



Annual Report 2016



THE
GEELONG
COLLEGE
sic itur ad astra



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.

The Geelong College Annual Report 2016

Contents

Executive Summary	4
Vision for Learning	6
The College Council	8
The College	10
College Learning	12
College Life	
Outreach Program	16
Music, Sports	17
Performing Arts, Design and Creative Arts	18
Camps and Expeditions, Overseas Partnerships and Tours	19
TripleR	20
Centre for Learning, Research and Innovation	22
The Geelong College Foundation	25
Community Feedback	26
Teaching Staff	27
Qualifications	27
Financial Statement	30



Executive Summary

January 2016 saw the commencement of the College's new Principal, Dr Peter Miller. Throughout the year programs and initiatives previously undertaken were consolidated and reviewed with the imperative of providing students with excellent experiences as the focus.

The staff satisfaction survey undertaken in August 2015 was presented to staff in January 2016. The results informed some open dialogue and reflections on processes and practices, particularly around collaboration, decision-making and professional

learning by staff involved directly in teaching and learning as well as support staff. Staff across College were engaged in groups to respond appropriately to the results and to provide feedback for ways of advancing concerns to positive outcomes, as well as to capitalise on the many strengths.

In Term 1 the Capital Master Plan was presented to the College Community. This plan identifies a number of major capital projects to be completed across the College including the Junior School, Middle School, Senior School campuses and the recently acquired site at Cape Otway. The Capital Master Plan was presented as a vision of aspiration for the next 20 to 25 years. The major projects include a redeveloped Junior School precinct and, on the Senior School campus, a new gymnasium, new library (Learning Hub), redeveloped pastoral areas, redeveloped science learning areas and a redeveloped Morrison Hall. In addition to these large projects are "100 Small Projects" across the campus that include upgrades to boarding facilities, learning areas, outside spaces across the grounds and other projects aimed to improve the functionality, aesthetics and effectiveness of the College in supporting students' learning experiences.

Teaching and Learning continues to be central to the conversations and plans at The Geelong College. To this end, a review of the current teacher professional learning approach was undertaken in 2016. The annual Professional Learning Projects became aligned with ongoing professional learning into the future. Methods of documentation of teacher professional learning were reviewed ahead of changes in 2016 to simplify the processes. The aim is to ensure professional learning is meaningful and valuable for teachers to enable them to enhance educational outcomes for students across the College. The Vision for Learning is the centre piece for this approach as is the ongoing work of the CLRI. Three new roles were developed to assist in the professional learning of teaching staff: from 2017 there will be one "Leader of Learning" in each school reporting to and working closely with the Director of Teaching and Learning. This is an exciting development recognising the diversity of professional learning needs across the three schools while maintaining connections as one college.

The CLRI undertook a review of its goals and objectives. Some slight modifications were made in light of the lessons learned and experiences of the CLRI in its first two years of operation. The place of the CLRI is also important and continues to evolve in the life of College.

Other reviews undertaken throughout 2016 include the College Chaplaincy, working with the College Council to identify values, developing clarity in the contemporary meaning of what it is to be a Uniting Church School, "Learning Outdoors", indigenous student programs and strategic alliances to assist each of these.

The Geelong College continues to be a dynamic place. The experiences of students at the College are the key outcome that all our efforts are seeking to improve.



Dr Peter Miller



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.



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.



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.



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 (OGC 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).



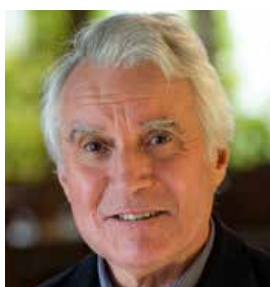
Kean Selway BBus Marketing, GradDip Management, FAICD

Kean has been a director since March 2015. He is a parent of Courtney (OGC 2010), Alexander (OGC 2014) and Julian (Year 9). Kean chairs 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.



Geoff Williams BCom, CA

Geoff is the most recent addition to the College Council. He was appointed in April 2016 and is a member of the Finance and Risk Committees. Geoff is an Old Collegian (OGC 1987), whose father Brian (OGC 1941) also attended the College, and his sons Jackson and Tom currently study at Middle School. Geoff is a Chartered Accountant who has worked both locally and overseas. His background is in public accounting but he has also worked in the corporate sector. His focus is on taxation, structuring and general business issues for clients across a broad section of industries and family-owned enterprises. Geoff is currently a Principal at LBW Chartered Accountants.



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.

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 56% male students: 44% female students from Prep to Year 12 in 2016.

Out of 136 students in Year 9 (2013), 10 students did not continue to Year 12 (2016) at the College. Hence 92% of the Year 9 cohort of 2013 continued through to Year 12 in 2016.

2% of the student body was Indigenous.

Enrolments

Year
Students



Student Attendance

In the Senior School (Years 9 to 12), the attendance of each student is recorded for each timetabled lesson. In the Junior and Middle Schools (Prep to Year 8), the attendance of each student is recorded twice daily, during morning homeroom and following the lunch break.

Teachers monitor students' absences across the term/year. If a student is absent from school because of illness or any other reason, parents/carers are directed to contact the appropriate campus. If there is an unexplained absence, a phone call to the parent/carer is made to determine the whereabouts of the child.

Attendance at each year level

Year	Attendance rate (%)
Prep	96.00
1	95.34
2	95.46
3	95.96
4	93.42
5	94.69
6	94.79
7	95.25
8	93.90
9	94.78
10	95.65
11	96.55
12	97.03
Average	95.30





College Learning

Over 2016, 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.

2016 VCE Results

The following is a summary of the VCE achievements of the 2016 cohort, together with a breakdown of their ATAR ranges.

- Dux: ATAR score of 99.70
- Three ATAR scores above 99 were recorded
- 20 highest achievers: nine girls, 11 boys
- 27.9% achieved ATAR scores of 90 and over, placing them in the top 10% in the state
- Median ATAR score was 81.50 (50% of the cohort was in the top 19% of the state)
- 17.8% of study scores were 40 and over
- Three perfect study scores of 50: all in Further Mathematics

ATAR range	No.	%
>=99.00	3	1.95
95.00 - 98.95	21	13.64
90.00 - 94.95	19	12.34
80.00 - 89.95	39	25.32
70.00 - 79.95	33	21.43
60.00 - 69.95	15	9.74
50.00 - 59.95	13	8.44
<50	11	7.14
Total number of students:		154

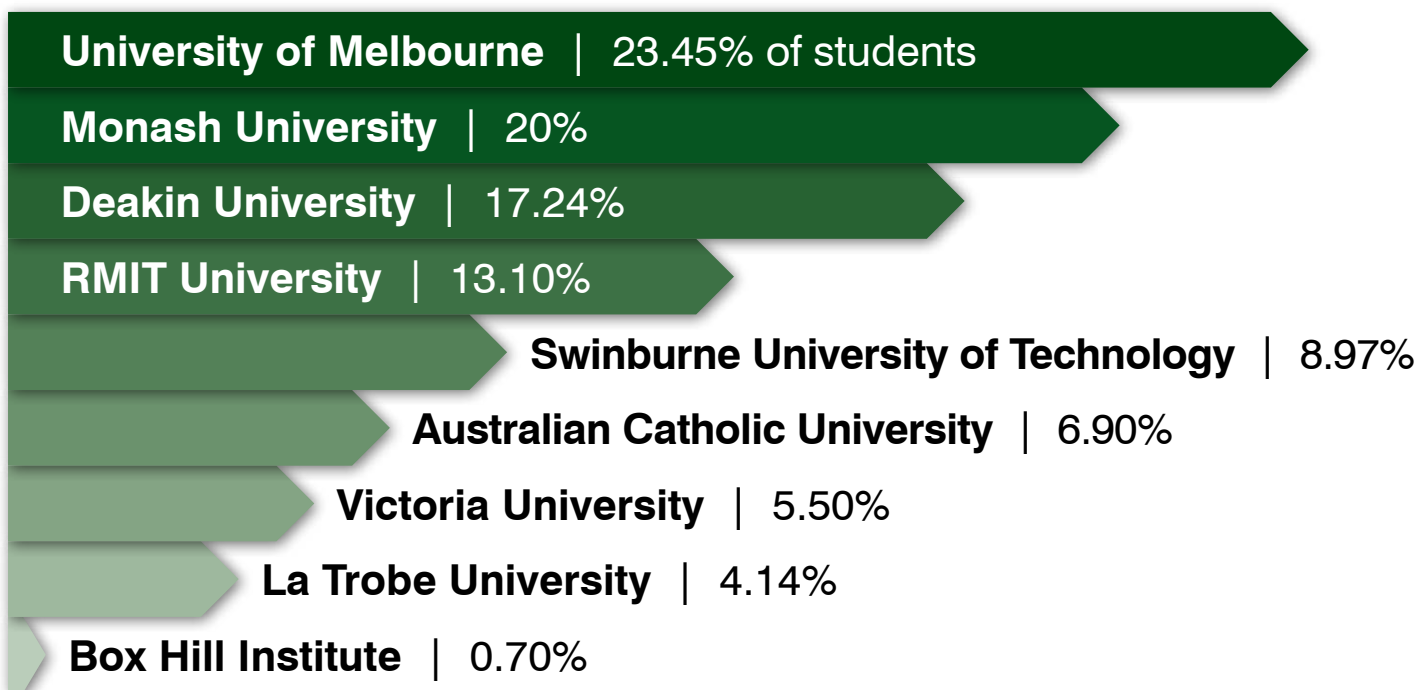


First-Round Offers for the 2016 Cohort

It is especially pleasing to report that 70.1% of our students gained their first preference with a further 15% 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 2016	158
Number applying for Tertiary Courses	147
Number of applicants receiving an offer	145 (98.6%)

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

	2012	2013	2014	2015	2016
Year 3 Reading	100	97	100	100	100
Writing	98	97	100	100	100
Numeracy	100	97	100	98	100
Grammar, Punctuation	100	95	100	100	100
Spelling	100	92	100	100	97
Year 5 Reading	100	100	100	100	98
Writing	100	96	93	98	98
Numeracy	100	100	100	100	98
Grammar, Punctuation	98	100	98	100	98
Spelling	100	98	98	100	98
Year 7 Reading	100	98	99.9	100	100
Writing	98	99	99	99	97
Numeracy	98	100	100	100	100
Grammar, Punctuation	99	97	100	99	100
Spelling	99	98	99	100	99
Year 9 Reading	99	99	98	100	99
Writing	96	94	95	98	98
Numeracy	99	99	99	100	100
Grammar, Punctuation	98	99	97	98	97
Spelling	95	99	95	97	96





Academic studies were supported by a rich variety of activities: drama, music ensembles, art and craft, debating, sport, camps and excursions during 2016.

Outreach Program

- **City Programs:** six City Programs were offered in Art & Design, Geography, English, History, Physical Education and Science to Year 9 students.
- **Global Challenge:** Year 9 students took part in a 2 day challenge focusing on climate change and population. This followed on from the UN Climate Change Conference in Marrakech. 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 2 day set of workshops relating to politics broadened the civic and citizenship perspectives of Year 10 students.
- **Fulfilling Lives:** Year 10 students participated in eight different Fulfilling Lives programs:
 - **Anangu:** Students travelled to Yulara visiting Uluru and Kata Tjuta. They visited Cave Hill in the APY Lands (north-western South Australia) where they learnt about the Anangu culture, before travelling to Docker River where they were immersed in the local community and worked with the students at Nyangatjatjara College.
 - **Borneo:** Students were immersed in the Malaysian culture in Sarawak, Borneo and worked on a community project to help the village of Tuba build a water catchment tank.
 - **Cambodia:** Students were immersed in Cambodia and gained an understanding of the rich culture as well as the tragic past events in the country's history. They worked, assisted by Children of Cambodia, in the villages of Phum O and Krouche where they worked around the school as well as teaching the students English.
 - **Lilla:** Students spent a period of time in Lilla, a small indigenous community near Watarrka (Kings Canyon). Here they undertook a number of projects to assist the Lilla community and school improving their grounds and buildings as well as helping the children in the local school.
 - **Local Connections:** Students completed a number of projects in Geelong and Melbourne working with local community groups including Narana and Footscray Community Arts Centre.
 - **Tanna/Vietnam:** Students were unable to visit Tanna due to ongoing issues with the airport runway after the devastating impact of Cyclone Pam in 2015. An alternative program was organised in Vietnam where students built a house for a local family in a small village near Mai Chau as well as learning about the Vietnamese culture in Hanoi.
 - **Thailand:** students were based in Chiang Mai at the Prem Centre. They participated in a community service project at Huay Man Rin Children's Home where they assisted local tribesman in a building project. Students were immersed in the Thai culture throughout their visit.
 - **Yulara:** Students spent a week at Nyangatjatjara College (in Yulara) which is an indigenous secondary school in Central Australia with three campuses – Yulara, Imampa and Docker River. Time was spent at the Yulara campus (students from Mutijulu community) and students 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. About 260 students participated in ensembles from Junior to Senior School.

In Senior School, the ensembles included the Concert Band, Symphony Orchestra, Stage Band, String Orchestra and Choir; in Middle School, the Concert Band, Otway Strings (Y7-8), Moorabool Strings (Y5-6), Balyang Strings (Y4), Secondary Boys' and Girls' Choirs, Primary Boys' and Girls' Choirs; in Junior School, the String Orchestra, Mini Singers (Y1-2) and Singing Sensations (Y3). From year to year, smaller, specialist chamber ensembles are formed for interested students. String groups are regularly formed; this year a Percussion Ensemble commenced at Middle School. All ensembles regularly performed at Assemblies and Music Evenings throughout the year.

Highlights for 2016 included:

- The annual Foundation Concert in Costa Hall, featuring instrumental ensembles and choirs from across the school. For the first time, all Junior School ensembles were represented. Highlights included: a wonderful rendition of *When I Grow Up (Matilda The Musical)* by the Combined Primary Choirs; Amy You's performance of *Mozart's Violin Concerto in D (1st mov.)* with the Symphony Orchestra; the Massed Choirs and Symphony Orchestra's finale "*Baba Yetu*".

- The annual Generations in Jazz tour to Mt Gambier involving the Stage Band and Pegasus Singers.
- A new rehearsal structure for the Middle School Secondary Choirs and the Senior School Choir. All groups met on Friday mornings, allowing for both separate and combined choral repertoire to be rehearsed. The number of students involved continues to increase.
- Classical guitar masterclasses and a sell-out public concert by Slava and Leonard Grigoryan.
- The musical production *Guys and Dolls* presented at the GPAC Playhouse in September, involving a number of music students in the pit orchestra.
- Advanced string players' involvement in masterclasses and a concert run by the Melbourne Chamber Orchestra in June.
- The Year 8 production of *The Lion King* in August showcased students' excellent vocal talents and was greatly enhanced by the use of professional-standard sound equipment.
- The establishment of The College Community Choir, with rehearsals starting early in the year and involving current and past parents, students and teachers.
- The Gala Concert on the Wurlitzer Organ by Tony Fenelon and John Atwell in October.

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 2016 included:

- The undefeated; APS Girls' 2nds Tennis, Year 10 Girls' Division 2 coxed 4 rowing crew, Boys' 1sts Badminton team, 2nd Boys' soccer, Junior Girls' soccer 2nd Boys' basketball and 3rd Girls' basketball
- 1st XI Cricket team winning the Trans-Tasman Quadrangular tournament at Scotch College, Adelaide
- The College Shooting team placing 3rd in the Victorian Inter-Schools Championships.

Performing Arts

- The Year 12 Theatre Studies production of *A Flea in her Ear* by Georges Feydeau
- The Year 12 Drama Ensemble performances based on the theme of “Life is a Circus, who is the Ringmaster?”
- The Year 10 production of *Underpants* by Steve Martin
- Senior School Musical of *Guys and Dolls*
- The Year 9 production of *The Three Musketeers*
- The Dance Showcase, sharing the work of all Senior School dance classes including VCE performance solos.
- The Year 8 Production of *The Lion King*



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 “murmuration”. Special guests Mary-Jane Walker and Roze Elisabeth spoke about and led workshops combining the arts with science themes. Students and staff also worked on a collaborative masterpiece inspired by murmuration, the term for a flock of starlings.
- A VCE Exhibition “Transit Lounge”, 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 retiring Middle School teacher Coral Turner.
- 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 Marysville, 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.
- **Senior School:** eight students and four staff trekked South Australia's Flinders Ranges during the mid-year term break, as part of the College's Exploration Society.

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 College host students went to France during the Christmas holidays. Seven students and two staff toured France in September. The linguistic and cultural tour took in the sights in Paris, Versailles, the Loire Valley and Amboise. In Chantilly, they met staff and students at the Lycée Jean Rostand.
- **Thailand:** 15 students and four staff from our sister school in Bangkok, Triam Udom Suksa School, visited the College in April. The College's students visit the TU school most years during the Fulfilling Lives program.
- **New Zealand:** 18 students and three staff spent part of the Term 1 holidays visiting the South Island for a Geography tour. Areas visited included Milford Sound, the West Coast glaciers, Tasman Glacier, Mt Cook National Park and the Routeburn Track.





The Geelong College's approach to enhancing the wellbeing of all students is encapsulated in its TripleR program.

The three Rs stand for: **Resilience** – I can, **Relationships** – I care, **Reflection** – Now I see.

At all ages and stages of learning, there is dedicated time to developing the skills and competencies around emotional awareness, self-managing skills, building strong relationships, responsible decision-making and managing online behaviours.

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 as an important feature of emotional awareness.

In Junior School, important protective behaviours continue to be taught through the Life Ed van and the Brave Hearts program. Students learnt about helpful and harmful drugs, exploring feelings and looking after their bodies. Continued focus was on Play is the Way, which allows for the teaching of wellbeing through a play-based program.

Supporting the classroom programs were two parent evenings, the first focusing on building resilience in children and the second focusing on helping parents understand the role that technology plays in the lives of young children. Both evenings were very well received.

In Year 5, the program Tribes continues to shape the children's social and emotional learning at this age level. With the ubiquitous role that technology plays, we have placed a growing emphasis on managing students' early forays into social media. It is important that in the middle years, the messages around online behaviour are clear and explicit.

Another important development towards building respectful relationships was the inclusion of an early sexuality education program focused around understanding how our bodies work. A speaker from Family Planning engaged both students and parents in open and frank conversations. This now ensures that sexuality education has a through line from Year 4 through to Year 12.

In raising awareness of mental health and caring for each other, R U OK Day once again 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.

The introduction of sports psychology within the College's co-curricular sport program has ensured that sport and wellbeing are seen hand in hand. Selected sport teams were chosen to work with psychologist Tim Murphy who has a passion for sport psychology. This trial program will be expanded in 2017.

Our Years 11 and 12 students continue to be assisted to make informed and responsible decisions through regular speaker forum sessions. Speakers focusing on resilience and entrepreneurship in particular gave them broader perspectives of what the future might look like, while at the same time maintaining our priorities for them around goal-setting, time management, staying safe around alcohol and drugs, study skills and interview skills.

TripleR continues to grow and develop, as it responds to the many challenges that students, as well as parents, face in understanding the crucial role that social and emotional wellbeing plays in our lives.





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.

Message from the CLRI Director

In our third year of operation we have reached out and developed new relationships, and cemented some existing ones. Our Deakin research mentors have engaged deeply with teachers to further develop their professional capacity to act as researchers of their own practice. Teachers who have participated in this process are thriving, in spite of working in an educational context that is full of complex external pressures as well as the pressing internal imperatives particular to each school. We have been able to turn these pressures into an advantage in many ways, as they have led us to deeper reflection about what it means to teach and learn in schools today. We have engaged not only in developing the people within our own organisation, but also those in our local community.

Recognising that our research speaks to and connects with a wide range of people, we have worked with individuals and organisations that represent a wide range of perspectives. This two-way communication has helped to inform the development of a robust and responsive Vision for Learning.

With 2016 coming to a close, it is with both sadness and excitement that I will be leaving the Centre for Learning, Research and Innovation to take up a position in teacher research in Melbourne. I am pleased to announce that Adrian Camm will be our new Director, beginning January 2017. Adrian's experience, knowledge, energy and innovative thinking will serve CLRI well and ensure that the Centre continues to evolve, grow and achieve new heights of success.

Thank you to everyone I have had the opportunity to work with during my tenure at the Centre. Executive colleagues, teaching staff, members of the Advisory Board, students and our small team here at CLRI have all contributed to the rapid growth and development of CLRI. It is now a stimulating, productive and important institution in the Geelong region. I am honoured to have been part of such an initiative and truly appreciate what we have developed together.

Christine Shannon

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



**CENTRE
FOR LEARNING,
RESEARCH &
INNOVATION**



Message from the Director of Teaching and Learning

In 2016 we have seen extraordinary changes in society. With unparalleled access to resources, technology and opportunity, we also face challenges on a scale that society hasn't encountered before. With daily news reports citing the rise of the robots, autonomous vehicles, artificial intelligence and the promise of clean energy breakthroughs driven by advances in nanotechnology, the positive impact of many of these developments is balanced against the potential negative impacts on the immediate workforce.

There is no better time to invest in the development of young people and those that aim to develop them as individuals: our teachers. When we empower our students and teachers to see themselves as leaders, as learners, as individuals who can make a difference, we invest in a stronger and brighter future that ensures the capacity to deal with what is an uncertain future.

During this year we have reflected on the significant progress made over the past three years. Some of our achievements include:

- Establishing a functioning and vibrant Centre for Learning, Research and Innovation (CLRI) and an associated Advisory Board.
- Developing a model of Professional Learning and establishing our Vision for Learning.
- Creating action research teams that investigate teacher practice and report on their progress each October to peers and critical friends from academic and educational fields.
- Successfully running many professional learning events and activities throughout the year attracting local, regional and interstate attendance.
- Having 17 staff across the College begin higher degree research programs supported by Deakin University.
- Developing our website which publishes examples of student learning and teacher research.
- Speaking at local, national and international conferences about the work we are engaged in.

It's been an amazing ride. A new strategy has been developed for 2017 and 2018 that sees us build on our strengths and networks to leverage even greater impact for our students, staff and wider community.

Of course, none of this could have been achieved without the support of all our partners, supporters and collaborators who have worked with us over the last three years. I express my sincere thanks to all of you.

Our people are dedicated and passionate and that is why we are able to achieve what we do with such a small team.

I also wanted to thank the tireless work of our Director, Ms Christine Shannon, who left us at the end of 2016 to explore new opportunities. Without her wisdom, guidance and expertise, we would not be in the strong position we are currently in. We wish her all the best for the future and know that it will be filled with all kinds of success.

Adrian Camm





^ 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 30th 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 2016 the Foundation was involved in a series of events:

- In March, a luncheon 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 26th 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
- An inaugural Foundation Golf Day for the College community and friends
- Support of the refurbishments at the College's Boarding facilities

The Foundation's fundraising programs continue to be well supported by alumni, past parents and other philanthropic members of our community. In 2016 we received more than \$700,000 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 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 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.

Following an Independent Schools Victoria survey in 2015 to gather staff perceptions of school effectiveness, teaching and workplace issues, the College followed up the survey with Junior School, Middle School, Senior School and Business Operations staff. Each group set goals and developed those goals through focus groups, in response to the survey.



Teaching Staff

College teachers attended 97.2% of the time on average in 2016.

95% of 2015 teachers remained at College for 2016. The school does not currently employ any Indigenous staff members.

Across the College, the pupil-teacher ratio is approximately Primary – 9.7 students : 1 teacher, and Secondary – 7.5 students : 1 teacher, and all were VIT registered. The high levels of staff involvement in camps, international excursions, Geelong College Challenge, Year 9 City programs, Year 10 Fulfilling Lives programs 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 \$206,401 on professional development with an average of \$750 spent per teacher (FTE).

Qualifications

EXECUTIVE STAFF

Principal: Dr Peter Miller, BEd (Hons), MEd, EdD

Deputy Principal: Mr R N Smith, BSc(Hons), BEdStud, DipEd, DipTAS

Head of Junior School (Terms 1-2): Mr C D Dinneen, MEd, DipEd, BEd(GradDipRE), GradCertEd(Science)

Head of Middle School, Acting Head of Junior School (Terms 3-4): 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 and Development: 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)

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

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

Mrs M L Baker, GradDipEd (Applied Learning), DipMus

Mrs M Barnes, MEdStud, BLaw, GradDipEd(Secondary). Head of McLean House

Mr R C Barnes, BSci (Hons), GradDipEd (Term 3)

Ms C B Barrett, GradDipEarlyChildhood, BTeach&Learn

Mrs C M Bartlett, BEd, BTeach

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 (Departed end Term 2)

Mrs S M Bradford, DipTeach(Primary), BSpecEd

Mrs R Y Browne, BA, BTeach (Primary & Secondary). Coordinator of English Curriculum (Years 7-8)

Mrs K M Carey, BEd (Term 4)

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

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

Mr M D Cheatley, BEd. Director of Sport

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)

Mrs R M Congues, BSci (Hons), MEd, DipEd (Terms 3-4)

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

Mr B Cook, BAppSci, GradDipEd. Year 8 Level Coordinator (Term 3-4)

Mrs E M Crassini, DipEd (Terms 1 & 4)

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

Mrs S L Denahy, BEd(Primary), PostGradRE(Theology), CertRE. Junior School Numeracy Coordinator (Term 1-2)

Ms S D Dickson, BMus, GradDipEd (Term 1)

Mr J Dimauero, BEd(Primary)

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

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

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
 Ms S J Gainey, BA, DipEd, MTeach
 Mr O Galluccio, BEd, DipTeach. Years P-8 Drama Coordinator
 Mr G R Gilby, BEd. Head of Keith House
 Ms C J Gordon, BA, DipEd
 Ms H Green, MEd(Teacher Librarianship), MA(Education), BA, DipEd, AALIA
 Miss N Griffiths, BSc(Hons) (Sport Technology, PostGradCertEd (Design & Technology)
 Mr A J Hair, BEd (Primary) (Departed end Term 2). Coordinator of Physical Education & Sport (EL-6)
 Ms S E Hallows, MEd, BSc(InfoSc), DipEd, DipProStud. eLearning Coordinator Senior School, Head of Wettenhall House
 Mr P J Hannah, AMusA, AdvancedDipofMusic
 Mrs J J Hauenstein, BSci (Hons), GradDipEd (Secondary) (Term 2)
 Mrs K Heard, BSc, GradDipEd, GradDipRepSci (Maternity leave)
 Mr J A Henderson, BEd, BA(Journalism Communication Studies)
 Ms P M Henning, BEd. Head of Geography
 Miss I C Henricus, MTeach, BA (Term 4)
 Ms N M Henry, MEd, BSci, BA
 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

Miss C A Johns BEd PostGrad (Primary), BA (Terms 3-4)
 Mr W Johnston, MEd, BEd, DipTeach(Primary)
 Mrs K Jones, MEd DipTeach(Primary)
 Mr L Joyce, BEd(Creativity&Arts) (Leave). Head of McArthur House
 Mrs U Kamburowski, MA, BMusEd
 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 E Kovacev, BEng, GradDipEd, GradDipComp
 Mr J M Kristiansen, BEd, BComm, CA
 Mr Y Lairs, DipEd(LOTE)
 Mrs D M Lannan, BSc, DipTeach (Term 3)
 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 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). Head of Helicon House
 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
 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), CertIV TAE, DipPrinting&GraphicArts(Multimedia), BFineArt(Gold & Silversmithing) (Terms 1-2)
 Mrs D Nikolovski, BTeach(Hons), BA
 Ms M J Oates, BSc, DipEd, Cert IV CELTA. Head of Minerva House
 Miss E K O'Callaghan, BA, GradDipEd. Year 7 Level 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 3)

Ms R E Palmer, BSc(Ed). Head of Calvert House
 Mrs J M Panckridge, MEd, BEd, BA(Ed). Junior School Literacy Coordinator
 Mr M K R Panckridge, BA(Ed). Deputy Head of Middle School
 Mr T P Parkes, BA, DipEd
 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)
 Mrs L J Pring, MEd, DipEd, BA
 Mrs M J Ratcliffe, BEd. Middle School APS Sport and Fixtures Coordinator, Junior School Physical Education Coordinator (Terms 3-4), 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). Years 4-6 Physical Education & Sport Coordinator (Terms 3-4), Head of Pegasus House, Middle School Camps Coordinator
 Miss G H Rolls, MTeach, PostGradDipTeach, BAgriSci, Dip (Modern Languages)
 Mrs M J Santangelo BEngineering (Departed end Term 2)
 Miss C E Saraci, BEd
 Mrs K B Saunders, BA, DipEd
 Mrs M J Seaton, BTeach(PrimaryandSecondary), BA(Applied Art). Years 4-8 Art Coordinator
 Ms S F Shen, PostGradDipEd(Applied Learning), CertIVTAE, AdvDip(Electronic Design & Interactive Media)
 Mr I S Sheppard, MEd, BSci, DipEd, GradDipEd. Head of Mathematics
 Mrs B I Shier, BEd (Primary)
 Mrs J Shorland, BA(Ed)
 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)
 Miss J T Smith, BEd (Terms 3-4)
 Mrs F L Stafford, BTeach(Primary), MEd
 Mrs K Sunderland, BA(Dance), GradDipEd(Sec)
 Mr M M Taylor, MEd, BEd, BAppSci. Studies Coordinator
 Mr P C Taylor, GradDipEd, DipArtandDesign. Acting Head of McArthur House
 Mr M L Terry, BSc(Hons), DipEd. Years P-8 Science Coordinator
 Mr M B Thacker, BMusEd
 Mr G Tigani, BA(Ed), GradDipEd(InfoTech)
 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 (Terms 1-2), Acting Middle School Co-Deputy Head – Welfare (Terms 3-4)
 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)
 Mrs S S Vernon, BEd (Science), GradDipEd (Terms 3-4)
 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
 Ms A M Zauli, InterTeachQual(VIT validated), DipArts(Visual Arts)
 Ms K Zeravica, BA(OutdoorEd), GradDipEd



Financial Statement

During 2016, the College's aim was to continue to build on capacity for the future and maintain sustainable growth coming into a year focused on the College's upcoming Master Planning Redevelopment.

The increased enrolment demand helped the College towards surplus, enabled the master planning to start taking shape and progressed development of the Otways Campus, all while remaining debt free.

Key achievements for the financial year include:

- Strong 2016 surplus allowing planning to commence on future capital works and proposed Master Plan concepts.
- 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 2016 financial statements.
- Key focus on cost control across the College
- Increased focus on the Centre for Learning, Research and Innovation to further develop our teaching staff
- Sale of the Mokborree Campus to enable further development and focus on the Otways Campus.

Total income received for 2016 was \$41.31m, up on 2015 by 5.6%. Strong enrolment numbers at Middle School, generating increased tuition fees, represents the bulk of income received (73%). Funding received from both Commonwealth and State Government was up on 2015, and represents 21% of total income received by the school. Retail sectors of the College and Donations contribute the remaining 6% combined.

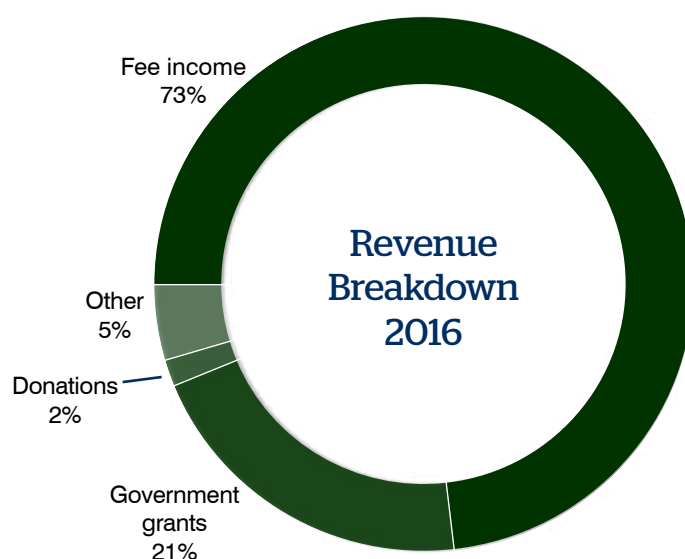
Total expenditure increased by 3.9% on 2016, with the two largest expense items being salaries (including on-costs) at 65% and educational spending at approximately 15% of total spend. The school continues to recruit key staff and support educational spending that will further the strategic direction 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 \$6.8m. This enabled the College to continue its commitment to ongoing capital expenditure to support a range of education opportunities. Approximately \$1.4m was spent on capital works throughout the year, including facility upgrades and information technology/audio-visual upgrades.

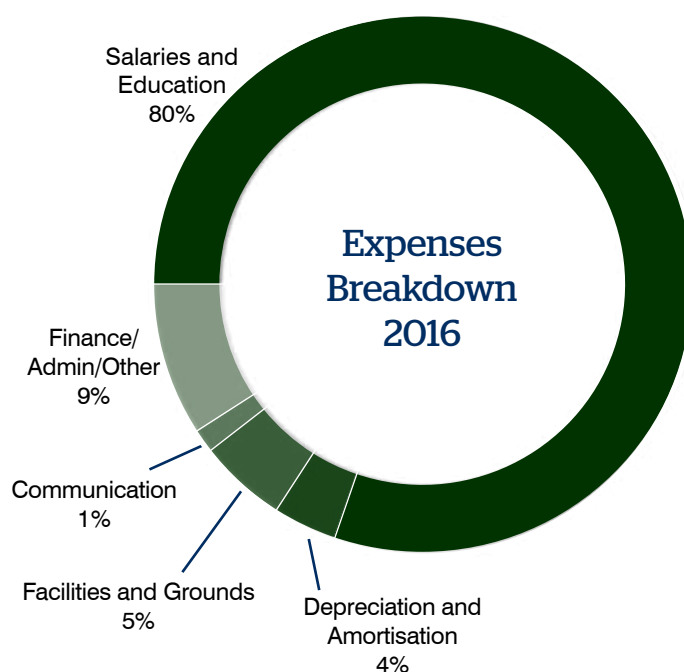
Continued support from The Geelong College Foundation and various parent support groups are of huge importance to the school and assist with further educational offerings.

2016 operating accounts

Revenue (\$m)	2016	2015
Fee Income	30.22	29.17
Government Grants	8.50	7.97
Donations	0.68	0.31
Other Revenue	1.90	1.68
Total Revenue	41.31	39.13



Expenses (\$m)	2016	2015
Salaries and Education	30.84	29.54
Depreciation and Amortisation	1.42	1.39
Facilities and Grounds	2.03	1.96
Communication	0.53	0.53
Finance/Admin/Other	3.58	3.54
Total Expenses	38.40	36.97



Peter Miller
Principal



THE
**GEELONG
COLLEGE**
sic itur ad astra

Telephone 03 5226 3111
PO Box 5 Geelong Victoria 3220
info@geelongcollege.vic.edu.au
geelongcollege.vic.edu.au
CRICOS 00142G