds Tennis, Year 10 Girls' Div 1 coxed 4 Rowing crew, 3rd XI Cricket team and Boys' 1sts Badminton team, 1st Girls' Tennis 3rd in APS.
- 1st XI Cricket team winning the Trans-Tasman Quadrangular Tournament in Christchurch, NZ, and the 1st Netball team placing second in the Inaugural Trans-Tasman Netball Championship at The Geelong College.
- The Equestrian team placing third in the Victorian Inter-Schools Final.
- Surf League team finishing second in the Interschool finals.



Performing Arts

- The Year 12 Theatre Studies production of “Urinetown” by Greg Kotis and Mark Hollmann
- The Year 12 Drama Ensemble performances based on the theme of “Perspectives”
- The Year 10 production of “Aspects of Australia in 3 parts”: “The Rabbits” inspired by Shaun Tan’s picture book and devised by the Year 10 Drama students, “Cloudstreet” by Tim Winton and “Hoods” by Angela Betzien
- Whole school production of “Oliver”
- The Year 9 production of “Stories of Suburban Road” by Tom Hungerford
- The Dance Showcase, sharing the work of all Senior School dance classes including VCE performance solos
- The Year 8 production of “Black Star”
- The Year 3 production of “The Jungle Book”



Design and Creative Arts

- An exceptional and exciting Arts Week where the focus for the House Arts Competition and week of art-based activities was “Draw me a dog”. Special guests Tim McCallum and his Assistance Dog Roxy brought together the performing visual arts with Tim’s vocal talents and amazing story of persistence and resilience.
- A VCE Exhibition “Transit Lounge 3”, 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 exhibition was opened by Dr John Rollo from Deakin Univeristy.
- The Guild Gallery again showcased 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 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.

Overseas Partnerships and Tours

- **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 went to France during the Christmas holidays.
- **Thailand:** Students and 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 Fulfilling Lives program.
- **New Zealand:** The Geelong College hosted netballers from New Zealand schools St Paul's Collegiate and Kristin School, and Adelaide's Scotch College for a quadrangular netball tournament. The competition culminated in a nailbiting grand final, where St Paul's defeated The Geelong College by one goal.
- **History Tour:** Four staff and 23 students were immersed in the history of Europe over the Easter holidays, visiting Berlin, Paris, Ypres, Versailles, St Petersburg and Moscow.





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. A program titled Play is the Way has been adopted into the curriculum and allows for the teaching of wellbeing through a play-based program.

In Year 5, the program Tribes forms the basis of social and emotional learning at this age level. Working in groups, students negotiate the "rules" of the group designed to encourage and enhance pro-social behaviours. 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. Sexuality Education coming from the premise of building respectful relationships continued throughout Years 9 and 10.

In raising awareness of mental health and caring for each other, RUOK day involved students in asking each other "are you okay?" This generated random acts of 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 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 goal-setting, time management, staying safe around alcohol and drugs, study skills, interview skills and developing resilience.

In assisting senior students to make informed and responsible decisions, a number of guest speakers spoke on a range of topical issues including goal-setting, time management, staying safe around alcohol and drugs, study skills, interview skills and developing resilience.

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.





Centre for Learning, Research and Innovation

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.

Professional Learning

CLRI launched 2015 with a four-day Staff Professional Learning Conference. Staff across the College came together to actively participate in a diverse program that highlighted the role of each individual in realising The Geelong College Vision and Mission.

The theme for the first day was Leadership and Belonging. Marcus Crowe took staff beyond classic lenses like Myers-Briggs, DiSC and Belbin, presenting a robust and simple method for thinking about themselves and others. Day two linked The Geelong College staff with researchers from Deakin University, exploring the theme of Research and Innovation. Relationships were facilitated with Deakin staff specialising in Research Methods, Neuroscience, Executive Functioning, Working Memory and Action Research. The afternoon session was a highlight with an interactive Q&A on Innovation in Education with the Master of Ormond College, Rufus Black.

The program continued on days three and four with school-based activities that gave staff the opportunity to work in teams and apply what they had learned. The focus for these days was curriculum planning and development. The final session was a presentation on the Anaphylaxis Policy, followed by an update on First Aid and a session with the Victorian Employers Chamber of Commerce and Industry (VECCI) about working in a diverse organisation.

Tuesday afternoons continued to be a dedicated time for staff to engage in Professional Learning. Staff gathered in teams to undertake teacher research, and met in larger groups to work with an expert on specific aspects of their practice.

Progress towards Learning Goals and Learning Projects was mapped online using the StaffPD software.

A model was developed to represent the process of innovation and change being implemented through the Professional Learning program. The model places the Learning Project at the centre of the process. By initiating, investigating, analysing, interpreting and re-conceptualising aspects of their practice, teachers identify the skills they need to develop to engage and improve the learning outcomes of their students.

Appraisal for Professional Learning

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.

Lecture Series 2015

The purpose of the Lecture Series is to open the doors of the College to the broader community and facilitate the development of learning networks. The centre's Lecture Series was launched with a stunning performance by Paul Grabowsky – pianist, composer, arranger, conductor, and one of Australia's most distinguished artists.



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



Australian art teacher and amateur historian Lambis Englezos delivered the second lecture in the series on Tuesday 17 March. Lambis told the story of how he found the bodies of 250 lost Australian soldiers from the disastrous Battle of Fromelles.

Michael Griffin and Dan Haesler explored the concept of Growth Mindset, providing their personal insights into the 10,000 hours theory, and highlighting the importance of practice and persistence in learning.

Rob Gell delivered an empowering and visually graphic presentation on climate change. He challenged conventional thinking about the need for immediate action and put forward a range of opportunities that we as a global society will need to both understand and operate to in coming years.

Digitech by the Bay Conference

Digital Learning & Teaching Victoria (DLTV) in collaboration with CLRI proudly presented DigiTech by the Bay: Engaging Learners through Innovative Teaching, a single-day conference that attracted teachers interested in using digital technologies in their subject areas. The series of workshops throughout the day included Learning How to Incorporate Coding in the Classroom, Genius Hour, Computational Thinking, Interactive Fiction, how to create Global Collaborations for a truly Connected Classroom and various sessions from Microsoft Master Trainers. Steve Collis from the award-winning Northern Beaches Christian School in Sydney was the keynote with a thought-provoking and inspiring talk titled "Innovating Learning to Engage Every Child".

How can we personalise learning so that all learners thrive? Since 2005, Collis and his colleagues at Northern Beaches Christian School in Sydney have explored a range of innovations to address this question. The innovations have involved physical space, technology, project-based learning, and more, but the glue holding everything together has remained relationship and collaboration. Steve explored the breakthroughs and successes that had come to characterise how learning looked from K to 12 after a decade-long journey, highlighting "easy wins" that have strong potential to be applied across a range of contexts. He also showed how elements such as technology and space could be harmonised with pedagogy and programming.

CLRI and DLTV are continuing to work together to bring professional learning opportunities to the Geelong region.

3D Printing

Following the successful uptake of 3D-printing technology, Adrian Camm has engaged ThingLab to run some professional learning at the College. This expert group delivers hands-on workshops that guide teachers through effectively using Makerbot software, file preparation, optimising print quality and general maintenance and troubleshooting procedures. Maker Spaces are springing up in library and learning spaces across Junior, Middle and Senior Schools, and the uptake by students and teachers is inspiring.

Research links with Deakin University

The Pre-Service Teacher Program is being expanded, and includes students from Deakin, Melbourne, Monash, Victoria, Federation and Australian Catholic Universities. The aim of placements is to improve the capacity of pre-service teachers to enter the profession. By demonstrating, developing and sharing the high-quality teaching practice at The Geelong College, staff are contributing to the advancement of the teaching profession, and re-connecting with current learning and teaching initiatives.

Deakin University researchers Russell Tytler and Peter Hubber are working with the Science Department to investigate the role of representation in learning Science.

The Upstart Challenge is engaging a group of Year 8 entrepreneurs to come up with a business or social Big Idea that has the potential to positively change the world. Our students meet with peers and mentors from local schools before pitching their idea to the judging panel.

Muriel Wells, who specialises in teacher research in the Faculty of Education at Deakin University's Waurin Ponds campus, is working with Junior and Middle School staff to develop the methodology for their Learning Projects.

Jason Steinwedel, Program Manager of Deakin's new Centre for Advanced Design in Engineering Training (CADET), is working with Adrian Camm to link The Geelong College students to the facility and to involve students and staff in the many initiatives being planned at CADET.

Throughout 2016 the centre will continue to work towards investigating, understanding and implementing practices that support successful school learning, and sharing these practices with colleagues and the broader community.





^ The Foundation Board (left to right): Mr R G Carr (OGC 1973), Mr M J Betts (OGC 1965) – Immediate Past President, Ms S T Mockridge (OGC 1977) – Vice President, Mr J A (Sandy) Hutton (OGC 1973) – President, Mr A M C Cameron (OGC 1978) – Vice President, Ms Wendy Abikhair and Mr J C P (Cam) Emerson (OGC 1958). Absent from picture is Dr P J Carman.

The Geelong College Foundation

The Geelong College Foundation, now in its 28th 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.

During 2015 the Foundation was involved in a series of events:

- In March, a morning tea for all Foundation and Morrison Society Members
- Foundation Board presence at the Sic Itur Luncheon (hosted by the Old Geelong Collegians' Association) whose guests are former students who left the College 50+ years ago
- The 25th 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:

- Provision of scholarships and bursaries
- Support of the Bravehearts program at Junior School
- Support of the College Art Show
- Support of the College's Tanna Reconnect Appeal

The Foundation's fundraising programs continue to be well supported by alumni, past parents and other philanthropic members of our community. In 2015 we received more than \$1,110,000 in cash donations and bequests through The Geelong College Building Fund, Scholarship Fund, Foundation Fund, and Education Fund.

Our bequest program, the Morrison Society, continues to attract new members and 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 Master Plan. 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). Events are held for parents to socialise with each other and staff on a regular basis, as are Learning Conferences, which are opportunities for parents and students to discuss their learning with teachers.

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.

All staff were invited to take part in an Independent Schools Victoria survey in 2015. The survey's purpose was to identify what constitutes staff satisfaction and to gather staff perceptions of school effectiveness, teaching and workplace issues. The results of the survey will be received in 2016, and will be used to identify key areas for improvement.



Teaching Staff

College teachers attended 95.6% of the time on average in 2015.

92.2% of 2014 teachers remained at College for 2015. The school does not currently employ any Indigenous staff members.

Across the College, the pupil-teacher ratio is approximately Primary – 10.2 students : 1 teacher, and Secondary – 8 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 \$236,500 on professional development with an average of \$810 spent per teacher (FTE).

Qualifications

EXECUTIVE STAFF

Acting Principal (Terms 2, 3 & 4), Deputy Principal (Term 1): Mr R N Smith, BSc(Hons), BEdStud, DipEd, DipTAS

Principal (Term 1): Mr A Barr, BEc(Hons), MEd Studies, DipEd, MACE

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

Head of Middle School: Mrs L J Russell, BEd

Head of Senior School: Mr N D Jessup, MA, MBL, BPHE, GradDipEd, GradDipComm

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

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

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

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

Business Manager: Ms S M Leach, BComm, CPA

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

TEACHING STAFF

Miss C K Aitken, BA, BTeach(Secondary)

Ms O Allan, BAHist, BTeach(Primary)

Mrs L Anbarci, BA(French & Economics) (Departed end Term 2)

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), Head of McLean House (Terms 1 & 2)

Ms C B Barrett, GradDipEarlyChildhood, BTeach&Learn

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)

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

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

Ms L Boyd, MEd, DipTeach, GradDipEd, (Arts Edn)

Mrs S Boyd, BEd

Mrs S M Bradford, DipTeach(Primary), BSpecEd

Ms L Breen, BMus, GradDipEd, AMusA, Cert IV in Workplace Assessment & Training (Departed Term 2)

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

Ms J Carroll, BA, PostGradDipTeach (Term 2)

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

Mr M D Cheatley, BEd, Director of Sport

Miss J A Chirnside, BExercise/Sport Sci, GradDipEd (Secondary) (Terms 3 & 4)

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

Mrs D A Cleary BSc, DipEd

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

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

Mr J D Colbert, BEd(Outdoor Ed/Health)

Mr T M Colbert, BEd(Phys Ed) (Term 4)

Mr P E Conway, BSc(Ed), Head of Coles House

Mr B Cook, BAppSc, GradDipEd

Mr D A Curnow, BA, DipEd RE/His, GradDipSportsScience, Cert 1V Cel, Spiritual and Community Outreach Coordinator

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

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

Mr J Dimauro, BEd(Primary)

Mrs S M Dobie, BEd(Phys Ed) (Terms 3 & 4)

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

Mr G J Donovan, BSc, DipEd, DipAppPolymerSc

Mrs A J Dye, DipTeach(EarlyChildhood)

Mrs D L Filling, BEd

Mr K P Flanagan, MSc, BSc, DipEd, Head of Morrison House

Mrs T J Foley, BA, DipEd

Mrs K Fyffe, BMusEd, Music Ensembles Coordinator



Mrs J A Gainey, MA(LitCreativeWriting),BA, DipEd
 Mr O Galluccio, BEd, DipTeach, Years P-8 Drama Coordinator
 Mr G R Gilby, BEd, Head of Keith House
 Ms H Green, MEd(Teacher Librarianship), MA(Education), BA, DipEd, AALIA
 Ms S E Hallows, MEd, BSc(InfoSc), DipEd, DipProStud, eLearning Coordinator Senior School, Head of Wottenhall House
 Mr P J Hannah, AMusA, AdvancedDipofMusic
 Mrs J J Hauenstein, BSci (Hons), GradDipEd (Secondary) (Term 3)
 Mrs K Heard, BSc, GradDipEd, GradDipRepSci
 Mr J A Henderson, BEd, BA(Journalism Communication Studies)
 Ms P M Henning, BEd, Head of Geography
 Mr I Henricus, HigherDipTeach, DipPE, Head of Helicon House
 Mr D Hibbard, BSc, DipEd, Head of Mathematics Studies Coordinator
 Mr T J C Hodge, MTeach(Secondary), BA(Media&Comm)
 Mrs B R Hollander, BA, DipEd
 Mr J I Horoch, BSc, DipEd, Years 7 & 8 Numeracy Coordinator
 Mr J C Hunt, BMusPerform, DipMusPerform, DipEd (Term 4)
 Ms J Hussey, BEd(PhysEd), GradDip(HealthScience)
 Ms D T Hynes, BEd, GradDipDir, Head of Drama
 Mr M Irwin, BMusEd, GradCertMusTechnology, Director of Music
 Mrs A J Jackman, BSc, BEd
 Mr K R Jess, BA, GradDipEd(AppliedLearning), Cert IV WorkplaceTraining&Assessment, Head of Design and Creative Arts
 Mr W Johnston, MEd, BEd, DipTeach(Primary)
 Mrs K Jones, MEd DipTeach(Primary)
 Mr L Joyce, BEd(Creativity&Arts), Head of McArthur House
 Mrs U Kamburowski, MA, BMusEd
 Ms M Karakaltsas, BMus(Composition), PostGradDipEd(Secondary)

Mr R W Kayler-Thomson, DipEd, BuildConsCert
 Ms R Kelly, BEd(Early Childhood), DipCommServ
 Mrs L E Knight, MEd, GradCertRE, BA(Ed), Head of English
 Mr J K Koris, GradDipEd(secondary), BCreativeArts(Music&Performance), AdvDipMusic(Contemporary/Jazz), Cert IV Music (Term 4)
 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
 Ms S N Lawrence, BA, GradDipEd(Primary), GradDip(ScreenMusic)
 Mrs M McArthur, BSc(ComputerNetworking), PostGradCert(Education in Computing and Religious Education)(UK), eLearning Coordinator Junior and Middle School
 Mrs L McCartney, BMusEd, AMusA, Years 7 & 8 Music Coordinator
 Mrs A M McGucken, MEd(Teacher Librarianship), BEd, Head of Library Information Services
 Mr S McIntosh, BMultimedia, BArchitecture/Arts, DipEd(Arts/Media), Cert IV TAE
 Mr A R McKie, BEd, DipTeach(Primary), GradDipEd(Computing)
 Miss H M McKinnon, BEd
 Mr G S Mack, BEd(Music), GradDipMus, AMusA, Cert IV OHS, Cert IV TAE
 Ms A-M Mahoney, BA, DipEd
 Mr G M Matthew, GradDipEd(Secondary), BA(History)
 Ms C E Matthews, MEdStud, BEd(Arts), Head of Boarding (Mossgiel)
 Mrs R A Molyneux, MEd Studies, BEd(EarlyChildhood), DipTeach(EarlyChildhood), Director of Early Learning
 Mr C Morgan, BEd, GradDipCompEd
 Mrs C A Morris, BEd, DipPrimTeach, MACE
 Mr R M Morris, BEco, BEd, VET Coordinator, Head of Business Studies
 Mr G J Naylor, MA, BA(Hons), GradDipEd, Years 7 & 8 History & Geography Coordinator, Head of History
 Mrs C A Newett, BTeach, BA
 Ms J L Nicholls, GradDipAppLearn(Education), Cert IV TAE, DipPrinting&GraphicArts(Multimedia), BFineArt(Gold & Silversmithing) (Term 3)
 Mrs D Nikolovski, BTeach(Hons), BA (Maternity Leave)
 Ms M J Oates, BSc, DipEd, Cert IV CELTA, Head of Minerva House
 Miss E K O'Callaghan, BA, GradDipEd, Acting Years 7 & 8 English Coordinator
 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) (Term 4)
 Ms R E Palmer, BSc(Ed), Head of Calvert House
 Mrs J M Panckridge, MEd, BEd, BA(Ed), Junior School English Coordinator
 Mr M K R Panckridge, BA(Ed), Deputy Head of Middle School
 Mr T P Parkes, BA, DipEd
 Miss N Perkins, BSc(Hons) (Sport Technology, PostGradCertEd (Design & Technology)
 Mrs J Peake, GradDipSpecEd, DipTeach
 Ms K L Pelletier, BEdVisArts(Textiles)
 Mrs H Plumridge, BEd(Primary), DipTeach
 Mrs P Porter, BEd, Head of Girls' Sport
 Mrs S C Potter, BTeach(Early Childhood), BA (Dance) (Term 3)
 Mrs L J Pring, MEd, DipEd, BA (Terms 3 & 4)
 Mrs M J Ratcliffe, BEd, Middle School APS Sport and Fixtures Coordinator, Head of Bellerophon House
 Miss A E Richards, BLegalStudies, GradDipEd (Secondary)
 Mrs S L Ritchie, MEd, GradDipTeach
 Mr B Robbins, BEd(Phys Ed), BEd (Outdoor & Environmental Education), GradDip (Outdoor Recreation), Head of Pegasus House
 Miss C E Saraci, BEd
 Mrs K B Saunders, BA, DipEd
 Mrs A R Schleutker, GradDipEd, BA
 Mrs M J Seaton, BTeach(PrimaryandSecondary), BA(Applied Art), Years P-8 Art Coordinator
 Mr A B Smith, BSc/Comm, GradDipEd
 Mrs E K Smith, BEd (Librarianship), Head of Shannon House
 Mr G J Smith, BEd(Science), GradDipComputing, VCE Coordinator
 Mr G J Smith, BA(Painting), DipEd, Head of Boarding (Mackie)
 Ms S F Shen, PostGradDipEd(Applied Learning), Cert IV TAE, AdvDip(Electronic Design & Interactive Media)

Mrs B I Shier, BEd (Primary)
 Mrs J Shorland, BA(Ed)
 Mrs F L Stafford, BTeach(Primary), MEd
 Mrs K Sunderland, BA(Dance), GradDipEd(Sec)
 Mr P C Taylor, GradDipEd, DipArtandDesign, Head of McLean House (Terms 3 & 4)
 Mr M L Terry, BSc(Hons), DipEd, Years P-8 Science Coordinator
 Mr M B Thacker, BMusEd
 Mr G Tigani, BA(Ed), GradDipEd(InfoTech)
 Mrs C Tol, BEd (Departed end Term 2), Years P-6 Health & Physical Education Coordinator
 Miss G L Torney, BEd(EarlyChildhood & Primary)
 Mr M L Torpey, BEd(PhysEd), DipTeach
 Mrs L M Treadwell, MSc, BSc(Hons), GradDipEd
 Mrs C D Turner, BA(Ed), TPTC, Year 8 Level Coordinator
 Ms A Tymms, CAP, CAEI, DEUG Psy (France)
 Ms G Ulloa, BSpecEd, BEdinLOTE, DipinTESOL
 Ms J Utting, BEd, Years 7-12 Head of Health and Physical Education
 Ms K A Van Cleef, MHumanNutrition, BSc, GradDipEd (Secondary), Deputy Head of Senior School
 Mr D Van Elst, DipSoundProd, Cert IV TAE, Cert III (Music)
 Mr D A Wade, BEd, DipTeach, Years 4-6 Level Coordinator
 Mrs C E Watson, MEd(Sci), BSc(Hons), HigherDipEd, Head of Science
 Mrs K Watson, MEd(Early Numeracy), BEd, BA(MediaStudies)
 Mrs E J Watters, BEd (Primary)
 Ms C E Wood, BA(MedComm), DipEd, GradCertArts
 Mrs S L Wynter, BEd(Primary), PostGradRE(Theology), CertRE, Junior School Numeracy Coordinator
 Ms K Zeravica, BA(OutdoorEd), GradDipEd, Year 7 Level Coordinator
 Ms A M Zauli, InterTeachQual(VIT validated), DipArts(Visual Arts)



Financial Statement

During 2015, the College's aim was to continue to build on capacity for the future and create a foundation for sustainable growth in the years ahead.

The increased enrolment demand helped the College towards surplus, and enabled the Middle School landscaping development to be completed and the new Otways Campus to be purchased, while remaining debt-free.

Key achievements for the financial year include:

- Strong 2015 surplus allowing planning to commence on future capital works.
- 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 2015 financial statements.
- Key focus on cost control across the College.
- College-run bus services continued in the year, assisting in cost reduction while increasing marketing opportunities.

Total income received for 2015 was \$39.13m, up on 2014 by 8%. Strong enrolment numbers generating tuition fees represent the bulk of income received (75%). Funding received from both Commonwealth and State Government was up on 2014, associated with the increase in enrolments, and represents 20% of total income received by the school. Retail sectors of the College and donations contribute the remaining 5% combined.

Total expenditure increased by 2.6% on 2014, with the largest expense item being salaries (including on costs) and educational-related spending at 80% of the total. The school continues to recruit key staff and support educational spending that will further the strategic direction of the College, while supporting equal opportunity for all staff in advancement and competitive remuneration.

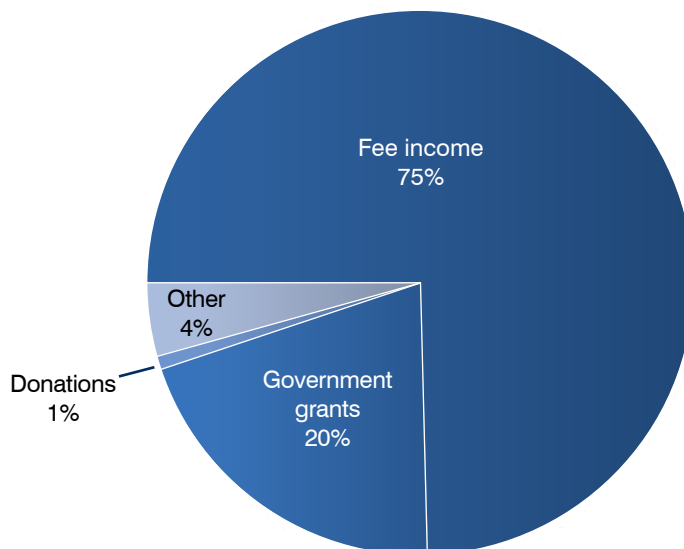
The operating activities of the College generated a strong net cash position of \$5.2m. This enabled the College to continue its commitment to ongoing capital expenditure to support a range of educational opportunities. Approximately \$2.3m was spent on capital works throughout the year, including a new Otways Campus, the Middle School upgrade completion and information technology and audio visual upgrades.

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

2015 operating accounts

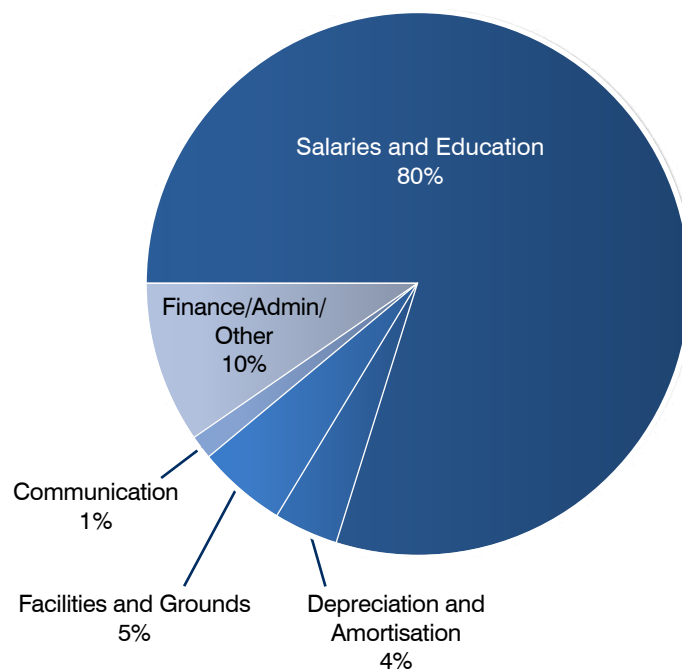
Revenue (\$m)	2015	2014
Fee Income	29.17	26.81
Government Grants	7.97	7.39
Donations	0.31	0.33
Other Revenue	1.68	1.72
Total Revenue	39.13	36.24

Revenue Breakdown 2015



Expenses (\$m)	2015	2014
Salaries and Education	29.54	28.55
Depreciation and Amortisation	1.39	1.38
Facilities and Grounds	1.96	1.76
Finance/Admin/Other	3.54	3.78
Communication	0.53	0.57
Total Expenses	36.97	36.04

Expenses Breakdown 2015



Roger Smith
Acting Principal 2015



THE
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COLLEGE

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