



# Annual Report 2023

Be of  
**COURAGE**



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



## Contents

<b>3</b>	<b>Executive Summary</b>
<b>5</b>	<b>Vision for Learning</b>
<b>6</b>	<b>The College Council</b>
<b>8</b>	<b>The College</b>
<b>9</b>	<b>College Learning</b>
<b>13</b>	<b>College Life</b>
<b>18</b>	<b>Wellbeing</b>
<b>20</b>	<b>Diversity and Inclusion</b>
<b>21</b>	<b>Professional Development</b>
<b>26</b>	<b>The Geelong College Foundation</b>
<b>27</b>	<b>Foundation Fellowships</b>
<b>31</b>	<b>College Staff</b>
<b>35</b>	<b>Financial Statement</b>

## 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.

The Geelong College is committed to the principles and practice of Australian democracy. You can read our statement of commitment [here](#).

## Our Values

**Integrity with compassion**

**Community with diversity**

**Aspiration with humility**

**Respect with grace**

**Endeavour with courage**

# Executive Summary

The 2023 Annual School Report for The Geelong College offers a comprehensive overview of the College's activities and operations.

The College Council, responsible for governance and strategy, ensures the College's development and commitment to continuous improvement.

The ongoing growth of The Geelong College presents challenges that require strategic responses to effectively balance our priorities.

It is noteworthy that enrolments from Early Learning to Year 12 exceeded 1,650, the highest ever for the College, resulting in waiting lists at most levels becoming commonplace.

This reflects a significant shift in community expectations and experiences regarding enrolment in what has traditionally been viewed as a regional school. Today, The Geelong College is beginning to exhibit characteristics more typical of a metropolitan school, aligning with Geelong's transition from a regional centre to a more metropolitan context.

The Strategic Plan titled "Towards 2025: We Reach for the Stars" was reviewed and updated through a comprehensive process that began in October 2022. This process involved collaboration with our community to gather information and refine the outcomes. There were four distinct steps:

1. Data collection and review;
2. Analysis and thematic organisation;
3. Road testing the understanding;
- and 4. Strategic Plan presentation.

Data collection and review engaged stakeholder focus groups in Term 4 of 2022, involving over 300 participants.

The analysis and thematic organisation were conducted by the College Council and Executive staff in Term 1 of 2023.

The road testing was carried out by the College Principal throughout Terms 2 and 3 of 2023, with presentations to various stakeholder groups refining the wording and themes. The final stage was completed in October 2023, with the plan set to be published in 2024. This novel approach facilitated a shared understanding of the challenges and priorities for 2024-2029 within the College community.

The new strategic plan is structured around four Strategic Imperatives: Our Reason, Our Responsibilities, Our Resources, and Our Relationships. Within this framework, there are 15 Strategic Imperatives, each encompassing several projects. The Strategic Plan 2024-2029 is a values-based framework designed to guide actions and prioritise projects based on both sequence and long-term need. As with previous strategic plans, this new plan will be continuously evaluated and adapted to changing needs and priorities. A hallmark of The Geelong College has always been the emphasis on values in decision-making, action prioritisation and the ability to adapt, ensuring that initiatives are purposeful and relevant to the contemporary context.

## Strategic Plan 2024-2029

Four Strategic Imperatives have been identified, which contain several Strategic Initiatives.

These are:

Strategic Imperatives	Strategic Initiatives
<b>Our Reason</b> – An innovative, inspiring and influential school	<ul style="list-style-type: none"> <li>Contemporary Learning Experiences (Students)</li> <li>Advancement of Professional Learning Practices (Staff)</li> <li>Secure Student Futures</li> <li>Cocurricular Pathways and Structures</li> </ul>
<b>Our Resources</b> – Future-ready resources and inspiring facilities	<ul style="list-style-type: none"> <li>Capital Master Plan Review and Execution</li> <li>Future Boarding</li> <li>Middle Leadership Development</li> <li>Destination School for Employment</li> </ul>
<b>Our Responsibilities</b> – An exemplar in environmental education and ethical practices	<ul style="list-style-type: none"> <li>Reconciliation and First Nations Engagement</li> <li>Ethical Practices and Programs</li> <li>Environmental Stewardship</li> <li>Culture of Gratitude and Giving</li> </ul>
<b>Our Relationships</b> - A connected and compassionate community	<ul style="list-style-type: none"> <li>Collective Wellbeing Action Plan</li> <li>Student Community Service</li> <li>Wider Community Involvement</li> </ul>

The Strategic Initiatives encompass a number of projects managed by members of the College Executive, with progress reported quarterly to The Geelong College Council by the Principal. Feedback to the College community is communicated through a combination of term letters from Heads of School, the fortnightly electronic College Bulletin, frequent social media posts, and printed media such as

the biannual Ad Astra and annual Pegasus magazines.

The Geelong College remains a vibrant organisation dedicated to enriching the lives of students and staff. Moreover, the expectations for contemporary schools to engage parents in this vibrancy and learning outcomes has increased. These heightened expectations place greater pressure on schools to serve as community hubs, extending beyond student engagement

alone. The Geelong College is addressing this challenge head-on, as evidenced by the collaborative approach to reviewing the old and developing the new Strategic Plan.

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.

**Dr Peter Miller**

# Vision for Learning

We believe the aim of education is to develop the most important skill of all: learning how to learn.

Education is a lifelong process that helps individuals discover their uniqueness, talents, capacities, and potential. It should lead people of all ages to a deeper understanding of themselves and their world, to think critically, have courage and perspective, communicate effectively, care deeply, and act wisely. Learning is unique to each individual, but everything we do, see, hear, and experience forms part of our education.

We believe that everyone can learn.

Our vision of the learner is someone well-rounded, confident, active, curious, joyous, connected, resilient, empowered, and imaginative. Sometimes teacher, sometimes learner, but always playful and always learning. We believe a curriculum should create experiences that are personally meaningful, real, relevant, and authentic. It should value curiosity, problem-solving, sustainability, critical thinking, and build ethical and moral autonomy.

We advocate for learner-centred and learner-driven pedagogy – project-based and experiential by nature, with purposeful periods of direct instruction when needed. We believe the primary language of discourse in learning situations should be democratic, inviting passionate discussion while valuing others' perspectives. This discourse should lead to inquisitiveness and open mindedness.

The social significance of education lies in being able to communicate and work collaboratively, seek and find expertise, show empathy, be aware of scientific and technological innovations, and contribute to local and global communities as informed and productive citizens.

Education is about individuals taking greater responsibility for their learning. This involves making choices, having a strong voice, demonstrating flexibility, trust, and responsibility, and understanding that we are all teachers and learners. Applying oneself, often for extended periods and with attention to detail, is also an important aspect of the learning process.

These are the dimensions of our Vision for Learning, as captured in our Learner Profile:



## The Geelong College Learner Profile

### 1. Identity

- Our World
- Time and Change
- Global Stewardship
- Cross-Cultural Competency

Our learners strive to be **Aware** and **Global**

### 2. Thinking

- Critical Thinking
- Reflective & Adaptive Thinking
- Systematic Thinking
- Metacognition

Our learners strive to be **Reflective**, **Agile**, **Thinkers**.

### 3. Communicating

- Listening and Speaking
- Digital Communication
- Literate and Numerate

Our learners strive to be **Communicators**

### 4. Creativity

- Curiosity
- Imagination
- Invention

Our learners strive to be **Creative** and **Curious**

### 5. Contributing

- Social and Civic Responsibility
- Taking Action
- Leadership

Our learners strive to be **Active**

### 6. Creating

- Innovation
- Processes
- Product

Our learners strive to be **Creators** and **Problem-solvers**

### 7. Enterprising

- Enterprise Management
- Networking and Collaboration
- Entrepreneurship

Our learners strive to be **Enterprising**



# The College Council

The College Council is responsible for governing the school, a duty it has upheld for over 100 years since the Morrison family transferred ownership to the Presbyterian Church. The term “governing” encompasses the strategic direction of the educational product, management of the school infrastructure, financial oversight, and the appointment of the Principal. Council membership includes expertise in education, law, accounting, business development, and health and wellbeing. These skills and connections combine to form an energetic board that is deeply invested in various aspects of school life, student achievements, and ensuring the long-term success of The Geelong College.

Please note that Ms Meg Hansen joined the Council in May 2023, but is currently on a leave of absence (January-October 2024).



## Geoff Williams - Bcom, CA

Appointed in April 2016, Geoff serves on the Finance and Risk Committees. An Old Collegian (OGC 1987), Geoff’s connection to the College includes his father Brian (OGC 1941) and his sons Jackson (OGC 2020) and Tom (OGC 2021). Geoff is a Chartered Accountant with experience both locally and internationally. His background is in public accounting, with additional corporate sector experience, focusing on taxation, structuring, and business issues across various industries and family-owned enterprises. Geoff is also currently a Principal at LBW Chartered Accountants.



## Kathryn Alexander - Barts (Int Design), Grad Dip (Restoration and Conservation), MDIA

Kathryn is a founding Director of JAM Architects Pty Ltd, with more than 35 years of experience as a professional interior architect. Her project experience includes private commissions, residential, commercial, hospitality, educational, and public works projects. Kathryn has been actively involved in The Geelong College community for over 18 years. Her sons, Nicholas (OGC 2016) and Oliver (OGC 2017), attended the College from Early Learning through to Year 12. Kathryn has held roles as President of the Preparatory School Parents’ Association (2012-13) and 2015 Carnival Convenor, and she is a current member of the Planning Committee.



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

Richard, an orthopaedic shoulder and upper limb surgeon, has lived and worked in Geelong since 2003. He studied medicine at the University of Tasmania, completed basic surgical training with the Royal Australian Navy, and continues in the Active Reserve. Completing advanced orthopaedic training also, his Fellowship training in trauma, shoulder, upper limb, and hand surgery took place in the UK, Europe, and the USA. Richard was appointed the foundation St John of God and Barwon Health Professor of Orthopaedic Surgery at Deakin University in 2014. He is the Director of Orthopaedics at Barwon Health and the Barwon Centre of Orthopaedic Research and Education (B-CORE). Richard is married to Belinda, a General Practitioner, and they have three children: Tom (OGC School Captain 2017), Will (OGC 2019), and Daisy (OGC 2022). He is also active in community service, supporting school football, and is a competitive Masters Rower.



## Kym Peake - EMPA, BA (Hons), LLB

Kym Peake was the Secretary of the Victorian Department of Health and Human Services from November 2015 to November 2020. With extensive experience in both state and Commonwealth Government roles, Kym has held positions such as Deputy Secretary in various Victorian Departments and Executive Director at the Department of Prime Minister and Cabinet. Kym holds an Executive Master of Public Administration, a Bachelor of Arts (Hons), and a Bachelor of Laws from the University of Melbourne. She is also the President of the Institute of Public Administration Australia (Victoria). Kym is a current partner at EY Port Jackson Partners.

### Bridgette Kelly - LLB, BCom, Grad. Dip. LP (Legal Practice)

Bridgette, an Old Collegian (OGC 1997), has been a longstanding member (2007-2020) of the OGCA committee, holding roles such as Vice President and Honorary Secretary. She was the founding Chair of the Geelong Community Foundation's Philanthropy 500 committee and is a current Director of the Foundation. Bridgette is a Principal Lawyer at Harwood Andrews and is a Law Institute of Victoria Accredited Specialist in family law. She was also a founding member of the Geelong Young Professionals Network (2009-2019).



### J A (Sandy) Hutton - B. Comm (University of Melbourne, Associate-Securities Institute of Australia)

Sandy has been a Board member of the Foundation from 2011 to 2023 and President from 2014 to 2021. Sandy attended The Geelong College from 1971 to 1976 as a boarder at Mackie House and was House Prefect in 1976. Sandy was also a member of the 1st VIII Rowing in 1976 and the 1st XVIII Football in 1975 and 1976. Sandy completed a Bachelor of Commerce at the University of Melbourne between 1977-1980 and resided at Ormond College. He completed post graduate studies as an Associate at the Securities Institute of Australia before starting out as a Securities Trader with First National. After working with Dalgety Australia as their Victorian Finance Manager, Sandy worked at several stockbroking firms including D & D Tolhurst, Credit Suisse First Boston, Morgan Stanley and Bell Potter Securities, where he is currently a Senior Private Client Adviser. Sandy is also a Principal of Nigretta Pastoral and Co-chair of Annual Giving at Ormond College. Sandy is married to Kirsty and has three children.



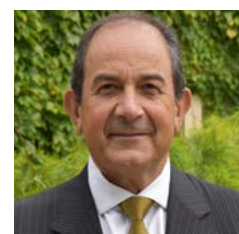
### Dr Karen D'Souza - M.B.B.S (Hons)

Karen is the Student Progression and Welfare Lead for the Doctor of Medicine Course at Deakin University's School of Medicine. She chairs the clinical years of the medical course across five clinical schools and was one of the founding Faculty members in 2007. Karen is co-chair of the Australasian Collaboration for Clinical Assessment in Medicine and participates in several Medical Deans of Australia and New Zealand working groups. She holds a Bachelor of Medicine and Bachelor of Surgery (Honours) from the University of Melbourne. Karen is highly involved as a parent at The Geelong College, with daughters Brigid in Year 4 and Holly in Year 10, and recent graduates Rory (OGC 2022) and Tara (OGC 2020).



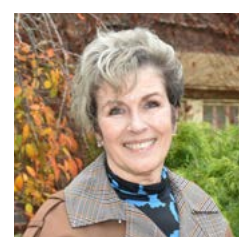
### Mr Tony Ficca - B.Com, FCPA, FAICD, Registered Tax Agent

Tony is a Registered Tax Agent, Company Secretary, Director, and consultant. He is the Company Secretary at Wayss Ltd, Trustee at Kardinia Park Stadium Trust and independent Member on the Audit & Risk Committee at the Great Ocean Road and Parks Authority. Tony also is treasurer at Strive2Thrive Geelong. Tony has held various management roles, including Director of Finance and Corporate Services at Western Victoria Primary Health Network and Director of Finance at St John of God Geelong Hospital. He has been involved in the College community as a member of the Finance Committee since 2006 and is a grandfather to current students at the College, Teddy in Year 4 and Thomas in Year 6.



### Meg Hansen - BA.MA (Hons) Dip.Tch., MAICD

A New Zealander by birth, Meg was a former Principal at both Westbourne Grammar School and Lauriston Girls' School. Her leadership has been distinguished by dynamic building programs, significant growth in enrolments, and an educational philosophy committed to achieving the best for every student. Meg has served on the Board of Victoria University, was a member and chair of AHISA (VIC) and is now a consultant in executive educational recruiting and leadership coaching. She is also a Director of Camberwell Girls Grammar School and The Invergowrie Foundation.





# 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.

## Enrolments

Year	2015	2016	2017	2018	2019	2020	2021	2022	2023
<b>Students</b>	1212	1243	1240	1219	1281	1320	1372	1468	1512

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 (97%), followed by Chinese (1%), Mandarin (1%), and other (1%). Approximately 1.29% of students were Indigenous.

In 2023 the College student community was 55.29% male and 44.71% 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 (Foundation to Year 6), the attendance of each student is recorded twice daily. In 2023, 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

Foundation	Not required to report
1	89.32%
2	91.49%
3	91.94%
4	89.75%
5	93.21%
6	90.26%
7	90.95%
8	90.77%
9	89.76%
10	92.28%
11	Not required to report
12	Not required to report





# College Learning

## 2023 VCE Results

The following is a summary of the VCE achievements of the 2023 cohort, together with a breakdown of ATAR ranges.

- Dux: Agnes Ambrose with an ATAR of 99.9
- Proxime accessit: Sebastian Poliness with an ATAR of 99.1
- 25.9% of ATARs were above 90, placing them in the top 10% of the state
- Median ATAR was 80.15
- Three perfect study scores of 50 in English, Legal Studies, and General Mathematics
- 13.44% of study scores were 40+
- 20 highest achievers: 9 girls, 11 boys
- Median study score was 33

ATAR range	2023 No.	2023 %	2022	2021	2020	2019	2018
>=99.00	2	1.3%	1.7%	4.41%	3.7%	2.8%	4.6%
95.00 - 98.95	23	14.6%	12.2%	13.97%	7.5%	13.4%	7.6%
90.00 - 94.95	16	10.1%	12.2%	13.23%	11.8%	12.0%	10.6%
80.00 - 89.95	39	24.7%	27.9%	22.05%	19.3%	26.8%	26.5%
70.00 - 79.95	31	19.6%	17.4%	14.71%	19.3%	17.6%	16.7%
60.00 - 69.95	26	16.5%	14%	14.71%	18.6%	15.5%	15.9%
50.00 - 59.95	9	5.7%	9.9%	9.56%	10.6%	4.2%	11.4%
<50	12	7.65	4.7	7.35%	9.3%	7.7%	6.8%
<b>Total Students</b>	<b>158</b>	<b>100%</b>	<b>177</b>	<b>142</b>	<b>161</b>	<b>132</b>	<b>132</b>

## Tertiary Offers and Destinations

More than 99% of students who applied for courses in Victoria received an offer across the VTAC offer rounds in December 2023 and January 2024.

There were 59% of students who received their first preference in the first offer round on 21 December, with a further 38% receiving their second, third or fourth preference. More than 97% of students received one of their top four preferences in Victoria in the December offer round.

Fifteen students received an offer in the second round through VTAC. They have a process where students can update their preferences between offer rounds. Of the 156 offers made across the first two offer rounds, all offers were for courses at degree level or associate degree level.

Three of the nine Victorian universities made the majority of

offers, with Monash University followed by Melbourne University and RMIT University. These three universities accounted for more than 64% of offers. Every university in Victoria made at least one offer to one of our students.

Students were made offers across more than 40 different course areas in Victoria, with the traditional areas of Arts, Biomedical Science and Biomedicine, Business and Commerce, Design, Engineering and Science all well represented. The largest growth area from the previous year was in applications to Business and Commerce. Three students received Medicine offers across Monash University, University of Newcastle (NSW), and Flinders University (South Australia). Approximately 18 interstate universities have also made offers to TGC students.

There are at least four students looking to commence

apprenticeships, and 15 students are undertaking a gap year as assistants at schools in the United Kingdom. At the beginning of 2024, six students were also awaiting the outcome of overseas applications to the United States and United Kingdom.

### General

Total Year 12 for 2023 – 163

Students applying for tertiary courses in Australia – 152

Students with a confirmed offer in Australia – 151

Students applying for tertiary Courses in Victoria – 146

Students with one confirmed offer in Victoria – 145

Students with two confirmed offers in Victoria – 12

Total offers in Victoria in the first two offer rounds – 156

## Breakdown of First and Second Round Offers - Victoria

Preference	First Round	First Round %	Second Round	Second Round %	Total	Total %
1	83	58.9%	8	53.3%	91	58.3%
2	28	19.8%	3	20.0%	31	19.9%
3	15	10.6%	3	20.0%	18	11.5%
4	11	7.8%	1	6.7%	12	7.7%
5	3	2.1%	0	0%	3	1.9%
6	1	0.7%	0	0%	1	0.6%
<b>Grand Total</b>	<b>141</b>		<b>15</b>		<b>156</b>	

## Offers by Tertiary Institutions - Victoria

Institution	First Round	First Round %	Second Round	Second Round %	Total	Total %
Monash University	32	22.7%	3	20%	35	22.4%
University of Melbourne	32	22.7%	2	13.3%	34	21.8%
RMIT University	30	21.3%	1	6.7%	31	19.9%
Deakin University	14	9.9%	3	20%	17	10.9%
Australian Catholic University	13	9.2%	2	13.3%	15	9.6%
Swinburne University	7	5.0%	1	6.7%	8	5.1%
La Trobe University	5	3.5%	1	6.7%	6	3.8%
Victoria University	5	3.5%	1	6.7%	6	3.8%
Federation University	2	1.4%	1	6.7%	3	2.0%
Torrens University	1	0.7%	0	0%	1	0.7%
<b>Grand Total</b>	<b>141</b>		<b>15</b>		<b>156</b>	

## Interstate Admissions and Universities

Note: There is currently no reportable data on offers for Western Australia and the Australian National University. The data for these universities is estimated through discussions and records of meetings with students.

## Breakdown of Interstate Universities

University	Offers
Australian National University	TBC
University of Adelaide	12
Griffith University	7
University of Sydney	5
University of Wollongong	5
University of Tasmania	5
University of Sunshine Coast	4
Charles Sturt University	2
University of New England	2
University of NSW	2

University	Offers
CQUniversity	1
Flinders University	1
James Cook University	1
Macquarie University	1
Queensland University of Technology	1
Southern Cross University	1
University of Newcastle	1
University of Queensland	1
University of Southern Queensland	1



## Literacy and Numeracy Benchmarks

This table 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.

Note: NAPLAN results are typically reported for the current year, and the two previous years. Due to changes introduced to NAPLAN in 2023, these results are incomparable, hence the 2021-2022 data is not included. Additional years will be added for comparison from 2024.

Year Level	Assessment area	AT and ABOVE
Year 3	Reading	97%
	Writing	100%
	Numeracy	97%
	Grammar, Punctuation	95%
	Spelling	95%
Year 5	Reading	94%
	Writing	94%
	Numeracy	91%
	Grammar, Punctuation	96%
	Spelling	97%
Year 7	Reading	98%
	Writing	99%
	Numeracy	94%
	Grammar, Punctuation	92%
	Spelling	99%
Year 9	Reading	99%
	Writing	99%
	Numeracy	98%
	Grammar, Punctuation	95%
	Spelling	98%

# College Life

## Music

2023 was a year of great change and excitement in the music program at The Geelong College. We began with the commencement of new Director of Music, Mr Scott Templeton, and the year was characterised by both the continuation of cherished traditions, as well as the introduction of several exciting new events throughout the year.

The musical year opened with Music Camp for our senior ensembles. For the first time in well over a decade, we ran a three-day rehearsal camp at the beautiful Rutherford Park in Blampied. This allowed ensembles including the Phoenix Voices Choir, Senior Concert Band, Senior Strings and Symphony Orchestra, plus Senior Stage Band, to get away from the hustle and bustle of school life for three days of uninterrupted and intensive rehearsal. The camaraderie enjoyed and the bonds forged in those first three days established our ensembles from the very beginning.

Before Term One had concluded, we had another new initiative: Live on the Lawn. An event that was conceived in partnership with the Humble Club parent support group, Live on the Lawn was staged on Saturday 1 April, and saw our senior ensembles of all varieties performing an outdoor concert to an audience of around 500 on the Talbot Street lawns, with the iconic backdrop of the Dining

Hall lit magnificently behind us. Live on the Lawn was a hit, and instantly established as a new annual event on the calendar.

Each year, the students of the Senior School look forward to House Music, and in May we staged the 73rd edition of the House Music Competition in Morrison Hall, with Coles House being awarded the overall winner of the George Logie-Smith Memorial Shield.

The popular program of weekly Lunchtime Concerts continued at both Senior and Middle Schools through 2023, with many an appreciative audience attending the Austin Gray Auditorium or Classroom 2 at Middle School Music to hear rock bands, singer songwriters, string quartets, choirs and the full gamut of musical ensembles. The opportunities for students to perform in front of their peers was always valuable.

The Instrumental Discovery Program (IDP) continues to be a vital component of the program here at College, as it affords every student in Years 5 and 7 the opportunity to experience playing a brass, string, or woodwind instrument. We regard the IDP program as one of the key opportunities in the Geelong College student experience, and it is the first step on the music pathway that

will see many of these students go on to be key contributors in our instrumental ensembles in the years to come.

The pinnacle of the musical calendar each year at The Geelong College is the Foundation Concert, and in 2023 this was no different. A true showcase of all that is on offer in Music in the Junior, Middle and Senior Schools, the Foundation Concert featured everything from Year 3 strings delighting the audience with “My Favourite Things” to the massed finale, with nearly 250 performers on stage including the Symphony Orchestra, Junior, Middle and Senior School Massed Choir, and the Community Choir of Old Collegians, along with parents. It was a magnificent spectacle in the wonderful Costa Hall, and smiles of wonder and joy on the faces of the performers was testament to the power of the experience for our students.

The classroom music curriculum has provided an engaging experience right throughout the school in 2023. In the Junior School, students worked with Mr Timothy Chan and learned about music through singing, movement and play, whilst in Year 3 all students had the opportunity to play string instruments. In Years 5 and 6, students sang, performed and composed using voices,



percussion instruments, recorders and technology to experience music creation in a variety of ways. Our Year 8 production of 'Chitty Chitty Bang Bang' was a great spectacle, whilst the Senior Musical 'West Side Story' was a stunning collaboration between the Music and Drama departments. Our students were privileged to be the first school to perform in the brand-new Story House Theatre at the Geelong Arts Centre, and to do so in a production of the pinnacle of musical theatre was an experience few involved will ever forget.

One of the highlights of the year was the continued growth

and enthusiasm for our parent support group, the Humble Club. With burgeoning numbers and a wonderful spirit, the Humble Club was heavily involved in Live on the Lawn before going on to stage a highly successful Music Trivia night in August, followed by a superb Music Celebration Dinner at the Eureka Hotel in October to mark the end of our Year 12 students' musical journey at TGC.

In conclusion, 2023 was a hugely positive year for Music at The Geelong College, as the participation and enthusiasm continued to grow. We thank our school Music Captains, Hannah Phung and Baxter Pullin, for

all they have contributed throughout the year. We said thank you and bid a fond farewell at the end of the year to Laura Timberlake (Middle School Music Administrator) and Sarah Porter (Senior Cello and Bass Teacher and Strings Conductor) after long associations with the school – in Sarah's case, over two decades. We thank and acknowledge the students, staff and families in our TGC music community for their enthusiasm and support for the music program throughout 2023.

## Performing Arts

In 2023, the Performing Arts department showcased a diverse array of productions and performances, highlighting the creativity and talent of our students across various year levels.

The Year 12 Theatre Studies students presented a compelling production of *Boy, Girl, Wall* by L. Stibbard and M. Ryan, demonstrating their advanced understanding and execution of theatrical elements.

The Year 12 Drama Ensemble performances tackled the significant and thought-provoking theme of "Gender Stereotypes," offering insightful interpretations and challenging societal norms through their work.

Year 10 students took on the adventurous spirit of *Robin Hood* by D. Neidermeyer, delivering dynamic performances that captivated their audiences.

The Senior School's ambitious production of *West Side Story*, created by J. Robbins, L. Bernstein, and S. Sondheim, was a highlight of the year. This production showcased the exceptional talent within the school, bringing this classic musical to life with passion and professionalism.

Year 9 students delved into the haunting narrative of *Children of the Black Skirt* by A. Betsein, presenting a production that was both eerie and evocative.

The Dance Showcase featured performances from all Senior School dance classes, including the VCE performance solos. This event celebrated the diverse styles and techniques of our dancers, highlighting their dedication and artistry.

Year 8 students delighted audiences with their production of Ian Fleming's *Chitty Chitty Bang Bang* by R. M. Sherman and R. B. Sherman. Their spirited performances brought this beloved story to the stage with charm and enthusiasm.

Overall, 2023 was a remarkable year for Performing Arts at our school, with students demonstrating exceptional skill, creativity, and commitment across all productions and performances.



## Design and Creative Arts

Creativity was at an all-time high for Design and Creative Arts students during 2023. Our workshops and studios were full of life and excitement, with students eager, passionate and absorbed in their creative practices, all striving towards achieving final outcomes in their projects.

Students took full advantage of the multitude of opportunities available in making and creating projects. This was exceedingly obvious in Transit Lounge 23; the VCE Design and Creative Arts Exhibition. A highly anticipated annual exhibition in the Keith Humble Centre for Performing Arts, this was possibly one of the most successful exhibitions The College has run to date. The opening was truly a celebration for the Year 12 students and a showcase for the school.

The opening evening began with students and their families slowly filling the foyer with a rising tide of excitement and pride. Nate Pearce, a talented Year 10 design student created the promotional material, wonderfully capturing the celebration of achievement and the anticipation



of new beginnings. The audience eagerly listened to Old Collegian and practicing artist, Andy Pye, who returned to formally open the exhibition. Andy is a celebrated and renowned landscape painter, poet and sculptor, receiving wide acclaim for his unique style that imbues techniques of celebrated Australian masters woven to create his own unique artworks with a rich aesthetic. Andy also paid homage to our esteemed Design and Creative Arts teacher, Mr. Greg Smith, celebrating his inspirational tutelage of Andy as his student. Andy fittingly presented acknowledgement to Greg, in his retirement this year, in recognition of his long tenure and the many young art students he has guided and inspired.

Dr Peter Miller joined us to announce the recipient of the Principal's Art Prize. As an evolution from the previous Principal's Acquisitive Art Prize; The Principal's Art Prize is awarded to a student whose work

exhibited demonstrates care, creativity and craftsmanship. The students' response to a chosen topic or client need is both thoughtful and innovative with their processes clearly reflected in a folio of exploration and development. Overall, the students' work embodies the passion, drive and commitment of a dedicated and talented Design and Creative Art student. The recipient this year was Billy Radalj. Billy's exploration in his folios as a body of work was exquisite, prolific, creative, and technically skilful. Billy's aquatic landscape final art piece explored and expressed an exceptional depth in multiple layers. The submerged environment, complete with a rich tapestry of fish, plant life, rocks and organic timber, harmonious in a delicately balanced living ecosystem, celebrated a fantastical underwater world full of secrets and wonders to delight the viewer.

The exhibition ran for two weeks, and the Head of the Design and Creative

Arts department hosted many guided tours to several groups, sharing the stories behind the students' work. These tours created an experience that wonderfully connected the audience to the personal, creative journey of the student.

Our creative students also benefitted again this year through reconnecting with excursions and gallery visits. Our highlight Art Excursion again being to MONA, Tasmania and The Bendigo Regional Gallery for Senior School students.

The Design and Creative Arts team have continued to expand their digital design capacity with the addition of a state-of-the-art 3D resin printer and a large format digital printer. The team continually look to providing a learning environment for tomorrows innovators and creators, within a context that encourages constant critical, creative, reflective and speculative thinking.



## Outreach Programs

### Year 9 House Retreat

Students participated in a three-day House Retreat at the College's Cape Otway Campus, engaging in activities themed around communication, resilience, leadership, and growth mindset.

### Year 9 City Week Programs

The City Week program took place in Melbourne, where students explored specific subject areas and potential career interests. Seven City Programmes were offered in Art, Design, Geography, History, Performing Arts, Physical Education, and Science for Year 9 students.

### Year 10 Fulfilling Lives

Year 10 students took part in various community service and cultural awareness programs as part of Fulfilling Lives:

In Lilla, Central Australia, they spent time learning the Anangu beliefs, who are associated with Uluru and Kata Tjuta (The Olgas). Spending a significant amount of time here, they also participated in several community projects, learnt about the Luritja culture, and interacted with local First Nations children.

In Fiji, students had the opportunity to meet and spend time with the wonderful Fijian people, helped with community projects, and experienced local traditions and culture, including the Fijian war dance, 'meke'.

In Local Connections (Geelong, Melbourne & the Bellarine), they spent time with Sea All Dolphins Swims, learning about marine life and environmental issues in Queenscliff.

In Central Districts, New Zealand, they visited the Museum of New Zealand Te Papa Tongarewa, which gave students their first introduction to the Maori people. Engaging in a local school



exchange, they were able to spend time with local elders to gain a deeper understanding of the Maori culture, along with participating in a community service project that involved helping restore the local natural habitat.

In the Northern Territory, students explored Darwin's historical sites where they experienced a virtual reality display of the bombing of Darwin Harbour. They also assisted in building an orchard and edible garden as part of a community sustainability project.

In the Whitsundays, they had the opportunity to spend a day on an Ecobarge, removing marine debris and caring for marine turtles.

### Year 11 and 12

Students engaged in community service and cultural awareness programs that took them to Central Australia and the Northern Territory.

## Service Activities

### Winter Warm-Up Clothing Drive

This school-wide Service Learning activity, initiated in 2020, has become an annual event. In partnership with Christ Church Geelong, students and staff donate warm winter clothing for disadvantaged and homeless people in our city.

### Uniting Care Christmas Hampers

A school-wide Service Learning activity in partnership with Uniting South Barwon. Leading up to Christmas, students and staff put together food hampers for families in need.

### BUPA Aged Care Visits

Continuing our partnership with BUPA Aged Care in 2023, a small group of Year 11 and 12 students visited BUPA Aged Care in Belmont fortnightly. Students provided entertainment through musical performances and trivia, and connected with residents through conversation, which the residents greatly anticipated each week.

### Salvos: Northside Community Centre

In 2023, we began a partnership with The Salvos, Northside Community Centre. Weekly, a small group of Year 10 students assisted Salvos volunteers with their Nutritional Food Market by sorting produce, unpacking food pallets, and assembling nutritional food packs.

## Sports

As a member of the Associated Public Schools (APS), College students participated in a variety of sports throughout the year. In Terms 1 and 4, students competed in cricket, rowing, tennis, softball, badminton, swimming, and diving. During Terms 2 and 3, they took part in cross-country, football, hockey, basketball, soccer, and netball. Additionally, athletics and water polo were featured in Terms 3 and 4.

### 2023 highlights –

#### Rowing:

The Girls' 1st VIII achieved a commendable 4th place in the B Final, securing a top 8 finish at the Head of Schoolgirls (HOSG) regatta, the premier schoolgirl rowing event in the State. The Boys' 1st VIII team raced to 6th place in the A Final at the Head of the River (HOTR).

#### Softball:

The softball team moved up to the 1st division for the first time in a decade, winning three of their eight games.

#### Cricket:

The 1sts cricket team secured 2nd place overall in the summer series quadrangular, which was hosted by TGC.

#### AFLW:

The Girls' 1st XVIII AFLW team played in Division 1 for the first time and won the local derby against GGS. The junior girls' AFLW team won the GISSA football

championship. The boys' 1st XVIII AFL team had a successful season, winning four matches.

#### Tennis:

The tennis program saw improved results across all teams, with four players being recognised for their outstanding performances and selected for the APS Representative team.

#### Hockey:

The TGC 1st hockey girls had a highly competitive season in Division 1.

#### Cross Country:

The cross-country team triumphed, winning the GISSA championship overall.

#### Soccer:

The 1st Girls' and Boys' soccer teams enjoyed their first season in Division 1, each securing one win.

#### Athletics:

TGC Athletics had a fantastic season, finishing 9th overall.

This year has been marked by numerous achievements and notable improvements across various sports, reflecting the dedication and talent of our students and coaches.

## Camps and Expeditions

### Year 4

Year 4 students enjoyed a three-day camp at Ferngully Lodge, Healesville. The camp began with an action-packed afternoon featuring challenging activities such as a flying fox, the giant swing, and archery. With a focus on the environment and sustainability, this included visits to Healesville Sanctuary, Puffing Billy, and a rainforest walk with a Parks Ranger.

### Year 5

Year 5 students attended a three-day camp at Halls Gap in the Grampians, Victoria, which emphasised leadership, fun, adventure, learning, challenges, and team building. Activities included a mountain hike, abseiling, rock climbing, archery, group initiatives, low ropes, bushwalking, campfire and reflector trails, and a nature discovery hunt.

### Year 6

Year 6 students participated in a three-day urban camp in Melbourne, experiencing a variety of activities that supported future learning and focused on developing teamwork, collaboration, and connections among new students. Highlights included a day-long workshop on creating a news segment using a green screen, visits to the MCG, the Shrine of Remembrance, Parliament House, and Old Melbourne Gaol, as well as an evening of glow-in-the-dark minigolf. Students and staff stayed at City CYC in Melbourne.

### Year 7

Year 7 students attended a four-day camp at Marysville, focusing on relationship building, teamwork, challenges, and connections across the year level. Activities included abseiling, rock climbing, flying fox, canoeing, team games, and a games night. A guest speaker with first-hand experience of the Marysville bushfires spoke about the impact on the community. Students spent one night camping out and practising camp-based skills in preparation for the Otway Camp next year.

### Year 8

Year 8 students embarked on an eight-day camp journey to the Otway Ranges, aimed at building cooperation, resilience, and self-belief. The camp, known for its length and remote location, included activities such as hiking, mountain biking, cascading, canoeing, and initiative tasks. Students also developed camp-based skills like cooking, cleaning, sanitation, and camp setup. The Year 8 Otway Camp has become a rite of passage for students as they transition from Middle School to Senior School.

### Year 9

House Retreat - Year 9 students participated in a three-day House Retreat at the College's Cape Otway Campus, engaging in activities themed around communication, belonging, leadership, and reflection. This retreat is a vital component of their transition to Senior School, fostering strong connections as they begin their senior years.

Futures Week - The Futures Week program allowed Year 9 students to explore Melbourne and Geelong, engaging in contemporary educational experiences. The focus was on developing skills needed to address the complex social, economic, technical, and environmental issues that will evolve in the future.

### Year 10

The Year 10 Fulfilling Lives program provided students with opportunities to travel within Victoria, interstate, and overseas with their peers and staff. They experienced different cultures, met new people, and participated in community service or conservation projects while having memorable adventures. Destinations included Cambodia, Fiji, Lilla (Central Australia), New Zealand, the Top End (Northern Territory), Local Connections (Melbourne, Geelong, and the Bellarine Peninsula), Lizard Island (Queensland), and Vietnam.

### Year 11/12

The Lizard Island experience offered a unique and awe-inspiring marine biology eco-program based at the Australian Museum's Research Station at the World Heritage Lizard Island. Students participated in a reef ecology education program, including lectures, field practice activities such as snorkelling, and contributing to a longitudinal research project connected with the Great Barrier Reef through the Lizard Island Research Station.

# Wellbeing

## Enhanced Understanding of Wellbeing

The understanding of wellbeing has significantly advanced over the past two years as the College Executive has engaged in professional learning about the Science of Wellbeing. Consequently, The Geelong College has established a Student Wellbeing Framework that embraces the theory of Collective Wellbeing, recognising the shared responsibility for community wellbeing rather than individual responsibility.

The key message is that wellbeing is less about a program and more about an experience. This means that the community's culture needs to be underpinned by positive and constructive values (and actions) which provide the context in which people can thrive. Collective Wellbeing is about the "we" and not the "me". Encouraging a sense of belonging, a strong sense of place, and connection to the place, are key elements in our approach to and understanding of Collective Wellbeing at The Geelong College. Our wellbeing framework was designed to conceptualise the interplay between relationships, social contexts, individual empowerment, and experiences. We continue to challenge how we construct (intentionally or unintentionally) the multitude of experiences that students engage in throughout their learning at the College.

## Research Project

In the second half of 2023, an extensive research project was undertaken to

map Wellbeing at The Geelong College by viewing it as a system of interactions and relationships. This was led by the Director of Wellbeing, who worked with students, staff, and parents to gain an understanding of our context to shape an effective and appropriate response to enhancing wellbeing at the College.

## Findings and Implementation

The findings of this project will be shared with the College Executive and the newly formed Wellbeing Executive, comprising members of staff from across the College, with the aim of developing a shared understanding of our school context and shaping programs that enhance student experiences. This ambitious project revealed great insights into wellbeing at the College and the development of a Collective Wellbeing approach that includes both staff and students.

## Student Programs

At the same time, 2023 saw the continuation of engaging Student Wellbeing Programs across all year levels. The focus has been informed by the recent experiences of our students, particularly in relation to the disruptions to normal social interaction over the three years from 2020 to 2022. Affirming cultural and social norms has been the priority for our wellbeing programs.

## Year Level Initiatives

Several initiatives in 2023 included the incorporation of the Rites of Passage Institute approach into the Year 8 camp (first introduced in 2022 but extended in

2023) and the continuation of the Year 9 Retreat at Cape Otway during Term 1 in House groups. The Year 9 Retreat has now become a significant feature of the Year 9 calendar and is no longer in its pilot phase. It effectively connects the Year 9 cohort with each other and their key pastoral leaders in their new context of a Senior School House. A strong sense of belonging to a Senior School House has been recognised as a key component of nourishing student wellbeing at the College.

## Guest Speakers and Classroom Programs

Furthermore, targeted classroom programs within our TripleR approach made explicit many of the dominant messages around wellbeing and making good choices. To this end, guest speakers including Paul Dillon and Brent Sanders, offered very worthwhile sessions for our senior students. Paul's annual return to the College allows students to build trust over the three sequential years as he advises them on the latest research around drug and alcohol use. Both speakers are invaluable in unpacking the implications of decisions students make, not only for themselves but for others as well. This helped to reinforce the message of collective wellbeing: it is difficult for an individual to feel well if the group to which they belong does not also feel well. In other words, individual actions have a broader impact.



### **Wellbeing at The Junior School**

In the Junior School, the TripleR classroom program continued to draw from our participation in the Respectful Relationships initiative, particularly the Respectful Relationships Rights and Responsibilities curriculum, which focuses on themes such as Emotional Literacy, Personal Strengths, Positive Coping, and the positive effects on wellbeing through the practise of gratitude, mindfulness, empathy, a growth mindset, and resilience. These programs complement the principles of the Reggio Emilia approach, which are enacted daily in the Junior School.

A strong connection to a physical space and a sense of belonging to a community are ever-present features of the Junior School experience for our students. The strong values of kindness, courtesy, and respect underpin conversations and explanations for decisions and social interactions among students, staff, and parents.

Again, wellbeing is the product of the overall experience, not just the programs alone. The commitment to this is across the College as we seek to be a place where our people thrive as they live, learn, and grow together.

### **SchoolTV**

Throughout 2023, this platform has continued to be highly valued by our community. A welcome initiative was the new series which focussed specifically on the wellbeing needs of boarders. Throughout the year, topics covered included Building Resilience, Understanding Adolescence, Managing Overwhelm, Sextortion, and Managing Screen Time.



# Diversity and Inclusion

## Reconciliation Week

Reconciliation Week continues to be a focal point for the College's recognition of the cultural and historical contributions of First Nations peoples. The Junior School enthusiastically engaged in Ngarweerreng Day during Reconciliation Week; the purpose of this day is to allow students to come together and celebrate First Nations culture through a number of outdoor activities, beginning with a smoking ceremony conducted by Wadawurrung Traditional Owner, Corrina Eccles.

## First Nations Student Initiatives

Initiatives to connect our First Nations students more broadly were actively pursued. At the same time, the College is seeking to be more meaningfully involved with local First Nations peoples through participation in the Geelong Aboriginal Employment Task Force, which commenced in 2023. It is anticipated that this connection will be important in enhancing the College's purposeful engagement with the broader community, enabling greater diversity and inclusion.

## First Nations Jersey

Our First Nations Jersey, designed by our First Nations students in 2022, was worn again by our First Football and Netball teams in the Reconciliation round of the APS competition. This jersey has quickly become a highly respected feature of the APS Winter Season and symbolises our commitment to ensuring meaningful and effective connections with First Nations peoples and their culture.

## Staff Professional Development

Professional development opportunities for staff to further their cultural responsiveness included Youth Mental Health First Aid for Aboriginal and Torres Strait Islander Young People. We also engaged an external contractor to work with us to facilitate the review of our Reconciliation Action Plan (RAP), with the view to complete a formal and published RAP in 2024.

## Geelong College Rainbow Alliance

The Geelong College Rainbow Alliance (GCRA) continued to gather momentum through interactions, strengthening the connections between students across the Middle and Senior Schools. The GCRA provides a safe and supportive space

for like-minded students and staff, as well as ensuring that as a community, we understand and respond to the particular needs of LGBTIQ+ students. This has been highlighted through targeted assemblies and fundraisers. Students have also enjoyed the opportunity to network with like-minded students at other local schools.

## Consolidation of Diversity and Inclusion Programs

2023 has seen consolidation of current programs and incremental development in all areas of diversity and inclusion. Underpinned by the College value of Community with Diversity, the actions taken on a day-to-day basis may seem small – but are significant. The principles of Collective Wellbeing are relevant here because they value the importance of culture and experience rather than programs alone. The Heads of School, Director of Human Resources, Principal, and other senior staff are vigilant in seeking to advance our practices and culture to create an environment where our people can thrive as they live, learn, and grow together, regardless of their differences.

# Professional Development

Over the course of the year, there has been a sustained focus on professional connection, collaboration, and building high performance teams. Beginning with our guest speaker, Nasir Sobhani, on the first staff day for 2023, we were inspired by the power of reflection in enabling us to change and adapt so that we are always striving to be the best version of ourselves, both professionally and personally.

These actions have aimed to advance the vision of a professional learning community that integrates diverse and adaptive pedagogical practices that best meet the needs of our learners.

## Professional Development Highlights:

- ABODA Victoria Summer Conducting School
- Bangarra Dance Theatre Online Education Session
- Harvard Certificate of School Management and Leadership
- Illuminating Australian Childrens Literature
- LawSense: Dealing with Difficult Parents
- LawSense: School Sports Law 2023
- LawSense: Managing Separated Families & Family Law Issues
- Making Boarders' Lives Better Conference
- Narragunnawali: Embedding reconciliation in our ECCs, schools and classrooms
- Re-Righting the Narrative Through Theatre
- Rob Vingerhoets: Solving The Differentiation Challenge in Maths
- SLAV Library Display Workshop
- STAV VCE Chemistry Conference
- STAV VCE Environmental Science Conference
- STAV VCE Physics Conference
- The Science of Language and Reading Workshop
- University of Newcastle: Quality Teaching Classroom Practice and Quality Teaching Rounds Workshop
- VATE 2023 VCE English, EAL, and Literature Conference
- VIT Effective Mentoring Program Day

## Guest Speaker - Nasir Sobhani | "The Streets Barber"

Every staff member came together on the first school day of 2023 to meet Nasir Sobhani and hear his powerful story. Nasir is an Iranian man of the Baha'i Faith, who was born and raised in Japan and is a citizen of Canada. As his softly spoken, dulcet tones delivered a tumultuous story of drug addiction and sobriety, we were all moved and inspired by his strength and humanity.

Nasir overcame his addiction to make a real difference in the lives of people going through a hard time or coming up in a less-than-privileged environment. His story shows how his life now aspires "towards love and acceptance of everyone, with no prejudice", and a need to "encourage others to see the strong sense of dignity and honour that every human possesses". Nasir's story reminded us of our values and the vision that we have for our students in aspiring to be the difference in the world that we want to see.

To start the school year with such a strong message of hope and meaning empowered staff to reflect deeply on their purpose and acknowledge the very real impact they have in the lives of students, every day.

## Term 2, 2023 Professional Learning Day

The Term 2 Professional Learning Day was an opportunity to acknowledge and celebrate the comprehensive expertise that lies within our staff. We had several colleagues prepare and present plenary workshops on evolving practices within the profession.

The topics and synopses of each session, along with the presenters, is captured below:

### **Findings from our work with the Stronger Smarter Institute | Karen Sunderland & Kellie Winter**

An Acknowledgement of Country is an important cultural practice in Aboriginal and Torres Strait Islander traditions. In this session, staff learnt various ways in which an Acknowledgement of Country can be performed, gained a deeper understanding of the significance of an Acknowledgement of Country and its role in acknowledging and respecting the traditional custodians of the land on which we live and work, and explored the benefits of incorporating an Acknowledgement of Country into our professional practice.

### **What is Necessary for Some is Useful for All | Laura Dillon & Robbie Moloney**

Differentiation is a critical practice that enables teachers to cater for all their students' needs. In this session, staff considered effective strategies that make learning accessible for everyone in a room.

### **Data 360 | Anne Clennett, Daniel Thomson, Angus Lowrie & Bronwyn Long**

Empowering students to understand the next steps in their learning is essential for success. During this session, staff discussed strategies and opportunities for students to collect and use data to inform their own learning. Underpinning this approach was the idea of

empowering students to assume greater ownership over their learning.

### **Fostering Critical Thinking | Anna Rossetto**

The learning experiences that we deliver should empower students to approach uncertainty with forethought and determination. In this session, staff learnt that equipping students with skills in collaboration, critical thinking, curiosity, and creation enables them to be productive global citizens.

### **The Flourishing Classroom Observation Tool | Jessica Taylor**

To effectively improve student wellbeing, it is helpful to articulate and describe the improvable wellbeing elements that can be observed in your classroom. In this session, staff were introduced to The Flourishing Classroom Observation Framework which highlights different improvable dimensions and domains of wellbeing. These visible elements of wellbeing are interconnected, act in synergy with each other, and have a cumulative impact on wellbeing.

### **Lessons from my PhD: Deep Dive into Classroom Engagement | Fabio D'Agostin**

This session explored the relationship between emotional and academic student response to the activities we set in class, concluding with a plenary conversation about how we maximise student engagement in the classroom.

### **From Start to Finish – Lesson Continuity Using Formative Assessment | Sarah Langley**

Formative assessment practices provide powerful tools to know where students' learning begins and ends in a lesson. Lessons with a full circle formative approach have real power for teachers and learners. By the end of this session, staff left with some strategies for embedding new formative tools into their practice.

### **Getting the Most Out of Your Students in a Lesson | Christie Barrett**

Day-to-day, students are bombarded with lots of information, and it impacts their ability to proactively participate in their learning. This session investigated ways that teachers can help their students to manage the many demands on their cognition so they can engage effectively in their learning.

### **Building Your Wellbeing Blueprint | Jessica Taylor**

Wellbeing is dynamic, contextual, and can ebb and flow between struggle, flourishing, and thriving. In this workshop, staff learnt how moments of struggle and thriving can shape our wellbeing. They also learnt simple evidence-based actions that can improve or sustain wellbeing, drawing on the PERMAH Wellbeing Framework as a tool to help build their very own Wellbeing Blueprint.



### **Carmel Richardson | VCE Data Analysis**

Carmel Richardson was invited to undertake an analysis of our 2022 VCE Results. In May 2023, she presented her findings to the members of the Heads of Department, Academic Executive, and Executive teams. The analysis focused on measuring student ability as defined by the average General Achievement Test (GAT) score, among other factors, and examining it against patterns of student achievement in the subjects they studied. This perspective provided insight into the extent the 2022 VCE students performed in their studies against their predicted ability. This provided a basis for teachers to evaluate each student's performance in the school-based assessments and the external examination against their expected performance as determined by the GAT.

### **Professional Development for Middle Leaders**

In 2023, and extending into 2024, all staff who hold positions of middle leadership have been offered the opportunity to participate in 'Leading People', which is a course offered by the Harvard Graduate School of Education. At the end of the course, staff participants have, or will have, achieved the following learning outcomes:

- Acquired specific strategies to cultivate a skilled and motivated staff, ensure staff members are aligned with the school's vision and objectives, and build shared ownership around these goals.
- Learned how to distribute leadership among staff and across the school community to increase productivity, collaboration, and empowerment.
- Learned to establish a supportive school culture where systems and structures enable all adults to become engaged learners and gain expertise through collective learning and continuous improvement.
- Understood the school leader's role in communicating institutional goals to community stakeholders and identified strategies that can help foster greater buy-in for these goals.

The strategies, models, and knowledge imparted in this course has been designed to equip our middle leadership staff with the expertise they need to lead teams as effectively. The course has a virtual collaboration component, where professionals around the world share their experience in the context of the ideas being explored. We took the opportunity to extend

this by holding internal collaborative opportunities also.

This is the beginning of an ongoing and sustained focus of professional development and engagement of our middle leaders, so they can lead high performing teams throughout the school.

### **Staff undertaking post-graduate studies**

- Shane Asbury – Master of Theology
- Delle Ritchie – PhD Candidate  
**Topic:** To what extent can the Reggio Emilia Project's concept of The Image of the Child be used to frame and seek to understand the links between teacher's beliefs, practice and children's engagement in group story reading with young children in Australian Early childhood settings?
- Jessica Taylor – PhD Candidate at the Melbourne University Graduate School of Education  
**Topic:** Reimagining Responsibility for Wellbeing – Towards a Conceptual Model of Understanding and Cultivating Responsibility for Wellbeing in Schools.
- Simon Young – Master of Business Administration

# The Geelong College Foundation

One of the objectives of The Geelong College Foundation is to provide financial assistance for the construction of buildings to be used by the College. Therefore, it was our privilege in 2023 to give a \$1 million gift to the school to go towards the construction of the new Sports and Wellbeing Centre to be named Belerren. The Centre will be used by the broader College community and become another extraordinary place for school gatherings. In addition to this gift, the Foundation also helped to contribute \$2,665,750 through management of a comprehensive philanthropic program.

**Fundraising for 2023 included the following amounts:**

Source	Amount
Annual Giving	\$85,940
Belerren Capital	\$1,104,810
Bequests	\$1,475,000

**Other support the Foundation has provided to the school in 2023 includes:**

- Funding scholarships and bursaries.
- 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 2023 was the upgrade of the Mercer Parade courts.

## Departures

In March, we farewelled Mr Sandy Hutton from the Board, after 12 years of support and service to the Foundation, six of those as President. We thank Mr Hutton for his support and service over this time.

## Foundation Fellows

Our Foundation Fellows for 2023 are Delle Ritchie, Sophia Shen, Adrian Blades, Fabio D’Agostin and Aron Tremul.

**As well as four Board meetings throughout the year (quarterly), the Foundation hosted the following events in 2023:**

- 29 March: Annual General Meeting in Wayaperree
- 2 June: Foundation Community Golf Day at Barwon Heads Golf Club
- 28 July: Foundation Members’ Lunch in the Dining Hall
- 11 August: Foundation Concert at Costa Hall
- 26 October: Morrison Society (Bequest Society) Morning Tea and tour of VCE Art Show
- 28 October: Morongo Old Collegians Lunch in the Dining Hall



# Foundation Fellowships

## 2023 Taiwan Culture Tour

### Sophia Shen

I was honoured to receive one of the 2023 Foundation Scholarships. My project involved participating in the Chinese Teachers' Learning Tour, which took place from 25 September to 3 October 2023, during the Term 3 school holidays. This tour was organised by The NSW Chinese Teachers Association and included 20 teachers from primary, secondary, university, and community schools across NSW. I was the sole representative from Victoria. This unique cultural and educational tour provided an excellent opportunity for us to:

- Engage with local schools and visit the Chinese Language Centre to learn about their teaching methodologies.
- Promote the development of Chinese courses in Australian schools, encouraging more students to learn the language and gain a deeper understanding of the local culture.
- Enable Chinese teachers to learn from the successful experiences of Chinese education in Taiwan, offering them insights into the Taiwanese education system.
- Acquire authentic knowledge and understanding of Taiwan's history, geography, and culture.

### Highlights of the Tour

The most impressive feature was the English Village at Linkou Kangqiao International School. The key takeaways from this visit were:

- Teachers and students in the English Village communicate exclusively in English.
- The environment allows students to naturally immerse themselves in English, whether interacting with teachers in class or participating in

situational role plays. Examples include: Students engaging in transactions at a bank counter, buying movie tickets, going through immigration procedures, socialising in coffee shops, and handling postal services.

- The English Village serves not only as a teaching space, but also as a realistic simulation of everyday scenarios.
- It helps students integrate smoothly into the global community.

I observed English teaching in three grades of the primary school. The primary school utilised bilingual teaching, which nurtured basic abilities in both Chinese and English and developed multiple intelligences, laying a strong foundation for junior high school learning. The classrooms were equipped with interactive electronic whiteboards and physical projectors, facilitating diverse and guided teaching methods.

From the seventh grade at Kangqiao, students were divided into bilingual classes with a focus on studying abroad, based on their future educational goals. Through comprehensive curriculum planning and professional guidance, students were trained in dual-track systems, each honing a specific talent and developing transferable learning skills.

### Cultural Insights

**Religion:** According to our tour guide, Taiwan is home to more than 27,000 temples, Taoist shrines, and churches. Buddhism is the predominant faith in Taiwan.

**Cuisine:** Taiwanese cuisine is a diverse blend of local indigenous flavours and external culinary influences, characterised by its "salty-sweet" trademark. Key ingredients such as basil, garlic, and green onion are used extensively in nearly every dish. The cuisine has been influenced by local indigenous Austronesians, Hakka, Fujian, Cantonese, Hunanese, Shanghainese, Japanese, and other international culinary traditions, creating a rich and varied culinary landscape.

### Additional Learning

Beyond the educational insights gained from local schools and language training centres, I also learned about Taiwan's history, geography, well-preserved culture, tourism, and their strong emphasis on sustainability and environmental protection. Notably, I admired the Taiwanese Spirit of Resilience in facing unpredictable natural disasters like earthquakes, volcanic eruptions, and typhoons.

I extend my heartfelt thanks to the College Foundation for honouring me with this valuable opportunity.



## Immersion Project: US College Pathways

### Adrian Blades

The purpose of this fellowship was to enhance my knowledge and deepen my understanding of how student athletes can obtain places and scholarships at United States colleges.

I spent four days in Brisbane with Study and Play USA, a leading agency in assisting students with US college placements. During this time, I participated in all their activities related to the college recruitment process.

US college opportunities are well-known and supported at The Geelong College. Our careers department facilitates this by running the US collegiate entrance test, the SATs, providing general information about the opportunities, and submitting the necessary documentation for students to be accepted into athletic programs.

### Observations and Learnings

During my four days with Study and Play USA, I observed meetings, attended sporting and scouting events, and listened to the advice and planning involved in US college recruitment.

Before this immersion, I recognised a gap in my understanding of the recruitment process and the interactions between students, their parents, and the coaches recruiting student athletes. My prior knowledge was mostly anecdotal, and my role had primarily been to provide the necessary documentation to formalise a student's placement in a US college.

While this work is crucial to US college recruitment, I aimed to better understand the process to offer students and parents insights into the procedures, requirements, and

timeframes, helping them prepare for the research and negotiations ahead.

### Potential for Leadership in US College Athletics

The Geelong College has a unique opportunity to become a leading school in Australia for US college athletics pathways. Since November, I have shared the insights gained with our students and parents to give them a clear picture of the process.

I believe that developing my knowledge through this program has also helped consolidate an important relationship with Study and Play USA. This ongoing educational relationship continues to benefit my role in the careers department and those students and parents interested in exploring the remarkable opportunities available to athletes in the United States.

### Enhanced Understanding and Collaboration

By the end of the four days, I felt I had a much better understanding of the knowledge required to provide clear, thorough, and insightful information to our school community. Additionally, I gained the ability to collaborate with other staff at a high level.

I would like to acknowledge Alexia and Chris Bates from Study and Play USA for their support during my participation in their program. Their openness in sharing their intellectual property has been invaluable, and I now share this knowledge with our community to best support and promote elite-level sports opportunities.





## Finnish Educational Tour

### Fabio D’Agostin & Aron Tremul

Our educational tour of Finland encompassed visits to various educational institutions in Tampere and Helsinki, providing us with invaluable insights into the Finnish education system.

#### Tampere Visits

In Tampere, we visited a diverse array of institutions including Tampere University, FISTA – International Finnish School, Wivi Lonn Comprehensive School, Tampere Classical School (a selective high school akin to Melbourne or MacRobertson High), the Business Village initiative for Year 6 students, Tampere Skill Centre for Basic Education of Arts and Crafts, South Hervanta Comprehensive School, Hervanta Technical Upper Secondary School, and SAMPO Comprehensive School.

#### Helsinki Visits

In Helsinki, our itinerary included visits to Ruusutorppa Comprehensive School, Helsinki Education Hub, University of Helsinki Faculty of Educational Sciences (where we were guided by a fourth-year teacher education student), Finnish Teachers’ Union (OAJ), and LUMA (STEM education centre) at the University of Helsinki.

#### Tour Activities

Our visits primarily involved observing classroom lessons, engaging in discussions with teachers and administrators, and attending formal briefings and presentations. Highlights of our tour included:

- Discussions with Tampere University Education Faculty leaders and course instructors.
- Question and answer sessions with secondary school students and ProAkademia students, focusing on entrepreneurial business programs.
- Conversations with late-stage teacher education students and educational policy briefings.
- Seminars on educational policies, strengths, challenges, budgeting, and staffing.
- A session with Professor Maija Aksela, director of LUMA, renowned for her advocacy of quality STEM education.

#### Key Takeaways

Our observations and interactions provided several noteworthy insights:

- Flexibility in Matriculation Exams: Unlike the final VCE exams, Finnish matriculation exams can be taken every six months over a period of three or four years, significantly reducing stress. Additionally, internal school courses contribute to the qualification.
- Teacher Training: All Finnish teachers are trained to Masters standards, ensuring a high level of educational expertise.
- Pedagogical Approaches: While similar to Australian methods on the surface, Finnish classrooms exhibited high levels of student engagement and contentment.

Notably, disruptive behaviour was minimal, highlighting effective management strategies.

- Comparative Educational Practices: Finnish and Australian children share similar developmental stages and academic needs, suggesting potential for mutual learning and adaptation of successful Finnish practices.

#### Recommendations and Future Collaboration

The strengths observed in Finnish education, particularly in student management and holistic learning approaches, present significant opportunities for enhancement in Australian educational settings. Establishing teaching and learning collaborations with institutions like Tampere University could further enrich our educational practices.

Our Finnish educational tour has underscored the value of studying and implementing successful educational models from around the world. By learning from Finnish practices, we can aspire to create more supportive and effective educational environments for Australian students.

We extend our gratitude to all those who facilitated our tour and look forward to exploring future educational collaborations between Finland and Australia.



# Community Engagement

Community engagement is a hallmark of The Geelong College. Information is communicated and community feedback is obtained through various means, including printed material, parent support groups in each school and across several co-curricular activities, social media (including Facebook and Instagram), electronic platforms (such as Seqta and SeeSaw), information sessions, and scheduled formal social meetings (such as parent evenings, suppers, and other social occasions at the College).

In 2023, the practice of regular communication with parents continued, including a fortnightly parent bulletin, the school magazine (*Ad Astra*) published twice a year, and the yearbook (*Pegasus*). Parent forums, such as the Prep School Parent Support Group and the Senior School Parent Support Group, provided excellent face-to-face opportunities for interaction between staff and parents. These forums complemented various parent

support groups for several Senior School co-curricular activities, all of which serve to enhance students' experiences through meaningful, positive, and constructive interaction. Although the number of parents participating in these groups has been notably lower in 2023 than in pre-COVID years, there is a renewed sense of purpose, with parents seeking opportunities to engage with the life of The Geelong College through these groups into the future.

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 system for disseminating information and receiving feedback. Our ongoing challenge is to find the right balance between the volume and nature of the information distributed to parents and utilising the most effective means of communication. Ongoing evaluation through feedback and engagement with our community continues to

assist in the evolution of our practices as we strive to be effective and purposeful in our communication with the community.

In 2023, parents and students were surveyed to ascertain their satisfaction with the quality of education and experience we provide to our students. The results were pleasing across the 300 aspects covered. However, College is committed to ensuring continued improvement, particularly in the areas identified in this process. These include an ongoing pursuit for academic excellence across the College, aspects of student wellbeing programs, and aspects of the creative arts, sports and community service activities. These will be incorporated into actions aligned with the new Strategic Plan. College staff will be surveyed in 2024, with current satisfaction levels able to be ascertained from the high levels of staff retention.



# College Staff

The College employed 387 core staff in 2023, with a gender ratio of 65.12% female, 34.63% male and 0.25% non-binary.

The staff cohort included 193 Teachers, 185 Business Operations staff and 9 Executive staff.

No staff have self-identified as Indigenous.

Across the College, the pupil-teacher ratio for Primary is – 11.2 students: 1 teacher and Secondary – 10.1 students: 1 teacher, and all were VIT registered.

The College expenditure in professional development was \$139,744, with the average spend of \$994 per teacher (FTE).

## Staff Qualifications

### EXECUTIVE STAFF

#### PRINCIPAL

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

#### Deputy Principal

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

#### Head of Junior School

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

#### Head of Middle School

**Mrs L J Russell, BEd**

#### Head of Senior School

**Mr N J Coull, BEd (Hons), MEd**

#### Director of Teaching and Learning

**Mr N G Morton, LLB, BCom, GradDip Education(Applied Learning), MEd(Leadership)**

#### Director of Human Resources

**Ms M S Deller-Pugh, BMgmt, GradDip (Ind & Emp Rels), MHRM**

#### Director of Wellbeing

**Ms J A Taylor, BEd (Primary), Dip(Modern Languages), Dip(Positive Education),MAP**

#### Director of Community Relations and Advancement

**Mr M D Howell, PG DipDevMgmt, MBA**

#### Director of Business Operations

**Ms S M Leach, BComm, CPA**

**Our staff continue to commit to the school and its community; as shown by the following service statistics below:**

- 54.3% of staff have been employed for up to five years;
- 19.1% 6-10 years;
- 16.4% 11-20 years;
- 6.3% 21-30 years; and
- 3.8% have served more than 30 years.

## TEACHING STAFF

**Mr D A Alchin, BDes(Hons)**

**Ms O Allan, BAHist,  
BTeach(Primary)**

**Ms E R Anderson, BMus(Hons),  
BTeach(Prim&Sec),  
BTeach(Hons)**

**Mr N J Armstrong, BSC, MEd,  
M(Teach), GradDip (Psych)**

**Mr S Asbury, BEd (PhysEd)**  
Head of Learning and Curriculum Years  
(4-8)

**Mr C D Backhouse, BEd MEd**

**Miss C S Bailey, BA, MTeach**

**Ms C B Barrett, BTeach&Learn,  
GradDipEarlyChildhood,**

**Head of Learning and  
Curriculum Years (EL-3)**

**Mr E K Bauer, BA,  
PostGradDipTeach (Secondary)**

**Mrs K Beale, BSc,  
PostGradCert(Education) –  
Term 1**

**Mrs M Bell, BMusEd, MEd,  
AMusA**  
Instruments & Ensembles Coordinator

**Mr S K Benz, BEd, BA(Fine Art),  
AssocDip(Creative/Applied Art)**

**Mrs J C Bickett,  
BEd(EarlyChildhood)**  
Director of Early Learning

**Mr A W Bigelow, BSc**

**Mr P J Blanchfield,  
BEd(PhysEd), L3 RAPRC**  
Head of McLean House

**Miss I O Brough,  
BMusicPerformance,  
MTeach(Secondary),  
MMusic(Performance Teaching)**

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

**Mr L P Byrne, BAppSc, GradDip  
Ed**

**Mrs C Carah, BEd**

**Miss A L Carr, BEd – Term 3 & 4**

**Mrs I Carr, BBus, MTeach**

**Mr P Carroll, BEd (Primary)**

**Mrs F C Cartwright, BA**

**Mme V P Chabant, GradDipEd,  
DEUG, Licence, Maîtrise, DEA,**

**Head of Languages (Years 9 –  
12)**

**Mr T L B Chan,  
MTeach(Secondary)**

**Mr M D Cheatley, BEd**

**Mr T J Chisholm, MTeach**

**Ms A E Clennett, BEd,  
MHumanMovement,**

**Coordinator of Health & PE  
(Year 4 - 8)**

**Ms J Clutterbuck, BMus,Master  
of Teaching**  
Coordinator of Music (Year 4-8)

**Mr T N Coburn, BEd, DipTeach,  
GradDipSpecEd, MEd**  
Head of Learning Enrichment  
Coordinator of Learning Enrichment (EL  
– Year 8)

**Mr J D Colbert, BEd(Outdoor  
Ed/Health)**  
Level Coordinator (Years 4,5,6)

**Mr T M Colbert, BEd(Phys Ed)**  
Assistant Head of Mossgiel Boarding

**Mr P E Conway, BSc(Ed)**

**Mr B Cook, BAppSc, GradDipEd**  
Head of Coles House

**Miss G M Cook, MTeach**

**Ms D Dafoulis, BA, BTeach**

**Dr F D'Agostin, BSc(Ed), MEd,  
PhD**  
Reporting and Analytics Coordinator

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

**Mrs J Donohue, BEd(Primary) –  
Term 3 & 4**

**Ms L E Dillon, BA, LLB, DipEd**  
Head of Learning & Curriculum (Years  
9-12)

**Mrs S M Dobie, BEd(Phys Ed)**

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

**Mr G J Donovan, BSc, DipEd,  
DipAppPolymerSc**

**Ms G Drover, MEd,MT,BA**

**Mrs A J Dye,  
DipTeach(EarlyChildhood)**

**Miss J Dyson, BA(Education)**  
Curriculum Coordinator of Humanities  
(Years 7 & 8)

**Ms L E Earl, Master of Teaching,  
BMus,Masters of Theology,  
Bachelor of Theology**  
Chaplain

**Mr S Ebeling,  
BMus(Hons), BTeach(Hons),  
Master of Music Performance,  
Licentiate in Music (Saxophone)**

**Mr J N Edwards,  
BTeach(Secondary)**  
Level Coordinator (Year 7)

**Miss S I Ellis BSc (Applied)**

**Mrs C J Fairlie, BEd (Arts)**  
Curriculum Coordinator of Drama (Year  
4– Year 8)

**Ms S J Favaloro, BCom,BSc**

**Mrs D L Filling, BEd**  
Head of Shannon House

**Mr S M Finnigan, BPE, Dip  
(Tourism), GradDip (Teaching &  
Learning)**  
Director of Experiential Learning

**Ms E C Fisher, DipTeach(Early  
Childhood)**

**Mrs R M Forsyth, BTeach  
(Early Childhood),  
DipChildrenServices**

**Mrs L J Fuller, BA,  
BTeach(Primary)**

**Mr O Galluccio, BEd, DipTeach**

**Mrs R L Gettel, BA, BEd**

**Miss F Gibier, BSociology,  
CertTeach**

**Mr G R Gilby, BEd**  
Head of Boarding (Mackie)



**Ms J C Gill, BA, DipEd,  
GradDipEdAdmin, MEd**

**Ms A F Godbehear,  
BCom, MSSc., MTeach,  
PostGradDipTeach.**

**Miss C L Goss, BA, MTeach**  
Level Coordinator (Foundation – Year 1)

**Ms H Green, BA, DipEd,  
MEd(Teacher Librarianship),  
MA(Education), AALIA**  
Head of Library Information Services

**Ms S E Hallows, BSc(InfoSc),  
DipEd, DipProStud, MEd**

**Ms C D Hancock, GradDipEd,BA**

**Mr R M Hanley, BEd**

**Miss K M Hemsworth, BEd**

**Mr J A Henderson, BEd,  
BA(Journalism Communication  
Studies)**

**Ms I C Henricus, BA, MTeach**  
(Parental Leave)

**Mr T J C Hodge,  
BA(Media&Comm),  
MTeach(Secondary),**

Head of Keith House

**Ms B R Hollander, BA, DipEd**

**Miss C O Hollowood,  
BEd(Primary)**

**Mr J I Horoch, BSc, DipEd**

**Mr J C Hunt, BMusPerform,  
DipMusPerform, DipEd**

Performance & Events  
Coordinator

**Ms J Hussey, BEd(PhysEd),  
GradDip(Health Science)**

**Ms D T Hynes, BEd, GradDipDir**  
Head of Morrison House

**Mrs C R Jansen, Bachelor of  
Teaching (Secondary),BSc**  
Head of Science (Years 9 - 12)

**Mr K R Jess, BA,  
GradDipEd(Applied Learning),  
Cert IV WTA,**  
Head of Design and Creative Arts (Years  
9 – 12)

**Mrs A C Johnson, BAppSc(PE)**

**Mr W Johnston, BEd,  
DipTeach(Primary), MEd**

**Mrs K Jones, DipTeach(Primary),  
MEd**

**Miss E M Joyce, MTeach(Early  
Childhood)**

**Mr L Joyce, BEd(Creativity &  
Arts)**

**Mr P I Jubber, BEd**

Level Coordinator (Year 8)

**Mr R W Kayler-Thomson, DipEd,  
BuildConsCert**

**Ms R Kelly, BEd(Early  
Childhood), DipCommServ**

**Mrs L E Knight, BA(Ed),  
GradCertRE, MEd**  
Head of Boarding (Mossgiel)

**Mrs E J Knuckey, BA,Post  
Graduate Diploma of Teaching**

**Mr E Kovacev, BEng, GradDipEd,  
GradDipComp**

**Miss S F Langley, BHealthPhysEd**

**Ms M C Lawrence, BSc,Bed**  
(Parental Leave)  
Head of Calvert House (Term 1)

**Miss B M Long, BSci, BTeach**  
Curriculum Coordinator of Mathematics  
(Years 7-8)

**Mr A W Lowrie, BComm, MTeach**

**Mrs B J Lyons-Lee, BA (Youth  
Affairs), GradCert RE, GradDip  
Ed(Secondary), Masters of  
Writing & Literature**

**Mrs G L Malone,  
BEd(EarlyChildhood & Primary)**

**Mr S A Manderson,  
GradDipEd,Graduate Diploma  
Social Welfare,BA**

**Mr R J McElligott, BA, GradDipEd**  
Deputy Head of Junior School  
Acting Head of Junior School (Term 4,  
2023)

**Mr S McIntosh, BMultimedia,  
BArchitecture/Arts, DipEd(Arts/  
Media), Cert IV TAE**

**Mr A R McKie, BEd,  
DipTeach(Primary),  
GradDipEd(Computing)**  
Curriculum Coordinator (Years 4, 5, 6)  
Head of Helicon House

**Mrs J A McKinnon, BSc, BTeach,  
MTeach,PostGradTeach(Maths)**

**Mrs E C McVitty, BEarly  
Childhood**

**Mrs G M Millar,  
BTeach(Prim&Sec),BA**

**Miss L A Mitchell, MEd, BBus**

**Ms R L Moloney, M(Learning  
Intervention), MEd(Student  
Wellbeing), GradDipEd**  
Coordinator of Learning Enrichment  
(Years 9 – 12)

**Mrs A J Moody, BSc, Bed**

**Mr C Morgan, BEd,  
GradDipCompEd**  
VCE Coordinator

**Mrs C L Morgan, BEd**

**Mrs C A Morris, BEd,  
DipPrimTeach, MACE**

**Mr R M Morris, BEco, BEd**  
VET Coordinator

**Miss R J Munro, BA(Hons)**

**Mr G J Naylor, BA(Hons),  
GradDipEd, MA**  
Head of Humanities (Years 9 – 12)

**Mrs H S Nicol, GradCertSci,  
GradDipEd, BAppSci**

**Mrs D Nikolovski, BTeach(Hons),  
BA**

**Mrs A-L O'Donoghue,  
BEd(Early Childhood),  
DipTeach(EarlyChildhood), MEd**

**Mrs J M Panckridge,  
BA(Education), BEd, MEd**

**Mr M K R Panckridge, BA(Ed)**

**Mr J Patrick, MTeach**

**Ms E Paul, BA, LLB, GradDipEd**

Head of Business Studies

**Ms K L Pelletier, BEdVisArts(Textiles)**

**Mrs P Porter, BEd**  
Head of Sport

**Mrs S C Potter, BTeach(Early Childhood), BA (Dance)**

**Mrs L J Pring, BA, DipEd, MEd**

**Mrs J C Purton, BEd,BIT,Master of Leadership**

Head of Mathematics (Years 9 - 12)

**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)**

**Mr A V Richardson, BEd (PhysEd), BA(Recreation)**

**Mrs S L Ritchie, GradDipTeach, MEd**

**Mr B Robbins, BEd(Phys Ed), BEd (Outdoor & Enviro Ed), GradDip (Outdoor Rec)**

Head of Calvert House (Term 2-4)

**Miss E R Robertson, BTeach(Secondary)**

**Miss G H Rolls, BAgSc, PostGradDipTeach, Dip (Modern Languages), MTeach**  
Deputy Head of Middle School

**Ms H R Ross, BSc,GradCertEd**  
Head of Wettenhall House

**Miss A T Rossetto, BPE**  
Head of Health & Physical Education (Years 9-12)

**Miss J E Sampson, BA, GradDipEd**

**International Students Coordinator**

**Miss C E Saraci, BEd**

**Mrs A R Schleutker, BA, GradDipEd, QTSC-UK**

**Mr A J Schuyler, BEd, Cert III (Education)**

Triple R Respective Relationships Coordinator

Level Coordinator (Years 2 – 3)

**Ms S F Shen, PostGradDipEd(Applied Learning), CertIVTAE, AdvDip(Electronic Design & Interactive Media)**

**Mrs B I Shier, BEd (Primary)**

**Mrs S J Shopov, BPE**

**Mrs J Shorland, BA(Ed)**

**Mrs T L Sidari, BA, Master of Teaching, GradCert(RE)**

**Mr A B Smith, BSc/Comm, GradDipEd**

**Miss S V Smith, BHealthPhysEd**

**Mrs L M Stone, BSc, PostGradDip(Education)**

**Mrs K Sunderland, BA(Dance),GradDipEd(Sec)**  
Head of Performing Arts (Years 9 – 12)

**Mrs K D Swales, BA**

**Mr M M Taylor, BAppSci, BEd, MEd**

Deputy Head of Senior School (Operations)

Studies Coordinator

**Mr P C Taylor, GradDipEd, DipArtandDesign**

Head of McArthur House

**Mr S M Templeton (BMus, BTeach (Hons), MEd**

Director of Music

**Mr M L Terry, BSc(Hons), DipEd**  
Curriculum Coordinator of Science (Foundation – Year 8)

**Mr M B Thacker, BMusEd**

**Mr G P Thompson, BA(Education)**

Head of Minerva House

**Mr D G Thomson, BA, GradDipEd (Secondary), GradCertEd**

Curriculum Coordinator of Art (Years 4 – 8)

**Mr G Tigani, BA(Ed), GradDipEd(InfoTech)**

**Ms P M Timmins, BEd, Associate of Music of Australia**

**Miss T N Tong, MTeach**

**Mrs A A Torpy BEarlyChildhood,DipChildServ**

**Mr A Tremul, BSci, CertIV (Fitness), Master of Applied Teaching & Learning**

Ms J Utting, BEd

**Ms K A Van Cleef, MHumanNutrition, BSc, GradDipEd(Secondary)**

**Deputy Head of Senior School (Pastoral)**

**Mr I R Wallace, BA**

**Mrs K Watson, GradCertEd (Middle Years Mathematics), BA(MediaStudies), BEd, MEd(Early Numeracy)**

**Mrs C J Wilson, Master of Teaching**

**Mrs P Wilson, BEd(Physical Education), PostGradDip(Educational Studies), GradCert(Religious Education)**

Curriculum Coordinator of Religious and Values Education (Years 4 – 8)

**Ms K Winter, BA, BEd, PostGradDip (Education & Training), GradDip (Psychology)**

Head of eLearning

**Mrs E M Witham, GradDipEd(Secondary)**

**Ms C E Wood, BA(MedComm), DipEd, GradCertArts**

**Curriculum Coordinator of English (Years 7 & 8)**

**Mrs H M Woods, BEd**

**Middle School Camps Coordinator**

**Mr S J Wright, BEd**  
Chaplain

**Ms K Yee, BSc, GradDipEd, GradDipRepSci**

**Ms A M Zauli, InterTeachQual(VIT validated), DipArts(Visual Arts)**

Curriculum Coordinator of Languages (EL – Year 8)

Head of Pegasus House

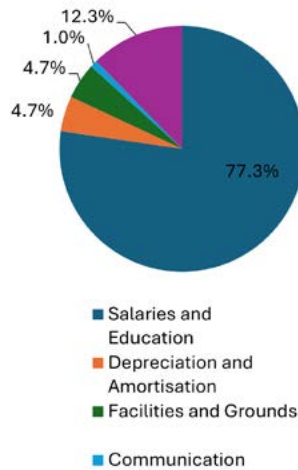
**Ms K Zeravica, BA(OutdoorEd), GradDipEd**

# Financial Statement

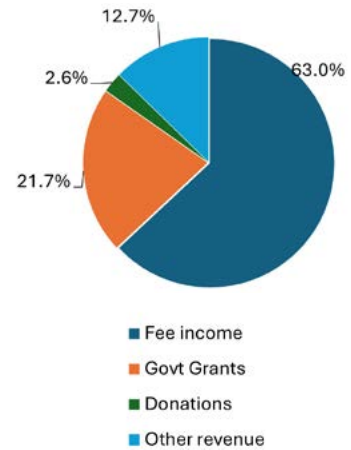
The College continued a student growth pathway in 2023, and a strong capital works focus to renew existing facilities whilst building for the future.

Capital investment across the College continues to progress as planned, most notably the Belerren Wellness Centre due for completion in July 2024, ongoing upgrades to learning spaces around the College, and support for cocurricular learning spaces and the recreation centre to enhance experiences for our community. We are also continuing upgrades to IT and AV infrastructure across the whole school, EL to Year 12, investing in new technology within fast-paced learning environments.

2023 Expenses



2023 Revenue



## Key achievements for the financial year include:

- Continued professional development for Staff
- Cost control and expense management across the College
- Receiving an unqualified audit opinion from Moore Australia in respect to the 2023 financial statements
- Master planning coming to fruition – Belerren Wellness Centre
- Update and review of sporting facility masterplan
- Learning Space upgrades across the College

Total income received for 2023 was \$66.51m, an increase of 11.50% on 2022. Strong enrolment numbers represented the bulk of income received – 63%. Funding received from both Commonwealth and State Government accounts for 21.7% of total income received. Retail sectors and donations contribute the remaining 15.3% combined, elevated from previous years largely due to increase in Recreation Centre activities and Community Donations in support of the Belerren Centre.

Total expenditure increased by 10.23% on 2022, with 77.3% of expenditure toward staff and educational costs, with administration and property costs being the remaining 22.7%.

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, staff, and community.