

# Annual Report 2017



THE  
GEELONG  
COLLEGE  
*sic itur ad astra*







## Our Purpose

The Geelong College aims to provide an inspiring education where all students can learn how to learn, flourish, be innovative and aspire to futures that harness their many skills and abilities.

We aim for our students to be respectful and to confidently develop their academic, emotional, physical, social and spiritual potential. The Geelong College seeks to provide learning experiences that shape personal development in ways that prepare students to contribute to society.

## Our Values

**Integrity** with compassion  
**Community** with diversity  
**Aspiration** with humility  
**Respect** with grace  
**Endeavour** with courage

# The Geelong College Annual Report 2017

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# Executive Summary

This 2017 Annual School Report for The Geelong College provides a snapshot of activities and operations of this organisation. In addition to the aspects of College life documented in this Annual Report, the College Council undertook a review of the leading statements about The Geelong College, our values and strategic plan. As a result, the following have become a feature of The Geelong College.



## Our Purpose

### *Be of Courage...*

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We aim for our students to be respectful and to confidently develop their academic, emotional, physical, social and spiritual potential.

The Geelong College also seeks to provide learning experiences that shape personal development in ways that prepare students to contribute to society.

## College Values

- Integrity with compassion
- Community with diversity
- Aspiration with humility
- Respect with grace
- Endeavour with courage

## Strategic Plan Towards 2025 – We reach for the stars

Six areas of strategic intent have been identified by the College Council for advancement, monitoring and review. These are:

1. Building a learning culture and academic success
2. Broadening experiences for students
3. Enhancing staff capacity
4. Strengthening our community
5. Developing our infrastructure
6. Sustaining Council leadership and governance

Within each area of strategic intent, a number of projects have been identified and embarked upon. These projects are under the direction of members of the College Executive staff to ensure the experiences of our students develop over time in a planned and coordinated manner.

The rich diversity of experience of students and the strength of our community continue to be at the heart of The Geelong College. The growth in student numbers and demand for enrolment places presents many challenges for The Geelong College as we look to the future, serving Geelong and leading educational innovation in Victoria. 2017 has been an important year consolidating the strong position of The Geelong College and preparing a foundation for further high quality experiences for our students.

**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 an 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. 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. Helen finished her tenure on the Council in March.



## **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). Michelle stepped down from the Council after her appointment as a judge of the Supreme Court of Victoria in December.

**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.

**Les Trudzik BSc (Hons), PhD, GradDip Computing and Information Systems, MAICD**

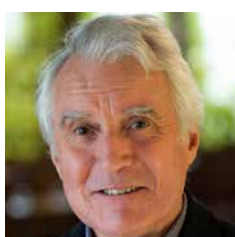
Les became a Director in 2017 and has some 30 years' experience advising in the education, research and innovation sectors. He has worked across primary, secondary and tertiary education, covering a wide range of areas such as Indigenous school education programs and strategies, vocational skills and workforce development, and equity programs in secondary and higher education. Les held the position of Chair of the Industry Advisory Group for the Faculty of Science at the University of Melbourne from 2000 to 2014. He is currently chair of Bioplatforms Australia, overseeing publicly funded national research infrastructure for the life sciences, and he is a founding director of In2science, facilitating peer mentoring in STEM for secondary students by science undergraduates.

**Sylvia Walton BA, MA, Dip Ed, Ed.D (h.c), B.Ed, FRGS, FAICD, FACEL, FACE, FAPC**

Sylvia became a Director in 2017 and is a passionate educator with extensive experience, serving as Principal at Tintern and St Catherine's School, Executive Principal at Loreto College, Adelaide, and as Chancellor of LaTrobe University. Sylvia has held numerous directorships on school, college and university councils and currently sits on both the Loreto Manderville Hall Toorak and The Geelong College councils. In 2003 Sylvia was awarded an Order of Australia medal for services to education – this is just one of her many accolades in the industry.

**Geoff Williams BCom, CA**

Geoff 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.

# The College

## Students

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

The College's gender ratio was 54% male students: 46% female students from Prep to Year 12 in 2017.

Out of 138 students in Year 9 (2014), eight students did not continue to Year 12 (2017) at the College. Hence 93% of the Year 9 cohort of 2014 continued through to Year 12 in 2017.

1% of the student body was Indigenous.

## Enrolments

Year	2014	2015	2016	2017
Students	1203	1212	1243	1240

## 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	96.38
1	96.28
2	95.25
3	95.48
4	95.94
5	94.97
6	93.74
7	94.45
8	94.63
9	94.84
10	95.18
11	95.03
12	97.40
Average	95.35









# College Learning

In 2017, 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.

## 2017 VCE Results

The following is a summary of the VCE achievements of the 2017 cohort, together with a breakdown of their ATAR ranges.

- Dux: ATAR score of 99.90
- Six ATAR scores above 99 were recorded
- 20 highest achievers: nine girls, 11 boys
- 39.4% achieved ATAR scores of 90 and over, placing them in the top 10% in the state
- Median ATAR was 85.825 (50% of the cohort was in the top 15% of the state)
- 19.1% of study scores were 40 and over
- Five perfect study scores of 50: Biology, Chemistry, Further Mathematics, English and Computing: Informatics

ATAR range	No.	%
<b>&gt;=99.00</b>	6	4.2
<b>95.00 - 98.95</b>	28	19.7
<b>90.00 - 94.95</b>	22	15.5
<b>80.00 - 89.95</b>	33	23.2
<b>70.00 - 79.95</b>	22	15.5
<b>60.00 - 69.95</b>	14	9.9
<b>50.00 - 59.95</b>	8	5.6
<b>&lt;50</b>	9	6.3
<b>Total number of students:</b>		142





## First-Round Offers for the 2017 Cohort

It is especially pleasing to report that almost 74% of our students gained their first preference with a further 18% 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 92% of the cohort received one of their top two preferences. 29 offers were made to our students by institutions in NSW/ACT and SA.

<b>Total Year 12 for 2017</b>	144
<b>Number applying for Tertiary Courses</b>	138 *includes one Year 11 student
<b>Number of applicants receiving an offer in Vic</b>	137 (99.3%)

## First Round Offers by Tertiary Institution

<b>University of Melbourne</b>	29.20% of students
<b>Swinburne University</b>	16.79%
<b>Monash University</b>	14.60%
<b>Deakin University</b>	13.86%
<b>RMIT University</b>	13.14%
<b>Australian Catholic University</b>	3.65%
<b>La Trobe University</b>	3.65%
<b>Victoria University</b>	2.92%
<b>Moorabbin Flying Services</b>	1.46%
<b>Monash College</b>	0.73%





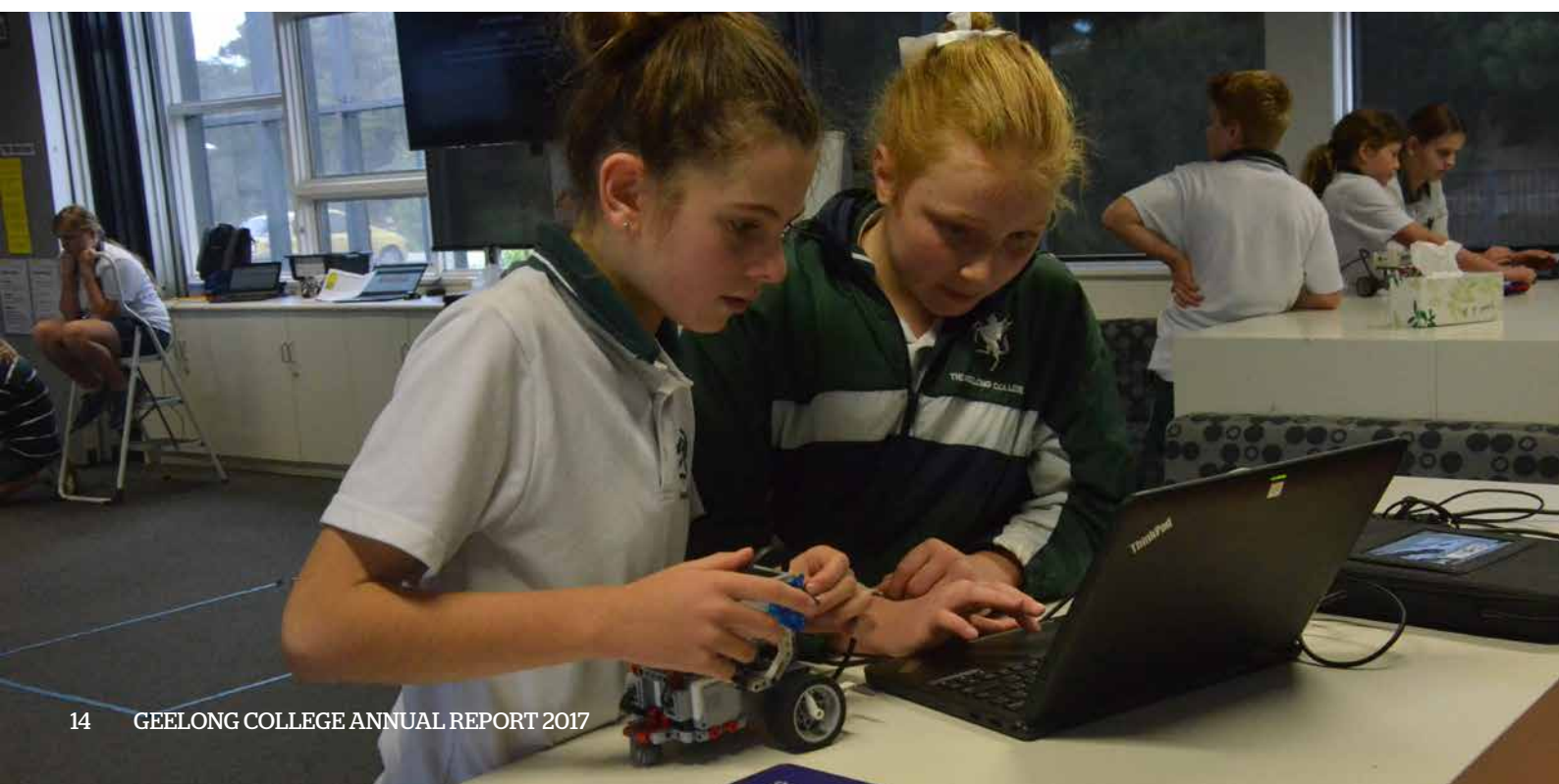
## Literacy and Numeracy Benchmarks

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

	2013	2014	2015	2016	2017
<b>Year 3</b> Reading	97	100	100	100	98
Writing	97	100	100	100	100
Numeracy	97	100	98	100	100
Grammar, Punctuation	95	100	100	100	98
Spelling	92	100	100	97	100
<b>Year 5</b> Reading	100	100	100	98	98
Writing	96	93	98	98	98
Numeracy	100	100	100	98	100
Grammar, Punctuation	100	98	100	98	97
Spelling	98	98	100	98	98
<b>Year 7</b> Reading	98	99.9	100	100	100
Writing	99	99	99	97	99
Numeracy	100	100	100	100	100
Grammar, Punctuation	97	100	99	100	99
Spelling	98	99	100	99	99
<b>Year 9</b> Reading	99	98	100	99	98
Writing	94	95	98	98	94
Numeracy	99	99	100	100	99
Grammar, Punctuation	99	97	98	97	100
Spelling	99	95	97	96	99







House  
by M

On Track Reading

Going to bed

STORYLANDS  
PIRATE COVE

We See Letters

Does Wamp?

Jacob Fink

Written



Academic studies were supported by a rich variety of activities: drama, music ensembles, art and craft, debating, sport, camps and excursions during 2017.

## Outreach Program

- **City Programs:** seven City Programs were offered in Art & Design, Geography, English, History, Performing Arts, Physical Education and Science to Year 9 students.
- **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 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 and visited the aged care facility.
  - **Borneo:** Two groups of students were immersed in the Malaysian culture in Sarawak, Borneo. One group worked on a community project to help the village of Tuba complete a concrete floor adjacent to a water tank and some fencing. The second group helped complete a bridge connecting the village of Mentu to the local school.
  - **Cambodia:** Students were immersed in Cambodia and gained an understanding of its rich culture as well as the tragic events in the country's history. Assisted by Children of Cambodia, they worked around the school in a rural community and taught the students English.
  - **Lilla:** Students spent time in Lilla, a small indigenous community near Watarrka (Kings Canyon). They undertook a number of projects to assist the Lilla community and school, improving their grounds and buildings as well as helping children in the school. The College community raised approximately \$5000 for the Watarrka Foundation through an Indigenous art raffle, with proceeds going towards the appeal to build a secondary school for the Watarrka School and Lilla community.
  - **Local Connections:** Students completed a number of projects in Geelong and Melbourne, working with local community groups including Cottage by the Sea and Footscray Community Arts Centre.
  - **Thailand:** Students were based in Northern Thailand. They were immersed in the Thai culture during their visit and helped build a house for a family in the remote hill tribe region of Chiang Dao.
  - **Vietnam:** Students travelled to Vietnam, where they built a house for a local family in a small village (Pung) in the Mai Chau region. The group was immersed in this region and also learnt about Vietnamese culture in Hanoi.
  - **Yulara:** Students spent a week at Nyangatjatjara College, 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 also the small indigenous community of Imanpa. Students assisted in classrooms and around the school, while learning about indigenous issues. In August, The Geelong College also hosted a group of students from Nyangatjatjara College, who spent time visiting Geelong and the surrounding region.





## Music

A flourishing Instrumental Music program operated across the College, with over 500 individual instrumental lessons and theory tuition sessions each week. About 260 students took part in ensembles from Junior School through to Senior School.

In Senior School, the ensembles included the Concert Band, Symphony Orchestra, Stage Band, String Orchestra, Choir and Pegasus Singers; in Middle School, the newly-formed Swan Bay Band for beginners, the Barwon Concert Band for more advanced players, Otway Strings (Yrs 7 & 8), Moorabool Strings (Yrs 5 & 6), Balyang Strings (Yr4), Secondary Boys' and Girls' Choirs, Primary Boys' and Girls' Choirs; in Junior School, the String Orchestra, Mini Singers (Yrs 1 & 2) and Singing Sensations (Yr3). From year to year smaller, specialist chamber ensembles are formed for interested students. String groups are regularly formed; this year a Marimba Group commenced at Junior School. All ensembles regularly performed at Assemblies and Music Evenings throughout the year.

Highlights for 2017 included:

- The annual Foundation Concert held in Costa Hall, featuring instrumental ensembles and choirs from across the school. For the first time, all ensembles from the Junior School were represented, including the Mini-Singers, Singing Sensations and String orchestra. Highlights included: A performance of Paul Jarman's 'Teller of Stories', originally commissioned for our Sesquicentenary in 2010, with the combined choirs and orchestra; and Alicia Newton's performance of a violin concert movement with the String Orchestra.
- The annual Generations in Jazz tour to Mt Gambier involving the Stage Band and Pegasus Singers.
- Workshops with the Eltham High School Concert Band and Barwon Concert Band and a concert for parents in Term 2.
- Senior School Choir performance for United Way Auction at the Woollen Mills in Term 2.
- Year 5 Allegro program workshop and concert with Barwon Concert Band in Term 4
- Year 7 IDP program concerts for parents in Terms 2 and 4.
- Several concerts by the Year 12 VET Band, including at Beavs Bar, Geelong.
- Restructured performance programs for Year 3 students, including 'Year 3 Sings!' and the Instrumental Recital.
- An Trihn's winning performance on piano of the Australian Youth Classical Music Competition (Regional Section).
- The Junior School Christmas Service held at the Barrabool Hills Centre.
- The Senior School Christmas Service held in the Senior School Chapel.

## 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 2017 included:

- **Rowing:** Boys' 1st VIII won a bronze medal in the Schoolboys Coxed 8 & U/19 Men's Coxed 4 Australian National Rowing Championships.
- **Surfing:** Both boys' and girls' teams won the Schools' Surf League carnival at Torquay, and the College won the Independent Schools Teams Titles.
- **Football:** 1st XVIII won their first game for 2.5 years. They won two for the season and lost a handful of games by under 10 points. The culture of the football program improved and saw all teams starting to show effort and application. 7A was the most successful team, winning seven games and the inaugural Dan Clifford Trophy for best performed team.
- **Tennis:** Our tennis program saw improved results across all teams, particularly with the 1st Girls finishing in the top five of the APS/AGSV competition.





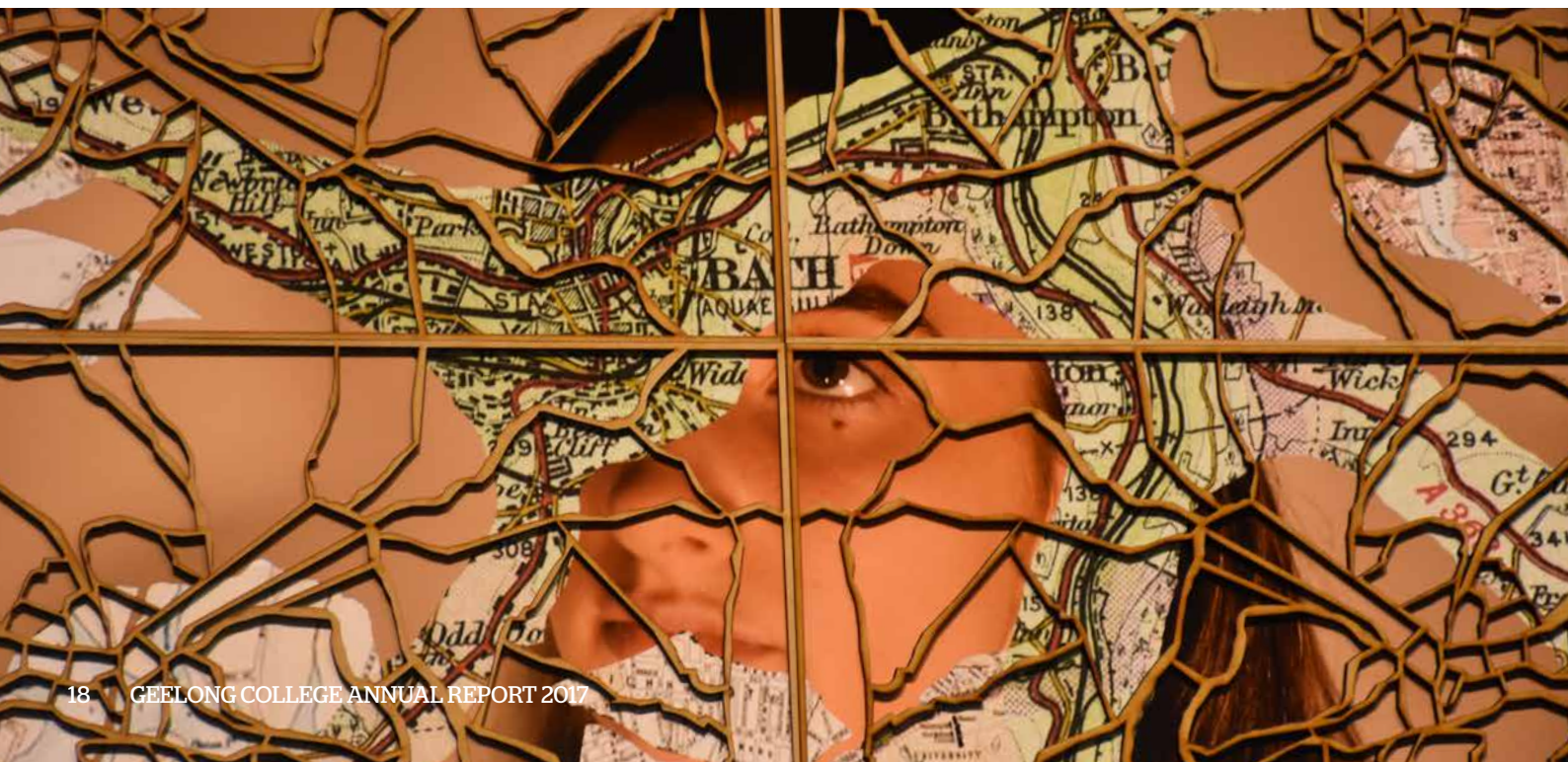


## Performing Arts

- The Year 12 Theatre Studies production of *Hayfever* by Noel Coward.
- The Year 12 Drama Ensemble performances based on the theme of "Night in the Museum".
- The Year 10 productions of *The Stones* and *Children of the Black Skirt*.
- Senior School Musical of *Alice in Wonderland* and *Through The Looking Glass*.
- The Year 9 production of *Treasure Island*.
- The Dance Showcase, sharing the work of all Senior School dance classes including VCE performance solos.
- The Year 8 Production of *Private School Musical*.

## Design and Creative Arts

- The 2017 City Week program was an opportunity for an innovative, experiential Art and Design program for budding young fashion designers, architects, photographers, movie makers graphic designers and illustrators. The learning focus was on 'making your experience visible' through journaling and the skills required to maintain a visual diary.
- A VCE Exhibition "Transit Lounge" again attracted much community interest. Showcasing the exceptionally high standard of our Year 12 students work, the exhibition was opened by the very engaging Old Collegian and successful photographer Ferne Millen.
- Arts Week 2017 underwent one of the most significant evolutions since its inception some 20 years ago, with a move towards a larger immersion experience, the concept of 'Creativity Term' was launched. Not exclusive to the Arts but driven by the Arts, "Creativity Term" aims to develop throughlines of creative thinking using themes that bridge across subjects and major arts events such as the school production, music performances and exhibitions. The intention is also to develop a community link with this including workshops, guest speakers and community projects.







## 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 Norval Camp in the Grampians, 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 abseiling, rock climbing, giant swing, flying fox, canoeing, 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 College host students went to France during the Christmas holidays.
- **Albert:** a special reunion was held in Albert, France, to mark the 100th anniversary of a Geelong College-Geelong Grammar dinner during the First World War.
- **History:** 17 students and three staff travelled to Greece and Italy for a two-week History Tour, exploring sites such as the Parthenon and Colosseum.
- **Nepal:** six students and two staff trekked backpacker-style through Nepal. Highlights of the student-led experience included viewing Mt Everest and helping to rebuild a Bhaktapur school.





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 healthy and respectful 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. Yoga was also introduced in Early Learning, and the feedback from both students and parents on these programs has been overwhelmingly positive.

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 how to look after their bodies. Supporting the classroom programs in Junior School were two parent forums; the first focusing on building resilience in children and the second focusing on helping parents understand the role technology plays in the lives of young children. Both sessions were very well received.

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, and focus on staying safe online as well as behaving responsibly. Leading Senior Constable Robbie Noggler continues to support us via his challenging and provocative presentations to students, parents and staff.

Further work was undertaken to ensure a sequential and age-appropriate approach to sexuality education and the forming of healthy, respectful relationships. TripleR teachers were involved in extensive professional development around our newly adopted curriculum on respectful relationships.

In raising awareness of mental health and caring for each other, RUOK 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 orientation day at Narana Aboriginal Cultural Centre, where they learnt more about the history of our First Peoples, and collaborated on artworks under the expertise of local Aboriginal artist, Nathan Patterson.

Our Year 11s and 12s continue to be assisted to make informed and responsible decisions through speaker forums and guest presentations. In 2017, Year 11s were involved in a half-day series of workshops and presentations on safe driving, called "Fit To Drive". This will become an annual event for our young learner drivers, reinforcing the messages around risk-taking behaviours and the hazards that young drivers are particularly vulnerable to. In Year 12, speakers focused on resilience and entrepreneurship, giving 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.

Once again, our Senior School cohort took part in the Mission Australia National Youth Survey. With more than 300 of our students participating, we will be able to use the findings from this survey to help guide our focus on wellbeing programs.

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

A number of collaborative ventures and a wide variety of events, workshops and lectures have all featured prominently in our work this year. We continue to provide opportunities for teachers, parents and members of our wider community to engage with current research and emerging practices across a broad range of areas. Participation and attendance at our events has increased significantly, with the Centre now firmly established in the Geelong region and beyond, as a beacon of learning, research and innovation.

We have hosted delegations from more than 30 schools, a group from Independent Schools Victoria and the Principal network of the Edmond Rice Education Australia (EREA) organisation in 2017, all of whom have left inspired by our various teaching and learning initiatives and a greater understanding of the operations and purpose of the Centre.

An exciting relationship between The Geelong College, Barker College, Prince Alfred College, Guildford Grammar and Anglican Church Grammar School as part of a collective known as the Giraadji Group has also formed. This group aims to share practice, engage in professional discussion about the broader education agenda, whilst also looking to consider possible research initiatives that we may be able to develop collaboratively.

With many of our staff both attending and presenting at conferences and seminars locally, nationally and internationally, the vehicle for our continued professional learning remains the learning project. Learning Projects in our context are defined as an embedded form of action research where staff strive to learn something new, deepen their knowledge base, stay current with new developments in learning or experiment with an innovation that aims to improve student outcomes. Many of these Learning Projects have led to staff pursuing post-graduate research. With others leading to changes in policy or significant infrastructure works.

By positioning ourselves as researchers, we continue to build our collective academic and professional capacity to initiate, implement and communicate a wide variety of exciting projects and programs.

I would like to take this opportunity to thank everyone who has supported CLRI this year. I feel privileged to be able to engage in the work that we do. Of course, it takes a great team to build a great organisation and as I reflect on the year, it is clear that our successes are the result of the extraordinary commitment and collaboration of a huge number of outstanding individuals. Sharing the rich resources we have at our disposal ensures that we will continue to grow and evolve, as we look set to achieve even greater things in 2018.

**Adrian Camm**





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



## Foundation Fellowship

This year we were successful in gaining significant funding from The Geelong College Foundation to launch the inaugural Foundation Fellowship. The Foundation Fellowship is an annual fellowship valued at \$10,000 providing opportunities for The Geelong College staff to undertake study, research or professional development nationally or abroad.

The Foundation Fellowship objectives are to:

- Contribute to The Geelong College's position as a high quality Independent school and a leader in research and innovation;
- Provide an opportunity for a staff member or team of staff members to travel abroad in search of new ideas, learning, innovation and excellence, and;
- To raise the profile of The Geelong College Foundation and its support of the Centre for Learning, Research & Innovation.

This being the inaugural year of the Fellowship we were delighted by the number and quality of submissions received. Two joint proposals stood out and I would like to extend my congratulations to Julie Bickett and Christie Barrett from our Early Learning Centre, and to Marita Seaton and Doug Wade from our Middle School for being the recipients of this year's Fellowship. Julie and Christie will be attending a Study Tour of Reggio Emilia in Italy early in 2018, while Marita and Doug will be using their Fellowship to conduct a Study Tour of New Zealand investigating the proposal 'Connecting the Dots – Interdisciplinary Learning in the Middle Years.' We look forward to them bringing this knowledge back to our community in order to advance the work of our Vision for Learning.

## Leadership Development

One of the Centre's main initiatives this year was to build the leadership capacity of its leaders by developing an approach informed by coaching. We collaborated with Growth Coaching International to facilitate an introduction to leadership coaching program.

Sixty staff were provided this opportunity this year. Four staff from the College Executive team are also currently participating in the Growth Coaching Accreditation program. Upon completion of this program, these staff members will be accredited and be able to facilitate further coaching experiences for our staff.

In 2018 we aim to expand this work as we also look at developing a program that identifies and develops our next generation of high potential aspiring leaders.







^ The Foundation Board, from left, Vice-President Mr A M C Cameron (OGC 1978), Vice-President Ms S T Mockridge (OGC 1977), Mr R G Carr (OGC 1973), President Mr J A (Sandy) Hutton (OGC 1973), Mr J C P (Cam) Emerson (OGC 1958), Mrs J A Cole, and Mr S M Chirside (OGC 1970). Absent from picture is Dr P J Carman.

## The Geelong College Foundation

The Geelong College Foundation, established in 1987, 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 2017 the Foundation was involved in a series of events:

- We held an inaugural luncheon to celebrate and recognise members of the Morongo Old Collegians' Association. We look forward to continuing our strong connection with members of this much loved school in the future
- Our annual Luncheon for all Foundation and Morrison Society Members
- The annual tree planting day at the Foundation's property in Fyansford – a two day program of tree-planting which was supported by College families, Year 4 students, parents and College staff
- 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 27th annual Foundation Concert showcasing the marvellous talent of our students and staff from all three of our schools
- A Morning Tea for members of the Morrison Society to acknowledge and thank those in our community who have left a bequest to the College or Foundation
- Our annual Foundation Golf Day for the College community and friends
- A Cocktail Party co-hosted with the OGCA in the Melbourne CBD where our guests included notable Old Collegians, 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
- The development and launch of the Foundation Fellowship, an annual fellowship providing opportunities for The Geelong College staff to undertake study, research or professional development either nationally or internationally
- Support of the Bravehearts' program at Junior School
- 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. 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 and has made a financial commitment of \$5,000,000 towards the Campbell House redevelopment which will commence in 2018.



## Community Feedback

The long-term practice of 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) was continued in 2017.

In 2017 The Geelong College commissioned an external organisation to undertake an online survey inviting all students in Years 5 to 12, all parents (EL to Year 12) and all staff to participate. This is the first and most comprehensive survey in a planned arrangement over the next five years involving annual feedback with selected Year groups of parents and students as well as biennial feedback from staff.

The online survey results have informed the direction of strategic planning and school improvement into the future. The planned approach will assist monitoring of developments of capital assets, teaching programs and other aspects of College life as well as facilitate further advancement of The Geelong College.

This new and long-term plan for a formal survey process follows survey in 2015 by the Independent Schools Victoria which gathered 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. These goals will be revised and developed informed, in part, by the data from the online surveys.

In addition to these initiatives a series of regular events are held for parents to socialise with each other and staff, as are Learning Conferences. These events provide opportunities for parents and students to discuss their learning with teachers. Interaction between teachers and parents occurs frequently away from these calendared formal events providing parents with many opportunities for engagement in their children's school experience and progress.

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



# Teaching Staff

College teachers attended 95.8% of the time on average in 2017.

94.6% of 2016 teachers remained at College for 2017. The school does not currently employ any Indigenous staff members.

Across the College, the pupil-teacher ratio is approximately Primary – 9.5 students : 1 teacher, and Secondary – 8.06 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 \$253,607 on professional development with an average of \$1,062 spent per teacher (FTE).

## Qualifications

### EXECUTIVE STAFF

Principal

Dr P D Miller, BEd (Hons), MEd, EdD

Deputy Principal

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

Head of Junior School

Ms S A Wood, MEd, BEd, BA(Education)

Head of Middle School

Mrs L J Russell, BEd

Head of Senior School

Mr S A Young, MEd(Leadership), BEd, BPhysEd

Director 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

### TEACHING STAFF

Miss C K Aitken, BA, BTeach(Secondary) (Maternity Leave)

Ms O Allan, BAHist, BTeach(Primary)

Mr M D Andrews, MEdStud, BA(Hons), BD(Hons),  
GradDipEd/GradCertRE (Departed Term 2)

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

Ms C B Barrett, GradDipEarlyChildhood,  
BTeach&Learn

Mrs C M Bartlett, BEd, BTeach, Years 4,5,6 Level  
Coordinator

Mr E K Bauer, BA, PostGradDipTeach (Secondary)

Mrs M Bell, BMusEd, MEd, AMusA, Years 4 – 8  
Coordinator of Music

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 M Bradford, DipTeach(Primary), BSpecEd  
(Departed Term 2)

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

Ms E A J Caleo, BSc, GradDipEd

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

Mrs J M Carter, MA, BSci(Hons) (Departed Term 4),  
Leader of Learning (Years P – 3)

Mr V E Cebergs, BA, DipEd (Terms 2, 3 & 4)

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

Mr M D Cheatley, BEd, Director of Sport

Mrs A M Claringbold, BEd(Primary)

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

Mrs D A Cleary, BSc, DipEd (Leave)

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), EL – Year 6 Physical  
Education Coordinator

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 IV Cel, Senior School  
Chaplain

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

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

Ms D Dear, BA(Visual Arts), BA(Graphic Design),  
GradDipEd (Terms 2, 3 & 4)

Mr J Dimauro, BEd(Primary)

Mrs S M Dobie, BEd(Phys Ed), Middle School House  
Coordinator

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

Mr G J Donovan, BSc, DipEd, DipAppPolymerSc

Mrs E V Doyle, BEd, BA(Outdoor Ed) (Terms 2 - 4)

Mrs A J Dye, DipTeach(EarlyChildhood)

Mr S M Ebeling, MMus(Performance), BTeach(Hons),  
BMus(Hons), Head of Woodwind



Mrs D L Filling, BEd  
 Ms L C Flakemore, BEd, BAppSc  
 Mr K P Flanagan, MSc, BSc, DipEd, Head of Morrison House  
 Mrs T J Foley, BA, DipEd, Acting Head of Calvert  
 Mrs L J Fuller, BA, BTeach(Primary)  
 Mrs K Fyffe, BMusEd, Music Performance Coordinator  
 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  
 Ms S E Hallows, MEd, BSc(InfoSc), DipEd, DipProStud, Head of Wottenhall House  
 Mrs J J Hauenstein, BSc(Hons), GradDipEd(Secondary) (Terms 2 & 3)  
 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  
 Mr I D Henricus, HigherDipTeach, DipPE  
 Mr T J C Hodge, MTeach(Secondary), BA(Media&Comm)  
 Ms 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(Health Science)  
 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(Applied Learning), Cert IV Workplace Training & Assessment, Leader of Learning (Years 9 – 12), 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)  
 Mr P I Jubber, BEd (Term 3)  
 Mrs U Kambrowski, 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)  
 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

Mr R J McElligott, BA, GradDipEd  
 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  
 Mr G S Mack, BEd(Music), GradDipMus, AMusA, Cert IV OHS, Cert IV TAE  
 Ms A-M Mahoney, BA, DipEd  
 Mrs G L Malone, BEd(EarlyChildhood & Primary)  
 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)  
 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  
 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  
 Mr S Pavlovic, BA, GradDipEd (Terms 2, 3 & 4)  
 Mrs J Peake, GradDipSpecEd, DipTeach  
 Ms K L Pelletier, BEdVisArts(Textiles)  
 Miss N Perkins, BSc(Hons) (Sport Technology, PostGradCertEd (Design & Technology) (Departed Term 2)  
 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, 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, Middle School Camps Coordinator  
 Miss G H Rolls, MTeach, PostGradDipTeach, BAgriSci,



Dip (Modern Languages), Year 8 Level Coordinator  
 Miss J E Sampson, BA, GradDipEd (Terms 3 & 4)  
 Miss C E Saraci, BEd  
 Mrs K B Saunders, BA, DipEd  
 Mr A J Schuyler, BEd, Cert III (Education)  
 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  
 Mrs F L Stafford, BTeach(Primary), Med (Maternity  
 Leave)  
 Mrs K Sunderland, BA(Dance), GradDipEd(Sec)  
 Mr M M Taylor, MEd, BEd, BAppSci, Studies  
 Coordinator  
 Mr P C Taylor, GradDipEd, DipArtandDesign, Head of  
 McArthur House  
 Mr M L Terry, BSc(Hons), DipEd, Years 7 & 8 Science  
 Coordinator  
 Mr M B Thacker, BMusEd

Miss E C Thompson, B(Early Childhood) (Term 4)  
 Mr G Tigani, BA(Ed), GradDipEd(InfoTech)  
 Mrs L M Treadwell, MSc, BSc(Hons), GradDipEd  
 Ms A Tymms, CAP, CAEI, DEUG Psy (France)  
 Ms G Ulloa, BSpecEd, BEdinLOTE, DipinTESOL  
 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, Leader of Learning  
 (Years 4 – 8)  
 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)  
 Miss C O Williamson, BEd(Primary)  
 Mrs P Wilson, BEd(Physical Education),  
 PostGradDip(Educational Studies), GradCert(Religious  
 Education)  
 Mrs J R Wiltshire, BA(Fine Arts), GradDipEd (Terms 3 &  
 4)  
 Ms C E Wood, BA(MedComm), DipEd, GradCertArts  
 Mrs H M Woods, BEd  
 Ms A M Zauli, InterTeachQual(VIT validated),  
 DipArts(Visual Arts)  
 Ms K Zeravica, BA(OutdoorEd), GradDipEd (Maternity  
 Leave)



# Financial Statement

During 2017, the College's aim was to continue to build on capacity for the future and maintain sustainable growth progressing the College's Master Planning Redevelopment.

The increased enrolment demand assisted the College towards surplus used for capital projects, including redevelopment works in both Mackie and Mossgiel boarding houses, upgrades to the Senior School classrooms and Morrison Hall and the first step into the Master Plan, with the beginning of the redevelopment of Campbell House.

Key achievements for the financial year include:

- Strong 2017 surplus, allowing further planning for future capital works and the commencement of planning for the redevelopment of Campbell House
- Receiving an unqualified audit opinion from Crowe Horwath in respect to the 2017 financial statements
- Key focus on cost control across the College
- Continued focus on the Centre for Learning, Research and Innovation to further develop our teaching and business operations staff with the introduction of the Foundation Fellowship
- Remaining debt-free

Total income received for 2017 was \$42.77m, an increase of 3.5%. Strong enrolment numbers at Junior School, generating increased tuition fees, represents the bulk of income received (73%). Funding received from both Commonwealth and State Government was up on 2016, and accounts for 21% of total income received by the school. Retail sectors of the College and donations contribute the remaining 6% combined.

Total expenditure increased by 5.3% 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 \$6.75m. This enabled the College to continue with ongoing capital expenditure while supporting a range of educational opportunities. Approximately \$2.35m was spent on capital works throughout the year, including general facility upgrades and information technology/audiovisual upgrades.

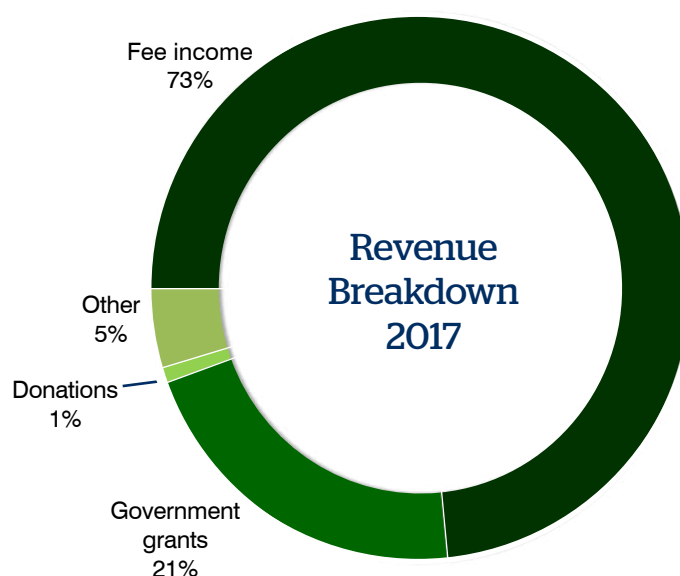
Continued support from The Geelong College Foundation and various parent support groups are of huge importance to the school and assist with further educational offerings.



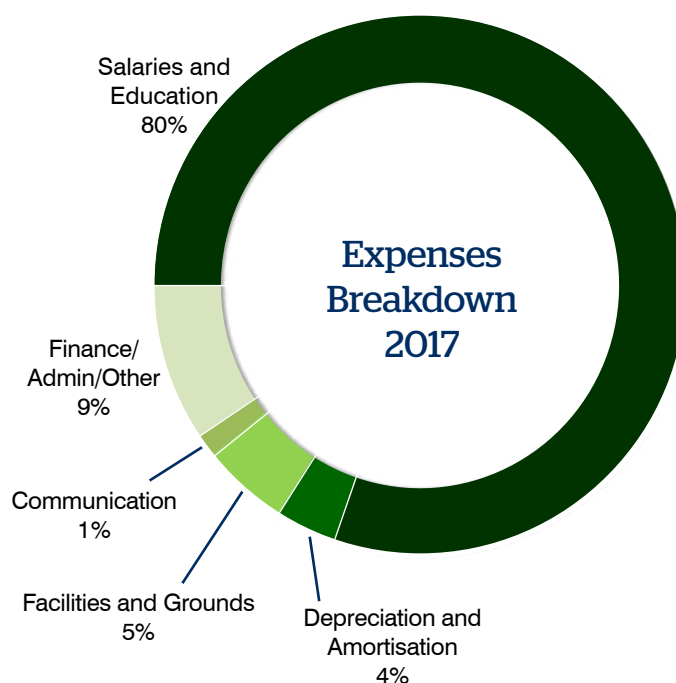


## 2017 operating accounts

Revenue (\$m)	2017	2016
Fee Income	31.40	30.22
Government Grants	8.99	8.50
Donations	0.39	0.68
Other Revenue	1.99	1.90
<b>Total Revenue</b>	<b>42.77</b>	<b>41.31</b>



Expenses (\$m)	2017	2016
Salaries and Education	32.43	30.84
Depreciation and Amortisation	1.51	1.42
Facilities and Grounds	2.14	2.03
Communication	0.54	0.53
Finance/Admin/Other	3.80	3.58
<b>Total Expenses</b>	<b>40.42</b>	<b>38.40</b>



**Peter Miller**  
Principal





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CRICOS 00142G



THE  
**GEELONG  
COLLEGE**  
*sic itur ad astra*