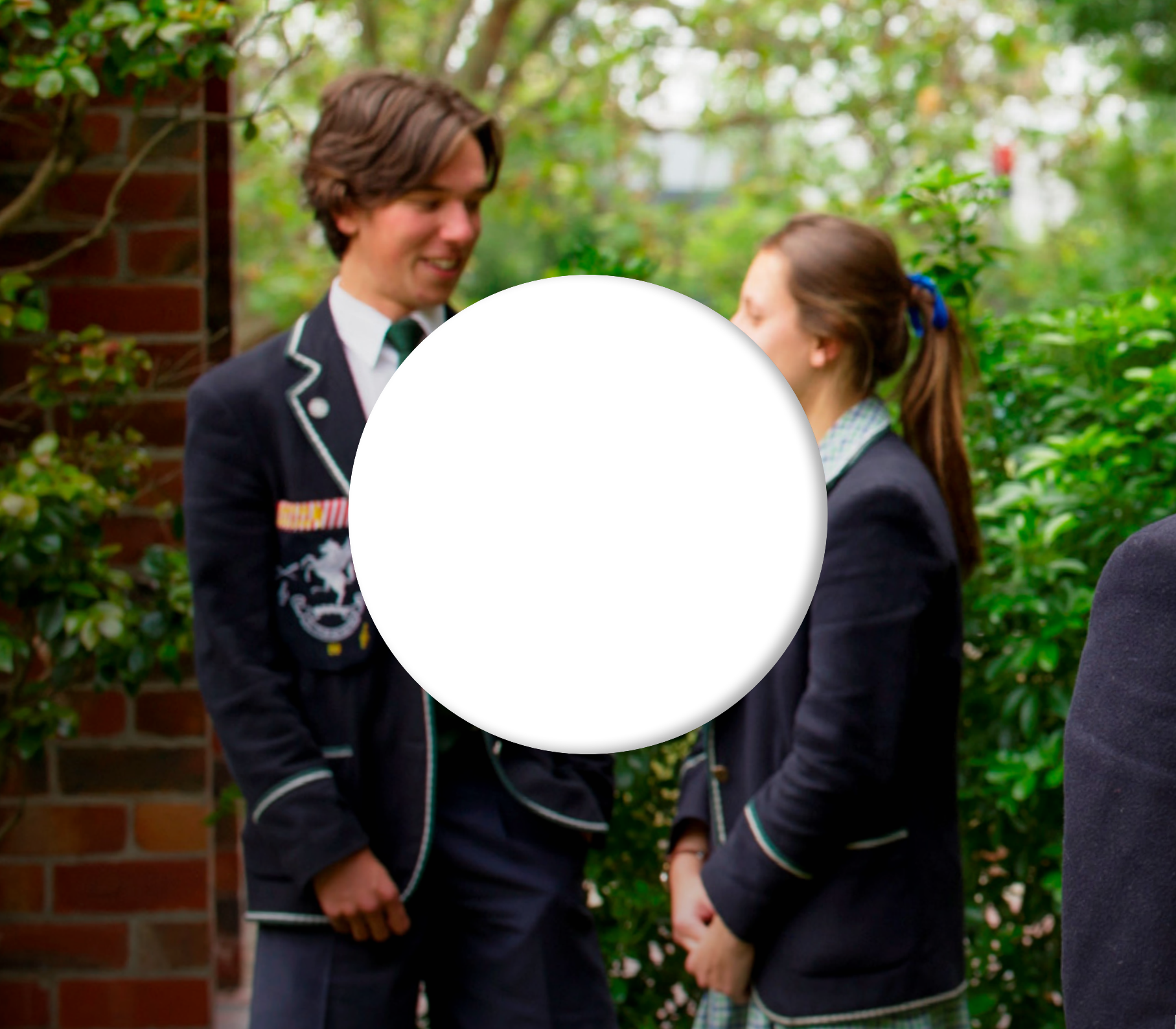




THE  
GEELONG  
COLLEGE

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THE  
GEELONG  
COLLEGE

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## ← MISSION

The Geelong College is a Uniting Church coeducational day and boarding school that creates outstanding opportunities for its community of students, encouraging and inspiring all to be positive contributors to our world.

## ← VISION

The Geelong College is an innovative and caring community of learners committed to making a positive difference to an ever changing world.

## ← ABOUT THE GEELONG COLLEGE

The Geelong College, founded in 1861, has approximately 1,320 students aged three to eighteen, including 100 boarders.

Based on two city campuses, the College has strong links to the beautiful surrounds of Geelong and the Surf Coast, southwest of Melbourne. For more than 150 years the College has been serving to help students prepare for their evolving futures through rich and diverse academic, co-curricular and broader community learning.



# Principal's welcome

**It is a great pleasure to welcome people to The Geelong College, whether they be students and families visiting for the first time or past students and others returning after years away.**

The Geelong College is an open and inclusive community of learners, serving the needs of young people and their families. We want our young people to develop curiosity, imagination and confidence in themselves. We want them to be compassionate, caring and thoughtful of others. We want them to think and problem-solve, as well as to develop independence, and personal and social responsibility. We want them to aspire to be the best they can be.

We believe in rich learning that extends beyond knowledge, to deeper understanding and the development of wisdom. So much of that happens through learning experiences and challenges, as well as through the guidance and encouragement of highly qualified, talented and passionate staff, eager themselves to further their own learning in the interests of their students.

We also believe passionately in coeducation, where girls and boys, and young men and women, learn how to learn and lead together in a respectful environment.

This prospectus is merely a glimpse of the richness and diversity of the learning experiences at our College, and of our community. I warmly invite you to come and visit us, to meet our staff and students, and to experience the College for yourself.



A handwritten signature in black ink, which appears to read 'Peter Miller'. The signature is fluid and cursive, with a horizontal line underneath it.

**Dr Peter Miller**

Principal of The Geelong College





# Vision for Learning?

Our Vision for Learning, launched in 2015, is a document and an approach that describes the skills, knowledge and expertise students must master to succeed for a future that is rapidly changing.

It provides a broad framework for the development of learning experiences that invite students to thrive in the global economies of today and tomorrow. Increasingly, for students to be active contributors to their world, they must learn not just subject knowledge, or so called “21st century” skills, but also the most fundamental aspect of a modern education, learning how to learn.

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

Developed collaboratively by our teaching staff, this approach has drawn widely on national and international research, and is future focused. It 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.**

# Learning support and enhancement

**We know that the value of any curriculum is as a framework for providing personally meaningful experiences that are rich, relevant and authentic.**

At The Geelong College learning is centred on and driven by the student, and an effort is made to know each student and their learning needs. We understand that not every child is the same and provide a variety of strategies that support a range of students' needs.

Seeking to encourage learner agency, passion and curiosity, our dedicated team of teaching professionals and learning support staff, work with students at their point of need through project based and experiential learning, interspersed with purposeful periods of direct instruction to ensure every student exceeds their potential.





## **TIER 1** **MOST STUDENTS**

Those students learning as expected, where our general curriculum easily meets their needs.

- Differentiated curriculum and activities
- Opportunities for enhancement
- Small flexible groupings

## **TIER 2** **SOME STUDENTS**

Students who require closer monitoring and a range of learning options and teaching methods to suit particular needs.

## **TIER 3** **FEW STUDENTS**

Students who require case management to address educational needs. Resources and methods of teaching need to be managed, and alternative curriculum options may be required.

- Teacher assistant support – in-class and/or withdrawal
- In-class support
- Flexible groupings
- Modified programs
- Differentiated activities
- Targeted and intensive intervention
- Different curriculum content
- Individual Learning Plans
- Enrichment programs
- Mentors

- Individual programs
- Mentors
- Enrichment programs
- Opportunity to work with like-minded peers
- Individualised Learning Plans
- Targeted enrichment programs
- Option for different curriculum content offerings





# Coeducation

The Geelong College is proudly a coeducational school, serving the learning needs of boys, the learning needs of girls, and the learning needs of boys and girls together.

The real world is not segregated and in coeducational schools, girls and boys work collaboratively, exchange ideas, learn from each other and develop a greater understanding of themselves and others.

In classrooms, the coeducational environment adds a richness and diversity to thinking and expression to the benefit of all, and develops outstanding learning outcomes, both in the shorter term and for the futures of our students beyond the gates of the College.

In coeducational settings, girls and boys learn to lead together, whether that be through formal leadership positions or through more informal situations in and around the school.

They stand side-by-side in leadership, play sport, attend outdoor education camps, combine in music groups, perform in plays and musicals, and share recreational space.

By so doing, they build a sound platform for personal growth, peer connectedness, relationships with other people and the development of appropriate value systems.

Through all of these experiences, both girls and boys, are prepared for a world beyond the College.

**The real world is not  
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# TripleR

## our wellbeing program

A strong sense of wellbeing is integral to all learning. The Geelong College recognises that specific programs designed to enhance wellbeing need to be integrated into the school's learning programs for students at all ages and stages of learning.

Our students learn the skills, attitudes and knowledge that enable them to thrive both within themselves, and in their relationships with others through our whole school social and emotional learning program, TripleR.

### **RESILIENCE - I CAN**

Students are supported and challenged to develop an outlook that sees setbacks as an inevitable part of the human experience, and to face difficulties knowing that they offer possibilities for personal growth. Through a rich diversity of learning environments, students will learn how to gain different perspectives,

be flexible in their thinking, be able to change to plan B, and to activate coping skills when required.

### **RELATIONSHIPS - I CARE**

Students learn about establishing and maintaining positive relationships which demonstrate care and concern for others as well as themselves. This includes looking after themselves (physically and emotionally) resolving conflict constructively, recognising and resisting negative influences, working cooperatively in a team, participating in service to others, and knowing where to go to seek help.

### **REFLECTION - NOW I SEE**

Students learn a range of self-managing and self-awareness skills including mindfulness, goal setting, good decision making, impulse control, identifying emotions and expressing them appropriately, coping with stress and anxiety, and time management. Throughout their learning journey they will also be challenged to identify character strengths and values (both their own and in others).







Behaviours and emotions are some things we learn about in TripleR, we think about how we treat others and how we would like to be treated. The behaviours that most people find important are respect, honesty and being treated fairly. We like to encourage each other, try new things, and negotiate when we can't agree.

We discuss how to be resilient. To be resilient we need to remind ourselves that it might not be as bad as we think, that we need to bounce back, and that we always have people who will help us out.

Goals are another central thing in TripleR. It is important to have goals so you can try to achieve them. Everyone has different goals, the goal for each person should help them improve on the things they think are important.

Esther Lamers, Year 4

# Learning Outdoors

**The Geelong College aims to provide knowledge, experience and skills in outdoor, environmental, adventure and Indigenous education, in order to prepare students for the personal, social, physical and environmental challenges in their lives.**

The Learning Outdoors program is an integral part of the Geelong College curriculum, providing unique opportunities and experiences for students from Early Learning to Year 12. Learning Outdoors links the classroom curriculum to the outdoors, and allows students to learn through practical experience, reflection, and discussion. Students are challenged to engage in environmentally sustainable living practices, and to develop key personal and social competencies.

The Learning Outdoors program provides a level of challenge and complexity that requires students to be resilient, creative, organised and resourceful, it develops the skills required to live harmoniously and sustainably in a dynamic world.

## LEARNING OUTDOORS - KEY THEMES

- Educational focus that links to classroom learning
- Environmental activities, both practical and theoretical
- Service to the community and the environment
- Personal reflection, quiet time or 'stillness'
- Physical, personal, social or emotional challenge
- Inclusive social interaction
- Embedded indigenous education
- Sense of adventure in the outdoors

## ENVIRONMENTAL SUSTAINABILITY

The Geelong College recognises the fragile and complex nature of our global living systems. We are aware of the role that humans can, and have continued to play, in positively or negatively affecting the environment.

The College is committed to a sustainable global future. Our policies and practices will continue to be increasingly environmentally sympathetic over the short, medium and long term. We will continue to develop learning programs and experiences which instil in students a connectedness to the environment and a commitment to being active environmental stewards.

We recognise the significant and imminent environmental concerns facing the current and future generations, and commit to working thoughtfully and sympathetically to have made a positive environmental impact.





Students are challenged to engage in environmentally sustainable living practices and to develop key personal and social competencies.





It is important to  
experience the world  
and to learn how we  
can all effect change.

# Leadership and Service

Students learn to respect and value leadership and teamwork, with numerous opportunities to lead and experience working with staff, peers and parents available from the earliest years.

Through leadership roles including Buddies, Leadership Committees, School and House Prefects and Sports Captains, as well as the informal opportunities to lead, perhaps at camp or by championing an issue, most of our students gain real experience in effective leadership.

The College has a commitment to service. As we continually strive to be an innovative and caring community of learners committed to making a positive difference to an ever changing world, it is important to experience the world and to learn how we can all effect change. This takes empathy, understanding and humility.

Students lead numerous service activities during their time at College, often coming together to gather donations and work with local charities, perform at nursing homes, visit hospitals, volunteer for national welfare organisations or work on international aid projects. Students are encouraged to work for causes they are passionate about, and to be involved at a level where they engage with the people they are serving to develop connections and understanding.



# Career Planning

Helping young people to learn about, and make decisions for a productive and successful future is a key part of learning at The Geelong College.

With most young people likely to be employed in careers that don't currently exist, to have multiple career paths in their working lives, and to live and work internationally, futures education that encourages students to learn about themselves and their passions is a must.

Students, from their Middle School years, develop a genuine sense of navigating their own learning journey through independent learning projects, regular self-awareness and reflection activities, and leading their own assessment and reporting. As they mature and begin to consider subject selection, further study and career pathways, the confidence, independence and self-motivation they have developed is harnessed to help them understand and make well informed decisions.

In Years 9 and 10 students prepare to begin their VCE program and broader career planning, developing skills such as resume writing and interview preparation. Personal learning styles, passions and

strengths start to align with subject selection and pathway conversations to inform subject choices and future plans. Through the Careers Expo, careers assessment programs, futures interviews and counselling, students are often excited and challenged by the decisions they are making.

In Year 11 the focus is on reflection and review, and in some instances, change. Students, now immersed in their VCE, are focussed on their futures. Some have strong ideas about their path, where others choose a broader selection of subjects to give them flexibility and a wide variety of skills. During this intense period, students are supported to make decisions based on their goals, reflection and what they enjoy. They are also encouraged to understand that the learning and research process is a key skill they will need in their future, and that while specific subject choices are important, they are not the only learning that is valued.

The final year of school is critical in futures planning. Again students are supported and encouraged to explore their options and to be excited about the huge range of possibilities on offer. Regular interviews and counselling throughout the year assists students to have clear plans in place, and to look at their options objectively and realistically.

Parents too play a key role in our futures education program, learning to help their children navigate their futures through regular meetings with their children and staff, and by participating in careers and further study events.

The essence of futures education is to prepare young people for a successful future in which they can make a contribution to the community, and live a happy and productive life. Our futures education program includes life skills such as living away from home and basic finances, as well as community service and volunteering.





Personal learning  
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# Boarding

**Boarding has been integral to the fabric and culture of The Geelong College since its inception in 1861.**

Our two very comfortable boarding houses, Mossgiel (girls) and Mackie (boys) are home to a diverse and inclusive community which includes students from country Victoria and New South Wales, the coastal towns surrounding Geelong, and from Melbourne, as well as international students from Thailand, Malaysia, China, Hong Kong and Laos. Boarders are accepted from Year 7 to Year 12.

The boarders are in the care of fully qualified and passionate boarding staff who look after the students like their own family with care, compassion and discipline. Staff encourage students to become more independent and to challenge themselves in their studies, school activities and in their social life. Each week night, boarders have two hours of study time when they work undistracted on homework, projects or revision. Qualified Academic Tutors provide learning support during this time, and House Tutors are available for additional guidance.

Boarding life at the College is designed to develop independence and to foster collaboration. There is structure in daily routines such as study time, sporting activities, Sunday outings and programs, and social gatherings, but boarders are also afforded flexibility and freedom throughout the week to arrange their own activities and personal priorities.

## **BENEFITS OF BOARDING**

- Academic tutoring
- Supervised study time each evening (social media and phones are not allowed)
- Supportive and dynamic academic environment
- New and diverse friendships
- Developing independence
- Convenient for sports training and other co-curricular activities
- Quality family time

## **FLEXIBLE BOARDING OPTIONS**

In addition to the traditional term boarding we offer weekly and occasional boarding if there are places available.

## BOARDING SCHEDULE

A day in the boarding house\*

### Weekdays

- 7 – 7.30am** Wake up, shower and tidy room
- 7.30am – 8.15am** Breakfast in the Dining Hall
- 8.15am – 8.30am** Preparation for school
- 8.30am** Go to House Room for the start of the school day at 8.45am
- 3.30pm** Return from school, afternoon tea and free time or sports training
- 5.50pm** Dinner in the Dining Hall
- 6.50pm** Supervised study
- 8.30pm** Year 7 and 8 to bed
- 9.45pm** Year 9 and 10 to bed
- 10.45pm** Year 11 and 12 to bed

### Weekends

- 7 – 12 noon** In house breakfast and Saturday sport
- 12.30pm** Lunch in the Dining Hall
- 6pm** Dinner in the Dining Hall
- 7pm** Free time on Saturdays and study on Sundays

\*This is an indicative day in the boarding house, days of course vary due to sports training, other activities, study load and many other things.

## SAMPLE MENU

**Breakfast:** Choice of cereals, Toast with spreads, Fruits, Fruit juices, Cooked breakfast buffet

**Morning Tea:** Banana cake, Toasted sandwich

**Lunch:** Sandwiches/Rolls, Fresh fruit, Salad plates, Pasta bake, Cordial/water

**Dinner:** Roast sirloin of beef, Roast potatoes, Mixed roast vegetables, Seafood basket, Salad bar

**Vegetarian:** Sweet potato curry

**Dessert:** Apple & rhubarb tart

**Supper:** Muffins





# Junior School

at Campbell House - Early Learning to Year 3

The Geelong College Junior School, at Campbell House, is a dynamic community for students from Early Learning to Year 3, where they are encouraged to grow and explore learning in a Reggio Emilia inspired program.

The classrooms are energetic, colourful and often noisy, with groups of children engaging in different activities as they help direct their own learning through investigations. Their ideas and interests are recognised, and hand in hand with the curriculum, they are used to stimulate discussions or projects.

Campbell House is a warm village-like space that has been designed to be open and welcoming, and to ease the transition from home to school. It is full of student work, from art to maths projects, and science experiments to poems, this makes learning visible, helps children learn from each other, and to discover the world from a number of perspectives.

When children first enter the Junior School they learn the language of learning, and explore what productive learning feels, sounds and looks like. The children discuss problems, ask questions and learn how to learn. This extends knowledge, develops new skills and teaches persistence. The culture of thinking and learning comes to life when the children grapple with big understandings and essential questions that add to their knowledge of the world.

Students also learn to lead their own learning, setting goals, and reflecting on their work and the work of others. Learning conferences for teachers and families are led by students, offering the opportunity for students to show and explain their learning. These conferences help to deepen students' level of understanding about their own learning, and help families gain a real insight into the changes and development of their child.

Learning at Junior School is 'serious fun!' This approach to educating young minds inspires natural curiosity, good communication and a lifelong love of learning, helping to sustain students through their schooling and beyond.



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## REGGIO EMILIA


Reggio Emilia is a city in northern Italy, internationally renowned for its educational approaches in the early years. Reggio Emilia learning aims to develop children as individuals within the group through exploration and discovery, in a supportive and enriching environment, and based on the interests of the children through a self-guided curriculum.

### PRINCIPLES OF THE REGGIO EMILIA APPROACH:

- Children are recognised as having rich potential
- Children are listened to and respected
- Children's work is authentic and meaningful to them
- Children's deeper level thinking is encouraged and celebrated
- Children and teachers are both learners
- Children inspire and respect each other and work collaboratively on projects
- Children use many forms of expression to communicate their ideas which are documented for ongoing reflection and planning
- Children, parents and teachers form our community of learners



**Geelong College children are spontaneous, playful, energetic, loving, expressive, inquisitive, sensitive, honest, engaging, compassionate, generous, tenacious, free-spirited, curious, observant, clever, joyous, aware, spiritual, trusting, creative, and competent. They are unique.**



## EARLY LEARNING

In their Early Learning years children are encouraged to be curious in their learning, to ask questions and explore answers through a range of activities based on the world renowned Reggio Emilia philosophy.

Early Learning is a caring environment with highly qualified staff and generous staff-to-child ratios. Children are grouped into four classes; two classes for three to four year olds (Early Learning 3) and two classes for four to five year olds (Early Learning 4). Children generally commence at the beginning of the school year, but children may join the Early Learning 3 class throughout the year, once they have turned three.

Class sizes are purposely small to allow teachers to maintain genuine relationships with each child, and for children to develop socially and emotionally within a supportive environment. Children usually attend Early Learning for two or three years before starting Prep.

Children's interests drive the curriculum, and teachers and children develop projects together which incorporate all aspects of children's learning. Creative arts, science, early literacy and numeracy are all embedded in the play based program.

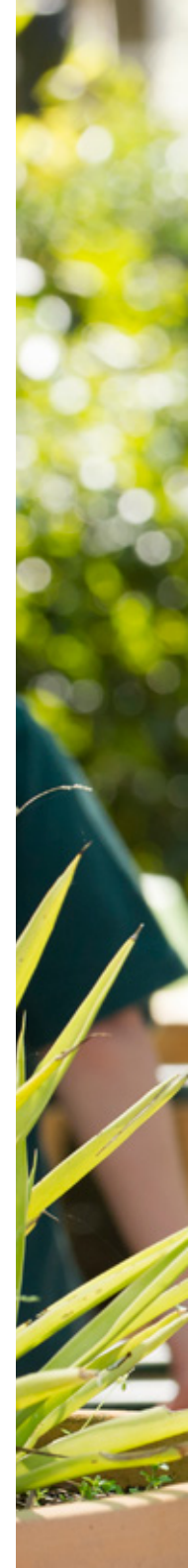
Beautiful displays of children's words, drawings and photographs are a feature of each classroom. This documentation makes learning visible for the children, creates a sense of belonging in the space, and invites children, parents and teachers to revisit and reflect on the work, stories and projects as they go about their daily activities.


The partnership between parents and the College is highly valued, and trust is built through regular meetings and parent participation in our programs. Special occasions such as Mother's and Father's Day are celebrated, and parents are encouraged to be involved with activities and excursions. Our Early Learners regularly interact with students from Junior, Middle and Senior Schools, and visit both

campuses to use sports facilities and explore the whole College.

Each Early Learning class has their own indoor and outdoor play space, but there are also many opportunities for shared learning between classes within the purpose-built, spacious Early Learning environment and in other sections of the school. Children can see and experience their future learning at school, and easily access outstanding Music and Physical Education facilities. Library sessions are also enjoyed weekly, when children can explore the beautiful Campbell House Library and the huge range of books for young readers, guided by specialist staff. Outdoor learning is an important feature of our program, allowing children to learn to appreciate nature and care for our environment. They access the many natural environments around the school, as well as regular visits to Bush Kinder.

Geelong College Early Learners have priority entry into Prep.





I like to play in the  
doctors and I fix  
all the baby dolls.

Charlotte

I love planting  
strawberries in  
our playground.

Lottie

We jump off the  
plank and we hang  
onto the bars and  
it's really fun!

Finn





## PREP TO YEAR 3


Prep to Year 3 children enjoy a program inspired by the Reggio Emilia Philosophy, learning how to learn, and how to take responsibility for their own learning. Students and teachers work together to investigate topics of interest, and share their developing understandings with each other and the school community.

There is a strong focus on numeracy and literacy, learning these core subjects at the beginning of the day when minds are fresh, and consolidating them through ongoing investigations, and in specialist areas such as Library, Science, Languages, Music, Physical Education and the arts. With this experiential approach, children can see their learning in action which embeds knowledge deeply and develops confidence.


For children to reach their full potential they must feel supported, valued and safe. Teachers work closely with the children and nurture their social and emotional needs with the utmost care. Small classes ensure teachers understand the needs of each child, and how they are progressing socially, emotionally and academically. Programs and activities are constantly evolving to support students' development and interests.

Junior School is an environment where learning is shared and celebrated in displays, assemblies and performances. In class this occurs when feedback on progress towards learning goals

is shared between students, teachers and peers. Students are also challenged to reflect independently and suggest improvements for learning based on their own goals. This is a consultative process always involving teachers and often parents. This self-direction is extended in the play spaces, which include a cubby area where the children design and build their own cubbies with natural materials, and in the student-led learning conferences. The Campbell House Library is another place where young children can spend time relaxing and learning about topics of interest or losing themselves in a story.



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# Middle School

Year 4 to Year 8

Middle School learning is about extending the development of curiosity, imagination, creativity and problem solving, while developing a deeper understanding in learning, of self, and of self in relation to others.

From Year 4 to Year 8, Middle School students are encouraged to become more independent in their learning and responsible in their decision-making. They set goals in all aspects of their learning, and their personal development is supported strongly by specialist Middle School staff, as the students investigate, reflect, make decisions and cooperate with others.

Middle School students learn to lead, both within their own environment, and in conjunction with the adjacent Junior School. The depth of their learning prepares them well for the years to follow.

## YEAR 4 ENVIRO

The Enviro year holds a special place in the educational experience offered by The Geelong College. The rich context of the immediate environment, including the

Barwon River and a beautiful and productive food garden, provides endless opportunities to engage in meaningful learning in all areas of the curriculum.

Tactile outdoor experience develops empathy and builds respect for the magnificent natural diversity of life on earth. Working in, and cooking and eating from the garden, allows children to learn important life lessons about sustainability, good food and good health.

The overarching question, “How will we create our best tomorrow?” guides personal and academic development, guiding students’ to consider their place in the world and how they can best care for it.

In Year 4 the rich natural environment provides a springboard for meaningful writing, reading and mathematical tasks.





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In Year 6 students learn in an open environment equipped with a range of current technologies to support and share their learning.

## YEAR 5 DESIGNING THE FUTURE

The theme of Designing the Future allows students to combine new technologies and timeless craft traditions to create solutions to exciting real-world projects. Using everything from simple materials to technological game-changers like 3D printing, robotics and computer science, a “can do” maker ethos is adopted, encouraging a learner-centred approach to teaching and learning in Year 5.

Students engage in design work that requires them to become independent thinkers, work in teams, take responsibility for their own learning, solve real problems, and develop important habits of mind through tinkering, invention and complex open-ended project work. Specific literacy, mathematics, science, art, IT and engineering concepts are integrated throughout the year and come to life in exciting and tactile ways.



## YEAR 6 MEDIA

In Year 6, students learn in an open environment equipped with a range of current technologies to support and share their learning. Students develop skills to make and understand media, ranging from traditional forms such as film, photography, websites, newspapers, magazines, comics, radio and television, to new and emerging multimedia technologies like games, apps, multicasting and social media. They consider how people, events and issues are represented, and create, produce and present their own works using media of their choice to express their ideas.

Throughout Year 6 students explore driving questions like:

- How can media support my learning and understanding of the world?
- How does technology change thinking?
- How can I use media to communicate knowledge and express my ideas?
- Why is digital storytelling important, and how can it be used to convey a message?





## YEAR 7

In Year 7, students are encouraged to take more responsibility for themselves during a time of personal change. This is explored as both a group and an individual, with the time and support to ask questions, develop understanding, and to embrace their identity and their place in the world.

Through project based learning, students explore current affairs, develop and discuss their own opinions, and investigate issues from viewpoints they hadn't considered. The aim of this is to broaden ideas, expose students to the global world, and to develop empathetic and considered citizens.

Effective communication is a focus, with students building relationships with staff and their peers through activities centred on shared opinions, active listening and mindfulness, as well as broadening their friendship circles and working with mentors. Digital citizenship and the rapidly changing online environment are regularly discussed, and group decisions on effective use, communication and future implications are regularly debated.

## YEAR 8

The Year 8 program is a motivating, challenging and self-driven learning journey. Building on the identity focus of Year 7, Year 8 students are challenged to investigate areas and issues of interest across a range of topics, subjects, electives and experiences. Students have the chance to study the aerodynamics of F1 racing vehicles, explore systems in game design, jewellery making, food production, to dig deeper into non-traditional aspects of mathematics and sport science, and a host of exciting offerings.

An important aspect of the Year 8 program is Cre8, a self-directed Independent Learning Project that further encourages independent thinking, and develops flexibility, persistence, problem solving, time management and creativity. The understanding developed in the Cre8 project is reflected in the 8-day camp, APS sport and all learning experiences across the year. Students are expected to increasingly take responsibility for their own learning, to take on genuine challenges, to support peers, to work together, and to contribute to their school, and their local and global communities.



**The Year 8 program is a motivating, challenging and self-driven learning journey. Building on the identity focus of Year 7, Year 8 students are challenged to investigate areas and issues of interest across a range of topics, subjects, electives and experiences.**







# Senior School

Year 9 to Year 12

## APPROACH TO LEARNING

Students in the Senior School at The Geelong College are encouraged and supported to find their passions in learning, to gain deeper disciplinary and inter-disciplinary understanding, and to develop the independent learning skills to prepare them for life beyond school.

Through a range of immersion based learning experiences, including community service, APS sport, music, drama, debating and leadership opportunities, our young women and men develop the purpose and confidence to be responsible and active citizens.

Academic excellence is a major aspiration of the College, but equally important is the provision of a broad learning experience, both within and beyond the formal curriculum. To enable this, students receive outstanding support and guidance from our dedicated and expert staff.

The closeness of the College community ensures that students feel a strong sense of belonging and connection to the College, during and beyond their school years.

## YEARS 9 AND 10

Years 9 and 10 offer all students experiential learning opportunities that incorporate elements of physical

challenge, service learning and personal choice. As part of a well-rounded education, not only are students challenged with classical and contemporary subject offerings and extra-curricular opportunities, they can also travel extensively, and experience different environments and cultures as they attempt to gain a greater appreciation for their place in the world.

During the Year 9 City Week program, the City of Melbourne becomes the classroom. Students choose a subject and spend the week working with experts in the field on a research project. Aspiring artists work with street artists to create and understand different art styles. English students explore storytelling, media and writing with professional authors and journalists, and Physical Education students visit the Institute of Sport to learn about the science of high performance. In the week long snapshot of city life, students add to their life skills, become more independent, and return to school inspired and challenged by what they have experienced.

The Year 10 Fulfilling Lives program sees many students travelling to Central Australia, where they learn about local indigenous cultures, and assist in schools and communities. Students also have the opportunity to work on community aid projects in places such as Borneo, Vietnam, Thailand, Cambodia, Townsville and in Greater Geelong.





Students receive  
outstanding support  
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expert staff.



## YEAR 11 AND 12

The transition into VCE sees the continuation of a personal academic journey for each student, as decisions about which courses of study to pursue are made. The Geelong College offers many different VCE subjects including Dance, English Literature, Mandarin, Photography, Environmental Science and Studio Arts, alongside three streams of Mathematics, Physics, Chemistry and History to name but a few. We also teach Vocational Education and Training courses in Interactive Digital Media and Music. Students are challenged to extend their learning by studying VCE or VET courses from Year 10 if developmentally ready. Other opportunities to extend and develop are offered through learning support classes, tutors and study groups.

At the College all students are encouraged to reach a point where their natural talents and goals in life meet their personal interests and passions. In doing so we are confident that they will feel a strong sense of purpose, and will be well placed to achieve to their full potential.



**At College all students are encouraged to reach a point where their natural talents and goals in life meet their personal interests and passions.**





# Music

**The Geelong College music program is extensive and creative, and all students are offered the opportunity to learn and develop through music.**

In the classroom, music begins at Early Learning where students sing, move and use simple percussion instruments to develop their love of music. From Prep to Year 3, students develop their skills through regular classes with specialist teachers, workshops and performances. In Year 2 students learn a string instrument as part of the weekly Strings Program, performing in an ensemble and developing their music reading skills, as well as their sense of pitch and rhythm.

From Years 4 to 8 the classroom music program includes practical, research and project activities which are accessible to all students. Topics explored include music history, Mixcraft Music Software, popular music, singing and exposure to a variety of musical instruments. In Year 5 all students participate in the year-long 'Allegro' program and all Year 7 students participate in the semester-long 'Instrument Discovery Program'. In both programs they learn to play a brass or woodwind instrument of their choice, and enjoy making music together in an ensemble. Students who are already learning these instruments are catered for in an advanced group.

As an elective subject from Year 9, students have the opportunity to study the historical, theoretical and technological aspects of music, as well as composition. Group performance is an important part of the class curriculum at all year levels. VCE and VET Music are offered for soloists and groups across a wide variety of instruments and styles.

College musicians are offered a range of ensemble performance opportunities. Bands, orchestras, chamber groups and choirs perform a range of styles, and sequential progress from the beginning ensembles to the more advanced groups is ensured.

Regular performances are a feature of our program, with opportunities for both individuals and groups to play at Music Evenings and other concerts within the school, together with festivals and competitions in the wider community. The Foundation Concert, held annually at Costa Hall, Deakin University, is our major performance and provides a showcase for the excellent musical achievements of our ensembles from across the school.

Private music lessons, with expert tuition, are available across a broad range of instruments and styles. In-school and out-of-hours lessons are offered so that music becomes an important part of a student's learning journey at the College.





Group performance  
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THE GEELONG COLLEGE





# Drama and Dance


**Learning through Drama and Dance develops students' physical awareness and emotional understanding, extends their way of thinking and enhances their creativity.**

Classroom Performing Arts begins with regular specialist classes, performances and excursions in the Junior School, and continues through the Middle School years and into Senior School.


Dance is offered as an elective from Year 8 to VCE. Students are encouraged to explore a range of different dance styles including: African, Jazz, Hip Hop and Contemporary both in theory and practice. Students learn to prepare for safe dance, the elements that make up an effective performance, and the language of dance and choreography. Performance opportunities for dance are offered in productions and performance evenings.

There is also an opportunity to study Drama in all year levels, with two subjects offered at VCE, Drama and Theatre Studies. These subjects explore a broad range of theatrical styles from improvisation and devised work, to performing contemporary and/or traditional scripts. Comedies, musicals, performance evenings and assemblies are held across each of the schools for Drama and Dance students to showcase their talents. Through various major productions, students are encouraged to develop

their interest in the Performing Arts, whether it is on stage - acting, singing and dancing, or through other stagecraft areas such as costume creation, set design and construction, technical support or publicity.



**Comedies, musicals, performance evenings and assemblies are held across each of the schools for Drama and Dance students to showcase their talents.**





# Visual Arts

**Through our Visual Arts program students are encouraged to see themselves as artists, and in doing so they learn about the vast role of Visual Art in our society, and explore their own place in that context.**

Visual arts are explored each day within the Reggio Emilia program at the Junior School. In the classroom, outside and in the specialist art centre, students create, discover and have a great deal of fun with a wide variety of art projects, materials and styles.

At the Middle School the Visual Arts program features intensive studies in traditional, contemporary and digitally based arts. An extensive visiting artist program complements the Year 8 electives program, and offers students the opportunity to immerse themselves in real-life learning with contemporary artists in a range of disciplines.

The Austin Gray Centre for the Visual and Creative Arts at the Senior School is a thriving hub of innovation and creativity. From Year 9 students can engage in a range of elective subjects including Art, Design and Technology, Studio Arts(textiles), Visual Communication and Design, with Photography and VET interactive Digital Media added for Year 10 and the VCE years.

Students learn practical skills and applications responding to creative challenges, questions of design and product use. Students can create projects using multiple artistic media and styles such as wood technology and textiles, photography and screen printing, or digital media and graphic

design. Recyclable materials feature strongly in many of the project briefs reinforcing the College's commitment to the environment.

Learning through the Visual Arts extends creativity, problem solving, planning and communication skills. The responsibility of delivering your own project to specifications and a timeline helps to improve time management and accountability.

In Visual Arts, students design and deliver incredible work using a broad variety of media. They have the opportunity to showcase their work in both College and external exhibitions.



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All students are  
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# Sport

The Geelong College acknowledges the importance of physical activity, and its contribution to good health and overall wellbeing.

All students are encouraged to be active through a range of sporting programs. The environment within the grounds of the College provides many opportunities for physical activity, including ovals, tennis courts, gymnasiums, swimming pools, playgrounds and gardens.

From Early Learning students are involved in both spontaneous play and planned physical experiences including walking, running games, ball skills, fitness and endurance. They learn Fundamental Motor Skills and gymnastics as part of a fun fitness and movement program.

From Prep to Year 3 athletics and swimming are added to these foundation skills, to encourage students to be balanced and capable in all areas of basic sporting activity. Every day begins with physical activity such as running, aerobics or yoga. The whole school does this together, forming lifelong habits and starting the day off with a smile!

In addition to an extensive classroom Physical Education program, Middle School students learn to play a wide variety of competitive and non-

competitive sports including football, netball and tennis, focussing on skill development and team work.

Year 5 and 6 students are involved in the timetabled Primary Sports Program. This program aims to actively promote positive participation, and develop students' health and wellbeing through regular training and competitions against schools in the Geelong Region. Year 5 and 6 students are involved in summer and winter Sports including:

**Summer:** Swimming, Tennis, Kanga 8's Cricket, T-Ball, Volleystars.

**Winter:** Australian Rules, Soccer, Netball, Basketball, T-Ball, Volleystars.

Year 4, 5 and 6 students are encouraged to be part of the College's Swimming, Cross Country or Track and Field teams competing in Terms 1, 2 and 3.

From Year 7, all students are involved in the Associated Public Schools of Victoria (APS) compulsory School Sport Program.

As a member of the (APS), we offer a wide range of sports including:

**APS Summer sports:** Badminton, Cricket, Diving, Rowing, Softball, Swimming and Tennis.

**APS Winter sports:** Basketball, Football, Hockey, Netball, Soccer and Cross Country.

**APS Spring sports:** Athletics and Water Polo.

Equestrian, Fencing, Golf, Shooting, Snow Sports, Surf Lifesaving and Surfing are offered in addition to the APS sports.

All students are involved at a level which suits their ability, learning to stay fit and healthy, mix with a broad and different range of people, and to embrace their role as part of a team. They also learn to be disciplined and determined, as well as to be a good sport.

In addition to the APS program there are Inter-House sports competitions and other social competitions, as well as the classroom Physical Education program.







# Community


**The Geelong College has a tradition of strong community spirit that goes back to the founding of the College in 1861.**

We have various community groups within the College, including Parents Associations, Old Geelong Collegians, the College Foundation, and Friends of the Enviro Garden.


The College is also active in the local Geelong community. Other schools and families are invited to learn at the College through the Centre for Learning, Research and Innovation, The Recreation Centre, Outside School Hours Care and special events.

We also share learning, time, care and resources with many local and International causes.

We hope that being a part of the College brings a sense of belonging to a worthwhile, dynamic and inclusive community that values best practice education and lifelong learning.



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# The Centre for Learning, Research and Innovation

The Geelong College is committed to the professional development of our staff, and understands that effective teaching is the single most influential factor in a student's achievement.

In 2014 the College established a Centre for Learning, Research and Innovation (CLRI) which aims to create outstanding professional development opportunities, in the first instance for Geelong College staff, students and parents, and then more broadly for teachers and schools in the region.

CLRI recognises learning as an active, dynamic behaviour, and its community of learners are committed to understanding the science of learning and the art of teaching through research, community projects, a lecture series, and a range of workshops and conferences.




**CLRI recognises  
learning as an active,  
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Children pursue  
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# Outside School Hours Care

The Geelong College offers a broad range of child-centred, engaging and fun activities in a stimulating, vibrant Outside School Hours Care (OSHC) program at the Junior School at Campbell House. Open to College students and students from the region from 3 to 12 years, the program is inspired by the principles of the Reggio Emilia approach to learning.

The OSHC program is designed to foster friendships across multiple ages, consolidate learning, develop curiosity and encourage deep exploration through a range of new and exciting experiences. Children pursue personal interests and learning goals during their time in OSHC, and share their knowledge and experiences with others.

We run two programs to cater purposefully and sensitively for both pre-school and school-aged children.

During the school holidays the program offers an excellent balance of campus based and excursion experiences, with great variety and of the highest quality, for school aged and pre-school children. Facilities including The Recreation Centre, gymnasiums, ovals and libraries are available for use.

Special interest learning programs also run during school holidays.



## HOW TO FIND US

The Geelong College is located in the leafy suburb of Newtown, just minutes from central Geelong.

Our Middle and Junior Schools are located off Aberdeen St overlooking the Barwon Valley, and our Senior School is located on beautiful grounds in Talbot St in Newtown.



### Junior School

Early Learning – Year 3: Campbell House, Minerva Rd, Newtown Geelong 3220

### Middle School

Years 4 – 8: 399 Aberdeen Street, Newtown, Geelong 3220

### Senior School

Years 9 – 12: Talbot Street, Newtown, Geelong 3220

## BUS TRANSPORT

In addition to the public transport options available The College runs dedicated bus services to and from Colac, Werribee, Torquay/Jan Juc and Ocean Grove/Barwon Heads in order to transport students more quickly and efficiently. From Monday to Thursday there is also a late sports bus to Barwon Heads/Ocean Grove and Torquay/Jan Juc to transport students with after school sports training home.

## ENROLLING

Thank you for considering The Geelong College for your child's education. Within your information pack you will find a fee schedule, and an online enrolment form and information can be found on our website at:

**[www.geelongcollege.vic.edu.au/enrolment](http://www.geelongcollege.vic.edu.au/enrolment)**

If you have any questions, need assistance or would like to visit us please contact our Admissions Manager, Deb Fanning on (03) 5226 3190 or email [admissions@geelongcollege.vic.edu.au](mailto:admissions@geelongcollege.vic.edu.au).









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