





# FROM THE PRINCIPAL



**"SUCCESS IS NOT ABOUT THE WINS AND LOSSES. IT'S ABOUT HELPING THESE YOUNG FELLAS (& GIRLS) BE THE BEST VERSIONS OF THEMSELVES ON AND OFF THE FIELD".**

**- TED LASSO**

The Hamilton and Alexandra College encountered a year full of challenges. The Victorian Department of Education's Operational Guidelines determined what we 'could' and 'could not' do and this changed constantly. Nevertheless, our strong appreciation for the College values of respect, gratitude, compassion, resilience and optimism held us in good stead and our school community finished the year feeling connected and supported. Our five strategic priorities are addressed below:

## LEARNING CULTURE

At College, we proudly offer a vast range of subjects, inside and out of the classroom, to allow each child to discover their own study path suited to their strengths and interests. Repeated lockdowns enabled us to refine our continuous Remote Learning Program (RLP) from ELC to Year 12. In 2021, we remained determined to deliver a professional, engaging, sequential learning program. Remote learning provoked us to reflect on our practice and our team of passionate staff were innovative, creative and diligent which resulted in us being honoured at the Australian Education Awards in December as 'Excellence

Awardees' for our Remote Learning Program and as Best Boarding School.

NAPLAN testing returned in 2021 and we were pleased to see real growth in our Year 3, 5 & 7 results. After two tumultuous years of disruption, the College community was very proud of the Class of 2021 VCE results and for their resilience. Dux, Milo Cooper scored 98.15 and Proxima Accessit, Hannah James scored 94.55. Given Year 12 endured four lockdowns, re-scheduled assessments and unconventional exam preparation; the fact that fifty per cent of the cohort scored above 75 was impressive. Our median ATAR score rose from 74.95 to 75.65. We also congratulate Harrison Hocking who will perform in *Top Acts* and Leyland Jones who was invited to audition for *Top Class Music*.

College continues to 'future proof' our next generation by planning an evolving, agile vision of education with a commitment to continuous learning. At Myrniong, Prep, Year 1 and Year 2 classes were engaged in Reggio Emilio inspired inquiry learning, building on the wonderful foundations laid at ELC. Meanwhile in the Senior School, we proudly announced a new programme called 'The Edge', an acceleration programme for Years

7-9 students and 'Excel' for Years 10 and 11 students. Similarly, we revealed our first 'Digital Learning Profiles' that will provide valuable data to teachers for assessment and coaching conversations. Across the Junior and Senior School, we continue to refine our literacy by utilising the Hochman method.

## POSITIVE AND CARING RELATIONSHIPS

At College all children have the right to be safe. Hence connection and student wellbeing remained key goals in 2021. We learnt the power and importance of partnership, community, and family in our lives. Year 11 explored Central Australia over the Easter break but sadly most outdoor education camps had to be cancelled. Importantly, College partnered with local high schools Monivae, Baimbridge and Good Shepherd to improve 'teen mental health' and the joint initiative of a 'Wellness Centre' for all youth in the Greater Hamilton district is building in momentum.

In sport, College won the 'Triple Crown' in the Glenelg District Sporting Association winning the Swimming, Athletic and Cross-



**DUX ATAR  
98.15**



**100% OF STUDENTS  
WHO APPLIED  
RECEIVED A FIRST-  
ROUND TERTIARY OFFER**



**GLENELG DIVISION  
TRIPLE CROWN: WON  
SWIMMING, ATHLETICS  
AND CROSS COUNTRY  
OVERALL COMBINED  
AGGREGATE SHIELDS**



**NOMINATED FOR  
AUSTRALIAN  
BOARDING SCHOOL  
OF THE YEAR AND  
BEST REMOTE  
LEARNING PROGRAM**



**LAUNCHED THE NEW  
SENIOR SCHOOL  
EXTENSION PROGRAM:  
YEAR 7-9 - EDGE  
YEARS 10-12 - EXCEL**



**GROWTH AND ROLE-  
MODELLING OF YEAR  
SIX LEADERS**

Country Championships. We also won the STARR trophy at the ICCES Swimming and Athletics. There were several premiership performances by College Cricket, Tennis, Rowing and Basketball teams in Term 1 but most winter sport was cancelled. College's vibrant music program was interrupted and the school musical, *Charlie and the Chocolate Factory* was cancelled due to COVID-19, however music and drama lessons continued online and outside to ensure students remained performance ready.

## A TEAM OF EXCELLENT STAFF

In January 2021 we welcomed the following staff: Ali Churchill – Careers Practitioner, Chin Huan – Maths/Boarding, Helen Henry – English, James Kruger – ICT, Emily Hausler – Teacher's Aide, Wendy Henderson – Administration, Abbie Cameron – Head of Macdonald House as well as Housemother.

Several staff were promoted including Kristen Waldron as Deputy Principal Wellbeing and Susan Bradbeer Deputy Principal Teaching and Learning; Helen Reiher as Head of Senior Years, Bonita Silva as Head of Creative Arts, Amy Andrews as Head of Year 9 Experience, Erica James as Head of Art and Andrew Monk as Head of Physical Education.

In December, we farewelled Julia Winter Cooke, Head of Middle Years after 35 years of sterling service to the College. We also farewelled Jarran Cook, Nathan Ough, Pei Tseng, Louise Drummond and Glenda Lee. I would like to thank and commend our excellent team of College staff for going above and beyond to deliver exceptional learning experiences for all in 2021.

## A CONNECTED COMMUNITY

Our major focus was to re-imagine the Year 9 Experience after the realisation that trips to China would not proceed in the foreseeable future. After collaborating with parents, students and staff, we launched 'The MICAH Experience' in June. This unique Year 9 program is driven by a moral purpose to embed critical and creative thinking, ethical and intercultural understanding, so that each student develops personal and social awareness of the local and global issues impacting our world.

In May, College ran the second Handbury Hub for Positive Education to honour the generosity and vision of Helen and Geoff Handbury. Over twenty local schools explored the importance of a whole school approach to student learning, behaviour and wellbeing.

The Year 12 Valedictory Celebrations occurred much to the delight of families. This was held after the VCE examinations and many South Australian families joined us onsite for the first time in eighteen months.

Finally, events were planned for our Sesquicentenary to mark the College's 150th birthday in 2022 and I was delighted that the Board embraced the need to launch a Recognition Action Plan.

## A SECURE FUTURE

Opening the year with 505 students, our enrolment numbers held strong despite the inability of our international students

to return to Australia. The College's budget demonstrates a small surplus despite the Board refunding all boarding fees encountered during lockdowns. To attract new enrolments, we continued our 'Virtual Information Sessions' and by Term 4 we welcomed interested students onsite for trials and school tours. Students enjoyed the new synthetic lawn laid at ELC and our refurbished Year 12 Common Room, thanks to the generous \$50,000 donation by the P&F. The Board identified a 'Centre for Future Learning' on the senior campus and a multipurpose 'Performing Arts Centre' at Myrniong as the next priorities in our new 'Masterplan'. Similarly, several properties in the Grampians were viewed by a Board working group.

We maintained strong opposition to the newly adopted Commonwealth funding system and College became a member of CRISA (Coalition of Regional Independent Schools Australia) to lobby the Federal Government. In November, our DMI score (103) was announced which was higher than previously anticipated. In 2022, College will receive \$183,000 less than what we would have received on the old SES model. By 2029, this will increase to \$687,000 annually. To overcome this shortfall, the Board, Foundation, Old Collegians and Executive engaged Greg Campitelli to design a philanthropic campaign. In May, we hosted one hundred guests at a Foundation Luncheon where we thanked past donors, reflected on our proud history and shared our vision for the future. We also proudly launched the Dr Frank Shann Memorial Scholarship and our Annual Giving excitingly exceeded all expectations by collecting nearly \$90,000 in donations.

In November, the Board's endorsement of 100% boarding bursaries to any Year 7 child and Year 8 boarders more than 100km from Hamilton paid dividends and eight families signed up for 2022.

To be 'future ready', College must insist on a dynamic, intentional approach to the learning experience. As we progress into 'new normality', we remain determined to be an aspirational, regional community where everyone is known, valued and challenged.

## DR ANDREW HIRST

April 2022

# FROM THE CHAIR OF THE BOARD

Twelve months ago, I wrote about how nice it was to see students back on campus and to hear the hum of a functioning school once again. 2021 had other plans, however, and the year was more of a stop-start affair. If 2020 was a trying year, then 2021 seemed to exhaust our reserves. The pressure upon the College and its staff has been immense but our teachers rose to the challenge and produced a remote learning program that was shortlisted for the Australian Education Awards, along with a nomination in the Best Boarding School category.

Despite all the restrictions, we were able to celebrate the opening of the greatly expanded Year 12 Common Room, a hub that puts the final year students right at the heart of the Senior School. It was a great shame that we were not able to welcome back most of our international students to share in the new space.

The new international environment means, regrettably, that the Year 9 China Experience cannot continue. The MICA Experience has been developed in its place and will begin in 2022, a program driven by a moral purpose to embed critical and creative thinking, ethical and intercultural understanding, each young person will develop personal and social awareness of the local and global issues impacting our world. The Central Australia trip in Year 10 also provides a significant challenge and learning opportunity for students, away from home comforts, to replace those aspects of the China Experience. All of this development is in line with our Strategic Plan, which 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.

This year we welcomed two new Board Members: David Dyer (Old Collegian), a partner at McKinsey & Co in Melbourne, and David Thornton (Old Collegian), Managing Director of Thornton Engineering in Geelong. Already, both have made significant contributions to the Board and bring their expertise and passion to the College.

As a Board we have looked to cement our governance structures, clarifying the role of subcommittees (Finance and Risk; Governance and Nominations; Strategic Planning). We have set new targets and strategies for fund raising, driven by an external review by Campitelli Consulting, and have worked to strengthen our links with the College Foundation. Although Covid-19 has stalled much progress, we also continue to develop our new Master Plan. The next few years will bring financial challenges for the College, as a new funding calculation model is rolled out by the Federal Government; the only thing that is certain is uncertainty and there is need for the College to be constantly reviewing how we do business to secure the future.

In 2022, we will celebrate the Sesquicentenary of The Hamilton and Alexandra College. To have survived 150 years through many challenges is a remarkable achievement, as will be described in detail by former Deputy Principal Mr Neil MacLean in his upcoming history of the College. It is the contribution of long serving staff, such as Mr MacLean and recently retired Head of Middle Years, Mrs Julia Winter-Cooke, that has been central to the College story. Mrs Winter-Cooke was instrumental in the development of the China Experience and the Middle Years Positive Education Centre, and we thank her for her 35 years of service, as we thank all former members of the College Staff.

This is my last Annual Report as Chair, and I will be stepping down from the Board at the May 2022 AGM. I thank my fellow Board members and the members of Parents and Friends and Foundation for the time, energy and expertise that they give so generously to The Hamilton and Alexandra College. This supportive community culture is what makes the College such an appealing school for staff, students and their families. As we celebrate the first 150 years of the College in 2022, I am confident that the Board will continue to work tirelessly to secure the long-term future.

Income	%
Fees	57%
Commonwealth Grants	36%
State Grants	5%
Other Income	2%
Expenditure	%
Salaries & on costs	73%
Other	27%



**Expenditure**  
Salaries and on costs 73%  
Other 27%



**Income**  
Fees 57%  
Australian Government Grants 36%  
State Grants 5%  
Other Income 2%



**ALASDAIR SUTHERLAND**  
Board Chair



# COLLEGE BACKGROUND



This report relates to The Hamilton and Alexandra College 2021 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

Since 1872, The Hamilton and Alexandra College has proudly celebrated learning. The College is a non-selective, co-educational, independent day and boarding school, catering to around 500 students from our Early Learning Centre (ELC) to Year 12. Determined to educate with purpose, College students seek high academic accomplishment matched with a connectedness to life.

The College has a strong tradition of academic, sporting and performing arts excellence and our values are underpinned by Christian values. Students access a vast range of subjects, inside and out of the classroom, allowing each child to discover their own study pathway, suited to their strengths and interests. Our school seeks the best for and from every student, delivering programs that encourage optimal individual achievement and foster character and personal development and ultimately fostering confident futures for all students. We also promote a global approach to education, hosting an international student program, however this has been impacted significantly by the Covid-19 pandemic.

## LOCATION AND 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 District 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, art, 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.

Our Senior School students participate in the refreshed curriculum program – Engage, Explore, Emerge. Year 7 participate in **Engage**, which supports their transition to Senior School and engagement with learning. Students build a solid foundation through a range of subjects and focus on the Positive Education skillset. Year 8 and 9 is called **Explore** because they access a wide choice of elective subjects and start to focus on their interest areas, character strengths and passions. Years 10, 11 and 12 are in **Emerge**, they have highlighted their pathways and are concentrating on developing a strong and targeted education for their VCE.

We also offer several 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 one of the region's top performer at VCE and other levels, and in the top regional schools nationally. In the past decade, our mean ATAR score is 75.04.

## FACILITIES

Since 2004, we have spent \$28 million on College infrastructure – completing the Year 12 Common Room, 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.



# 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	180
Total additional staff days (student-free)	9

### Average attendance rate (%)\*:

Year Level	Student Count	Attendance %
Foundation	15	94.54%
Year 1	12	96.55%
Year 2	13	97.22%
Year 3	15	97.65%
Year 4	20	96.01%
Year 5	16	97.19%
Year 6	35	96.19%
Year 7	54	95.68%
Year 8	71	92.78%
Year 9	67	91.65%
Year 10	58	98.79%
Year 11	53	91.86%
Year 12	61	93.60%
<b>School total</b>	<b>490</b>	<b>94.67%</b>

\*Figures consistent with previous year.

## STAFF NUMBERS AND QUALIFICATIONS

Total staff*	117
Female	80
Male	37
Indigenous Origin	0

\*Many staff members work across more than one area listed below.

### Senior School Teaching staff – 40

Female	16 full time	8 part time
Male	13 full time	3 part time

### Early Learning Centre and Junior School Teaching staff – 20

Female	5 full time	13 part time
Male	1 full time	1 part time

### Administration staff – 18

Female	3 full time	13 part time
Male	1 full time	1 part time

### Building and Technology staff – 6

Female	1 part time
Male	5 full time

### Learning Support / School Counsellor / Nurses – 8

Female	8 part time
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### Boarding House staff – 15

Female	7 part time
Male	8 part time

### Music tutors – 11

Female	6 part time
Male	5 part time

### Cleaning staff – 12

Female	3 full time	6 part time
Male		3 part time

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	1,233
Average expenditure per teacher	\$1146.00

### Professional Learning

The focus for our Professional Learning in 2021 began with a workshop on communication and professionalism. All staff worked with Megan MacLean from 'Speechless' to consider the various ways that we communicate in the organisation and how we can be both efficient and impactful. This Professional Learning led to some immediate changes in terms of email protocols, the conduct of meetings and the expectations around communication etiquette.

The teaching staff worked with Bronwyn Rylie Jones from the University of Melbourne to explore a range of practical responsive teaching strategies that could then be adapted for their classroom. The staff explored how we implement these techniques in remote learning situations to benefit our students. Supporting the learning and wellbeing of students became a key part of our Professional Learning in 2021, as we learned how to navigate the changes to school communities during COVID-19.

In 2021 we piloted a new staff appraisal program, the Professional Development Framework, and this provided us with feedback to inform the final product that will be launched in 2022. The focus is on teachers setting professional goals and engaging in coaching conversations to make small but meaningful changes to their teaching practice.

A group of highly motivated staff from the Junior and Senior School spent several terms training in the program 'The Writing Revolution'. This program has had enormous success in schools throughout the world, to improve the standard of writing. Furthermore, the Junior School's training in InitialLit has allowed the early years staff to implement a synthetic approach to teaching phonics alongside a rich literature and vocabulary component. InitialLit is an evidence-based whole-class literacy program providing all children with the essential core knowledge and strong foundations to become successful readers and writers. A strong emphasis on literacy has guided our Professional Learning program for the whole College.

Senior and Junior School staff attended a range of external Professional Learning online in 2021, including VCAA examiner reports, meet the assessor programs and workshops designed to deliver quality teaching in an online environment. Several staff have served on VCAA boards and Subject Teaching Associations, thus developing their knowledge of current curriculum developments and pedagogy.

## USING DATA TO INFORM OUR TEACHING PRACTICE

The College is developing its team that directs our thinking about data and how to use it in our daily teaching practice. In 2021, we used several different online tools to help present data in a

meaningful way to staff, students, and parents. The National Assessment Project – Literacy and Numeracy (NAPLAN) testing, International Competitions and Assessments for Schools (ICAS and Reach) testing and internal assessment results, along with classroom observations of students have all been used to inform our teaching practice. In addition, each year the VCE teachers review the statistical information available through the Victorian Assessment Software System (VASS) with senior staff to set professional goals and make changes to their teaching practice. As a College, we continue to differentiate our teaching to meet the diverse needs of our student body. In 2021, we explored a range of qualitative approaches to gain student feedback about the teaching and learning.

Literacy and Numeracy support within classes across both the Junior and Senior School remains a high priority. The College implements a range of literacy, numeracy and social skills intervention programs for individuals and small groups, based on the Response To Intervention (RTI) approach. This is a multi-tiered approach to the early identification and support of students with learning and behaviour needs.

The RTI process begins with high quality instruction and universal screening of all children in the general education classroom. Small group and individual intervention programs, administered by the Learning Enhancement teachers, target students who are identified as requiring extra support to reach their learning potential. At the Senior School, this includes Literacy Skills (LSK), Learning Enhancement classes and assessment support. At the Junior School, evidence-based programs in literacy and numeracy support students at all year levels. Learning Support Assistants (LSA's) work within classrooms across the school to support students with disabilities to fully access the curriculum. Individual Learning Plans are devised for students who need specific support and parents, teachers, LSA's and specialists work collaboratively to assist the children to meet their goals.

During the periods of remote learning in 2021, students with additional needs were supported through the Microsoft TEAMS platform by Learning Enhancement teachers and LSA's. Some students were also assisted by Remote Learning Coaches and others studied onsite with LSA's and other supervising staff.

### National benchmarks

#### VCE

All 2021 graduates successfully met the Victorian Certificate of Education. Our ATAR results were strong, with 10% of Year 12 students achieving an ATAR above 90, 27% scoring above 85 and 40% scoring above 80%. The College had an average score of 75.65.

### NAPLAN benchmarks and testing

Despite the COVID-19 lockdowns and disruptions to the 2021 school schedule, NAPLAN testing was conducted for Year 3, 5, 7 and 9 students. This data has been included in student profiles and data analysis in the SIMON Learning Management System, providing additional feedback to staff on student progress in Literacy and Numeracy.



## School Performance Information continued

In 2021, our students demonstrated strong development, gaining results at or above the state mean in the majority of areas tested. This was a very pleasing result after 18 months of lengthy periods of remote learning through the COVID-19 pandemic.

### NAPLAN results from 2021 (2020\*, 2019):

\*NAPLAN was not tested in 2020 due to COVID-19.

Performance at or above National Minimum Standards	Year 3	Year 5	Year 7	Year 9
Reading	100% (NA, 100%)	100% (NA, 100%)	100% (NA, 100%)	100% (NA, 97%)
Writing	100% (NA, 100%)	100% (NA, 100%)	98% (NA, 99%)	91% (NA, 98%)
Grammar and Punctuation	100% (NA, 100%)	92% (NA, 95%)	100% (NA, 100%)	97% (NA, 96%)
Spelling	100% (NA, 91%)	100% (NA, 99%)	98% (NA, 99%)	97% (NA, 95%)
Numeracy	100% (NA, 100%)	100% (NA, 100%)	100% (NA, 100%)	100% (NA, 100%)

This was the third year that College completed NAPLAN using the online format and the IT team enabled the testing process to be seamless.

Our results remain sound across all strands tested with students achieving at or above the national benchmark in each area tested. The overall benchmark scores suggest that we are significantly better than the state in Reading, Spelling and Numeracy, with room to improve in Writing and Grammar and Punctuation.

### International Competitions and Assessments for Schools (ICAS) REACH testing

In Semester Two, College worked with UNSW on an online trial and our students in Years 2 to 10 participated in ICAS REACH testing. This data collection enabled us to monitor growth and identify areas to target in internal teaching and learning.

Junior School students from Year 2 to 6 sat ICAS REACH English, Spelling and Mathematics assessments. The students achieved an excellent set of results:

Assessment	Results
English	Commendable – 8 students Outstanding – 9 students
Spelling	Commendable – 3 students Outstanding – 6 students
Mathematics	Commendable – 20 students Outstanding – 8 students

Senior School students from Year 7 to 10 sat ICAS Reach English, Science and Mathematics assessments. The students achieved the following set of results:

Assessment	Results
English	Commendable – 26 students Outstanding – 8 students
Science	Commendable – 31 students Outstanding – 9 students
Mathematics	Commendable – 10 students Outstanding – 2 students

## SENIOR SECONDARY OUTCOMES

Academic achievement information is based on results from the Victorian Curriculum and Assessment Authority (VCAA).

### VCE results

In 2021, we had a cohort of 55 Year 12 students, 52 of which completed a scored VCE Programme and 3 opted for an unscored pathway.

- Dux achieved an ATAR of 98.15
- 5 students or 10% scored an ATAR above 90
- 14 students or 27% received an ATAR above 85
- 21 students or 40% received an ATAR above 80
- 32 students or 62% received an ATAR above 70
- Median ATAR of 75.65

### Vocational Education and Training (VET)

- 53 enrolments for Years 10 to 12 students in VET courses
- VET courses include Cert II and Cert III in Agriculture, Cert II Equine, Cert II and Cert III in Hospitality
- All students successfully completed all modules of their course requirements

### Year 12 Tertiary Offers

Victorian tertiary applications:

- 100% of students who applied received a first-round tertiary offer
- 57% of students who applied received their first preference
- 93% of students who applied received one of their top three preferences

37 interstate offers were received; approximately 85% of these were for the students' first or second preference

### Areas of Interest

- Natural and Physical Sciences – 22%,
- Health – 20%
- Agriculture – 13%
- Creative Arts – 11%,
- Management and Commerce – 9%
- Society and Culture – 9%

### Beyond tertiary education

Students who did not apply for tertiary study have secured, or intend to pursue:

- Apprenticeships/Traineeships
- Australian Defence Force (ADF)



## SATISFACTION SURVEYS FOR PARENTS, STUDENTS AND STAFF

In a year of significant periods of remote learning, it was critical that our families and staff had multiple opportunities to provide feedback. Feedback from online Student/Parent/Interviews, Mentor phone calls, Information Sessions, Curriculum Sessions and Online Teacher Q&As was very positive and an informative way to keep abreast of our student's requirements.

In 2021, our Year 12 students completed an exit survey conducted by Independent Schools Victoria (ISV) and the data was collated and compared against 103 schools. The Board feels positive with the following results given the turbulent year that Victorian school students faced in 2021.

### Year 12 Exit Survey – completed by 75% of students

- 8.70 – I have been encouraged to attain the best academic results possible (8.21 ISV mean)
- 8.65 – I find the school to be a safe place in which to learn (8.37 ISV mean)
- 8.61 – I have had access to quality materials and resources in my learning (8.17 ISV mean)
- 8.39 – the school has provided me with high quality teachers (7.42 ISV mean)



PERMANENT AND CASUAL BOARDING



ASPIRATIONAL AND DEDICATED TEACHERS



COMMUNITY SERVICE OPPORTUNITIES



REGGIO EMILIA APPROACH FROM ELC TO YEAR 3



MIDDLE YEARS POSITIVE EDUCATION LEARNING PROGRAM



YEAR 6 CANBERRA AND YEAR 10 CENTRAL AUSTRALIA EXPERIENCES



WHOLE SCHOOL INCLUSIVE MUSIC PROGRAM, INCLUDING REWARDING MUSIC PATHWAYS



HORSEMANSHIP AND AVIATION PROGRAMS



REGIONAL LOCATION; COMMUNITY CONNECTION AND AUTHENTIC STUDENTS



# COLLEGE BOARD

**The Hamilton and Alexandra College Board is responsible for overall governance of the College, and together with the Principal, setting the strategic direction. The Board includes several sub-committees, such as Strategic Planning, Governance and Finance which contribute to the overall school governance.**



## **ALASDAIR SUTHERLAND** Chair

MBChB, MD(Hons), FRCSed (Tr&Orth), FRACS (Orth), FAOrthA

Alasdair joined the Board in 2015. He graduated in Medicine from 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 and holds posts with South West Healthcare and Deakin University and is also involved in teaching and training of medical students and graduates. Alasdair has two sons; Euan graduated from College in 2021 and James in 2019.



## **BIANCA SCAIFE** Deputy Chair

B.Arch (Hons) Registered Architect

Bianca Scaife joined the Board in 2016, she is currently Deputy Chairperson and Chairs the Strategic Planning Committee.

Bianca and her husband, Daniel Cooper, are Directors of Cooper Scaife Architects, which was established in Hamilton in 2003. Bianca worked in a number of 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 and plays the violin in the Hamilton Symphony Orchestra and Hamilton Strings. Bianca is an Old Collegian (1991) and her son Milo graduated in 2021 as Dux.



## **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 are both Old Collegians, two of their children, Tobe and Izzi currently attend College and Mitzi graduated in 2021 and Jock in 2020.



## **BILL HAMILL**

B.Bus, M.Ed, Dip.Vet, FAICD

Bill joined the Board in 2012. He is currently Chairman of the Finance Committee and is the former Chairman of the College Foundation. Bill is Chief Executive Officer 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 agricultural sector through senior management and board positions with a range of national organisations. Bill's three children, Calder (2008), Conrad (2010) and Anastasia (2012) attended the College.



## **TONY BEDWORTH**

B.Sc (Hons), B. Bus Acc, Grad Dip Financial Planning  
F CPA (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 for many years. Tony has two daughters who attended the College, Kate (2014) and Nikki (2017).



## **ROSLYN LAW**

B.A; Dip. Ed

Roslyn joined the Board in 2017. She has a degree in English and Politics from University of Melbourne and a Diploma in Education. Roslyn taught senior English and History in country Victoria, Melbourne and Sydney, and lived in Perth for several years. In between teaching appointments, Roslyn worked in the airline and beef cattle industries. Roslyn's family retains farming interests at Mortlake.



## **ROSIE MERRIN**

B.A (Hons)

Rosie Merrin joined the Board in 2017 and is currently Chairman of the College Governance committee. Rosie began her professional life working as a political advisor. She subsequently spent ten years living in NSW where she established an agricultural business with her husband. 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 Junior School. Rosie is an Old Collegian and her three children, William, Sophie and Rupert attend the College.



## **NIGEL PAULET**

M.Pharm BJ

Nigel joined the College Board in 2012 and is a member of the Governance and Finance Committee. With a background in retail pharmacy ownership and management, he is now a farmer with a commercial beef herd. His farming interests also include cropping 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 has two children who attended the College, Henry (2015) and Claire (2017).



## **SAM ROBERTS**

B.Bus (Ag Comm), LL.B

Sam is a farmer in Harrow specialising in wool, sheepmeat and cropping. He is a member of the local CFA and has held the role of Secretary/Treasurer for 15 years. Sam has a strong interest in local education, having served on the Harrow local school council for 10 years. He has also been involved in many roles in the local sporting clubs and associations, having a particular interest in cricket, playing at both College and Pigeon Ponds. Sam's daughter Lucy is currently at College and Fergus graduated in 2021 and Claudia in 2018.



## DAVID DYER

M.Phil (Economics), BCom(Hons), LLB(Hons)

David joined the Board in 2021. Originally from Digby, David now lives in Melbourne. He is a Partner with McKinsey & Company, where he leads the Melbourne Office and serves resources, finance and public sector clients in Australia and Asia. He has studied at both Melbourne University and Oxford University in England and brings expertise in strategy, organisation, reputation and sustainability. David has a strong interest in education and mental health, and also serves on the Steering Committee for Beyond Blue's 'Be You' mental health initiative for schools and early learning services. David is an Old Collegian (1992) and has a niece and two nephews in the Junior School.



## DAVID THORNTON

B.S.MechEng, RMIT

David Thornton joined the Board in October 2021. David was raised in Penshurst and Hamilton and is the Managing Director of Thornton Engineering Australia Pty Ltd. The business was founded in 1975 in Penshurst and since moving the business to Geelong in 2000, it has grown to be a market leader, employing over 180 staff and supplying nationally and internationally to some of Australia's largest companies. David has a Bachelor of Mechanical Engineering from RMIT and is an Old Collegian (1990). He is married with four children and has a strong community focus, as an active member of Apex Geelong, coaching junior football and an avid member of a cycling group that he founded.

# ACADEMIC STAFF 2021

## EXECUTIVE STAFF

Principal

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

Business Manager

**Mr J. Bourke** B.Com

Deputy Principal Wellbeing

**Miss K. Waldron** M.Ed., B.Ed.

Deputy Principal Teaching and Learning

**Mrs S. Bradbeer** BA. (Hons) Dip Ed. Post Grad Dip International Education

Head of the Junior School

**Mr S. Nelson** B.Ed., Dip.Ed

Head of Middle Years

**Mrs J. Winter Cooke** B.Ed., B.M.LC.

Head of VCE Studies

**Mrs R. Bonnett** B.Sc. B.Ed., M.Ed in Research

Head of Boarding

**Mr A. Monk** M.Ed

**Mr H. Burmeister** M.Sc. Biochemistry, Post Grade Cert Ed.

**Mrs P. Callinan** B.App.Sci (Planning), B.Teach (Hons)

**Mrs B. Cameron** B.Ed.

**Mr T. Cameron** B.Eng (Elec) Hons, M.Tch

**Mr P. Carroll** B.Sc. (Hons) Dip.Ed.

**Mrs A.K. Christie** B.Ed. M. Mus. Adv Dip (Kodaly Institute of Music Pedagogy, Hungary)

**Mrs A. Churchill** B.Arts, B.Tch., M.Ed Careers Practitioner

**Mr J. Cook** B.Com., Dip.Ed

**Mrs K. Couchman** M.Ed., B.Ed, Dip.(Counselling)

**Mrs D. Davis** B.Com., Dip. Ed. Head of Mathematics

**Mrs K. Dempsey** B.A., Grad.Dip.Ed.

**Mr S. Dempsey** B.Sc., Dip.Ed.

**Mrs L. Drummond** B.Ed.

**Mr J. Guez** B.Bus., Grad.Dip.Ed.

**Mr B. Hawthorne** M.Ed., B. Ed., B.App.Sci. (Exercise and Sport), PG. Cert. Ed Research. Head of Learmonth House

**Mrs E. Hausler** B.Ed. (Secondary Physical Education)

**Mrs H. Henry** B.A., B.Ed.

**Mr B. Hiscock** B.Mus, Grad Dip Ed. Director of Music.

**Miss G. Hodge** B.Ed, B.A. Head of Young House

**Mr C. Huan** B.Sci. Biochemistry, GradCertMktg, Grad.Dip.Ed, PG Cert.Math (Term 1,2,3)

**Mrs E. James** B.Ed. Vis Arts., Head of Art

**Mrs S. Kelly** Dip.Ed., Grad.Dip. Spec.Ed-Integration

**Mr G. Lewis** B.TRP (Hons), Grad.Dip Ed, B.Sci (Botany and Zoology) (Hons)

**Mrs. Y. Liu** M.Tch, M.A. English Language and Literature

**Mrs M. McGoon** B.A. Cert III Hosp. Head of Hospitality

**Mrs S. McMullen** B. Science, Dip.Ed. Head of Laidlaw House

**Mrs B. Milich** B.Ed., B. Arts Ed. Head of Lower Primary

**Mrs B. Nichols** B.A., Dip.Ed., Head of English

**Mrs F. O'Brien** Bachelor of Early Childhood Education (Hons)

**Mrs J. Ogle** B.A., B.Ed., T.O.P.S. Head of History

**Mr N. Ough** B.Ed

**Mrs. L. Outram** B.Ed, Dip.PE

**Mr N. Palmer** M.Ed, B.Ed, CAEL, GCER

**Mrs L. Patterson** B.Ed

**Mrs N. Prosser** BA. BT M.Ed Head of Berry

**Miss H. Reiher** M.Ed (Student Wellbeing) B.Ed. Head of Senior Years

**Mrs A. Robertson** M.Ed. B.Ed

**Miss S. Ross** B.Ed

**Mrs B. Silva** B.Ed. M.Ed., Head of Drama

**Mrs M. Simkin** M.Ed. (Teacher-Librarianship), M. Ed (Knowledge Networks and Digital Innovation); B.A., Dip.Ed., Head of Library

**Miss P. See** B.Psych (Hons), M.Tch

**Mr B. Singh** M.Mus. Grad Dip (Instr. Perf) B.Mus.

**Mr P. Steer** B.Sc., Dip.Ed., M.Ed., M.C.S.E., C.C.N.A., C.C.A.I. Head of I.C.T.

**Mrs P. Tseng** MA. B.A., M.Tch, Head of LOTE

**Mrs L. Williams** B.Ed.

**Miss K. Winter Cooke** B.Econ. Grad.Dip.Ed

**Mr W. Winata** B.Sc., MBA, MCom, MPA, M.Tch (Term 4)

**Ms Q. Wu** B.Ed.

## COLLEGE TEACHING STAFF

**Mrs L. Addinsall** Grad.Dip.Ed, Dip. Vis Arts, Advanced Dip Bus Mgt

**Mrs F. Agar** B.Sc., Dip.Ed.

**Mr L. Alexander** B.App.Sci., B.Tch.

Head of Sport & Outdoor Education

**Mrs P. Alexander** B.Tch.

**Miss A. Andrews** B.Sc., B.Nur., Grad.Dip.Ed.

**Mrs G. Bensch** Dip.Ed (Early Childhood)

**Ms V. Bolton** B.A., Grad.Dip.I&T (Spanish), Grad Dip.Ed. (Secondary) Grad Cert Special Ed

**Mrs A. te.Boekhorst** BA. Grad Dip.Ed, Cert IV Training and Assessment. Director of Horsemanship

**Miss S. Brabham** BA. B.Tch.





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