

2010 COMMUNITY REPORT



Real *life*
Education

THE GEELONG COLLEGE TRADITION AND INNOVATION

OUR MISSION

The Geelong College is a coeducational school which aims to provide one of the finest all-round educational experiences in Australia.

The school is grounded in Christian principles where striving for individual achievement and self-fulfilment combines with concern for others.



OUR EDUCATIONAL PLANNING

2010 was the final year of the College's Strategic Education Plan 2005-2010. Progress was made during the five years in enhancing teaching and learning, developing further programs and offering greater choice, diversifying the pathways available to students and making the school's educational offering more relevant and responsive to individual needs generally.

The major achievements over the last five year cycle include:

- Curriculum maps, assessment and learning standards placed on Curriculum Navigator using the *Understanding by Design* framework which promotes students' understanding of what they are learning.
- The introduction of the 5 period day and changes to the Years 11 and 12 timetables to allow for an extra period at Year 12 in 2010.
- The integration of important themes such as community connections, global awareness, technology, intellectual character, sustainability and fulfilling lives into the formal and informal curriculum.
- The establishment of the College's Outreach campus, Mokborree, as a site and the introduction of some programs.
- The introduction of VCE units 1 and 2 in Year 10 as well as a range of new subjects in the Senior School: Media Studies, Dance, Psychology, VET Music and Media, 'Ways of Seeing'.
- The development of MESH electives and the inclusion of Music in the core program at Year 8.
- The development of the *Writer's Notebook* program in primary and the *Words their Way* program, aimed at spelling and vocabulary extension, from Prep to Year 10.
- Teacher research projects which focused on numeracy and literacy across the curriculum and resulted in new programs and better understandings especially about literacy at secondary levels.
- The Collabor8 program which promotes collaboration and students developing their own learning.
- Establishment of an Outreach Program featuring the City Programs and the Global Conference in Year 9, the Fulfilling Lives Programs, Politics Conference and Futures Conference in Year 10.
- The introduction of a Senior School Digital Challenge.
- A new Careers Program which assesses student abilities and capabilities and provides timely advice in relation to Courses and Careers.
- A re-modelled Learning Support program.
- External reviews of the following subjects or learning areas: Library and Geography (2005), ICT (2006), Drama (2006), History (2007), Art (2008), Mathematics and English (2009), Enviro Year 4, Multimedia Year 6, Science, LOTE and Coeducation (2010).
- A more extensive professional learning program for teachers, including postgraduate study.
- An Appraisal process and an Exemplary Teacher Award.

STRATEGIC EDUCATION PLAN MEASUREMENT SURVEYS

Parents, teachers and students were surveyed about the implementation of the Strategic Education Plan in 2010. There were many positive results but the major concerns expressed by parents related to (i) communication with teachers and (ii) support for the individual needs of their children. There was also concern about the level of student engagement in Years 9 and 10 which will continue to be a focus. On the other hand, students in Year 7 were seen to be more engaged than when last surveyed. A marked increase in computer use by students in Senior School was also revealed in the survey. Specific subject data has been provided to Heads of Department so that they can work on their implications with their teachers.

STRATEGIC EDUCATION PLAN 2011–2015

Extensive consultation for the new Strategic Education Plan took place with Council, staff and parent associations over a twelve month period from late 2009 to late 2010. A set of Educational Priorities for the next five years was developed using UNESCO's framework for education in the 21st century: *Learning to Know, Learning to Do, Learning to Be, Learning to Live with Others*. These priorities were then fleshed out in a section called "Elaborations".



A set of 6 Core Commitments was also agreed on to define what the College stands for educationally:

- **All-Round Education:** We offer a well-rounded education with a focus on the development of the whole child (mind, body and spirit) through a broad range of experiences and opportunities.
- **Coeducation:** Coeducation is a natural setting for educating boys and girls and promotes equality, diversity and social competency.
- **Excellence:** We are committed to continuous improvement and excellence in teaching and learning, pastoral care, programs, facilities and institutional practices.
- **Community:** Our own sense of community is strong and underpins our commitment to others, both locally and globally.
- **Forward Thinking:** We are forward thinkers and develop creative responses to changing needs and an evolving world.
- **Sustainability:** Our concern for the future is reflected in our commitment to sustainable attitudes and practices.

OUR STUDENTS

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

The College's gender ratio was 55% male students: 45% female students from Prep to Year 12.

Out of 150 students in Year 9 (2007), 21 students did not continue to Year 12 (2010). Hence 86% of the Year 9 cohort of 2007 was retained to Year 12 in 2010.

The average student attendance rate from Prep to Year 12 was 96% during 2010.

In addition to the students' broad curriculum offerings, Years 7 to 12 students participated in the compulsory (APS) sports program, which is supported by expert coaches. 13 sports and a range of other sporting opportunities (eg equestrian, underwater hockey, surfing) were available to students.

Across the College, there were around 550 individual instrumental lessons and group theory tuition sessions each week. Approximately 430 students participated in ensembles from Campbell House through to Senior School.

STUDENT ATTENDANCE

The table below details the student attendance rate by year level:

YEAR	Attendance Rate [%]
Prep	95.42
1	96.31
2	96.02
3	95.69
4	95.11
5	96.65
6	95.41
7	95.84
8	94.11
9	96.91
10	96.04
11	97.07
12	97.27

In the Senior School (Years 9 to 12), the attendance of each student is recorded for each timetabled lesson. In the Preparatory School (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.



OUR STAFF

College teachers attended 98% of the time on average in 2010. 90% of the 2009 teachers were retained into 2010 and all were VIT registered. Across the College, the pupil-teacher ratio is as follows: 10 students to 1 teacher.

The high levels of staff involvement in camps, international trips, Geelong College Challenge, Year 9 City programs, Year 10 Fulfilling Lives programs, Open Day and Year level dinners demonstrated a very committed staff.

The College spent \$241,732 on professional development with an average of \$1,998 spent per teacher (FTE) this last year. 11 teachers completed their Masters of Educational Studies at Ballarat University in 2010 (with another awarded a Master degree from Melbourne University). A further 8 have committed to a Master degree program in 2011/12 and three others will begin a PhD.

OUR PARENTS

Regular communication with parents throughout the year featured a parent bulletin distributed once a week (Preparatory School) and once a fortnight (Senior School), a Principal's Newsletter three times a year and the school magazine (Ad Astra) twice a year.

Our parents' willingness to be involved in two parent associations (meeting once a month), the 12 support groups covering sports, arts and boarding (which meet regularly) and the high attendance at Year level dinners is clear evidence of a keen and dedicated parent body. During enrolment interviews, the good reputation of the College throughout the community is regularly reported and is borne out in increasing student enrolments over time.

Year	2008	2009	2010	2011
Student Enrolment	1196	1183	1193	1188

SUSTAINABILITY

During 2010, the College Environmental Taskforce focussed its attention on improving water harvesting and use reduction, which included an analysis of plant species to assist with these objectives. Investigation into the effects of feral fauna was also pursued, as was environmentally friendly master planning at the Preparatory School. The installation of solar panels on the Rolland Centre roof at Senior School was completed during Semester 1, allowing for 'clean' generated power to be fed into the grid via the Recreation Centre hub. Further planning for the potential purchase of carbon 'offsets' related to the air transport component of College trips was also undertaken.



CURRICULUM

WRITING LITERACIES ACROSS THE COLLEGE

In 2009, primary teachers focused on deepening their knowledge about writing literacies. 2010 then saw the implementation of *Writer's Notebook* culminating in *The Writer's Gift* (primary students choosing their best pieces of writing to give to their parents at the end of the year). Both primary and secondary students worked on vocabulary extension and spelling accuracy through *Words their Way*, a program introduced by a specialist consultant who worked in both schools. Grammar and punctuation have been explicitly taught in Years 3 to 10 in line with the Australian Curriculum.

LITERACY ACROSS THE CURRICULUM

A group of secondary teachers from different subject areas developed resources which will be distributed to Years 7 to 10 students in 2011. A teacher literacy handbook has also been developed for teachers of Mathematics, History, Science, Art and English and will be implemented in 2011.

'WAYS OF SEEING'

Ways of Seeing, which explores the philosophy of knowledge behind subjects and deals with logic and ethics, was offered optionally for the first time to Year 11 students in 2010. A similar number will study the subject in 2011.

CAREERS COUNSELLING

A survey of the new Careers program conducted in 2010, revealed that parents appreciated the up-to-date expertise that *Regan Consulting* brought to Careers but requested some evening interviews and a case management approach. The school has also addressed the needs of Learning Support students and those seeking to do local TAFE courses. The Career breakfasts have been replaced with transition evenings focusing on particular areas of interest and including past students presently taking courses at University/TAFE. Three highlights were the GAP evening in February, the UMAT evening in May and the Residential Course lunchtime session in August.

VCE TIMETABLE CHANGES

The timetable blocking system changed in 2010 so that Year 12 students could have 8 periods per cycle for each subject. This extra time was much appreciated. As a consequence, Year 11 students can only take 6 subjects instead of 7 and have supervised study periods instead.

ASSESSMENT SCHEDULES, MODERATION AND STUDENT EVALUATIONS

All departments completed an assessment schedule outlining their main assessments and undertook some moderation of final work pieces in 2010. Some unit evaluation was also undertaken by students, which will be extended in 2011.

SUBJECT REVIEWS

Reviews of Science and LOTE as well as of the Multimedia and Enviro programs were conducted in 2010. During 2011, the Secondary Science Coordinators are currently formulating a plan to implement the recommendations and an academic from Melbourne University will work with primary teachers on Primary Science. The LOTE Review recommended an Accelerative Integrated Methodology (AIM) program be adopted. Developed initially in Canada, AIM uses action and gestures and immersive language experiences to provide a language context leading to the rapid acquisition of the second language. The implementation of recommendations from the Multimedia and Enviro reports will take place in 2011. Various Art Review recommendations continue to be worked through including particular work in 2011 in the area of literacy acquisition.

RESTRUCTURE OF MIDDLE SCHOOL LIBRARY

Planning for the restructure of the Helen Mackie library took place in 2010. The school is investigating how the library can use technology in more innovative ways and how better to focus on literacy through fiction and non-fiction texts. The detailed working out of this new structure will continue over 2011 and will be implemented from 2012.

COEDUCATION WORKING PARTY

During 2010, a Coeducation Working Party coordinated by Professor Georgina Tsolidis from Ballarat University collected data from the whole College community, including alumni and parents, about coeducation. The range of perspectives that has emerged has been incorporated into a report by Professor Tsolidis. Many useful recommendations have been made but the central need is to develop a policy on coeducation which will guide future developments.

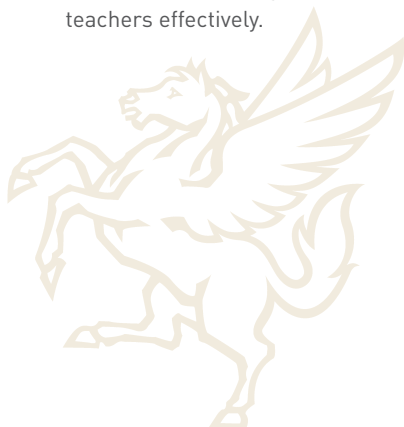
PROFESSIONAL LEARNING

THE EXEMPLARY TEACHER CLASS

Exemplary Teacher awards were made to three teachers during 2010. Each teacher is now required to develop a learning project in their classroom as part of the award criteria. Projects include: investigating reflective learning; exploring transition from the ELC to Prep Grade and working on developing stories through dance and music. The College was assisted in this process by Dr Sally Godhino (Melbourne University).

TEACHER AND HEAD OF DEPARTMENT APPRAISAL

Half of the teaching staff was appraised by their Heads of Department last year and the other half will be appraised in 2011 (when Heads of Department will also be appraised). After this has been completed, the school will conduct a review to ensure that the process is supporting the professional learning of teachers effectively.



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 are based on the NAPLAN test results (a national level test).

NAPLAN testing brought the kind of scrutiny normally reserved for the VCE into the rest of the College. NAPLAN committees, led by Heads of School, developed and introduced a range of initiatives and activities in the course of the year. The NAPLAN results for each class to be placed on Curriculum Navigator will enable teachers to better plan their classes.

		2008 % of students at/above national benchmarks	2009 % of students at/above national minimum standard	2010 % of students at/above national minimum standard
Year 3	Reading	100	100	100
	Writing	97	100	100
	Numeracy	100	100	100
	Grammar & Punctuation	94	100	100
	Spelling	100	100	100
Year 5	Reading	100	100	98
	Writing	98	98	100
	Numeracy	100	98	100
	Grammar & Punctuation	100	100	100
	Spelling	96	100	100
Year 7	Reading	99	100	100
	Writing	100	98	100
	Numeracy	100	100	100
	Grammar & Punctuation	99	100	98
	Spelling	97	97	99
Year 9	Reading	100	98	100
	Writing	98	99	100
	Numeracy	100	99	99
	Grammar & Punctuation	98	98	100
	Spelling	95	96	96

OUTREACH PROGRAM DEVELOPMENTS

- **City Programs:** six City Programs were offered in Art, English, Geography, Mathematics, Performing Arts and Physical Education to Year 9 students.
- **Global Challenge:** Year 9 students took part in a 2 day challenge focusing on population. Work was completed in a number of formats including digital design, music, radio, art, blogs, writing, science and geography.
- **Politics:** a 2 day set of workshops relating to politics broadened the civic perspectives of Year 10 students.
- **Futures Conference:** Year 10 students took part in a 2 day conference exploring futures through the development of self and relationships and work force issues.

Fulfilling Lives: seven Fulfilling Lives programs were offered to Year 10 students:

- **Art and Bundanon** – Students worked with artistic images of Australia over time at the Arthur Boyd homestead
- **Borneo** – Students travelled to Borneo where they were immersed in the local culture and engaged in a community project
- **Community Action** – Students gained an understanding of and worked with groups experiencing urban poverty and also learnt of the issues faced by refugees through interaction with Karen students
- **Desert Tracks** – Students experienced living in a remote indigenous Community in the APY Lands of north-western South Australia
- **Fit for Life** – Students broadened their knowledge and understanding of how to develop and maintain optimum fitness, health and physical and mental wellbeing
- **Tanna** – Students experienced living on Tanna, an island in the Vanuatu group, with its indigenous people
- **Thailand** – Students spent time in Chang Mai and a Karen Hill tribe village where they were immersed in the local communities

CYBER SAFETY

The Years 9 to 11 Digital Challenge had its exciting inaugural year in 2010. It featured a different approach to Cyber Safety, based on viral marketing. Each of the Houses produced interesting videos, games and presentations. The exercise was highly effective and demonstrated that 'doing' Cyber Safety is a much better tactic to get the message across to students than 'telling' them about it.

STUDENT WELL-BEING

RESILIENCE

The Bounce Back program was adopted throughout the Preparatory School in 2010 and has been successfully embedded in the curriculum. It aims to give students strategies to become more resilient when faced with personal issues. A stronger student voice is also developing in Years 9 and 10 through the SRC and its newly formed connections with the Year 12 Advisory committee. Connect 7, Senior 8, Years 9 and 10 SRC have all developed significantly over the lifetime of the Strategic Plan, as well as the Connect and Collabor8 Programs at Years 7 and 8, enabling student voices to be heard and acted upon.

GOOD CHOICES

A student creed called *Good Choices* was developed after extensive input from the student body in the Senior School. A list of 10 simple guiding statements was agreed on to encourage students to be more reflective in their decision-making and to think about the consequences of their actions both on themselves and others.

CURRENT AFFAIRS

Designed to broaden our Year 12 students' experiences, a Current Affairs program provided opportunities to hear from a range of influential people. Expert presenters in 2010 were: *Tammy Van Wisse – motivational speaker and marathon swimmer; Les Twentyman – highly respected youth worker based in the Melbourne's western suburbs; Pippa Howard – Green Architect; RACV on preparing for driving; The Blood Bank on becoming a blood donor; James Lynch – How to prepare for interviews; Paul Dillon – Leading Expert on Drug and Alcohol use in young people; Dr. Daniel O'Brien – Medecins sans Frontieres and Peter Roberts, local identity who left a successful business to take up Harp playing to patients at a local hospital.*

COLLEGE LIFE

Academic studies were supported by a rich variety of activities: drama, music ensembles, art and craft, debating, sport, solar cars, camps (Years 3 to 9) and excursions during 2010.

MUSIC

In the Senior School, the Concert Band, Symphony Orchestra, Stage Band, String Orchestra, College Choir and, in the Preparatory School, the Concert Band, String Orchestra, Campbell House Orchestra, Secondary Choir, Primary Boys' and Girls' Choirs, Campbell House Boys' and Girls' Choirs as well as various instrumental ensembles regularly performed at assemblies and took part in special evenings, services and occasions throughout the year.

Highlights for 2010 included:

- Day music camps at Mokborree for Middle and Senior School Bands, Orchestras and Choirs
- The Preparatory School "String Stars" Orchestra performance at the IPSHA Festival in Melbourne
- The Preparatory School Concert Band and Senior School Concert Band participation in the Geelong Wind Bands Showcase
- The annual Foundation Concert held in Costa Hall, featuring instrumental ensembles and choirs from across the school
- 'Carols By Candlelight' featuring massed choirs from the Middle and Senior Schools
- The Senior Stage Band's performance in the annual 'Generations in Jazz' competition
- The establishment of the first VET music course at the school in Year 11
- Kool Skools Award for "Best Pop-Rock Song" – "Kritter and the Thieves" Rock Band in Year 11 VET Music
- The established and extensive program of Music Evenings at each campus
- The annual Battle of the Bands, organised by the Friends of Music

THE ARTS

Highlights for 2010 included:

DRAMA

- The Year 12 Theatre Studies production of 'Dirty Linen' by Tom Stoppard.
- The Senior School production of 'The Wiz', with a cast of over 120 students.
- The Year 10 production of Bertolt Brecht's 'The Resistible Rise of Arturo Ui'.
- The Year 9 Showcase, featuring work from 60 students including a piece called 'Happiness' by Maryanne Lynch, which was a pilot program with The Malthouse Theatre in Melbourne.
- The Year 12 Drama Ensemble performances exploring the concept of fate and destiny.
- The Year 8 Production of 'Night of the Living Dead'.

ART

- The Senior School VCE Art Show with a large number of students displaying various art works from a wide variety of mediums.
- The selection of 2010 VCE student's work in TOP ARTS on show at the National Gallery.

SPORT

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 2010 included:

- The undefeated APS Boys' 10 B cricket team, 2nds Girls' tennis, Inter A and 2nds Green netball teams
- The College Surfing team coming 2nd in the Rip Curl Shield in the Schools Regional Final
- The Year 10 Girls 1st crew and the Girls 2nd VIII (senior) winning at the Heads of the River and 1st Girls placing 2nd

OUTDOOR EXPERIENCES

CAMPS

- **Year 4:** a 4 day camp to Healesville with a focus on the environment and sustainability which included a visit to the Healesville Sanctuary and 'Puffing Billy', a bushwalk and various adventure activities.
- **Year 5:** a 3 day camp to Baanya Biambi in the Brisbane Ranges with a focus on social skills and cooperation. Abseiling, initiatives, team games and adventure activities were part of the program.
- **Year 6:** a 5 day camp to Anglesea focusing on resilience and self-esteem. Activities included surfing, canoeing, hiking and an overnight "camp out".
- **Year 7:** a 5 day camp to Norval, Halls Gap with a focus on relationship building. Activities included initiatives, a music workshop, understanding indigenous culture, a visit by Halls Gap zoo personnel, abseiling and hiking.
- **Year 8:** an 8 day camp to the Otway Ranges with the theme of building student co-operation, self reliance and teamwork. Activities included hiking, cycling, cascading, canoeing and initiative activities.

REACHING OUT BEYOND THE COLLEGE

- **Shalom Christian College (Townsville):** 33 students and four staff visited Shalom (a boarding school for indigenous students) coinciding with the annual NAIDOC celebrations. They took part in many activities designed to improve their understanding of indigenous culture.
- **Denmark Australian Rules Football Tour:** 3 staff accompanied 27 students who played football and participated in a cultural tour of Denmark.
- **Volcanoes and Glaciers:** 15 students and 3 teachers toured the north and south islands of New Zealand to study the country's volcanoes and glaciers and hiking to the crater lake on Mt Ruapehu.

2010 VCE RESULTS

The following is a summary of the VCE achievements of the 2010 cohort, together with a breakdown of their first-round offers and related tertiary institutions/destinations.

- Dux with an ATAR score of 99.95
- 6 students achieved ATAR scores of 99+
- 20 highest achievers = 14 boys/6 girls
- 32.24% achieved ATAR scores of 90 and over (top 10% in state)
- Median ATAR score was 83.425 (50% in top 17% of state)
- 20.37 % of Study Scores were 40 and over
- 3 perfect Study Scores of 50: English, Further Maths, Psychology

ENTER Range	Numbers of Students	%
> 99.00	6	3.95
95.00 – 98.95	25	16.45
90.00 – 94.95	18	11.84
80.00 – 89.95	34	22.37
70.00 – 79.95	28	18.42
60.00 – 69.95	17	11.18
50.00 – 59.95	7	4.61
< 50	17	11.18
152		



FIRST ROUND OFFERS FOR THE 2010/2011 COHORT

It is especially pleasing to report that 69.78% of our students gained their first preference (compared with 53.90% last year) with a further 17.27% getting their second preference, making a total of 87% achieving first or second preferences. This is a very high score indeed and reflects well on the quality of the careers advice our students have been receiving.

General

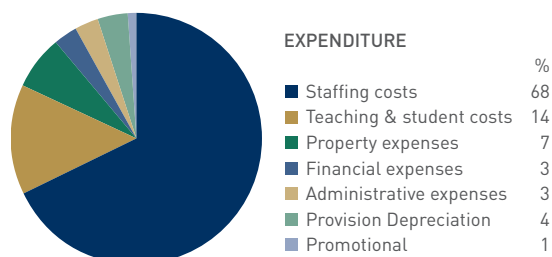
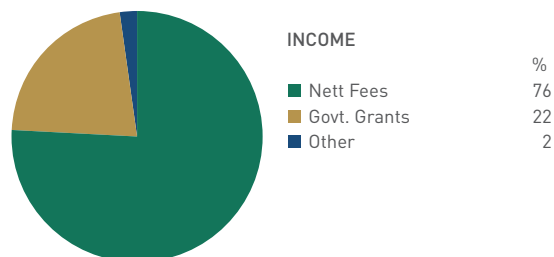
Total Year 12 for 2010	152
Number applying for Tertiary Courses	146 (97.35%)
Number of applicants receiving an Offer	139 (95.20%)
* University	117
* TAFE	21
* Other Institutes	1

First Round Offers by Tertiary Institution

University Of Melbourne (The)	31	22.30%
Deakin University	24	17.27%
Swinburne University	20	14.39%
Monash University	17	12.23%
RMIT University	10	7.19%
Gordon Institute of TAFE	7	5.30%
La Trobe University	7	5.30%
RMIT University TAFE	7	5.30%
Victoria University	6	4.32%
Swinburne TAFE	3	2.16%
University of Ballarat	2	1.44%
Kangan Institute	1	0.72%
Melbourne Institute of Business and Technology	1	
Northern Melbourne Institute of TAFE	1	0.72%
William Angliss Institute of TAFE	1	0.72%
Other providers	1	0.72%

FINANCIALS

THE GEELONG COLLEGE – 2010 OPERATING ACCOUNTS



Dr P Turner
Principal

