



THE
HAMILTON
AND ALEXANDRA COLLEGE

CONFIDENT FUTURES



ANNUAL REPORT 2022

FROM THE DEPUTY PRINCIPAL

After two years of disruption, our students and staff enjoyed a full year back in the classroom in 2022. It was a joy to see our students once again involved in the full range of co-curricular opportunities on offer; sport, music, drama and outdoor education.

2022, our sesquicentenary year, was a year of enormous highlights and an incredible opportunity to connect with all aspects of the College community.

It was an honour to serve in the role as Acting Principal in Term 4 of 2022. I am truly excited to be a part of the next chapter as we welcome Mr Michael Horne as our new Principal.

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 for a confident future.

The College community was very proud of the Class of 2022 VCE results and for their resilience. Dux, Jack Lewis, scored 95.6 with our 2022 Proxima Accessit, Lachlan Tonissen scoring 93.6. The College's VCE results have again demonstrated the school's commitment to academic excellence and the team of excellent staff who work closely with students to achieve their personal best.

More than 50% of the Class of 2022 received early offers to universities, 33% of our cohort achieved an ATAR above 85, with a median ATAR of 80. We were pleased with the NAPLAN and ICAS testing and have set goals for different areas.

In 2020, the new curriculum model was announced which is a learning ecosystem with three entry points: Year 7 Engage (Transition), Year 8-9 Explore (Breadth) and Year 10-12 Emerge (Depth). It has now completed two full school years and we are seeing student agency and choice over their learning program. Early access to VCE subjects from Year 10 and exposing students to the requirements, has opened access to career choices and early offers to universities.

At Myrniong, Prep, Year 1 and Year 2 classes were engaged in Reggio Emilia inspired inquiry learning, building on

the wonderful foundations laid at ELC. Meanwhile in the Senior School, we proudly announced two new programs called Edge and Excel. These are three-year programs designed to extend and challenge students to build the skills to become lifelong learners. These programs are designed for students who are highly motivated and wish to enrich their learning experiences.

Across the Junior and Senior Schools, we continue to refine our literacy by developing improved writing approaches, utilising the Hochman method, the Writing Revolution and the Science of Learning and Reading (SOLAR).

POSITIVE AND CARING RELATIONSHIPS

The wellbeing of our students and the broader College community is always our priority. In 2022, in consultation with staff, students, parents, Old Collegians and the Board, the schools mission statement was updated to: The Hamilton and Alexandra College is an aspirational, regional community where everyone is known, valued and challenged.

In line with the Victorian Government's roll out of new education policies, the introduction of new Child Safe Standards were implemented to ensure all students are safe and are treated with fairness and equity when at school and representing the College.

All Year 8 and 10 students completed Mental Health First Aid Training.

It was wonderful to welcome the return of the Wellness Week across the whole school. Each day, different activities were led by students and during one lunchtime, the whole school (ELC - Year 12) came together for a BBQ, music and games.

The 2022 annual school production was 'Matilda, The Musical' and students performed to packed audiences. Over 1,200 people attended across four performances and it truly was an incredible display of directing, acting, singing and music by staff and students.

In sport, College won the Glenelg District Triple Crown (swimming, athletics and cross country) for the second year in

a row. There were many team and individual sport accomplishments from the student body which was made all the more exciting after so many sporting disruptions and cancellations over the previous two years.

Students completed the full year of the new Year 9 Micah Experience. Our year long Micah Experience encourages students to serve others, learn together and discover how they can make a difference in our local and global community.

A TEAM OF EXCELLENT STAFF

Nerrida Prosser graduated from the Teaching Excellence Program, specialising in English, delivered by the Victorian Academy of Teaching and Leadership. Anna Robertson completed the Teaching Fellowship through ISV.

In 2022, we welcomed the following staff: Joachim Rymarz – Business Management/History, Jeremy Chen – Maths/Technology, Vincent Naidu – Maths, Abbie Cameron – Psychology, Lori Rong – LOTE, Sharnah Malseed – Physical Education, Stacey Seymour – Science Lab Technician, Silvina Werner and Emma Gordon – Early Learning, Jess Hirst – Early Learning and Boarding, Gabrielle Lanman – Learning Support, Ashley Quinsey – Marketing and Kira Ryan – Head of Basketball. In Boarding, Annita Jones took on the important role of House Mother for Macdonald House and Joshua Donnelly, Cindy See, Jade Barker and Melinda Smith in the kitchen.

In 2021, we finalised our external contract with Alliance Catering in the Boarding House kitchen and in 2022 we established an in-house team with Joshua Donnelly as the Head Chef. The new staff and their flexibility has been greatly appreciated by the boarding community.

Several staff were promoted, including Ben Hawthorne as Head of Middle Years, Heinrich Burmeister as Head of Young House, Nerrida Prosser as Director of Horsemanship and Matilda McGoon as Head of VET.

In December we farewelled several long standing members of staff who made a considerable impact on the students and families of the College. I would like to extend my thanks and best wishes to Fran



SESUICENTENARY CELEBRATIONS



GLENELG DIVISION TRIPLE CROWN

WON SWIMMING, ATHLETICS AND CROSS COUNTRY OVERALL COMBINED AGGREGATE SHIELDS FOR SECOND YEAR IN A ROW



50% OF STUDENTS RECEIVED EARLY UNIVERSITY



NEW SENIOR SCHOOL EXTENSION PROGRAM

YEAR 7-9 / EDGE
YEARS 10-12 / EXCEL



ONSITE LEARNING FOR THE WHOLE SCHOOL YEAR



DUX ATAR 95.6 MEDIAN ATAR 80



FULL YEAR OF YEAR 9 MICAH EXPERIENCE



YEAR SIX CANBERRA EXCURSION

Agar, Matilda McGoon, Frances O'Brien, Kate Couchman, Bonita Silva, Yang Liu, Lori Rong, Ashlyn Hiscock, Gabbi Bensch and Carolyn Coate for their next chapters.

We also farewelled Principal, Dr Andrew Hirst, after seven years leading the school. Dr Hirst will be remembered for his dedication and leadership through the very difficult circumstances of a global pandemic, as well as his commitment to student wellbeing, initiating the Year 10 Central Australia Experience and Year 9 Micah Experience, and as a passionate Year 9 History teacher.

Mr Michael Horne was announced in December 2022 as the next Principal of The Hamilton and Alexandra College. Mr Horne starts in Term 2, 2023 and comes from Braemar College in Woodend where he is Associate Principal.

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 2022.

A CONNECTED COMMUNITY

The school's sesquicentenary year was incredibly special. The aim was to open up the school to our community and to celebrate this milestone together. Our 150th celebrations included a Long Lunch, Gala Ball, Hockey Exhibition Match, Mad Hatter's Tea Party, a Musical Showcase, Golf Tournament, school tours and the launch of the school's history book. The history book "Defying The Odds - 150 years of The Hamilton and Alexandra College" was written by School Historian, and staff member for 43 years, Mr Neil MacLean.

At the Class of 2022 Graduation Dinner, College unveiled a new initiative called the 'Graduating Families Wall of Honour'. This ongoing honour board is mounted in the Kantor Family Music and Performing Arts Centre to recognise and remember the families that have finished their day-to-day relationship with College.

The Old Collegians' Association gave their

support to fund a short-term project of increasing the alumni contact database. The school aims to stay connected with all College alumni and is working hard to increase the involvement of this important College community.

The Parents' and Friends' Association had a very busy year, coming off the back of two years with no events. They supported the Mad Hatter's Tea Party at Myrniong, organised the Sheepvention Raffle, continued to sell their beautiful 'More Food With Friends' cookbook, made, baked and sold out of Christmas Cakes, catered for school events, launched a second hand uniform shop and implemented EFTpos at the Tuckshop.

It was wonderful to be able to invite families, special guests and community members back onsite for the 2022 Speech Day, as well as host school reunions for our Class of 1992, 2002 and 2012.

A SECURE FUTURE

The year concluded with 488 enrolments. It was wonderful to have the return of two international boarders from Cambodia, but sadly these were the only international students that were able to return to College to complete their schooling post-pandemic.

In conjunction with the sesquicentenary anniversary, the Foundation launched a new program called the '150 Club'. All philanthropic support for this program is provided to Tower Scholarships; equity scholarships for students that could not otherwise access the College opportunities. The 150 Club has gained great momentum and continues to build.

To attract new enrolments, the school held virtual information nights, Open Mornings, attended field days, led personal tours, hosted family and friends evenings in multiple locations and increased our online presence with a broad marketing appeal on social media.

The College Equestrian Centre arena was upgraded with sand and fibre for a safer

jumping surface and the Board engaged a landscape architect to execute on a new outdoor garden and play area near the Middle Years Positive Education Centre. This is part of the overall landscape master plan.

The Board's continued endorsement of 100% boarding bursaries to any Year 7 child and Year 8 boarders more than 100km from Hamilton resulted in eight families in 2022 and the casual boarding option was very popular, with the Boarding House regularly reaching capacity. The annual fee increase for 2022 was 4.5%, as the Board was conscious of financial pressures on families.

Mr Horne is an exceptional Principal appointment for 2023, bringing skills, highly regarded experience, and a philosophy that will provide inspirational leadership to our school as we head into an exciting future. An established speaker and author of numerous English textbooks, Michael is passionate about developing the capacity of staff and students to be continual learners, and is a strong advocate for pursuing excellence in teaching practice. In his current role, Michael has successfully led and introduced academic programs and brought a renewed focus on improving teaching skills, in addition to a refreshed staff professional development program.

We look forward to welcoming Michael, his wife Gemma, and their two sons Henry and Theo to Hamilton and the College community.

Finally, I thank the students, staff, parents, Executive team and the Board for their vision, resilience and optimism in 2022. With change comes great opportunity, and as we reflected on 150 years of history, the leadership remained focused on the curriculum and innovation required for the next 150 years.

Miss Kristen Waldron
Acting Principal
March 2023

FROM THE CHAIR OF THE BOARD



It is with great optimism that I submit my first Annual Report as Chair of The Hamilton and Alexandra College Board.

2022 proved to be a momentous year at the College, one that was marked by dual themes of constancy and change as we celebrated our 150th anniversary. The release of Mr Neil MacLean's history, *Defying The Odds - 150 years of The Hamilton and Alexandra College*, provided many opportunities to learn and reflect on the rich history of our school, the generations of people who have contributed to its success, and our place in the wider region.

In a year permeated by a sense of history, the significance of Principal Andrew Hirst's role in leading the school through the COVID-19 pandemic was keenly felt. Dr Hirst's dedication and commitment to the welfare of his students and staff through a period of unprecedented disruption and uncertainty cannot be overstated. Thus it came as no surprise that after seven fulfilling years at the helm, Dr Hirst announced his desire to conclude his time as Principal to pursue new opportunities in his home state of NSW. We owe Dr Hirst and his family a huge debt of gratitude for his energy, enthusiasm and commitment to the College. The inauguration of the Andrew Hirst prize for Australian History seemed a fitting tribute to a principal who was a passionate teacher

and student of history, and one who led the school through one of its most extraordinary periods.

Throughout 2022 the Board continued to prepare for and manage a new challenge for the College as we respond to the widely publicised change to the federal government funding model which will see our Commonwealth funding steadily reduce between 2022-2029. The Board remains committed to the growth and prosperity of the school and has a clear plan for ongoing responsible financial management that will allow us to continue to deliver the best independent educational and co-curricular opportunities for our students. The College is in a sound financial position with no short or long term debt and a positive cashflow that provides an important buffer for the vagaries of the new Commonwealth funding model.

consultation process with the intent of ensuring that the Board's vision for the future of the school is firmly aligned with that of our stakeholders. The consultation process was timely in that it informed our Principal search, and the strategic priorities that will underpin the development of our next Strategic Plan.

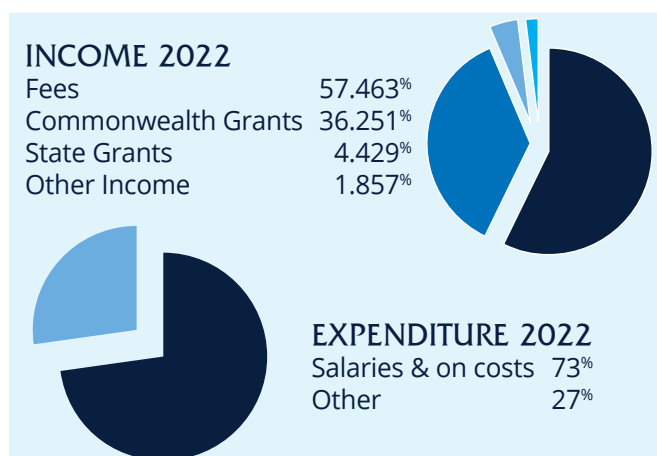
In a year jam packed with the return of normal school events and 150th celebrations, the Parents' and Friends' constantly delivered in their wholehearted and capable support of the school. The return of the much loved College Christmas cakes was met with jubilation and renewed appreciation for all that the P&F contribute to the life of the College.

I thank my fellow Board and Foundation members for so generously giving of their time and expertise in the service of the school.

I thank in particular the members of the Principal Appointment Panel who spent untold hours interviewing an exceptional field of candidates. It was with much elation, in the final week of the school year, that the Board unanimously endorsed the appointment of Mr Michael Horne as the next Principal of The Hamilton and Alexandra College. Mr Horne will come to us from Braemar College, Woodend, where he serves as Associate Principal. To commence in Term Two 2023, Mr Horne is an exceptional appointment bringing skills, highly regarded experience, and a philosophy that will provide exceptional leadership to the College as we head into an exciting future.

We have much to look forward to in 2023.

Rosie Merrin
Board Chair
March 2023



Term Four saw the appointment of long-standing staff member and Deputy Principal Kristen Waldron to the role of Acting Principal. Miss Waldron provided constancy in a time of change and managed the smooth running of operations while the Board embarked on a nationwide search for our next Principal. Aided by executive search firm Hutton Consulting Australia, we undertook an extensive

COLLEGE BACKGROUND



This report relates to The Hamilton and Alexandra College 2022 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 offered personalised learning to students. 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.

The College has a strong tradition of academic, sporting, music and performing arts excellence. 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. Every student is known, valued and challenged in a supportive school environment that delivers programs designed to encourage optimum individual achievement, nurtures character and personal development and ultimately fosters 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 on two 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, 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 begins with the Reggio Emilia play-based program in the Early Learning Centre and continues through to a more structured learning model by Year 6. All students have leadership opportunities and access a considered service learning program through the SRC and KidsMatter groups.



Our Senior School students participate in 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 GO TAFE.

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. In the past decade, our mean ATAR score is 74.64.



FACILITIES

Since 2004, we have spent over \$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, the Neil MacLean Hockey Field and Year 12 Common Room. 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.



DEDICATED
SPECIALIST
TEACHERS



SMALL
CLASS SIZES



OUTDOOR
EDUCATION FROM
YEAR 1 TO YEAR 10



PERMANENT
AND CASUAL
BOARDING



REGIONAL
LOCATION =
COMMUNITY
CONNECTION

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	10	94.26%
Year 1	17	92.88%
Year 2	14	91.60%
Year 3	13	92.79%
Year 4	19	91.96%
Year 5	17	92.83%
Year 6	19	90.74%
Year 7	58	89.65%
Year 8	60	88.30%
Year 9	76	86.21%
Year 10	69	87.11%
Year 11	46	87.23%
Year 12	49	89.99%
School total	467	90.43%

STAFF NUMBERS AND QUALIFICATIONS

Total staff*	127
Female	86
Male	41
Indigenous Origin	0

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

Senior School Teaching Staff - 46

Female	17 fulltime	14 part time
Male	13 fulltime	2 part time

Early Learning Centre and Junior School Teaching staff - 20

Female	3 full time	14 part time
Male	1 full time	2 part time

Administration staff - 10

Female	4 full time	5 part time
Male	1 full 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 - 17

Female		8 part time
Male	1 full time	8 part time

Music tutors - 11

Female		6 part time
Male	1 full time	5 part time

Cleaning staff - 9

Female	5 full time	1 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 families.

PROFESSIONAL LEARNING

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

Hours of participation: 2005.45

Average expenditure per teacher: \$1360.00

Our Professional Learning program in 2022 began with a focus on high expectations, explicit instruction and formative feedback. Staff participated in a whole curriculum review, as we planned our subject offerings for 2023.

In Term 2 all staff worked with Dr Tim O'Leary on the topic of Classroom Vibe, building credibility and clarity in teaching.

This Professional Learning led to some immediate changes with teachers reviewing how they relate to students and building trust in the classroom, as well as refining the way they communicate their subject knowledge. Several staff volunteered to use a survey tool to obtain feedback from students and this data was used to review our teaching practice.

In 2022 we implemented our new teacher review program, the Professional Development Framework (PDF).

The focus of the PDF was for teachers to set goals to improve their professional practice against the AITSL standards. These goals were used by staff in their biannual staff appraisal. Staff continue to use Growth Coaching as way of being and framing conversations with staff, parents and students.

An emphasis on literacy continues to underpin Professional Learning program for the whole College and both the Junior and Senior School continued to explore ways of implementing 'The Writing Revolution'.

The Junior School teaching team have been involved in Professional Development in the Science of Learning and Reading through La Trobe University (SOLAR) and also expanded their expertise on InitialLit/Multilit; an evidence-based whole-class literacy program providing all children with the essential core knowledge and strong foundations to become successful readers and writers.

Staff attended a range of external Professional Learning online in 2022, including VCAA examiner reports, 'Meet the Assessor' programs and workshops designed to deliver quality teaching. Several staff have served on VCAA boards and Subject Teaching Associations, thus developing their knowledge of current curriculum developments and pedagogy.





In 2022, Mrs Nerrida Prosser completed the Teacher Academy Program and Anna Robertson and Penny Callinan were involved in a teacher-led inquiry project with Independent Schools Victoria (ISV), as well as the Highly Accomplished and Lead Teacher (HALT) program.

USING DATA TO INFORM OUR TEACHING PRACTICE

The College is developing its team to direct our thinking about data and how to use it in our daily teaching practice. In 2022, 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 observations of students within the classroom 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.

Data is used to underpin the Literacy and Numeracy support within classes across both the Junior and Senior School. The College implements a range of literacy and numeracy 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 a literacy program that replaces LOTE in Years 7 and 8 (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.

National benchmarks

VCE

All 2022 graduates successfully met the Victorian Certificate of Education. Our ATAR results were strong, with 11% of Year 12 students achieving an ATAR above 90, 33% scoring above 85 and 48% scoring above 80%. The College had an average score of 80.

NAPLAN benchmarks and testing

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.

In 2022, our students demonstrated strong development, gaining results at or above the state mean in the majority of areas tested.

This was the fifth 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 our students are performing strongly in comparison to the state wide results.

NAPLAN results from 2022 (2021, 2020):

NAPLAN was not tested in 2020 due Covid-19.

Performance at or above National minimum Standards	Year 3	Year 5	Year 7	Year 9
Reading	92% (100%, NA)	88% (100%, NA)	96% (100%, NA)	88% (100%, NA)
Writing	100% (100%, NA)	94%	82% (98%, NA)	81% (91%, NA)
Grammar and Punctuation	92% (100%, NA)	100% (92%, NA)	94% (100%, NA)	85% (97%, NA)
Spelling	85% (100%, NA)	100% (100%, NA)	84% (98%, NA)	77% (97%, NA)
Numeracy	100% (100%, NA)	82% (100%, NA)	98% (100%, NA)	93% (100%, NA)

International Competitions and Assessments for Schools (ICAS) REACH testing

In Semester Two, our students in Years 2 to 6 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	<ul style="list-style-type: none"> Commendable - 22 students Outstanding - 3 students
Spelling	<ul style="list-style-type: none"> Commendable - 6 students
Mathematics	<ul style="list-style-type: none"> Commendable - 17 students Outstanding - 6 students

SENIOR SECONDARY OUTCOMES

Academic achievement information is based on results from the Victorian Curriculum and Assessment Authority (VCAA). Our 2022 results are pleasing.

VCE results

In 2022, we had a Cohort of 49 Year 12 students, 47 of which completed a scored VCE Program and two opted for an unscored pathway.

- Dux achieved an ATAR of 95.6
- 11% received an ATAR above 90
- 33% received an ATAR above 85
- 48% received an ATAR above 80
- 65% received an ATAR above 75
- Median ATAR of 80

Vocational Education and Training (VET)

In 2022, 61 students across Years 10 – 12 studied a VET course.

VET courses included: Cert II and Cert III in Hospitality, Cert II Equine, Cert II and Cert III in Agriculture, Cert II in Automotive, Cert II in Building and Construction.

- Equine: 2 students
- Hospitality: 34 students
- Automotive: 10 students
- Building and Construction: 1 student
- Agriculture Cert II: 7 students
- Agriculture Cert III: 7 students

Year 12 Tertiary Offers

- 90% applied for tertiary study
- 98% received a university offer
- 86% received a first-round tertiary offer
- 60% of students received early offers

Victorian Tertiary Applications:

- 80% applied to Victorian universities
- 8 students studying double degrees
- The greatest number of offers came from the University of Melbourne

Interstate tertiary applications:

- 17 interstate offers were received (all students that applied)

Top Areas of Interest:

- Health 21%
- Society and Culture 18%
- Natural and Physical Sciences 16%
- Manufacturing and Commerce 13%
- Agriculture and Related Studies 10%

Beyond tertiary education

Five students did not apply for tertiary study and have secured, or intend to pursue:

- Pilot cadetship
- Apprenticeship
- Australian Defence Force
- William Angliss TAFE (Hospitality)
- South West TAFE

SATISFACTION SURVEYS FOR PARENTS

Following two years of significant periods of remote learning, it was important to survey families in 2022.

It was a year of rebuilding routines and structure for our students as they returned to full-time classroom learning and managing their co-curricular commitments and for many, this was a challenging period.

A Parent Satisfaction Survey conducted by Independent Schools Victoria (ISV).

The data was collated and compared across 156 schools.

Parent Satisfaction Survey – completed by 40% of parents (21% of these were Junior School and 79% Senior School parents)

- 8.01 – Students are well prepared for the next stage in their education (8.10 ISV mean).
- 8.15 – School staff are approachable when parents want to talk about their children (8.45 ISV mean).
- 8.23 – This school is a safe place in which to learn (8.79 ISV mean).

- 9.12 – The school buildings and grounds are attractive and well-maintained (8.74 ISV mean).

Staff and student satisfaction is surveyed very second year, and this is due to take place again in 2023.

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.



ROSIE MERRIN

BA (Hons), GAICD

Rosie is the Board Chair, she joined the Board in 2017. Rosie and her husband David run a beef cattle and fine wool merino business near Peshurst along with a large scale conservation venture in NSW. Rosie has a keen interest in education and the arts, particularly the fields of music, history and literature. She has maintained this interest through board and other voluntary positions with a number of educational and cultural organisations. Rosie is an Old Collegian and her three children William, Sophie and Rupert, attend the College.



BILL HAMILL

BBus, MEd, Dip.Vet, FAICD

Bill joined the Board 2012. He is currently Deputy Chair, 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, GradDipFinPlan 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 for many years. Tony has two daughters who attended the College - Kate (2014) and Nikki (2017).



DAVID DYER

M.Phil (Economics), B.Com (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 nephew in the Junior School.



ROSLYN LAW

BA, DipEd

Roslyn joined the Board in 2017 and is currently Chair of the Strategic Planning Committee. 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 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.



NIGEL PAULET

M.Pharm B3

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

BBus (Ag Comm), LL.B

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 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 three children are Old Collegians Lucy (2022), Fergus (2021) and Claudia (2018).



BIANCA SCAIFE

BArch (Hons) Registered Architect

Bianca Scaife joined the Board in 2016. 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 from College in 2021.



DAVID THORNTON

BScMechEng, RMIT

David joined the Board in 2021. David was raised in Peshurst and Hamilton and is the Managing Director of Thornton Engineering Australia Pty Ltd. The business was founded in 1975 in Peshurst 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 2022

EXECUTIVE STAFF

Principal (Sabbatical Term 4)

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

Deputy Principal Wellbeing

(Acting Principal Term 4)

Miss K. Waldron MEd., BEd.

Deputy Principal Teaching and Learning

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

Head of the Junior School

Mr S. Nelson BEd., DipEd

Director of Boarding

Mr A. Monk MEd

Business Manager

Mr J. Bourke BCom

COLLEGE TEACHING STAFF

Mrs L. Addinsall GradDipEd, DipVis Arts,
Advanced Dip Bus Mgt

Mrs F. Agar BSc., DipEd.

Mr L. Alexander BAppSc, BTech.
Head of Sport & Outdoor Education

Mrs P. Alexander BTech.

Miss A. Andrews BSc., BNur., GradDipEd.
Head of MICAH

Mrs G. Bensch DipEd (Early Childhood)

Ms V. Bolton BA, GradDipLT (Spanish), Grad
DipEd (Secondary) Grad Cert Special Ed

Mrs R. Bonnett BSc. BEd., MEd in Research
Head of VCE Studies and Head of Science

Miss S. Brabham BA BTech

Mr H. Burmeister MSc. Biochemistry, Post
Grade Cert Ed.
Head of Young

Mrs P. Callinan BAppSci (Planning), BTch (Hons)

Mrs A. Cameron BHLthSci (Hons), M.Ed

Mrs B. Cameron BEd

Mr T. Cameron BEng (Elec) Hons, MTch

Mr P. Carroll BSc. (Hons) DipEd.

Mrs A.K. Christie BEd. MMus. AdvDip (Kodaly
Institute of Music Pedagogy, Hungary)

Mrs A. Churchill BArts, BTch., MEd Careers
Practitioner



Ms K. Couchman MEd., BEd, Dip(Counselling)

Mrs D. Davis BCom., DipEd
Head of Mathematics

Mrs K. Dempsey BA, GradDipEd
Head of Library

Mr S. Dempsey BSc., DipEd.

Mr J. Guez BBus., Grad.Dip.Ed.

Mr B. Hawthorne MEd., BEd., BAppSci.
(Exercise and Sport), PG. Cert. Ed Research.
Head of Middle Years

Mrs E. Hausler BEd (Secondary Physical
Education)

Mrs H. Henry BA., BEd.

Mr B. Hiscock BMus, Grad Dip Ed.
Director of Music

Mrs E. James BEd. Vis Arts

Head of Art

Mrs S. Kelly DipEd., GradDipSpecEd-Integration

Mr G. Lewis B.TRP (Hons), GradDipEd, BSci
(Botany and Zoology) (Hons)

Ms Y. Liu MTch, MA English Language and
Literature
Head of LOTE

Mrs S. Malseed BMan., DipEd

Ms M. McGoon BA Cert III Hosp
Head of Hospitality

Mrs S. McMullen BScience, DipEd
Head of Laidlaw House

Mrs B. Milich BEd, BArtsEd
Head of Lower Primary

Mr V. Naidu BSc(Hons), MTeach

Mrs B. Nichols BA, DipEd, Head of English

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

Mrs J. Ogle BA, BEd, TOPS,
Head of History and Humanities

Mrs. L. Outtram BEd, DipPE

Mrs L. Patterson BEd

Mrs N. Prosser BA BT Med,
Head of Berry and Director of Horsemanship

Miss H. Reiher MEd (Student Wellbeing) BEd
Head of Senior Years

Mrs A. Robertson MEd, BEd

Ms J. Rong BA, MTeach

Miss S. Ross BEd

Mr J. Rymarz BA(Hons) BEc, MTeach (ProfPrac)

Mrs B. Silva BEd, MEd,
Head of Learmonth and Head of Drama

Mrs M. Simkin MEd (Teacher-Librarianship),
MEd (Knowledge Networks and Digital
Innovation); BA, DipEd

Miss P. See BPsych (Hons), MTeach

Mr B. Singh MMus., GradDip (Instr. Perf),
B.Mus., M.Teach

Mr P. Steer BSc, DipEd, MEd, MCSE, CCNA,
C.C.A.I. Head of I.C.T.

Mrs L. Williams BEd

Miss K. Winter Cooke BEcon GradDipEd

Ms Q. Wu BEd



THE
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