



Annual Report 2019

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COURAGE





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



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Executive Summary

This 2019 Annual School Report for The Geelong College provides a snapshot of activities and operations of the College.

The Geelong College Council continues to oversee the governance and strategy of College to guide development and a commitment to constant improvement.

The Strategic Plan titled "Towards 2025: We reach for the stars" continues to underpin the decisions made and direction taken. The strategic plan is under constant review, ensuring it is adapted to subtle changes in need and priority over time.

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, several projects are under way. These projects are under the direction of members of the College Executive staff who 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 continued growth in student numbers and demand for enrolment

places present some challenges as we look to the future, serving Geelong and influencing educational innovation in Australia. 2019 has been an important year consolidating the strong position of The Geelong and building for a bright future in which College continues to positively influence both the community and educational practices.

Dr Peter Miller



Vision for Learning

Our Vision for Learning 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, and health and wellbeing. These skills and connections blend together to provide strong leadership and a board that takes an active interest in many facets of school life, student achievements and ensuring the long-term success of The Geelong College.

In 2019, one member retired from the College Council: Kevin Yelverton



Hugh Seward AM 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 Chair 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 Chair 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 Chair and is on the Risk Management and Planning committees.



Kean Selway, BBus Marketing, GradDip Management, FAICD

Kean has been a Director since March 2015. He is parent of Courtney (OGC 2010), Alexander (OGC 2014) and Julian (OGC 2019). Kean is Chair of The Geelong College Planning Committee. He is currently the Vice-President and Chief Operating Officer 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 past Chair of the Boards of Callista Software Services, the Australian Masters Games and the Australian Human Resources Institute.

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 Senior 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.



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

Les has been a Director since March 2017. Les 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 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 2000-2014. He is currently chair of Bioplatforms Australia, overseeing publicly funded national research infrastructure for the life sciences, and is a founding Director of In2science, facilitating peer mentoring in STEM for secondary students by science undergraduates.



Kathryn Alexander BArts (Int Design), Grad Dip (Restoration and Conservation), MDIA

Kathryn is a founding Director of JAM Architects Pty Ltd. With over 30 years' experience as a professional interior architect, Kathryn's project experience encompasses private commissions, residential, commercial, hospitality, educational and public works projects. Kathryn has been actively involved in The Geelong College community for more than 18 years. Her two sons, Nicholas (OGC 2016) and Oliver (OGC 2017), attended College from Early Learning through to Year 12. During this time, Kathryn has held roles as President of the Preparatory School Parents' Association (2012-13) and 2015 Carnival Convenor, and is a current member of the Planning Committee and the Foundation.



Matthew Bridges BA/CLB

Matt is an Old Collegian who completed VCE at the College in 1992. His siblings Laura (OGC 1994), Tom (OGC 1997) and Nick (OGC 2001) are also Old Collegians. His mother, Mandy, was Mackie Matron for a number of years. He graduated from Monash University with an Arts/Law degree and was admitted to practice in Victoria in 2000. He was a member of the Old Geelong Collegians' Association Committee (2005-17) and served as the OGCA's Honorary Secretary. Matt works as a commercial lawyer with Hall & Wilcox, Melbourne. He is the father of Mae, Harry and Sebastian.



Richard Page, BmedSci (UTas), MBBS (UTas), FRACS, FAOrthA

Richard is an orthopaedic shoulder and upper limb surgeon who studied in Australia, the UK, Europe and the USA before settling in Geelong in 2003. He was appointed as the foundation St John of God and Barwon Health 'Chair of Orthopaedics' at Deakin University in 2014 and Director of Orthopaedic Research at Barwon Health and the Barwon Centre of Orthopaedic Research and Education. He sits on a number of professional boards, clinical governance and medical advisory committees, as well as national and international committees for the advancement and improvement of surgery. Richard is also involved with local football and Netball and is active the Barwon Rowing Club. Richard is married to Belinda, who is a GP and member of the PSPA and the SSPA, and they are parents to Tom (OGC School Captain 2017), Will (OGC 2019) and Daisy (Year 10).



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. Out of 126 students in Year 9 (2016), fourteen students did not continue to Year 12 (2019) at the College. Hence 90.2% of the Year 9 cohort of 2016 continued through to Year 12 in 2019.

Enrolments

Year	2015	2016	2017	2018	2019
Students	1,212	1,243	1,240	1,219	1,281

The College community is diverse, with students from a wide range of backgrounds. English was the most common language spoken at home by College students (91.3%), followed by Mandarin (1%), Arabic (0.9%), Chinese (0.8%), Cantonese (0.6%), Japanese (0.2%), Cantonese/Mandarin (0.2%), Korean (0.2%) and Russian (0.2%), with Lao, Indian, Persian, Thai, Urdu, Vietnamese, and Croatian (~0.1%). Approximately 1.4% of students were Indigenous.

More than 65% of students declared a religious affiliation, with Catholic (18.7%), Anglican (12.7%)

Christian (7.7%) and Uniting (6.6%) being the most popular. Also represented among our student cohort were the Church of England, Muslim, Presbyterian, Roman Catholic, Hindu, Buddhist, Protestant, Greek Orthodox, Agnostic, Jewish, Lutheran, Atheist, Baptist, Free Thinker, Bahai, Church of Scotland and Islam.

In 2019 the College student community was 56.3% male and 43.7% female.

Student Attendance

In the secondary years (Years 7 to 12), the attendance of each student is recorded for each timetabled lesson. In the primary years (Prep to Year 6), the attendance of each student is recorded twice daily. In 2019, the College continued to use the SEQTA program for monitoring attendance. 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 %	Year	Attendance %
Prep	92.2	7	93.8
1	92.8	8	93.2
2	93.9	9	94.2
3	93	10	92.9
4	93.2	11	94.4
5	92.2	12	93.2
6	93	Average	93.2



College Learning

2019 VCE Results

The following is a summary of the VCE achievements of the 2019 cohort, together with a breakdown of their ATAR ranges.

- Dux: ATAR score of 99.65
- Four ATAR scores above 99 were recorded
- 20 highest achievers: 14 girls, 6 boys
- 28.2% achieved ATAR scores of 90 and over, placing them in the top 10% in the state
- Median ATAR was 83.725 (50% of the cohort was in the top 17% of the state)
- 16.3% of study scores were 40 and over
- Two perfect study scores of 50: both in Further Maths

ATAR range	2019 No.	2019 %	2018 %	2017 %
>=99.00	4	2.8	4.6	4.2
95.00 - 98.95	19	13.4	7.6	19.7
90.00 - 94.95	17	12.0	10.6	15.5
80.00 - 89.95	38	26.8	26.5	23.2
70.00 - 79.95	25	17.6	16.7	15.5
60.00 - 69.95	22	15.5	15.9	9.9
50.00 - 59.95	6	4.2%	11.4	5.6
<50	11	7.7%	6.8	6.3

First-Round Offers for 2019 Cohort

More than 80% of students received one of their top two preferences across both offer rounds and close to 90% received one of their top three preferences across both offer rounds. Fifteen students received two offers across both the December and January offer rounds in Victoria. Overall just over 63% of students received their first preference and 18% received their second preference.

Deakin University was the number one university across both offer rounds, although there was a large spread with six of the nine Victorian universities making more than ten offers to our 2019 cohort and all nine universities making multiple offers.

Interstate universities that made offers to Geelong College students were:

- Australian National University: 2
- Bond University: 1
- Charles Sturt University: 1
- University of Adelaide: 5
- University of Newcastle: 2
- University of NSW: 4
- University of Queensland: 1
- University of South Australia: 1
- University of Sunshine Coast: 1
- University of Sydney: 3
- University of Tasmania: 1

Year 12 cohort and summary

Total Year 12 for 2019 – 143

Number applying for Tertiary Courses in Victoria – 139

Number of applicants receiving an Offer – 137 (98.6%).

University Offers by Tertiary Institution Based on Highest Preference Across Both Offer Rounds

Institution	No.	%
Deakin University	31	22.63
University of Melbourne	30	21.90
Monash University	17	12.41
RMIT University	16	11.68
Swinburne University	13	9.49
Australian Catholic University	12	8.76
La Trobe University	8	5.84
Victoria University	4	2.92
Federation University	3	2.19
Box Hill Institute	1	0.73
JMC Academy	1	0.73
Monash College	1	0.73
Grand Total	137	

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.

	2015	2016	2017	2018	2019
Year 3					
Reading	100	100	98	97	98
Writing	100	100	100	100	100
Numeracy	98	100	100	100	100
Grammar, Punctuation	100	100	98	95	100
Spelling	100	97	100	98	97
Year 5					
Reading	100	98	98	97	100
Writing	98	98	98	97	100
Numeracy	100	98	100	100	99
Grammar, Punctuation	100	98	97	100	96
Spelling	100	98	98	100	100
Year 7					
Reading	100	100	100	100	99
Writing	99	97	99	98	97
Numeracy	100	100	100	100	100
Grammar, Punctuation	99	100	99	100	97
Spelling	100	99	99	99	99
Year 9					
Reading	100	99	98	99	97
Writing	98	98	94	89	93
Numeracy	100	100	99	99	98
Grammar, Punctuation	98	97	100	96	100
Spelling	97	96	99	96	99

College Life

Outreach Program 2019

- **City Programs:** seven City Programs were offered in Art, Design, Geography, History, Performing Arts, Physical Education and Science to Year 9 students.
- **Politics:** a two-day set of workshops relating to politics broadened the civic and citizenship perspectives of Year 10 students.
- **Fulfilling Lives:** Year 10 students participated in nine different Fulfilling Lives programs:
 - Borneo:** Students were immersed in the Malaysian culture in Sabah, Borneo. The group assisted with a project renovating the community church/hall in the village of Torikon where they were based. They also interacted with local families and children whilst in the village.
 - Desert Tracks:** Students travelled into the APY Lands (SA) and to Docker River (NT) where they were immersed in Indigenous communities, assisting in local schools and the Aged Care Centre as well as learning Anangu culture and Tjukurpa.
 - India:** The group travelled to India where they had many cultural experiences in Agra, Jaipur and Delhi. The focus of the program was staying and working on a school project in the village of Paintha in the state of Uttar Pradesh.
 - Lilla:** Students spent time in Lilla, a small Indigenous community near Watarrka (Kings Canyon). They undertook several 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 projects in Geelong and Melbourne, working with local community groups including Urban Seed, Narana Aboriginal Cultural Centre and Footscray Community Arts Centre.

Ngukurr (Top End): Students travelled to the Northern Territory where they completed a wonderful community project in the indigenous community of Minyeri which is located 240km SE of Katherine. This involved completing a memorial garden for an elder who had passed away. The group also

experienced the natural beauty and Indigenous culture of Kakadu, Litchfield and Nitmiluk National Parks.

Thailand: Students were based in Northern Thailand. They were immersed in the Thai culture and helped build a house for a family in the remote hill tribe region of Chiang Dao.

Vietnam: Two groups of students travelled to Vietnam where they both built a house for a local family in a small village in the Mai Chau region. The groups were immersed

in this region and learnt about the Vietnamese culture in Hanoi.

Yipirinya: Students stayed at Yipirinya School in Alice Springs. They assisted at the school and in the classrooms, as well as visiting the Royal Flying Doctor, School of the Air and various locations in the MacDonnell Ranges learning more about life in the outback and Indigenous culture. A highlight was joining the Indigenous students and elders in an on country cultural visit to Ellery Creek Big Hole.



Music

The Music Education program provided by The Geelong College continued to flourish and develop in 2019. Once again over 510 individual instrumental lessons and theory tuition sessions were undertaken each week, and over 410 students participated in ensembles from Junior School through to Senior School.

After many years of instrumental teaching, Mr Brad Dawson was appointed to Faculty staff. His VET and performance expertise proved a real benefit for our department. Mrs Meegan Baker and Mr James Hunt were also increased to full-time positions to cater for the strength in the Junior, Middle and Senior School programs, and were utilised across all three campuses to ensure students had a familiar face as they transitioned through our College.

In the Senior School, the ensembles included The Geelong College Choir, the Concert Band, Symphony Orchestra, Stage Band, String Orchestra, Senior School Choir and Pegasus Singers, Brass Ensemble and five rock bands; in the Middle School, the Morrison Singers, the Morongo Singers, the Barwon Concert Band, the Swan Bay Band, the Otway Strings, Moorabool Strings, the Balyang Strings, the Primary Choir, the Guitar Ensemble, Brass Ensemble, and three rock bands; in the Junior School, the String Orchestra, the Marimba Band, the Mini Singers, the Singing Sensations and the Winged Foals Choir.

The focus of 2019 was to “Do what we do a little bit better” and this applied to all facets to our music education at the College. Many discussions and meetings commenced planning for a five-year goal to place our program at the fore-front of regional musical excellence, and ensure we offered the best musical opportunities for our students.

Highlights for 2019 included:

- The College embarked on the refurbishment of the pianos in the Music Department. This initiative became the ‘Reach for The Steinway Stars’ Project. This exciting project will allow the College to receive the honour of becoming an All Steinway-Select School, only two others exist in Australia and none in Victoria. The flagship of this project in the acquisition of a Steinway Model D Grand Piano for the George Logie-Smith Auditorium and a fundraising drive ‘88 Keys Club’ was introduced. The launch concert was held in September with great excitement and ceremony and in the presence of the National Steinway Manager and an actual Model D on-loan from Steinway Australia.
- The College’s Music Department gave back to our community with performances by students and staff at the following events:
 - Relay For Life
 - Barwon Health Fundraising Dinner
 - Foundation Lunch
 - Morongo Lunch
 - National Gallery of Victoria
 - Mercedes Event at the Geelong Art Gallery
 - ANZAC Day Ceremonies
 - Christmas Carolling at 333 Collins St, Melbourne
- The annual Foundation Concert held in Costa Hall, featured instrumental ensembles and choirs from across the College. For the first time, contemporary rock ensembles from Middle and Senior School were invited to perform on stage and made an outstanding contribution.
- An Indigenous performance by Lesley Phillips (Y11) and the Morrison Singers at the opening ceremony of Wayaperree on the Junior School campus.
- The Middle School Boys’ Choir (including Year 9 students), embarked on a choral tour to Auckland, New Zealand. The boys’

were hosted by St Kentigern’s Boys’ School and immersed themselves in performing, flash-mobbing, Maori culture and singing workshops over the five days we were in New Zealand.

- The annual Generations in Jazz tour to Mt Gambier involving the Stage Band and Pegasus Singers.
- The discovery of the George Logie-Smith Shield for the winning House in the Senior School House Music Competition and the up-dating of the KH Taylor Cup for the Middle School House Music Competition.
- The Middle School Girls’ Choir (including Year 9 students), competed in the Australian International Music Festival in Sydney. The College created history with an outstanding performance in the Sydney Opera Houses’ Concert Hall in front of staff, parents and hundreds of audience members from around the world.
- The Senior School and Barwon Concert bands entering the Victorian Schools’ Music Festival hosted by The Geelong College.
- The Middle School Primary School Choir travelled and competed in the Royal South Street Eisteddfod. This was an amazing opportunity and the students sang their best to be awarded a second place, which was an outstanding achievement.
- The Junior School students performed beautifully representing the College in the Geelong Schools Music and Movement Festival in the Geelong Performing Arts Centre.
- Year 5 Allegro program workshop and concert in Term 2; Year 7 IDP program concerts for parents in Terms 2 and 4; and Year 2 Strings Concert in Term 2 and 4.
- The outstanding performances by the Senior School Choir, the Senior School Brass Ensemble and the Senior School Concert Band at the College’s Open Days.

- Music Aviva visited the College’s Middle School campus with a performance from professional Jazz musicians proving a real highlight.
- Several successful concerts by the Year 12 VET Band, including at the Piano Bar, Geelong and The Worker’s Club in Geelong.
- The Junior School Christmas Service was held at the Barrabool Hills Centre
- The Senior School and Middle School Christmas Service held in St David’s Church with over 500 attending and a full house witnessed the combined choral performance of Handel’s ‘Hallelujah Chorus’ with students from as young as Year 3 to adults in their senior years in the College’s Community Choir
- Once again, the highest number of AMEB student examinations outside metropolitan Victoria 16 GE

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.

a handful of games by under six points. The culture of the football program improved and saw all teams starting to show effort and application. 9B 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 fourth out of 12 schools in QSA the APS/AGSV competition. +

Highlights for 2018 included:

- Rowing: Fourth overall at the APS Heads of the River Regatta, where 50% of crews finished in the top three in A Finals. Crews won nine State Championships medals and we were represented by Jack Thornton at the World Junior Rowing Championships Men’s Pair event.
- Surf Lifesaving: Both boys’ and girls’ teams won the Schools’ Surf League carnival at Torquay, and the College won the Independent Schools Teams Titles.
- Football: The 1st XVIII won two matches for the season and lost





Design and Creative Arts

Year 9's had the choice of two **City Week Programs** within the Design and Creative Arts in 2019. The Art in the City program being the longest running of the city programs, then the newly introduced Design in the City. This has been introduced to give the broad range of creative pursuits and interests of our students a chance to connect with in the city context.

The **Art in the City** program encouraged our young artists to explore Melbourne's creative spaces and art making communities. To stimulate creative and imaginative thought, using the city as the lens through which to make visual responses. By the end of the week, students had interpreted their city experiences into a tangible art project supported by rich documentation within visual journals.

Design in the City gave our young designers many opportunities to record and collect information and data from design firms, old collegians in the design world and their own observations with a focus on Melbourne 2040, what could it look like? Working in teams they developed their own design strategy to drastically reduce the impact of our rapidly changing climate, over the next 20 years, within the City of Melbourne, to present back what their 'Melbourne 2040' would look like.

The annual **VCE Art and Design Exhibition** "Transit Lounge" again attracted much community interest. Showcasing the exceptionally high standard of our Year 12 students' work. The exhibition was opened with an address from Deakin University lecturer Tuba Kocatürk. Tuba is a Professor of Integral Design and Co-Director of DesignMind, Deakin University International Design & Innovation Platform. Tuba represents Deakin at the UNESCO City of Design work committee of Geelong and was able to deliver an engaging and thought provoking perspective of the role of design in schools, society and more immediate to our future, what design means for Geelong as we form part of the UNESCO Creative Cities group.

2019 saw the Design and Creative Arts team launch the **Young Masters Exhibition**, as a part of the VCE Art Show. Young Masters is an initiative developed to connect our current art and design students (and their parents) and highlight what can be accomplished when pursuing a career in Design or Creative Arts Industries. Showcasing their work as the inaugural Young Masters were;

- Lucy Watson (OGC2011) Bachelor of Environments at The University of Melbourne Diploma of Interior Design at Mercer School of Interior Design

- Harry Jess (OGC2011) Bachelor of Design (Architecture) with Distinction at Deakin University Master of Architecture at Deakin University
- Kameiko Gray (OGC2012) Bachelor of Design (Fashion) Master of Design specialising in print and textile design, both at Whitehouse Institute of Design
- Aubrey Comben (OGC2011) Bachelor in Photography at RMIT University Masters of Film & Television (Documentary) at Victorian College of Arts

The Geelong College celebrated huge success at this year's **Secondary Schools Fashion Awards Australia**. In October, 31 talented young designers and models represented the College in the annual fashion workshop, gala show and judging. With over 300 entries from schools around Victoria, it has become a distinguished show of technical skill and innovative design talent. We had an incredible seven award winners placing Geelong College on the podium for the first time since taking part in this event five years ago. Coming in third place in the Claringbold cup best school performance.

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 four-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 had an optional camp to Lizard Island to learn about the Great Barrier Reef.



Performing Arts

The Year 12 Theatre Studies production of *Twelfth Night* by William Shakespeare

- The Year 12 Drama Ensemble performances based on the theme of "Missing"
- The Year 10 productions of *Sunday Morning at the Centre of the World* by Louis de Bernieres & *Us/Them* by Carly Wijs
- Senior School Production of *Around the World in 80 Days* by Jules Verne
- The Year 9 production of *Cluedo*
- The Dance Showcase, sharing the work of all Senior School dance classes including VCE performance solos and also this year, Year 8 students
- The Year 8 Production of *Seussical The Musical*



Overseas Partnerships and Tours

Tanna: 11 students and three staff travelled to Tanna, Vanuatu. While immersed in the Ni-Van culture they assisted students at Lenakel Presbyterian School and primary schools in the area, visited the hospital, as well as helping to restore an old building so that it could be used for teacher accommodation.

European History tour: 19 students and four staff embarked on a history tour of Europe, pertaining to the Russian and French Revolutions,

the Cold War and World War 1. The party visited St Petersburg in Russia, Paris and the WW1 battlefields around Amiens in France and Berlin, Germany.

Nepal: 10 students and two staff travelled to Nepal to undertake a backpacker style student led expedition trekking through the Khumbu Valley area of the Himalaya and viewing Mt Everest, Lhotse, Nuptse and many more.

TripleR 2019 Annual Report

The three Rs Resilience, Relationships and Reflection – continue to frame The Geelong College’s approach to student wellbeing. Over the course of 2019, there have been significant developments in the curriculum to ensure the continuity of social and emotional learning across the College, in particular, Prep to Grade 6.

The Resilience Project

In response to the growing levels of anxiety in our young people and the need to prise open the conversations around what it means to be resilient we engaged the Resilience Project to present to our Middle School students. Ensuring their messages could be reinforced at home as well as the classroom, presenter Martin Heppel delivered three separate sessions to students, parents and teachers. No doubt his impact was as much about his style of performance as the messages delivered but the takeaway messages were deceptively simple: Practice gratitude, kindness and mindfulness. Gratitude and kindness resonated with his audiences and the heightened sense of wellbeing we can experience when we reach out and give to others.

Respectful Relationships Funding

Toward the end of the year, we were notified that our application for funding through the State Government’s Respectful Relationships initiative was successful. With \$4,000 granted to each campus, in 2020, we will join a cluster of schools to work collaboratively on our individual funding priorities. The Triple approach will be

maintained and strengthened not just by this injection of funds but by the adoption of the Respectful Relationships Rights and Responsibilities curriculum which has brought a more unified approach to developing TripleR across Junior, Middle and Senior schools. Part of the funding is to designate a TripleR coordinator at Junior School to model and lead this new and exciting area of the curriculum.

Diversity and Inclusion

The Geelong College Rainbow Alliance

This student led initiative which began just over twelve months ago is now well embedded into the life and culture of Senior School. It meets two important needs. The first is to be a support group for students who may struggle to find their place because of their questioning sexuality. The second is to raise awareness of the needs LGBTIQ+ young people both in our community and beyond. In 2019, this group was very capably lead by a strongly committed group of Year 12 students. Fortunately, we have an impressive group of students to take over the leadership into 2020. A group of teachers have worked closely with them to ensure their sustainability going forward. One marker of an inclusive school community is the strength of student voice and the culture of senior school is now such that students feel safe and supported in expressing their diversity.

Small but significant adjustments have been made to reflect our understanding of their needs although to some extent those adjustments are symbolic. We have revised the uniform guidelines to eliminate any unnecessary gendered

language and updated signage on some unisex toilets. We will also continue to offer professional development for staff.

Managing the Influence of Social Media

Social media can both enhance students’ sense of wellbeing at the same time threaten it. TripleR has focussed on both the positives and negatives with two key age groups. Social media consultant Ms Carly Post worked with Years 7 & 8 students to explore some of the consequences of making poor choices in their on-line behaviour. The messages around staying safe were extended to look at their roles as either bystanders or upstanders. Carly also presented to Year 12s who learnt how to shape and construct their social media profiles as a way to positively enhance their future job prospects.

Supporting Parents - Parent forums & School TV

As well as The Resilience Project there were a number of forums throughout the year to assist parents in some of the trickier areas of parenting.

Dr Justin Coulson delivered his latest research around the topic: *What your Teenage daughter wants to tell you but can't*

Educator and Chaplain James Grady: *The Frank Chat* a presentation on the ubiquitous nature of pornography

Family Planning Victoria on how to support the College’s healthy Relationships program

Dr Peter Miller on his research doctorate : Boys and Masculinities in Year 9



School TV

With the completion of the new website earlier this year, *School TV* the online wellbeing resource is now “live” to parents and the broader community. Responses from parents at the PSPA and SSPA were very positive about this initiative.

Each month as a new topic and or a special report are released, parents are alerted via the bulletin about details of the topic. The most popular topics for the year were: Youth Anxiety, Surviving year 12 and Online Gaming.

Years 9 & 10 TripleR

In Senior School, once again Year 10 students undertook the Youth Mental Health First Aid course to help them to identify and respond to friends in need of support. This course was also offered to parents. Paul Dillon presented to years 10, 11 & 12 around Drug and Alcohol and year 9 were involved in a Party safe program, assisted by Leading Senior Constable Robbie Noggler. Other topics included: Nutrition and Healthy Eating, Relationships and Sexuality, Personal Safety, Driver Education, Bronze medallion and CPR training.

These topics were supported by a number of incursions and excursions. A range of speakers once again spoke to Year 12 in their fortnightly forums including presentations on resilience, study techniques, leadership and interview skills.

TripleR will continue to shift its priorities to meet the changing social and emotional needs of our students whilst continuing to reinforce the crucial role that resilience, relationships and reflection play in our sense of wellbeing.



CENTRE FOR LEARNING, RESEARCH & INNOVATION

The Centre for Learning, Research & Innovation (CLRI) launched in 2014 and has a strong presence within The Geelong College and broader regional community. The Centre is supported by Deakin University and The Geelong College Foundation. Its aim is to identify, investigate and understand effective learning and teaching practices, and share this information with a wide audience. With the every-increasing population of the Geelong region, our city's status as a UNESCO City of Design, and the contemporary challenges of educating for a rapidly changing world, the CLRI aims to speak into this context, offering a forum for ideas, debate and rich learning opportunities for all.



This year the Centre for Learning, Research and Innovation continued in its vision for enriching the intellectual tenor of the College, facilitating the learning of our staff, students and community, and contributing to the wider educational landscape.

The Centre's 2019-2020 Strategic Priorities are as follows;

1. Develop a culture of learning informed by current advances in educational practice.
2. Encourage and engage in research, reflection and thinking that results in a greater understanding of learning.
3. Explore, trial and operationalise new programs and practices that have the potential to

maximise student learning opportunities.

4. To establish and maintain relationships with communities in the Geelong region.
5. To align communications and marketing to maximise community engagement.

2019 Highlights

Throughout 2019, our events sought to embrace leading research and contemporary thinking, develop partnerships with key organisations, and to showcase the outstanding work being done in industries outside of our own.

One highlighted program delivered this year, in partnership with Independent Schools Victoria, was the

Year 9 Cognizance Research Project. Believing that few skills or knowledge bases eclipse knowing how to think and how to learn, we presented a series of workshops for all our Year 9 students on metacognition. Delivered by renowned educational neuroscientist and Harvard University graduate, Dr Jared Cooney Horvath (PhD, MEd), the workshops were called "Hacking the Brain". The Year 9 students learned so much from the sessions and many of their teachers experimented in the classrooms with different types of tasks and assessments. We are proud to be able to continue working with Dr Cooney-Horvath throughout 2020 and beyond.

Some of our other highlights from this year's program include;

- Nature Play – Take back childhood, the screening of this important film which explains the importance of the outdoors in early childhood development;
- James Anderson's work with our Middle School Leaders on Growth Mindset;
- The Resilience Project workshops with Years 5-8, plus staff and parents.

Young Masters Exhibition

A new event to coincide with our VCE Design and Creative Arts Exhibition, we welcomed back some of our past students to speak to their portfolio of work since graduating from various universities in design-based courses.

Our guests were;

- Lucy Watson (2011) Bachelor of Environments (The University of Melbourne) and Diploma of Interior Design (Mercer School of Interior Design) Currently: Employed with Watson Young Architects 2015-Current as an Interior Designer
- Harry Jess (2011) Bachelor of Design (Architecture) with Distinction (Deakin University) Master of Architecture (Deakin University) Currently: Employed with Lovell Chen as a graduate architect in conservation architecture.
- Kameiko Gray (2012) Bachelor of Design (Fashion) and Master of Design, specialising in print and textile design, (both at Whitehouse Institute of Design

- in Melbourne) Currently: Working as a Junior Ladies Wear Designer for Elm Lifestyle.
- Aubrey Comben (2011) Bachelor in Photography (RMIT University) and Masters of Film & Television (Documentary) at Victorian College of Arts Currently: Working as a Digital Content Producer at Deakin University, helping to develop a new 360-degree immersive teaching space at the Waurin Ponds campus.
- Emily FitzSimons
- Director – Centre for Learning, Research and Innovation

Foundation Fellowships

With our continued deep gratitude to the College Foundation, we wish to acknowledge the 2019 recipients of this annual fellowship, which provides opportunities for The Geelong College staff to undertake study, research or professional development either nationally or internationally.

- Charmaine Saraci and Emma Watters, two of our Junior School teachers, travelled to Italy's Reggio Emilia, to participate in an International Study Tour, learning of the early childhood approach to learning in this now-famous region.
- Senior School Science teacher Gerard Donovan was granted a 12-month exchange experience to Canada, teaching at Rutland Middle School, about 5 hours east of Vancouver. He taught Years 6-8 Science and Maths. In Gerard's place, we welcomed Daryl Cadman from Rutland, who joined our Senior School Science Department for the year.



The Geelong College Foundation - 2019 Annual Report

Established in 1987, The Geelong College Foundation exists to preserve, develop and secure the financial future of The Geelong College. Through management of a comprehensive philanthropic program, including our Annual Giving campaign and our bequest society, and with support from our generous donors, the Foundation raised over \$280,738 in 2019 for The Geelong College.

The Foundation provides ongoing support directly to the school by:

- Funding scholarships and bursaries.
- Providing financial support

for the Foundation Fellowship which provides opportunities for The Geelong College staff to undertake study, research or professional development either nationally or internationally.

- Sponsorship of the Foundation Concert which is the pinnacle of The Geelong College's music program, celebrating musicianship, talent and dedication through a night of performance featuring ensembles and choirs from across the College.
- Distributing 50% of our annual net surplus to a Principals'

Project which for 2019 was the refurbishment of three Cloisters Classrooms

- Contributing \$5m towards the College Masterplan developments.
- Contributing \$2m towards the Collins House acquisition.

Engaging our members to the work of the Foundation is important and ensures they have a clear understanding of how their donations are benefitting the College. Our annual Foundation members lunch in March was well attended and included a presentation from the Principal as well as a surprise

performance of ABBA's *Super Trouper* from the Pegasus Singers which was enjoyed by all. An engaging Foundation Concert was held at Costa Hall in early August and following on from the very successful 2018 Morongo Old Collegians lunch, we were pleased to host over 110 members of the Morongo community in the Dining Hall for lunch in October.

This year the Morrison Society members celebrated the 10th anniversary of the launch of our bequest society with morning tea and a tour of the VCE Art Show on 24 October. Our very popular

Community Golf Day at Barwon Heads Golf Club was held in November in perfect conditions and we finished the year with a Drinks reception held in Melbourne, in conjunction with the OGCA, for those College community members living and working in the Melbourne area.

Our annual community tree planting day at our Fyansford property had to be cancelled this year due to inclement weather, however the Year 4 students had a very successful day of planting towards the end of July to coincide with the National Tree Planting Day. The Foundation and

the College Council are exploring future use of the Fyansford land in light of the growing urbanisation and development surrounding our land holding.

Thank you to the Board members for their time and commitment to the Foundation and to the Advancement team who ensure that our activities run successfully for the benefit of the College. Thank you also to our generous College community for your support during 2019. We certainly could not achieve the success we have without your ongoing commitment, thank you.

Mr JA (Sandy) Hutton

Community Feedback

Community engagement is a feature of The Geelong College. Information is distributed and community feedback is obtained through a range of means. These include printed material; parent groups; electronic platforms; and, community surveys.

The practice of regular communication with parents was continued in 2019, including a parent bulletin distributed once a week, the school magazine (Ad Astra) twice a year as well as the publication of the yearbook (Pegasus). Parent forums such as the Prep School Parent Support Group, Senior School Parent Support Group provide excellent face-to-face opportunities for interaction between staff and parents. These forums complement the range of parent support groups for a number of Senior School co-curricular activities which all serve to enhance the experience of students through meaningful, positive and constructive interaction.

In addition to traditional printed means of communication and parent forums the use of social media platforms, the College Parent Portal and the College website are all components of a sophisticated means of disseminating information and receiving feedback.

The College is now in its third year of an externally run online survey that annually invites all

students and parents in Years 6, 7, 9 and 12, to participate. There is a comprehensive five-year survey program to provide annual feedback from these year groups as well as biennial feedback from staff. The feedback from these surveys greatly assists The Geelong College with both its operational and strategic planning and its determination to continually improve the educational experience offered to the students. In 2019, 260 parents and 369 students participated in surveys and provided views on such areas as academic performance, student wellbeing, religious education, co-curricular, sport, communications, reputation and facilities.

Survey Summary

Parents

A selection of the Year 12 parents' top-level findings is detailed below, ranked in order of the importance the parents placed on reasons for choosing The Geelong College for their child. In relation to the top five areas parents noted as most important, expectations met/exceeded are:

- 96% of parents' expectation were met or exceeded in relation to a leading independent school in the area
- 92% of parents' expectations were met or exceeded in relation to a Christian School in the Uniting Church tradition

- 99% of parents' expectations were met or exceeded in relation a balanced education
- 94% of parents' expectations were met or exceeded in relation to academic standards
- 90% of parents' expectations were met or exceeded in relation to facilities and resources

Students

Overall, expectations met/exceeded by students is categorised as "Very High" in the survey. A selection of the Year 12 students' top-level findings is detailed below; ranked in order of the importance the parents placed on reasons for choosing The Geelong College. In relation to the top four areas students noted as most important, expectations met/exceeded are:

- 81% of students' expectations were met or exceeded in relation to the quality of teaching
- 87% of students' expectations were met or exceeded in relation to balanced education
- 91% of students' expectations were met or exceeded in relation to academic standards
- 85% of students' expectations were met or exceeded in relation to facilities and resources

College Staff

The College employed 367 staff across the Junior, Middle and Senior schools in 2019, with a gender ratio of 56.7% female, 43.3% male. The staff cohort included 159 Teachers, 198 Business Operations staff and 10 Executive staff. No staff have self-identified as Indigenous. Across the College, the pupil-teacher ratio is approximately Primary - 10.4 students: 1 teacher and Secondary - 10.4 students: 1 teacher, and all were VIT registered. The College spent \$170,056 on professional development with an average of \$1,349 spent per teacher (FTE).

The high levels of staff involvement in camps, international excursions, Year 9 City programs, Year 10 Fulfilling Lives programs, year level dinners and the boarding program demonstrated a very committed staff.

Another indicator of staff commitment to the school community is the number of years served: 43.8% of staff have been employed for up to five years; 20.5% 6-10 years; 23.8% 11-20 years; 9.9% 21-30 years; and 2.0% have served more than 30 years.

Staff 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

Ms E M FitzSimons, MEd, BA, BEd, MAppPositivePsychology

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 Advancement

Mr M D Howell, PG DipDevMgmt, MBA

Director of Business Operations

Ms S M Leach, BComm, CPA

TEACHING STAFF

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

Ms O Allan, BAHist, BTeach(Primary)

Miss S J Armour, PostGradDipTeach, BSocialWork

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

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

Junior School Music Performance Coordinator

Miss M E Barlow, MTeach Practice (Secondary)

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

Ms C B Barrett, GradDipEarlyChildhood, BTeach&Learn
Level Coordinator (P – Year 1)

Mrs C M Bartlett, BEd, BTeach
*Deputy Head of Junior School
Leader of Learning (P – Year 3)*

Mr E K Bauer, BA, PostGradDipTeach (Secondary)

Mrs M Bell, BMusEd, MEd, AMusA
Music Curriculum Coordinator

Mr R J Bell, BEd

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

Dr P N Bohun, DProfSt, MArtsAdmin, GradDipEd, BMus, DipMus (AMUSA)
Director of Music

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

Miss R A K Burman, PostGradCertEd, BA(French), MFrenchForeignLanguage

Mr D G Cadman, BEd, BSci (Exchange Program)

Mrs C Carah, BEd (Term 2)

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

Mme V P Chabant, GradDipEd, DEUG, Licence, Maîtrise, DEA,
Head of Languages (Years 9 – 12)

Mr M D Cheatley, BEd
Director of Sport

Mrs A M Claringbold, BEd(Primary)

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

Ms R Clark, BTeach(Secondary), BHumanMovement,
GradDipPsychology (Terms 2 & 3)

Ms A E Clennett, BEd, MHumanMovement (Terms 2, 3 & 4)

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)
Physical Education Coordinator (EL – Year 8)

Mr P E Conway, BSc(Ed)

Mr B Cook, BAppSc, GradDipEd
Head of Coles House

Mr D A Curnow, BA, DipEd RE/His, GradDipSportsScience, Cert IV Cel (Departed Term 3)

Senior School Chaplain

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

Ms E Davis, BEd, DipPrimTeach

Ms D Dear, BA(Visual Arts), BA(Graphic Design), GradDipEd

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

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

Mr G J Donovan, BSc, DipEd, DipAppPolymerSc (Exchange Program)



Mrs A J Dye, DipTeach(EarlyChildhood)
Miss J Dyson, BA(Education)
History & Geography Coordinator (Years 7 & 8)
Mr S M Ebeling, MMus(Performace), BTeach(Hons), BMus(Hons)
Mr J N Edwards, BTeach (Secondary)
Mr N B Eley, BEd
Mrs D L Filling, BEd
Outreach Coordinator
Mr K P Flanagan, MSc, BSc, DipEd
Head of Morrison House
Mrs T J Foley, BA, DipEd
Mrs R M Forsyth, BTeach (Early Childhood), Dip Children Services
Mrs L J Fuller, BA, BTeach(Primary)
Mrs K Fyffe, BMusEd
Middle School Music Performance Coordinator
Mr O Galluccio, BEd, DipTeach
Ms E C Gibbs, MTeach, BSci(Environmental Biology), BSci(Marine Biology)
Mr G R Gilby, BEd
Head of Boarding (Mackie)
Ms C J Gordon, BA, DipEd
Ms H Green, MEd(Teacher Librarianship), MA(Education), BA, DipEd, AALIA
Ms A N Hallam, BA, GradDipEd (Secondary) (Terms 1 & 2)
Ms S E Hallows, MEd, BSc(InfoSc), DipEd, DipProStud
Head of Wettenhall House
Mr R M Hanley, BEd
Mrs K Heard, BSc, GradDipEd, GradDipRepSci
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)
Head of Keith House
Ms B R Hollander, BA, DipEd
Mr J I Horoch, BSc, DipEd
Mr J C Hunt, BMusPerform, DipMusPerform, DipEd
Ms J Hussey, BEd(PhysEd), GradDip(Health Science)
Level Coordinator (Year 7)
Ms D T Hynes, BEd, GradDipDir
Head of Drama
Ms P A Ingwersen, BEd

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)
Ms E K Jones, GradDipEd, BPerformingArts (Terms 3 & 4)
Mrs K Jones,MEd DipTeach(Primary)
Mr L Joyce, BEd(Creativity & Arts)
Head of Calvert House
Mr P I Jubber, BEd
Deputy Head of Middle School
Mrs G M R C Kayler-Thomson, BA, GradDipEd(Secondary) (Terms 3 & 4)
Mr R W Kayler-Thomson, DipEd, BuildConsCert
Ms R Kelly, BEd(Early Childhood), DipCommServ
Mr N J Kelson, BEd, MAppSci
Mrs L E Knight, MEd, GradCertRE, BA(Ed)
Head of Boarding (Mossgiel)
Mr E Kovacev, BEng, GradDipEd, GradDipComp
Mr J M Kristiansen, BEd, BComm, CA
Mr Y Lairs, DipEd(LOTE)
Languages Coordinator (Years 2 – 8)
Ms S N Lawrence, BA, GradDipEd(Primary), GradDip(ScreenMusic)
Ms J E Leyshon, BSci, DipEd
Mrs M McArthur, BSc(ComputerNetworking), PostGradCert(Education in Computing and Religious Education)(UK)
eLearning Coordinator
Mr R J McElligott, BA, GradDipEd
Level Coordinator (Years 2 – 3)
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 S Maloney, MAppLearningTeaching, BExerciseSportSci, (Term 3)
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
Mrs J Mullen, BLegalStudies, GradDipEd(Primary) (Term 2)
Miss R J Munro, BA(Hons) (Terms 2, 3 & 4)
Mr G J Naylor, MA, BA(Hons), GradDipEd
Head of History (Years 9 – 12)
Mrs C A Newett, BTeach, BA
Head of English
Mrs D Nikolovski, BTeach(Hons), BA (Parental Leave)
Ms M J Oates, BSc, DipEd, Cert IV CELTA
Head of Minerva House
Miss E K O’Callaghan, BA, GradDipEd (Parental Leave)
Mr M O’Donnell, BA, DipEd, GradDipComputing (Departed Term 2)
Mrs A-L O’Donoghue, MEd, BEd(Early Childhood), DipTeach(EarlyChildhood) (Leave)
Ms C F Ogston, DipTeach(Primary), GradDip(ProvDev), Med
Mr S L Orr, BEd
Middle School Camps Coordinator
Mrs J M Panckridge, MEd, BEd, BA(Ed)
Middle School Coordinator
Mr M K R Panckridge, BA(Ed)
Ms K L Pelletier, BEdVisArts(Textiles)
Mrs H Plumridge, BEd(Primary), DipTeach
Mrs P Porter, BEd
Head of Sport
Mrs S J Porter, BMus, DipEd
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
Mrs V K Read, BA(Literature & History), BTeach, BA(Honours), GradDip(Children’s Literature), MA(Writing & Literature)
Mrs S L Ritchie, MEd, GradDipTeach
Mr B Robbins, BEd(Phys Ed), BEd (Outdoor & Environmental Education), GradDip (Outdoor Recreation)

Miss G H Rolls, MTeach, PostGradDipTeach, BAgriSci, Dip (Modern Languages)
Level Coordinator (Year 8)
Mrs L G Russell (Terms 2 & 3)
Miss J E Sampson, BA, GradDipEd
International Student Coordinator
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)
Leader of Learning (Years 4 – 8)
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 Mathematics
Head of Shannon House
Mr G J Smith, BEd(Science), GradDipComputing
VCE Coordinator
Mr G J Smith, BA(Painting), DipEd
Mrs F L Stafford, BTeach(Primary), Med

Mrs K Sunderland, BA(Dance),GradDipEd(Sec)
Performing Arts Coordinator (Years P – 8)
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
Science Coordinator (Years 7 & 8)
Mr M B Thacker, BMusEd
Mr D G Thomson, BA, GradDipEd (Secondary), GradCertEd
Art Coordinator (Years 4 – 8)
Miss E C Thompson, BEd(Early Childhood)
Mr G Tigani, BA(Ed), GradDipEd(InfoTech)
Miss T N Tong, MTeach
Mrs L M Treadwell, MSc, BSc(Hons), GradDipEd
Indigenous Welfare Coordinator
Ms A Tymms, CAP, CAEI, DEUG Psy (France)
Ms G Ulloa, BSpecEd, BEdinLOTE, DipinTESOL (Departed Term 2)
International Student Coordinator
Ms J Utting, BEd
Head of Health and Physical Education (Years 9 – 12)
Ms K A Van Cleef, MHumanNutrition, BSc, GradDipEd(Secondary)
Deputy Head of Senior School

Mr D Van Elst, DipSoundProd, Cert IV TAE, Cert III (Music)
Mr D A Wade, BEd, DipTeach,
Level Coordinator (Years 4,5,6)
Mrs C E Watson, MEd(Sci), BSc(Hons),HigherDipEd
Head of Science
Mrs K Watson, GradCertEd(Middle Years Mathematics), MEd(Early Numeracy), BEd, BA(MediaStudies)
Mrs E J Watters, BEd(Primary)
Rev C C J White, GradDipEd, BMinistry, BDivinity, BEngineering (Terms 3 & 4)
Chaplain
Mrs E M Witham, GradDipEd(Secondary)
Miss C O Williamson, BEd(Primary)
Mrs P Wilson, BEd(Physical Education), PostGradDip(Educational Studies), GradCert(Religious Education)
Religious and Values Education Coordinator (Years 4 – 8)
Mrs J R Wiltshire, BA(Fine Arts), GradDipEd (Terms 3 & 4)
Ms C E Wood, BA(MedComm), DipEd, GradCertArts (Leave)
Mrs H M Woods, BEd (Parental Leave)
Ms A M Zauli, InterTeachQual(VIT validated), DipArts(Visual Arts)
Head of Pegasus House
Ms K Zeravica, BA(OutdoorEd), GradDipEd





Financial Statement

For the 2019 calendar year, the College continued to build for the future and maintain

sustainable growth. 2019 has seen the continuation of the Master Plan works with the redevelopment of Junior School, to be completed in mid-2020.

Increased enrolments and steady expenditure contributed towards the surplus required for capital projects, including continuing other major projects namely upgrades to the Senior School classrooms and day houses, a renewed pathway around the Senior School Mackie oval, IT and AV upgrades.

Key achievements for the financial year include:

- Strong 2019 surplus allowing further planning for future capital building and facilities works
- Receiving an unqualified audit opinion from Moore Stephens in respect to the 2019 financial statements

- Key focus on cost control and management across the College
- Continued focus on facilities upgrades and expansion to maintain growth projections

Total income received for 2019 was \$49.85m, an increase of 7.7%. Strong enrolment numbers generating increased tuition fees, represents the bulk of income received (66.5%). Funding received from both Commonwealth and State Government was up on 2018 and accounts for 20.7% of total income received by the school. Retail sectors of the College and donations contribute the remaining 12.8% combined.

Total expenditure increased by 4.5% on 2018, with the two largest expense items being salaries (including on-costs) and educational spending accounting for approximately 83.6% of total spend, with administration and facilities costs being the remaining 16.4%. The school continues to recruit key staff and support

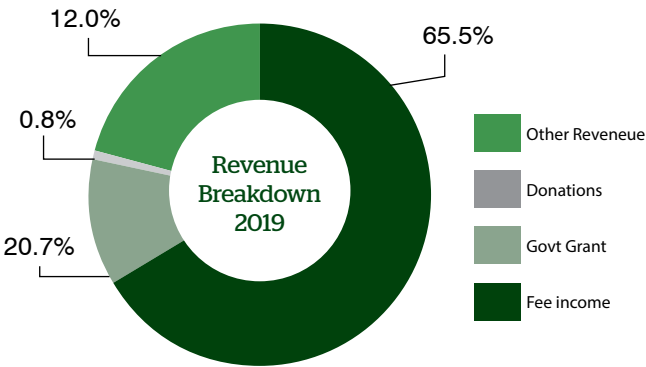
educational spending that will further the strategic direction of the College, while supporting diversity and equal opportunity for all staff in advancement and competitive remuneration.

Capital expenditure for the period was focused on supporting a range of educational opportunities and continuing rebuild of the Junior School. Approximately \$19.68m was spent on capital projects throughout the year, \$17.7m on Junior School and \$1.98m on other capital works.

Continued support from The Geelong College Foundation, the OGCA and various parent support groups are of huge importance to the school and assist with further facilities, educational offerings and experiences for students and staff.

2019 operating accounts

Revenue (\$m)	2019	2018
Fee Income	33.15	33.40
Government Grants	10.33	9.93
Donations	0.38	0.46
Other Revenue	5.99	2.50
Total Revenue	49.85	46.29



Expenses (\$m)	2019	2018
Salaries and Education	35.81	33.81
Depreciation and Amortisation	1.78	2.94
Facilities and Grounds	2.00	2.22
Communication	0.49	0.49
Finance/Admin/Other	5.47	4.14
Total Expenses	45.56	43.60

