

2011
COMMUNITY REPORT



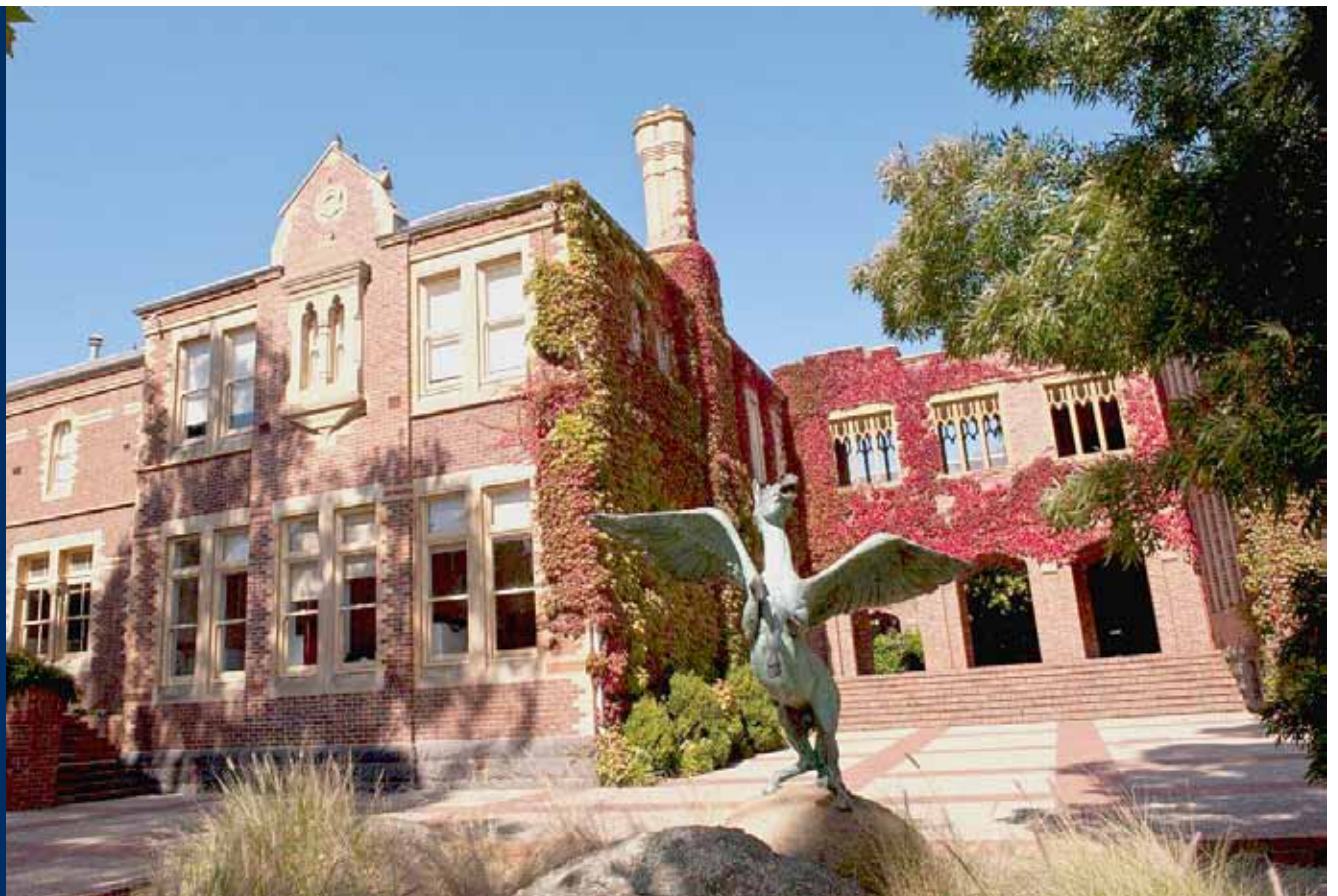

The **GEE LONG COLLEGE**
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THE GEELONG COLLEGE KNOWING, DOING, BEING AND LIVING WITH OTHERS: LEARNING IN THE 21ST CENTURY.

OUR MISSION

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

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



COLLEGE SESQUICENTENARY

2011 was a memorable year of commemoration and celebration. In addition to the publication of a 150 years history of the College and an online heritage encyclopaedia, representing two of the more permanent records of our milestone, many successful celebrations took place in the course of 2011 to mark the College's sesquicentenary. The main events were:

- Guest Speaker Series
- Special Music Events: MSO brass workshops and performances, Sesquicentenary Ball, Wurlitzer organ concerts and Foundation Concert (performance of the Sesquicentenary Song Cycle)
- Sesquicentenary Ball
- Sesquicentenary Expedition
- Founders' Day Assemblies across the College
- Winter Festival Weekend: Opening Spectacular; Old Collegian Notables Gallery Launch; Festival Day (including Archives Exhibition); Church Service; Staff Reunion
- Collector Card Exchanges in the Preparatory School throughout Term 3

OUR EDUCATIONAL PLANNING

In the College's Strategic Education Plan which is designed to inform the College's educational programs over the next five years, a set of Educational Priorities grouped under UNESCO's Pillars of Learning (Learning to Know, Learning to Do, Learning to Be, Learning to Live with Others) was formulated. Each of the College departments developed a plan for 2012 in response to these priorities.

In addition to the Educational Priorities, a set of six Core Commitments was also agreed, identifying what the College values most and intends to nurture and promote in the years to come:

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

In 2011, staff worked towards a whole-school implementation of the new Plan, consolidated various initiatives and familiarised themselves with the emerging Australian Curriculum.

OUR STUDENTS

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

The College's gender ratio was 55% male students: 45% female students from Prep to Year 12 in 2011.

Out of 134 students in Year 9 (2008), 9 students did not continue to Year 12 (2011). Hence 93% of the Year 9 cohort of 2008 was retained to Year 12 in 2011.

The average student attendance rate from Prep to Year 12 was 96% during 2011.

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

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

STUDENT ATTENDANCE

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

YEAR	Attendance Rate (%)
Prep	94.19
1	94.83
2	95.36
3	94.61
4	95.79
5	96.57
6	96.52
7	95.52
8	95.91
9	96.02
10	96.44
11	97.09
12	97.92

In the Senior School (Years 9 to 12), the attendance of each student is recorded for each timetabled lesson. In the Preparatory School (Prep to Year 8), the attendance of each student is recorded twice daily, during morning homeroom and following the lunch break. Teachers monitor students' absences



across the term/year. If a student is absent from school because of illness or any other reason, parents/carers are directed to contact the appropriate campus. If there is an unexplained absence, a phone call to the parent/carer is made to determine the whereabouts of the child.

OUR STAFF

College teachers attended 97% of the time on average in 2011. 93% of the 2010 teachers were retained into 2011 and all were VIT registered. The school does not currently employ any indigenous staff members.

Across the College, the pupil-teacher ratio is as follows: Primary – 11.89 students : 1 teacher, Secondary – 9.42 students: 1 teacher.

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

boarding program as residential and non-residential staff is also an indicator of commitment to the school community.

The College spent \$212,196 on professional development with an average of \$1,768 spent per teacher (FTE) this last year. Six teachers commenced and successfully completed two units in their Masters of Educational Studies. All research projects relate to their area of practice.

Topics include:

- How effective is the use of a rubric in providing feedback to young learners about their writing?

- To what extent do parents conceptualise and enact Early Numeracy learning experiences in the home context, prior to formal schooling?
- What is the experience of Art for Year 12 students?
- How effectively do the 'parent involvement' practices in a pre-school assist parents to understand their child's learning through play?

- What are Year 10 students' beliefs about what constitutes learning?
 - How are school based excursions relevant in the 21st Century?
- The intellectual capital of an organisation is critical to its performance and we are very pleased that more teachers are pursuing postgraduate study.



OUR PARENTS

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

PARENTNET

During 2011, ParentNet underwent significant changes including:

- Technical modifications to enable the design of the site to be quickly updated
- A different look and feel of the site to make navigation easier and more intuitive
- Updating the entry screen to include gallery of images as well as some quick links to the more commonly accessed items
- Adding the ability to create a form online that can be returned via email once completed
- Improving the edit screen to make generating pages faster and easier to use

- Adding menu items for each of the Family Space items
- Improving the document management within Family Space
- Adding a module to enable parents to sign Computer Agreements electronically
- Adding the ability for parents to electronically opt out of the Years 7 and 8 home security trial

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

Year	2009	2010	2011	2012
Student Enrolment	1183	1193	1188	1183

CURRICULUM

AUSTRALIAN CURRICULUM

Heads of Department and Curriculum Coordinators worked on the Australian Curriculum throughout the year. English, Maths, Science and History courses were set, with Heads of Department auditing their curriculum and planning for the changes.

Teachers contributed to the ACARA consultation questionnaires and attended Australian Curriculum briefing sessions and subject consultation sessions. In 2012, there will be on-going work and trialling of the curriculum in order to commence implementation by 2013.

CURRICULUM DOCUMENTATION

ACARA has recommended the Understanding By Design (UBD) model for documentation of the Australian Curriculum. Given the importance of differentiation (adapting the curriculum to meet different student learning needs), the College decided to use the UBD model with differentiation (the UBDi model of curriculum documentation). This model will be used to develop curriculum documents across the College. Heads of Department and Curriculum Coordinators have been given professional development on the document and how to upload it to Curriculum Navigator 2.0 (the College's Curriculum repository). Teachers have started to use this format for documenting the curriculum from Years P-10 and will continue to develop this in 2012.

NAPLAN

The NAPLAN team firstly established consistent protocols around testing and support for the students with learning needs to complete the tests to the best of their abilities. Work then focused on how to use the on-line Student Performance Analysing Tool (SREAMS) to support classroom teachers in analysing the NAPLAN data. NAPLAN data were analysed in a variety of ways by teachers, Heads of Department, Learning Support and the College Administration. Comprehensive NAPLAN analysis reports were completed and shared across the College.

LEARNING ENRICHMENT AND ADVANCE PROGRAMS (L.E.A.P)

A gifted and talented program called L.E.A.P. was established in Campbell House. Students in Years Prep-3 were identified for a range of extension and enrichment programs which included: reading extension based on higher order thinking and comprehension skills, mathematics measurement - rich tasks and mathematics extension in multiplication, division, addition and subtraction.

ASSESSMENT IN CAMPBELL HOUSE

The assessment processes and procedures were reviewed in Years P-3. The assessment tools, the process for assessment, the storage of assessment data and the follow-up from assessment were reviewed. An on-going assessment review will continue across the College in 2012.

YEAR 4 ENVIRONMENTAL REVIEW

The Year 4 Environmental Team developed a vision for student

learning in the environmental year focussed around the question: How can we create a better tomorrow? Keeping this question in mind, they planned inquiry units around the following topics:

- Growing a garden – looking at plants being central to our existence
- Our backyard and beyond – considering the local natural environments and ecosystems of the Barwon River
- Thriving, Surviving or Threatened? – students investigated why some species are thriving and others are threatened or endangered
- Sharing the planet – looking at the finite nature of resources and how humans use them

A key component of the 2011 program was the development of the kitchen garden with specialist Mr Richard Hanley working with the children three times a week to tend the garden, select and harvest the food for cooking and to prepare, cook and eat with the children and parent helpers. Richard's wealth of expertise, general interest in the work around him and passion for the environment make each of these activities a learning experience in itself.

The physical changes to the area made the space a far more appealing place for students to learn and for others to visit. The garden area was completely redesigned to include themed garden beds ranging from particular plant types to cultural plantings where ingredients related to specific cuisines are grown. The greenhouse was relocated, a hen pen was erected and a new kitchen was developed. Thanks to a parent's generosity, an outdoor pizza oven was made in traditional style and used by students to cook pizzas made from produce grown in their own gardens.

YEAR 6 MULTI-MEDIA REVIEW

In the new Year 6 Multi-Media program, students are now required to select, use and create with current technologies (podcasts, vidcasts, blogs, chat, radio shows etc.) and to communicate their knowledge and understandings throughout the year. Rather than one big product, students will learn how to create a range of modes of media and how to modify the way they communicate with the different technologies for various audiences. An important part of this process is learning to be cyber safe, responsible users and creators of multi-media.

In order to support this learning, at Year 6 in 2012, each student will have access to a laptop at school. In addition, separate smaller work spaces will be established during the year for small groups of students to work in, such as a green screen space. The computers will work on a Windows platform, rather than a MAC platform. This means that students are exposed to the platform, software and machines that are similar to the ones they will use in Year 7.

MIDDLE SCHOOL LIBRARY RE-STRUCTURE

The Library-Re-structure Committee met regularly in 2011 to investigate different ways of operating a library to establish a learning hub in the Middle School library in 2012. The team visited other schools and libraries, attended conferences and shared their learning in an effort to develop a shared vision.

A new position, Head of Information Services (Library), was established across the College to manage all of the College's libraries and develop a more unified service to students, staff and parents.

PROFESSIONAL LEARNING

EXEMPLARY TEACHER CLASS

Three teachers were awarded Exemplary Teacher status in 2011. The topics for the projects undertaken by the new exemplary teachers are:

- How does an audience influence student outcomes in drama? (Mr Joyce, Ms Hynes - Senior School Drama teachers)
- How can we best facilitate the development of fundamental motor skills in Upper Primary students? (Ms Utting - Middle School PE teacher)

The process for application for Exemplary Teacher was reviewed and recommendations for improvement considered; these will be implemented in the 2012 application process.

DIFFERENTIATION IN CAMPBELL HOUSE

Campbell House teachers developed their understanding and theoretical knowledge about Differentiated Instruction. Through discussions based on professional reading, structured tasks, modeled practice and shared learning, the teachers explored how to differentiate the curricular elements of process, content and product. They started to apply this learning to their own classes in small ways and to formally document how they are differentiating in their planning documents. This will continue to be a focus in 2012.

HEAD OF DEPARTMENT AND CURRICULUM COORDINATOR APPRAISAL

A formal appraisal process was introduced for Heads of Department and Curriculum Coordinators. Half of the leaders were appraised: thirteen leaders in total. In 2012, the second half of curriculum leaders will be appraised and the process reviewed and refined accordingly.

LITERACY AND NUMERACY BENCHMARKS

The table below outlines the percentages of students in Years 3, 5, 7 and 9 meeting the national minimum standard in reading, writing, numeracy, grammar and punctuation and spelling based on the NAPLAN test results (a national level test).

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

		2009 % OF STUDENTS AT/ABOVE NATIONAL MINIMUM STANDARD	2010 % OF STUDENTS AT/ABOVE NATIONAL MINIMUM STANDARD	2011 % OF STUDENTS AT/ABOVE NATIONAL MINIMUM STANDARD
YEAR 3	Reading	100	100	100
	Writing	100	100	100
	Numeracy	100	100	100
	Grammar and Punctuation	100	100	100
	Spelling	100	100	100
YEAR 5	Reading	100	98	100
	Writing	98	100	98
	Numeracy	98	100	100
	Grammar and Punctuation	100	100	100
	Spelling	100	100	98
YEAR 7	Reading	100	100	100
	Writing	98	100	99
	Numeracy	100	100	100
	Grammar & Punctuation	100	98	100
	Spelling	97	99	99
YEAR 9	Reading	98	100	99
	Writing	99	100	96
	Numeracy	99	99	100
	Grammar and Punctuation	98	100	98
	Spelling	96	96	95

OUTREACH PROGRAM DEVELOPMENTS

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

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

- Borneo Community Project – students provided and set up computer facilities and taught local people how to use them
- Thailand Community Project – students travelled to Chiang Mai and worked with a hill tribe (Karen) to improve the local school
- Tanna Community Project (Vanuatu) – students travelled to Tanna Island in Vanuatu and were fully immersed in the local culture while also conducting English lessons with students in Lenekal Presbyterian College
- Desert Tracks – students travelled to the APY Lands (Central Australia), were fully immersed in the Anangu culture and helped out in the community
- Restoring Natural Balance (Cape Otway) – students were involved in land re-renewal; in particular, koala conservation
- Kinglake – students participated in a range of activities helping the victims of fire within the Kinglake community, including building gardens and assisting in the local kindergarten
- Refugees – students took local refugee teenagers to Mokborree (the College's outreach campus in the Otways) and developed relationships with them and an understanding of the plight of refugees.

ICT INTEGRATION AND DEVELOPMENTS

The following is a brief summary of Key ICT achievements for 2011:

- Creation of the College Heritage site
- Creation of the external Geelong College Website
- Development of a strategic vision for ICT at the College
- Re-development of Curriculum Navigator the College's Curriculum Storage Repository
- Creation of G-Net (the initial step in the development of a new learning management system)
- Creation of the College's on-line collaboration tool (Helicon Space)
- Development of an on-line Professional Development

Management Program to manage, record and report professional development across the school

- The professional development of a team of Campbell House teachers in the use of Interactive White Boards as a teaching and learning tool
- Creation of Library Guides for staff and students to access relevant resources for learning
- Re-development of ParentNet, StaffNet and StudentNet
- Re-development of the Sports Management software package
- Introduction of a new internet filtering system across the College
- Implemented the use of Dyno (a student monitoring tool)

CYBER SAFETY

The Years 9 to 11 Digital Challenge was again extremely successful and each Senior School day House produced interesting videos and presentations. These were shared at Years 9-12 assemblies and demonstrated that "students telling students" is highly effective. Some of these presentations will be form part of the Middle School Cyber Safety Program in 2012.

CURRENT AFFAIRS

Designed to broaden our Year 12 students' experiences and to ensure they are well informed about the demands of their final year, a Current Affairs program gave them opportunities to hear speakers on a range of topics. Presenters throughout 2011 included Paul Dillon, leading expert on Drug and Alcohol use amongst young people, Robert Ingpen, renowned illustrator and Old Collegian, James Lynch – How to prepare for interviews, comedian Sammy J to lighten the mood prior to mid-year exams, RACV Safe Driving program and Mitch Hooke, CEO Minerals Council of Australia and Old Collegian.



COLLEGE LIFE

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

MUSIC

In the Senior School, the Concert Band, Symphony Orchestra, Stage Band, String Orchestra, College Choir and, in the Preparatory School, the Concert Band, String Orchestra, Campbell House Orchestra, Secondary Choir, Primary Boys' and Girls' Choirs, Campbell House Boys' and Girls' Choirs as well as various instrumental ensembles regularly performed at assemblies and took part in special evenings, services and occasions throughout the year. The range of performances was broadened as we celebrated our 150th year.

Highlights for 2011 included:

- Involvement in Sesquicentenary events including:
 - The Sesquicentenary Ball, featuring the Symphony Orchestra and Stage Band
 - Festival Opening Ceremony, featuring a massed choir
 - Weekend Festival, featuring rock groups and chamber music groups
 - Church Service in St. David's, featuring brass and organ solos
- The annual Foundation Concert held in Costa Hall, featuring instrumental ensembles and choirs from across the school and the world premiere performance of Paul Jarman's song-cycle "Teller of Stories"
- 'Carols By Candlelight' featuring massed choirs from the Middle and Senior Schools
- The Senior Stage Band's performance in the annual 'Generations in Jazz' competition
- The visit by acclaimed pianist and writer Anna Goldsworthy
- Workshops and performance with members of the Melbourne Symphony Orchestra brass
- The established and extensive program of Music Evenings at each campus, incorporating solo and group performances from within and outside the class program
- The annual Battle of the Bands, organised by the Friends of Music

DRAMA

- The Year 12 Theatre Studies production of 'Much Ado About Nothing' by William Shakespeare
- The Year 12 Drama Ensemble performances inspired by 'The Red Leaf' by Shaun Tan
- The Year 10 production of 'Small Poppies' and 'Bang Bang You're Dead'
- Involvement in Sequicentenary events including:
 - The Year 10 Drama students devising and performing their own work for the Festival Opening Ceremony
 - The Year 9 Showcase, featuring work from over 60 students including scenes from Australian dramas, self-devised theme based pieces, musical theatre and puppetry works

- The Dance Showcase, sharing the work of all Senior School dance classes
- The Year 12 Dance class performance of their VCE choreographed number for the Festival Opening Ceremony
- The Year 8 Production of 'School of Rock'

ART

- The Senior School VCE Art Show with a large number of students displaying various art works from a wide variety of mediums
- The selection of two 2011 VCE student's work in TOP Designs, on show at the Melbourne Museum
- The shortlisting of three 2011 VCE student's work in TOP Arts and TOP Designs
- Moving into the refurbished Austin Gray Centre
- Establishing the Guild Gallery as a vibrant area to display student work and conduct larger exhibitions
- Incorporating Campbell House students into the Senior School Arts Week photographic project

SPORT

As a member of the Associated Public Schools (APS), College students competed in cricket, rowing, tennis, softball, badminton, swimming and diving in Terms 1 and 4; football, hockey, basketball, soccer and netball in Terms 2 and 3; and athletics and water polo in Terms 3 and 4.

Highlights for 2011 included:

- The 1st XI Cricket team winning the APS Premiership (last achieved in 1995).
- The 1st VIII Girls Rowing Crew winning the APS Heads of the River.
- The undefeated APS Girls' Inter A tennis and Inter A and Inter B Blue Netball teams.
- The College Surfing team coming 2nd in the Rip Curl Shield in the Schools Regional Final.



OUTDOOR EXPERIENCES

- Sesquicentenary Expedition: 11 students and 5 staff hiked for 150 kilometers along the northernmost sections of the Heysen Trail through the Southern Flinders Ranges of South Australia.

CAMPS

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

REACHING OUT BEYOND THE COLLEGE

- Shalom Christian College (Townsville): 8 students and two staff visited Shalom (a boarding school for indigenous students) coinciding with the annual NAIDOC celebrations. They took part in many activities designed to improve their understanding of indigenous culture.
- Revolutions European Study Tour: A group of 23 Senior School students and four staff spent two weeks in Moscow, St Petersburg and Paris. The tour included an array of historical and cultural highlights.
- French Trip: 11 students and 2 staff participated in a cultural tour of France including intensive French language classes in Paris and at the Lycee Jean-Rostand in Chantilly.
- England Cricket Tour: 16 students and four staff played cricket and participated in a cultural tour of England.
- Lizard Island: 16 students and three staff toured Lizard Island where they snorkeled and dived in order to gain a greater appreciation of the unique marine ecosystem.

2011 VCE RESULTS

The following is a summary of the VCE achievements of the 2011 cohort, together with a breakdown of their first-round offers and related tertiary destinations.

- Dux: ATAR score of 99.45
- 5 students achieved ATAR scores of 99+
- 20 highest achievers = 10 boys/10 girls
- 26.71% achieved ATAR scores of 90 and over (top 10% in state)
- Median ATAR score was 81.475 (50% in top 19% of state)
- 15.75% of Study Scores were 40 and over
- 3 perfect Study Scores of 50: English, Further Maths and Theatre Studies

ATAR Range	Numbers of Students	%
> 99.00	5	3.42
95.00 - 98.95	18	12.33
90.00 - 94.95	16	10.96
80.00 - 89.95	40	27.40
70.00 - 79.95	29	19.86
60.00 - 69.95	18	12.33
50.00 - 59.95	10	6.85
< 50	10	6.85
	146	

FIRST ROUND OFFERS FOR THE 2011 COHORT

54.23% of our students gained their first preference with a further 28.17% getting their second preference, making a total of 83.29% achieving first or second preferences. This reflects well on the quality of the careers advice students have been receiving.

General

Total Year 12 for 2011	146
	(plus 2 "unscored" candidates)
Number applying for Tertiary Courses	144
Number of Applicants receiving an Offer	142
* University	127
* TAFE	15

FIRST ROUND OFFERS BY TERTIARY INSTITUTION

Deakin University	38	26.76%
University Of Melbourne	20	14.08%
RMIT University	19	13.38%
Monash University	17	11.97%
Swinburne University of Technology	8	5.63%
La Trobe University	8	5.63%
Victoria University	7	4.93%



Australian Catholic University	5	3.52%
University of Ballarat	4	2.82%
William Angliss Institute of TAFE	4	2.82%
Gordon Institute of TAFE	3	2.11%
Victoria University TAFE	2	1.41%
Swinburne TAFE	2	1.41%
RMIT University TAFE	2	1.41%
Holmesglen	1	0.70%
Box Hill Institute of TAFE	1	0.70%
Monash College	1	0.70%

Mr D Hibbard, BSc, DipEd
Head of Business Studies
Mr R M Morris, BEco, BEd
Head of Drama
Ms D T Hynes, BEd, DipTeach(Primary), GradDipDir
Head of English
Miss L Bourke, BA, DipEd, Med
Head of Geography
Mrs P M Henning, BEd
Head of Fine and Applied Arts
Mr P C Taylor, DipArtandDesign, GradDipEd
Head of History
Mr G J Naylor, BA, MA, GradDipEd
Head of Languages
Mme V Chabant, DEUG, Licence, Maîtrise, DEA, GradDipEd
Head of Physical Education
Mrs C Tol, BEd
Head of Library Information Services
Ms C J Guest, BSc, GradDipEd, GradDipLib&Info
Head of Science and Information Technology
Mr M L Terry, BSc(Hons), DipEd
Head of Boys' Sport
Mr G R Gilby, BEd (Terms 1 and 2)
Mr D A Clifford, BEd (Terms 3 and 4)
Head of Girls' Sport
Mrs P Porter, BEd

STAFF QUALIFICATIONS

EXECUTIVE STAFF

Principal
Dr P C Turner, BA(Hons), LittM, PhD, AMusA, MACE
Deputy Principal/Head of Boarding
Mr D P Mahon, BEd, GradCertRE, MSL, MACE
Joint Head of Senior School (Welfare)
Ms J C Gill, BA, DipEd, MEd, MACEL, AFAIM
Joint Head of Senior School (Curriculum)
Mr R N Smith, BSc(Hons), DipEd, BEdStud, DipTAS
Head of Preparatory School
Mr J Carroll, BEd, DipTeach(Primary), Grad DipMusEd, CertInfoTech, MEd
Business Manager
Ms S Leach, BComm, CPA
Director of Community Relations and Development
Mr M Howell, PG DipDevMgmt, MBA
Director of Teaching and Learning
Ms M Crofts, GradDipEd, BAppSc

SENIOR SCHOOL TEACHING STAFF

Mrs A J Andrews, BA(Hons), GradDipEd(Secondary), GradCertRE(ACU), GradDipArts
Mr M D Andrews, MEd, BA(Hons), BD(Hons), GradDipEd/ GradCertRE
Mrs D L Bain, DipTeach(ArtCraft), GradDipGraphicCommunication
Ms M Barnes, MEd, BLaw, GradDipEd(Secondary)
Mr C S Bennett, MEd, BEd, BCommunication(Journalism)
Mrs D Black, BA, DipEd
Ms L Breen, BMus, GradDipEd, AMusA
Mrs P M Clark, BAppSc(Photography), DipEd
Mrs D A Cleary BSc, DipEd
Mr P E Conway, BSc(Ed)
Mr F D'Agostin, BSc(Ed)
Miss X Dong, MEd, DipEd (Chinese and Bus), BMan
Mr G J Donovan, BSc, DipEd, DipAppPolymerSc
Mrs T J Foley, BA, DipEd
Mrs D L Filling, BEd
Mr K P Flanagan, MSc, BSc, DipEd (Terms 3 and 4)
Mrs J A Gainey, BA, DipEd
Mrs L C Gallus, HigherDipSecArt&CraftTeaching
Mr M Gallus, BA(Hons), TeachCert

COLLEGE STAFF

School Counsellor
Ms C M Thornton, BA SocSc(Hons) Psychology, Registered Psychologist, Assoc.MAPS
Director of Music
Mr M Irwin, BMusEd, GradCertMusTechnology
Director of Sport
Mr M D Cheatley, BEd
Spiritual and Community Outreach Coordinator
Mr D Curnow, BA, DipEd, GradDipSportsScience
SENIOR SCHOOL SENIOR STAFF
VCE Coordinator
Mr G J Smith, BEd(Science), GradDipComputing
Head of Mathematics/Studies Coordinator

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

Mr P J Hannah, AMusA, AdvancedDipofMusic

Mrs A J Jackman, BSc, BEd

Mr K R Jess, BA, DipEd, Cert IV
WorkplaceTraining&Assessment

Mr L Joyce, BEd(Creativity&Arts)

Mr R W Kayler-Thomson, BuildConsCert, DipEd

Mr E Kovacev, BEng, GradDipEd, GradDipComp

Mrs D M Lannan, BSc, DipTeach

Mr N Leech, MEng(Chemical), PostGradCerEd

Mrs A M McGucken, MEd, BEd

Mr S McIntosh, BMultimedia, BArchitecture/Arts

Mr G S Mack, BEd(Music), AMusA

Mrs A O Maher, MA(Ed), BA

Ms A-M Mahoney, BA, DipEd

Ms C E Matthews, MEd, BEd(Arts)

Mr C Morgan, BEd, GradDipCompEd

Mrs S Morris, BA, DipEd, GradDipStuWelfare

Mrs C A Newett, BA, BTeach (Maternity Leave)

Mr J D O'Loughlin, BEng(Hons), GradDipEd

Ms R E Palmer, BSc(Ed)

Mr T P Parkes, BA, DipEd

Mr A W Payne, BEc, BEd

Ms K Reilly, BEd(Dance/drama), PostGradDip(Movement
Studies)

Mrs K B Saunders, BA, DipEd

Mr A B Smith, BSc/Comm, GradDipEd

Mrs E K Smith, BEd

Mr G J Smith, BA(Painting), DipEd

Mrs K Sunderland, BA(Dance)

Mr M B Thacker, BMusEd

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

Mrs L M Treadwell, MSc, BSc(Hons), GradDipEd

Ms A Tymms, CAP, CAEI, DEUG Psy (France)

Ms G Ulloa, BSpecEd, BEdinLOTE, DipinTESOL

Mrs C E Watson, MEd(Sci), BSc(Hons), DipEd, HigherDipEd

Ms L Boyd, GradDipED, DipTeach

Secondary Curriculum Coordinator

Mrs S Peace, MEd, BSc(Hons),
PostGradCertinEd(Secondary) (Terms 1 and 2)

Mr T Coburn, MEd, DipTeach, GradDipSpecEd, Bed (Terms
3 and 4)

Director of Early Learning Centre

Mrs R Molyneux, DipTeach(EarlyChildhood),
BEd(EarlyChildhood)

Year 7 Area Leaders

Mr K P Flanagan, MSc, BSc, DipEd (Terms 1 and 2)

Mr I Henricus, HigherDipTeach

Year 8 Area Leaders

Mr M O'Donnell, BA, DipEd, GradDipComputing

Mrs L Lee, BA, DipEd, GradDipSpEd

Upper Primary Area Leader

Mr P Jeffreys, MEd, DipEd

PREPARATORY SCHOOL TEACHING STAFF

Ms O Allan, BAHist, BTeach(Primary)

Mrs M Bell, BMusEd, MEd

Mrs J Bickett, BEarlyChildhood

Mrs S Boyd, BEd

Mr E Brownen, MA, BA(Hons), HigherDipEd, TESOL

Ms T Carlisle, BEd(Primary) (Maternity Leave)

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

Mrs R M Congues, BSci(Hons), DipEd, MEd

Mrs A D Corrigan, BTeach(Primary), BA

Mrs S M Daly, DipTeach(Primary), BSpecEd

Ms E Davis, DipPrimTeach, BEd

Ms J Ditterich, HigherDipTeach, GradDip(Teacher-
Librarianship)

Ms I Doucas, BEd(Mus), MMus(Perf)

Mrs A J Dye, DipTeach(EarlyChildhood)

Ms F Erhardt, BA, GradDipEd

Mrs K Fyffe, BMusEd

Mr O Galluccio, BEd, DipTeach

Ms K Gibbs, BA, GradDipEd(Secondary)

Mrs H Green, BA, DipEd, MA(Education)

Mrs L Haigh, BEd(SecondaryArt/Design), MEd

Mr I Henricus, HigherDipTeach, DipPE

Mrs B R Hollander, BA, DipEd

Ms D Hollingworth, AssocDipinSocialSci, BEarlyChildhood,
GradCertinOrff - MusicEducation, GradDipEd,
MasterofMusicEducation

Mr J I Horoch, BSc, DipEd

Mr J C Hunt, BMus, DipEd, DipMusPerf

Miss K Johnson, BEd, GradDipEd (Computers in Education)

Mr J S Johnstone, BSc, BTeach(Primary)

PREPARATORY SCHOOL SENIOR STAFF

Head of Preparatory School

Mr J Carroll, BEd, DipTeach(Primary), Grad DipMusEd,
CertInfoTech, MEd

Deputy Head of Middle School (Welfare)

Mrs C D Turner, TPTC, BA(Ed)

Deputy Head of Middle School (Administration)

Mrs L Russell, BEd

Director of Campbell House

Mr C Dinneen, DipEd, BEd(GradDipRE),
GradCertEd(Science), MEd

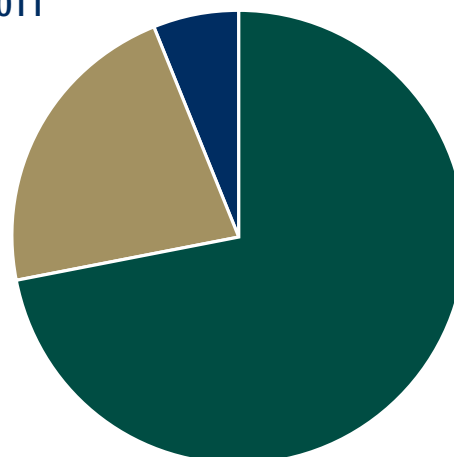
Primary Curriculum Coordinator

- Mr W Johnston, DipTeach(Primary), Bed
- Mrs K Jones, DipTeach(Primary)
- Mrs U Kamburowski, MA, BMusEd
- Mrs R Kelly, BEd(EarlyChildhood)
- Ms G Larobina, BA(Hons), BEd
- Ms W Liu, AdvDiplnt, Diplnt
- Ms B Lyons-Lee, BAYouth, GradCertRe, GradDipEdSec
- Mrs L McCartney, BMusEd, AMusA
- Mr A R McKie, DipTeach(Primary), BEd, GradDipEd(Computing)
- Mrs J Marinovic, BA, BASpe, GradDipMaSc
- Ms H Mavros, BA, DipEd, MTeach
- Mr C Morgan, BEd, GradDipCompEd
- Mrs C A Morris, DipPrimTeach, Bed
- Mrs A Muscat, BEd, PostGradCert(Env)
- Ms M J Oates, BSc, DipEd
- Mrs S E O'Brien, BSc, BLeaMgm
- Mrs A-L O'Donoghue, MEd, BEd(Early Childhood), DipTeach(EarlyChildhood)
- Ms C F Ogston, DipTeach(Primary), GradDipTeach
- Mrs T Ovens, BA, BTeach(PrimaryandSecondary)
- Mrs J M Panckridge, MEd, BA(Ed), BEd
- Mr M K R Panckridge, BA(Ed)
- Mrs J Peake, GradDipSpecEd, DipTeach
- Mrs H Plumridge, DipTeach, BEd(Primary)
- Mrs C V Quail, BA, BA(Hons), MArts, GradDipEd
- Mrs M J Ratcliffe, BEd
- Mr B Robbins, BEd
- Mr H Roberts, MEd, BA, DipArts(GIT), DipEd(HSC), GradDipMedia, GradDipEdAdmin
- Mrs K M Robertson, BEd(Early Childhood) (Maternity Leave)
- Mrs M Russell, BA (Secondary) (Maternity Leave)
- Ms K Scott, BAMEst, DipEd, MTeach
- Mrs M J Seaton, BA(Applied Art), BTeach(PrimaryandSecondary)
- Mrs J Shorland, BEd
- Ms C M Sullivan, BTeach, BEd
- Mr G Tigani, BA(Ed), GradDipEd(Info Technology)
- Mr M L Torpey, DipTeach, BEd(PhysEd)
- Ms J Utting, BEd
- Ms K Van Cleef, BSc, MHumanNutrition, GradDipEd(Secondary)
- Ms S Vernon, BEdSc, GradDipEd
- Mr D A Wade, DipTeach, BEd
- Mrs K Watson, BA(MediaStudies), BEd, MEd (Maternity Leave)
- Ms C E Wood, BA(MedComm), DipEd, GradCertArts
- Mrs C Wylie, DipEd
- Mrs S Wynter, PostGradRE, CertRE, BEd(Primary)
- Ms K Zeravica, BA(OutdoorEd), GradDipEd

FINANCIALS

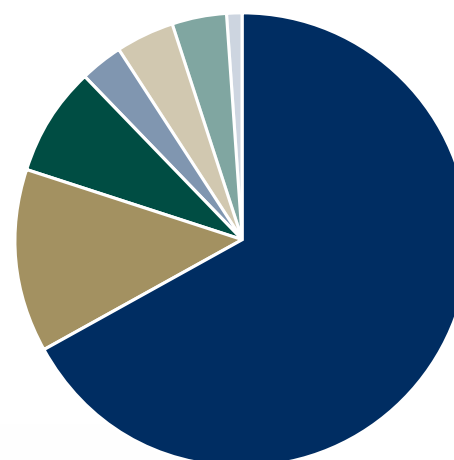
The Geelong College – 2011 operating accounts

REVENUE 2011

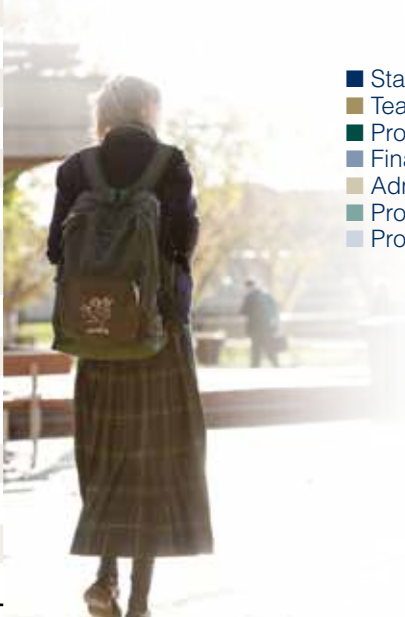


Category	%
Nett Fees	76
Govt. Grants	22
Other	2

EXPENSES 2011



Category	Percentage
Staffing Costs	67%
Teaching & Student Costs	13%
Property	8%
Financial Expenses	3%
Administrative Expenses	4%
Provision Depreciation	4%
Promotional	1%



Dr P Turner
Principal

