



THE
HAMILTON
AND ALEXANDRA COLLEGE
CONFIDENT FUTURES

ANNUAL REPORT 2018



HIGHLIGHTS



DUX SCORED 99.15,
PLACING IN THE TOP
1% OF THE NATION



\$84,475 RAISED THROUGH
ANNUAL GIVING



21% OF VCE
STUDENTS SCORED
ABOVE 90 ATAR



PERFORMANCE
COLLABORATIONS
WITH THE MELBOURNE
SYMPHONY ORCHESTRA



YEAR 12 BOARDING
HOUSE EXTENSIONS



BACK-TO-BACK GLENELG
DIVISION ATHLETICS
CHAMPIONS



FROM THE PRINCIPAL

"AN INVESTMENT IN KNOWLEDGE PAYS THE BEST INTEREST." - BENJAMIN FRANKLIN

2018 proved to be a decisive year for The Hamilton and Alexandra College as we commenced implementation of our new strategic plan. Our focus ***'to seek the best for and from every student'*** was widely promoted and we remain determined that every student develops a strong appreciation for the importance of respect, gratitude, compassion, resilience and optimism. Our five strategic priorities are:

LEARNING CULTURE

Learning and Teaching remains our core business. At the Junior School, we maintained a strong emphasis on quality teacher training and we enjoyed tremendous benefits from the hands-on knowledge our Director of the Early Learning Centre (ELC) gained

during a study tour of Reggio Emilio in northern Italy.

In the Senior School, our curriculum offerings in Digital Technologies & Design Technology Wood continue to be popular and we extended the choice of French to Year 8. Year 9 participated in the 26-day China Experience and Year 10 thrived on our first 13-day Central Australia expedition. This excursion proved to be a tremendous 'direct experience' where we put ourselves into unpredictable situations and as a group were challenged to build resilience, find problem solving solutions and put practice into reality.

Our VCE results were again impressive, especially at the top end with 13% of the cohort achieving ATARs above 95. The fact that 46% of our Year 12 students achieved an ATAR above 80 was a wonderful reflection

on the dedication of both the students and staff, and all students desiring tertiary admission were successful.

NAPLAN testing was conducted online for the first time and our analysis shows encouraging signs at Year 5 & 9. Following the important decision to return Year 6 to Myrning, the Executive also endorsed that our Middle Years Positive Education Programme will cater for students in Years 7 and 8 only.

POSITIVE AND CARING RELATIONSHIPS

Student wellbeing remains a key focus and we promoted several new initiatives to support the social and emotional growth of our students. The Parents and Friends Association (P&F) secured Australia's leading



expert in Cyber Safety, Ms Susan McLean, to come to Hamilton. She presented to Year 6-11 students and we held a well-attended parent session for the wider community.

Each House is now aligned to a community group: Laidlaw ran a film night and workshops for the Hamilton Refugee Group; Learmonth continued their relationship with Mulleraterong; Young worked with the Uniting Church to help feed the homeless; and Berry supported indigenous students with literacy tools.

In Sport, College continued to 'punch above its weight' and we won the STAR trophy at the ICCES Swimming and Athletics Carnivals. Also, our Equestrian programme continues to draw boarders from around the country.

We remain a centre for Musical excellence. Our Jazz ensembles performed at the *Generations in Jazz* festival and the College once again hosted the mOVE workshops; where musicians benefited from the professionalism of Orchestra Victoria. We performed two productions in 2018, *The 25th Annual Putnam County Spelling Bee* and *The Wizard of Oz* to full houses over three nights in our Simons Auditorium.

A TEAM OF EXCELLENT STAFF

In January 2018, we welcomed Mr Ralph Carolan – Deputy Principal Teaching & Learning; Mr Heinrich Burmeister – Chemistry; Ms Katie Budenberg – Mathematics & Business; Mr Graham Lewis – Upper Primary; Ms Penny Callinan – Lower Primary; and Mrs Alana Brown and Mrs Ashlyn Hiscock – Marketing and Communications. Mid-year, Mrs Sylvia McMullen was appointed in Biology and Mr Nick Palmer to Upper Primary.

In September, a new Staff Wellbeing Policy was released and a Staff Wellbeing Action Team was formed. The appointment of two dedicated nurses, Mrs Liz Munro and Mrs Rachel Vallance, has improved the quality of care for students, particularly our boarders.

I want to acknowledge that Mrs Jen Hutton, Director of Community Relations and Development and Mrs Jane Bromley, Head of Mathematics, retired at the end of 2018 after 19 and 12 years of distinguished service respectively.

A CONNECTED COMMUNITY

Over the past five years, the P&F have raised close to \$250,000 which has gone towards school projects like the undercover shelter and all-weather synthetic surfaces at both the Junior and Senior Schools. The P&F Ball and Community Golf Day were both great fundraisers in 2018 and I thank and acknowledge P&F and the Old Collegians' Association for their ongoing generosity towards our school prizes, awards, Year 12 gifts and the physical infrastructure of the school. Also, the College Foundation donated over \$100,000 towards the new boarding extensions.

I am delighted that College has committed to more earnestly address our environmental footprint. In 2019, the College will commence the first module of ResourceSmart Schools' focus on 'water, waste, energy and biodiversity' to make the school more sustainable.

A SECURE FUTURE

Enrolment levels were pleasing, with 496 students at December 31, 2018. In 2018 we enjoyed strong interest at our Information Nights in Portland and Port Fairy, plus Open Mornings were well attended in March and August. A series of 'Coffee and Conversations' meetings with the Principal were extended to Terang, Mortlake, Camperdown and Dunkeld in addition to our seven stops in the south east of South Australia. These events are important conduits to discerning parents.

Annual Giving generated \$84,475 and the major capital investments made by the College in 2018 were the refurbishment of the Winifred Berry Library, Junior School Playground upgrade and the Year 12 Boarding House extensions which includes 20 new student rooms and two new residences for staff.

I thank the staff, my Executive and the Board for their vision, loyalty and application. In conclusion, Martin Luther King stated: "the function of education is to teach one to think intensively and to think critically. Intelligence plus character that is the true purpose of education." This dual focus is more important than ever before, if we are to build 'confident futures' for all in such a complex world.

DR ANDREW HIRST

April 2019

FROM THE CHAIR OF THE BOARD

I was honoured to take over as Chair of the Board in May 2018. During this calendar year, The Hamilton and Alexandra College achieved considerable success and the exceptional academic results that are detailed in the Annual Report are a tribute to both the students and staff.

The Board and the College Executive team continue to work closely together, remaining aligned to the 2018 – 2022 Strategic Plan to guide our decision making. The Strategic Plan, available on our website, is firmly committed to:

- **Our focus:** To seek the best for and from every student.
- **Our values:** Respect. Gratitude. Compassion. Resilience. Optimism.
- **Our commitment:** To improve outcomes for all students – in their levels of achievement and wellbeing.

At College, our teachers seek to educate students for life and to nurture strength of character. This is one of the great benefits of our school size; it is genuinely possible and each student is known on a first name basis and for their individual passions and interests.

A parent comment in the Year 7-12 survey said the school “...has provided our kids with overall education, leadership and life skills that will carry them forward for the rest of their lives – thank you, we will always be grateful!” This is a wonderful reflection of the teaching staff and programs offered at College.

In the background, the Board has been working hard on producing and ratifying a new formal Constitution for the College and negotiating the details of transferring the Property Trust from the Uniting Church to direct College control. Both of these important projects are looking to the long-term security of The Hamilton and Alexandra College and its buildings and grounds.

I would like to extend the thanks of the Board to Mr John Diprose OAM, Mr Roger Brown and Rev David Thompson who resigned from the Board during the year. John retired from the position of Chair

and had been a Board member since 1998, in which time he brought considerable service and leadership knowledge to the Board.

Roger joined the Board in 1998 and has been a long standing College contributor, also in the role of Trustee for the Old Collegians’ Association for many years and as an Executive Committee member for the College Cricket Club.

Both Roger and John were on the Board for 20 years, and played a major role in the most recent the Principal recruitment process.

Reverend David Thompson joined the Board in 2012 and revelled in the opportunity to engage with and support independent school education in this regional location.

The Board was delighted to appoint Mrs Penny Adamson as a new Board member, in September 2018. Penny brings both marketing and business management experience to the Board, as well as a personal interest in the growth and development of the College with four children currently enrolled across the Senior and Junior Schools.

Stage 2 of the boarding redevelopments, an extension to both the Macdonald (girls’) and Speirs (boys’) Boarding Houses, was conducted in 2018 and students moved into the new wings at the start of the 2019 school year. The extensions have provided a vibrant and spacious section for Year 12 students to focus on their VCE studies and co-curricular activities. Each wing, girls’ and boys’, has 10 bedrooms, plus one room for a staff member. Adding the 20 new student rooms has increased the overall boarding capacity from 100 to 150 students, by changing the original layout to incorporate additional twin rooms and has provided greater opportunities for casual boarders.

We would like to sincerely thank the Australian Government’s Capital Grants Program for supporting this building project with a \$760,000 grant, The Gwen and Edna Jones Foundation for donating \$50,000 and The Ray and Joyce Uebergang Foundation for donating \$5,000. As well, many generous Old Collegians, current and

past parents, and friends of the College donated to both the Boarding House expansion and to the Scholarship fund. The benefits of the new boarding facilities will be felt and appreciated by our boarding community for many years to come.

I thank my fellow Board and Foundation members for the time, energy and expertise that they give so generously to the College. This supportive community culture is what makes the College such an appealing school for teachers, students and their families.

Finally, on behalf of the Board and the whole College community, I would like to recognise the passing of Tyrrell Evans, a former Deputy Chair of the School Council and long-time great supporter and contributor to the school.

Income	%	\$
Fees	60	7,691,201
Commonwealth Grants	32	4,049,504
State Grants	4	561,680
Other Income	4	525,117
Total Income		12,827,502

Expenditure	%	\$
Salaries & on costs	72%	9,120,354
Other	28%	3,629,270
Total Expenditure		12,749,624



Expenditure
Salaries and on costs 72%
Other 28%



Income
Fees 60%
Australian Government Grants 32%
State Grants 4%
Other Income 4%



ALASDAIR SUTHERLAND
Chairman of the Board

BOARDING HOUSE REDEVELOPMENT



In 2017 and 2018, considerable building works were undertaken to enhance The Hamilton and Alexandra College boarding house facilities. An onsite residence was built for the Director of Boarding in 2017, emphasising our commitment to enhancing the connection between staff and students in the boarding 'family'.

In 2018, an extension to both Macdonald (girls') and Speirs (boys') Boarding Houses was undertaken which has increased the overall

boarding capacity from 100 to 150 students. This increase in capacity allows for more casual boarders to utilise the facility, reducing the reliance of students travelling to and from school outside the normal bus timetable.

This vital boarding house extension was made possible by many generous donors. The Hamilton and Alexandra College thanks and acknowledges the following donors:

Australian Government Capital Grants Program
Gwen and Edna Jones Foundation
The Ray and Joyce Uebergang Foundation

Sally Adams
A and A Adams
Max and Ath Archer
Samara Azzopardi
David and Melissa Beaty
Tony and Jill Bedworth
Bill and Celia Blackwell
Geoff and Barbara Botterill
Roger and Jacqui Brown
Margaret Brumley
Greg Copley and Ivy Leung
William Douglas
Tyrrell and Janet Evans
Seth and Caitlin Fiegert
Alexandra Frew

Phillip and Ping Gan
Barry Habel
Bill and Kathryn Hamill
Ronald and Marilyn Harvy
Ian Heard
Richard and Glenda Hill
Andrew and Kristina Hirst
Scott and Melissa Hunter
Tim and Jen Hutton
Vivienne Jones
Merran Kelsall
Jock Laurie
Roslyn Law
Benny Lee and Miranda Chan
Hugh and Jane Macdonald

Neil and Heather MacLean
Jill McFarlane
Pat and Sarah Millear
Robert and Debra Mutch
Ronald and Elsie Price
Graeme and Sue Robertson
Tom Robertson
James and Jodie Russell
Tim Sandison
Jock and Lilly Serong
Alasdair and Alison Sutherland
Andrew Taylor
John and Catherine Thomson
Geoff and Carolyn Waters
Robyn Wilson

COLLEGE BACKGROUND



This report relates to The Hamilton and Alexandra College 2018 year. It contains performance information for parents and stakeholders, as well as information that complies with the State and Federal reporting requirements.

COLLEGE: STEEPED IN TRADITION, MODERN IN LEARNING

The Hamilton and Alexandra College is an Early Learning Centre (ELC) to Year 12 co-educational day and boarding school, catering to over 500 students, including up to 150 full-time and casual boarders. Established in 1871, the College has a proud tradition of academic, sporting and performing arts excellence. We provide an innovative, forward-looking and challenging education underpinned by Christian values.

Our school seeks the best for and from every student, delivering programs that encourage optimum individual achievement and foster character and personal development. We also promote a global approach to education, hosting a vibrant international student program, and ultimately fostering a confident future for all students.

LOCATION & ENVIRONMENT

The College is located in Hamilton, in Western Victoria, accessible from both Melbourne and Adelaide. The Middle/Senior and Junior/Boarding Campuses are set in beautiful, spacious and safe environments, utilising the benefits of regional living.

STUDENT BODY

Traditionally, the College student population has been Anglo Celtic, reflecting the western Victoria demographic; however, our region is increasingly welcoming new families with varied origins and we are proud that our school community is reflecting this diversity. In addition, our international students enrich us by introducing their cultural experiences. Whilst these cultural changes are noticeable within the school community, the vast majority of our students would speak English at home and most students would come from families with a Christian faith background.

PROGRAMS

The College offers broad and exciting well-rounded programs with a strong emphasis on individual attention and pastoral care. There is a wide range of opportunity in sport, music, outdoor education, drama, leadership, hospitality, community service and public speaking.

For our Junior School students, we believe in building strong learning foundations across

all programs and we seek to deliver a comprehensive and relevant curriculum in the early formative years. This starts with the Reggio Emilia program in the Early Learning Centre and continues through to Year 6.

The Middle Years (Years 7 and 8) curriculum sets solid foundations in knowledge and skills across a range of subjects and focuses on Positive Education, which promotes wellbeing, resilience and academic motivation.

Students in Years 9 and 10 continue to explore and expand their understanding in foundation subjects complemented by elective choices.

At Senior levels (Years 11 and 12), students study in specialist areas as they undertake their VCE. We also offer a number of Vocational Education and Training (VET) courses and work closely with registered organisations to deliver them, including Agriculture through Rural Industries Skills Training (RIST), Hospitality is aligned to the William Angliss Institute of TAFE and Equine Studies in partnership with the National Centre for Equine Education.

ACADEMIC RESULTS

Our academic results identify the College as the region's top performer at VCE and other levels, and in the top regional schools nationally. From 2010 – 2018, 100% of our VCE students who applied for university received offers.

FACILITIES

Since 2004, we have spent \$28 million on College infrastructure – completing the Year 12 Macdonald and Speirs Boarding House extensions and an onsite Director of Boarding residence, refurbished the Senior School library, constructed the Middle Years Positive Education Centre, the Kantor Family Music and Performing Arts Centre, the Visual Arts Centre, the Geoff Handbury Sports Centre, the Helen Handbury Science Centre and the Neil MacLean Hockey Field. Our facilities provide best in-class learning opportunities for our students, both in academia and co-curricular activities, and are also available for the local community to utilise.



PERMANENT & CASUAL BOARDING OPTIONS



MIDDLE YEARS POSITIVE EDUCATION LEARNING PROGRAM



REGGIO EMILIA APPROACH FOR EARLY YEARS STUDENTS



WHOLE SCHOOL INCLUSIVE MUSIC PROGRAM, INCLUDING REWARDING MUSIC PATHWAYS



WHOLE SCHOOL OUTDOOR EDUCATION PROGRAM



HORSEMANSHIP PROGRAM (LOCATED AT OUR EQUESTRIAN CENTRE)



COMMUNITY SERVICE OPPORTUNITIES



NON ACADEMICALLY SELECTIVE SCHOOL (YET OVER 20% SCORE ABOVE 90 ATAR)



REGIONAL LOCATION; COMMUNITY VALUES AND RESPECTFUL STUDENTS

SCHOOL PERFORMANCE INFORMATION

STUDENT ATTENDANCE

We manage student absences with a hands-on approach. Parents are aware that they will be contacted in the morning for any unannounced absences. Frequent absences are monitored and followed up by the Head of the relevant campus if necessary.

Total teaching days	181
Total additional staff days (student-free)	8

Average attendance rate (%)*:

Year Level	Student Count	Attendance %
Foundation	8	93.50%
Year 1	8	92.88%
Year 2	14	94.73%
Year 3	8	95.83%
Year 4	23	96.44%
Year 5	24	95.45%
Year 6	35	93.26%
Year 7	45	92.93%
Year 8	60	92.93%
Year 9	47	92.11%
Year 10	58	89.09%
Year 11	72	94.25%
Year 12	64	95.76%
School total		93.78%

*Figures consistent with previous year.

STAFF NUMBERS AND QUALIFICATIONS

Total staff	113
Female	74
Male	39
Indigenous Origin	0

A list of staff qualifications is on page 11. It is also published annually in The Collandrian (College magazine) which is sent to all current school families.



PROFESSIONAL LEARNING

All College teachers participate in professional learning activities to maintain and improve their knowledge and skills.

Total hours of participation	1,933.25
Average expenditure per teacher	\$1,137

In 2018, our internal professional learning continued to focus on improving teaching practices. Teaching staff worked in Professional Learning teams, with a focus on 'Visible Thinking Routines', which are pedagogical routines designed to help students to deepen their understanding of subject based concepts, while also developing thinking dispositions that can be applied when learning new ideas in any context. The teams worked on researching, planning and applying the routines in the classroom, as well as reviewing and presenting the routines within their groups.

- **Senior School staff** attended a number of related external Professional Learning sessions, including IT and STEAM events, curriculum area conferences, health and wellbeing seminars, and pastoral care activities.
- **Junior School staff** attended a wide range of Professional Learning offerings, including Reading Recovery, Agricultural Science, Growth Coaching, Numeracy Problem Solving, KidsMatter Wellbeing, Seven Steps Writing and Prep Literacy projects.

USING DATA TO INFORM OUR TEACHING PRACTICE

Our teachers use the results of the compulsory National Assessment Project – Literacy and Numeracy (NAPLAN) testing, International Competitions and Assessments for Schools (ICAS) testing and internal assessment results, along with observations of students within the classroom, to ensure they are aware of the different learning needs and then be able to set appropriate challenging tasks for each student. In addition, VCE teachers review the statistical information available through the Victorian Assessment Software System (VASS) with senior staff. Teachers are implementing formative assessment practices, which provide information teachers can use to modify and adjust teaching and learning appropriately as an ongoing process.

Increase in resources for Literacy and Numeracy support

Literacy and Numeracy support within classes across both campuses remains a high priority. The College has Independent Learning Programs for all students who need specific support, including Reading Recovery at the Junior School and Literacy Skills, Extra Studies classes and assessment support at the Senior School. In 2018, the Junior School supported Year 5, 27 students, with extra learning support and team teaching time.

National benchmarks: NAPLAN testing

All students in Years 3, 5, 7 and 9 are required to participate in the NAPLAN testing program and again our results were sound.

The following shows the results from 2018 (2016, 2017):

Performance at or above National Minimum Standards	Year 3	Year 5	Year 7	Year 9*
Reading	91% (100%, 95%)	96% (88%, 92%)	100% (95%, 97%)	97% (87%, 94%)
Writing	95% (100%, 100%)	92% (80%, 83%)	97% (93%, 95%)	95% (81%, 78%)
Grammar and Punctuation	100% (100%, 88%)	100% (88%, 96%)	98% (90%, 98%)	99% (93%, 78%)
Spelling	100% (100%, 88%)	93% (72%, 75%)	94% (95%, 90%)	99% (85%, 76%)
Numeracy	100% (100%, 88%)	96% (92%, 96%)	100% (98%, 95%)	99% (100%, 93%)

Changes in benchmark results: NAPLAN & VCE

In 2018, the College moved to sitting NAPLAN online. We were one of the 20% of schools across Australia that opted for the online format. With the exception of the Year Three Writing paper, all testing was completed using the online platform. The excellent College I.T. department facilitated the smooth running of the NAPLAN process.

The NAPLAN results achieved by our students continued to be strong, with the clear majority of our students above the national benchmarks in each of the five strands tested.

Similarly, all of our students successfully completed the VCE course and achieved results to enter their tertiary course of choice. Our ATAR results were excellent, with eight students achieving an ATAR above 95, while over 20% of the College's Year 12 students scored above 90. The College had an overall mean ATAR score of 76.1, with 46% of the students scoring above 80 and over two-thirds of the cohort scoring above 70.

International Competitions and Assessments for Schools (ICAS) testing

The College continued this testing program in 2018 and our students participated in the areas of Mathematics, English and Science. These tests are not standardised, but they provide further benchmarks for teachers and important feedback on students' progress, highlighting areas of need in students' learning profiles.

Junior School students from Year 2 to 5 sat ICAS English, Mathematics and Science tests. The students achieved an excellent set of results:

- 2 High Distinctions
- 26 Credits
- 11 Distinctions
- 13 Merits

Trends in International Mathematics and Science Study (TIMSS)

The College was selected to take part in the Trends in International Mathematics and Science Study (TIMSS) – Field Trial in 2018. This involved Year 9 classes participating with students from more than 60 countries. TIMSS is an important activity to inform how students in Australia are performing in comparison to their peers in other countries, and to compare Mathematics and Science programs of study and teaching practices. The results will be used to inform our practice.

SENIOR SECONDARY OUTCOMES

Academic achievement information is based on results from the Victorian Curriculum and Assessment Authority (VCAA). Our 2018 results are extremely pleasing.



VCE results

- All Year 12 students met the Victorian Certificate of Education (VCE) requirements
- 13% of the cohort scored above 95
- 21% of the cohort scored above 90
- 33% of the cohort scored above 85
- 10% of all study scores were above 40, placing students in the top 9% in those subjects



Vocational Education and Training (VET)

- 66 enrolments for Year 10 to 12 students in VET courses
- All students successfully completed all modules of their course requirements



Year 12 Tertiary Offers

- 100% received a first round tertiary offer; over 80% received their 1st preference
- Around 35% received more than one offer
- 21% will be studying a double or combined course
- All who applied received offers to Victorian tertiary centres
- 39% received offers in South Australia, as well as 32% for New South Wales
- 1 student will be studying a Bachelor of Audio in Queensland



Beyond tertiary education

The four students who did not apply for tertiary study are undertaking:

- Cadetship with Sharp Airlines
- Richmond Institute of Sports Leadership program
- Australian Defence Force Program
- Continuing education at RIST and/or Longerenong Agricultural College



SATISFACTION SURVEYS FOR PARENTS, STUDENTS AND STAFF

The College continued to enjoy strong satisfaction rates in 2018 surveys. Approximately 40% of our College families completed the annual satisfaction survey, and it was a strong cross section across all year levels. Analysis of results shows that standards of teaching, students feeling safe at school, the co-curricular program, school facilities and communication all scored between 8 and 9.3 out of 10. These critical areas have remained consistently high over many years.

Feedback from parents at Student/Parent/Teacher Interviews, Information Nights and other school functions remains very positive. The College has been tracking responses to the social media accounts, including the Chinese based WeChat and the online engagement with the school aligns to the lift in enrolments and positive community engagement.

Student feedback is sought through the Performance Review process for teaching staff and staff review the responses as part of their annual performance discussion. High satisfaction is evident, confirming our view that the relationship between teachers and students is very strong.

The College enjoys excellent staff retention rates which, coupled with anecdotal evidence, displays high satisfaction levels.

COLLEGE BOARD



ALASDAIR SUTHERLAND

Chair (Commenced in May 2018)
MBChB, MD(Hons), FRCSEd (Tr&Orth),
FRACS (Orth), FAOrthA

Alasdair joined the Board in 2015. He graduated in Medicine from the University of Aberdeen in 1990 and qualified as an Orthopaedic Surgeon in 2003, after training in Scotland and Melbourne. He has worked in Warrnambool and Hamilton since 2010. He is an Associate Professor at Deakin University and is involved in teaching and training medical students and surgical trainees. Alasdair is a member of the Court of Examiners of the Royal Australasian College of Surgeons. Alasdair and wife Alison have two boys, James and Euan, who are both at the College.



BIANCA SCAIFE

Deputy Chair
B.Arch (Hons) Registered Architect
Bianca joined the Board in 2016.

Together with her husband Daniel Cooper, Bianca is a Director of Cooper Scaife Architects which was established in Hamilton in 2003. Bianca worked in several reputable architectural practices, both in Australia and overseas, prior to moving back to Hamilton in 2009. She is a member of Hamilton Regional Business Association (HRBA) and is a keen member of the Hamilton Symphony Orchestra and Hamilton Strings as a violinist. Bianca is an Old Collegian (1991) and her son Milo currently attends the College.



PENNY ADAMSON

Penny joined the Board in September 2018. She is a Real Estate Agent with Charles Stewart Western Victoria, specialising in high end residential

and lifestyle property sales and marketing strategy throughout Warrnambool, Port Fairy and South West Victoria. Previously, Penny worked with Telstra MobileNet in National Sales Management and State Program Management roles for VIC/TAS where she completed a Marketing and Business Certificate through Curtin University. Penny and her husband Nick are both Old Collegians, and their four children, Jock, Mitzi, Tobe and Izzi, currently attend the College.



TONY BEDWORTH

B.Sc (Hons), B. Bus Acc, Grad Dip
Financial Planning FCPA (FPS) CTA
Tony joined the Board in 2016.

He is a Director of Murray Nankivell Accountants in Naracoorte, South Australia, and is the sole Director and Advisor for Murray Nankivell Financial Planning. He is also an Accredited Athletics Coach and has been a keen supporter of Athletics at the College over the past eight years. Tony and his wife Jill have two daughters who are Old Collegians, Kate (2014) and Nikki (2017).



ROGER BROWN

B.AgSci (Retired in April 2018)
Roger has had a long association with the College and joined the Board in

1998. He was involved with the Old Collegians' Association (Trustee) for many years, and is an active member of the community, including the College Cricket Club (Executive Committee member), St. Andrew's Presbyterian Church (Trustee & Treasurer), P&A Society, Pierrepont Landcare Group (President) and Yatchaw Drainage Group (Committee member). Roger is an Old Collegian (1964), as was his father, Graeme (1940). Roger and Jacqui's three sons are Old Collegians, Lachlan (1996), Angus (1998) and Duncan (2002), and they now have four grandchildren at the College ELC and Junior School.



JOHN DIPROSE OAM

Chairman (Retired in April 2018)
John joined the Board in 1998. As well as farming activities that involve lamb,

crop and forestry production, John has been involved in agricultural industry organisations at a national level and has wide experience in community organisations. He has been a Board Member of Rural Industries Skill Training (RIST) since 1991, and was Chairman for 11 years. He is also an active member of the Uniting Church at Parish, Presbytery and Synod levels and was awarded an OAM in 2016 for outstanding service to the community and the Uniting Church. John and Helen's five children are Old Collegians, Fleur (1989), Gerard (1989), Kent (1989), Simon (1984) and Arbellia (2003).



BILL HAMILL

B.Bus, M.Ed, Dip.Vet, FAICD
Bill joined the Board in 2012. He is currently Chairman of the Finance Committee and was the President of the College Foundation until recently. Bill is CEO of Rural Industries Skill Training (RIST), a leading national agricultural training organisation based in Hamilton. Bill grew up in rural Australia and has maintained this connection with the agriculture sector through senior management and board positions with a range of national organisations. Bill and Kathryn's three children are Old Collegians, Calder (2008), Conrad (2010) and Anastasia (2012).



ROSLYN LAW

B.A; Dip. Ed
Roslyn joined the Board in 2017. Roslyn taught senior English and History in country Victoria, Melbourne and Sydney. In between teaching appointments, she worked in the airline and beef cattle industries. Roslyn has a son (James) and daughter (Sarah), and the family retains farming interests at Mortlake, Victoria.



ROSIE MERRIN

B.A (Hons)
Rosie joined the Board in 2017. She began her professional life working as

a Political Advisor and subsequently spent ten years living in NSW where she and her husband David established their agricultural business. They currently run a mixed farming business at Peshurst and a large-scale conservation venture in northern NSW. Rosie has a keen interest in the arts, particularly in the areas of music and children's literature. She served on the Board of the Port Fairy Spring Music Festival as Schools' Coordinator and currently enjoys running creative writing sessions at the College Junior School. Rosie is an Old Collegian (1994) and their three children, William, Sophie and Rupert, currently attend the College.



NIGEL PAULET

M.Pharm
Nigel joined the Board in 2012.

Nigel is Chairman of the Governance Committee and a member of the Finance Committee. He has a background in retail pharmacy ownership and management, and is now a farmer with a commercial beef herd. His farming interests also include cropping activities and several conservation projects to provide habitat and retard degradation. Nigel is a member of the local CFA, the Heywood Community Health audit committee and is a Bail Justice. Nigel and his wife Elizabeth have two children who are Old Collegians, Henry (2015) and Claire (2017).



SAM ROBERTS

B.Bus (Ag Comm); LLB
Sam joined the Board in 2017. He is a farmer in Harrow specialising in wool, sheepmeat and cropping.

He is a member of the local CFA and has been the Secretary/Treasurer for 15 years. Sam has a strong interest in local education, serving on the local school council for 10 years in Harrow. He has also held many roles in sporting clubs and local associations, with a keen interest in Cricket which he played at both College and Pigeon Ponds. Sam, and his wife Sarah, have two children currently at the College, Fergus and Lucy, and their eldest daughter Claudia is an Old Collegian (2018).



REVEREND DAVID THOMPSON

M.A.; M.Div (Retired in December 2018)
David joined the Board in 2012.

After spending much of his working life as a Senior Officer or CEO with several medical organisations, such as the Royal Australasian College of Surgeons, David entered the Uniting Church ministry. He is based in Donald and currently ministers to a cluster of five congregations in the Wimmera/Mallee. He is a local coordinator for the Victorian Council of Churches' Emergencies Ministries for the north central region. David is committed to advocacy for rural life and communities.

ACADEMIC STAFF 2018



EXECUTIVE STAFF

Principal

Dr A.D. Hirst PhD (Ed), BA (Hons)

Associate Principal, Operations

Mr N.A. MacLean B.A., Dip.Ed., M.A.C.E., M.A.C.E.L.

Business Manager

Mr J. Bourke B.Com

Deputy Principal Teaching and Learning

Mr R. Carolan MA, BA (Hons)

Deputy Principal Senior Years and Wellbeing

Miss K. Waldron M.Ed., B.Ed., Head of Physical Education

Head of Middle Years

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