



THE  
**HAMILTON**  
AND ALEXANDRA COLLEGE

CONFIDENT FUTURES



**ANNUAL REPORT 2023**

# FROM THE PRINCIPAL



I am pleased to be able to report on 2023 at The Hamilton and Alexandra College. A change in principal at any school is a significant time, and is invariably followed by a period of mutual assessment and sounding out. In that early assessment, I found a community proud in its history, strong in its values, and with a deep commitment to its school. 2023 bore out all of these characteristics and our students reasserted themselves as caring, focussed and hard-working young people of whom the College is rightly proud.

Throughout 2023 the College engaged in a process of consultation and reflection in the development of our new Strategic Plan. Planning for our future required us to look honestly and lovingly at our school, assessing what we value and must keep and what needs to be adapted as we become a school for the future. This report on the life of the College in 2023 uses the pillars of the new 2024-2028 Strategic Plan as headers – it is a reflection on the past viewed with eyes firmly on the future.

## Exceptional Student Futures

Our focus in 2023 remained on how to teach best so that students learn the most and the most easily. The College has continued to embed the use of The Writing Revolution and the Science of Language and Reading at both the Junior and Senior Schools. This is now extending into numeracy, and into a broader use of the Science of Learning philosophy. In line with this, Junior School staff chose the Ochre program as the foundational curriculum for the teaching of Mathematics.

Focussing on the fundamentals of literacy and numeracy, taught well, can sound a bit like a campaign slogan, but we are unapologetic about the need to establish strong foundations in these areas in each student's junior years.

Our 2023 NAPLAN results endorse this approach. The College outperformed state and national means for students in the new 'Strong' and 'Exceeding' categories for:

- Year 3 Writing
- Year 5 Writing
- Year 5 Grammar and Punctuation
- Year 5 Numeracy
- Year 5 Reading
- Year 7 Writing
- Year 7 Grammar and Punctuation
- Year 7 Numeracy
- Year 7 Reading
- Year 9 Writing
- Year 9 Numeracy
- Year 9 Reading

Our Senior School staff also focussed on literacy through a cross-department project. Nerrida Prosser, our Senior School Head of Berry House and senior English teacher, was the recipient of a Victorian Academy of Teaching and Learning Teaching Innovation Fellowship. She worked with fellow teacher Ben Singh to focus on transference of critical language and expression skills between subject disciplines, and the way in which we teach cross subject vocabulary.

Our VCE results were again very strong, and our collective congratulations go to all of our concluding Year 12 students. Each student is the author of their own results, but thanks and recognition must also go to the teaching staff, who have guided these students across their years at the College. The Dux of the College was Catherine Richardson on an ATAR of 95.2, and the Proxime Accessit was Alec Watson with an ATAR of 94.8. 4% of study scores were above 40, and 15% of ATARs were above 90. Most pleasingly, 100% of Year 12 students who applied for a tertiary course

received an offer, with 81% receiving their first or second course preference.

Beyond the classroom, students were able to engage with the full suite of co-curricular offerings in sport, music, drama, outdoor education and student leadership. Camps and excursions were back to full flight and students reaped the benefits of their experiences within and beyond the College. Students camped on the banks of the Glenelg River, at Naracoorte, through Central Australia, in the high-country at Mittagundi, and in the Otways, and visited Canberra, Melbourne and beyond.

Music continues to flourish at the College. Ensembles and bands performed at a variety of College functions and assemblies, Young House carried the day at House Music, and the Male and Female Voice Choirs garnered enthusiastic participation. Students benefitted from visits and workshops with Meg Cohen and Katie Yap of Wattleseed Ensemble, as well as return friends of the College, Monica Curro & Stefan Cassomenos. We also continued our connection and engagement with Orchestra Victoria and the Australian Chamber Orchestra.

The 2023 College Musical, The Addams Family, was directed by our new Drama teacher, Angela Kenna. The show played to packed houses and again was an enormous success. Our productions continue to be of professional quality and expertly executed.

2023 saw many co-curricular successes for our school. We won premierships in basketball, cricket and hockey. Our ICCES teams again punched above their weight, with College winning the Senior Boys' Swimming Aggregate, Hockey at the Winter Tour, and the Star Cup for Athletics and Swimming. Our Hamilton Eisteddfod performers gave great examples of involvement and preparation – with our soloists, choirs and chamber ensembles, taking out top honours. This year the Secondary School Choral Aggregate was awarded to the Male Voice Choir, a trophy which has been awarded exclusively to College Choirs.



EXEMPLARY TEACHERS AND STAFF  
TWO HLT NATIONAL  
TEACHER CERTIFICATIONS



SUSTAINABLE RESOURCING  
MIRRANATWA FACILITY  
- FOOT OF GRAMPAINS  
NATIONAL PARK



EXCEPTIONAL STUDENT FUTURES  
DUX 95.2



RICH COMMUNITY OF SERVICE  
WORLD CHALLENGE  
VIETNAM / CAMBODIA

## Exemplary Teachers and Staff

Exceptional staff are crucial to our student successes. 2023 has again shown the leadership and professionalism of our academic and support staff. Two of our teachers, Anna Robertson and Penny Callinan, achieved the highly demanding and selective Highly Accomplished and Lead Teacher classification, a national recognition delivered through Independent Schools Victoria. Anna and Penny were two of only 16 independent school teachers in the state to pursue this classification.

In 2023 we were able to buck the trend of recruitment difficulties across Victorian schools and recruit superb quality staff. A range of new staff were appointed across the ELC, Junior and Senior Schools and we look forward to their long connection and contribution to the College.

The end of the year saw a number of staff farewell the College and move on to new adventures. I would like to thank Susan Bradbeer, Leanne Outtram, Joachim Rymarz, Amanda Archer, Liz Anagnostou, Bec Walker, and James Leversha for their commitment to our school and for their leadership in learning and the example of character and kindness that they have shown to students. They go with our thanks and our best wishes.

## Rich Community of Service

The College is fortunate to receive the support that it does from a range of active and engaged support groups, including the College Foundation, Old Collegians' Association, and Parents and Friends. The College Foundation hosted an exceptionally successful and enjoyable Foundation Drinks evening in April 2023, and has continued to provide significant scholarship support to students for whom otherwise a College education would be out of reach.

The Old Collegians continued the initiative of providing 'Class of 'badges to the incoming Year 7 cohort, presenting 2023's group with 'Class of 2028' badges at the beginning of the year. They welcomed

the graduating class of 2023 into their ranks with a lunch during the final Year 12 celebration week, and continued to support a range of highly successful and well attended reunions.

2023 saw the College Parents' and Friends' Association continue from strength to strength. Through a range of successful fundraising initiatives, the Open Garden Day in October shone as perhaps the greatest success. Through exceptional organisation and execution by the planning committee, the day raised over \$30,000 which will be contributed to the Middle Years Landscaping Project.

2023 also saw the College plan for a full return to student service and volunteering. A group of Year 10 and 11 students travelled to Vietnam and Cambodia in December this year through World Challenge - with the primary goal of making a difference to a community in need. Students in Year 8 signed up for the 2024 Year 9 Experience, which will again see them serve communities in need in Vietnam.

## Sustainable Resourcing

2023 saw the College expand its physical footprint for the first time since 1956, with the purchase of our new property at Mirranatwa in the Victoria Valley, at the foot of the Grampians. This site will figure large in the school experience of Collegians for generations to come, and is a bold step in shaping the future experience of our students. There is clear and well-documented evidence of the benefits of outdoor recreation and physical challenge for young people. By providing a space for close and ongoing contact with the natural environment Mirranatwa will strengthen the conditions for students to be challenged, to grow and to thrive. This is especially important now as students' worlds become increasingly pressurised, fast-paced, and reliant on technology.

This purchase fits with a broader strategy which embraces learning outdoors. The work of Dianne Vella-Brodrick at The University of Melbourne highlights the

benefits of nature and greenspace for cognitive functioning across working memory, selective attention, processing speed, and impulse control. In the confident knowledge of these benefits, we continue to work on and refine our program of outdoor education and experiential learning opportunities.

The College Board extended its endorsement of 100% boarding bursaries to any Year 7 and 8 boarder living more than 100km from Hamilton. This coupled with the increasingly popular casual boarding offer, regularly saw over 100 students in the boarding house in 2023, and highlighted the crucial place boarding holds in the life of the College.

With many other independent schools increasing fees by well over 5%, the College maintained its commitment to affordability through a modest 4% increase for 2024. This evidenced the College's continued prudent financial management and sound operations. Alongside operational efficiencies, the College also engaged a specialist firm to complete detailed demographics modelling of the local area. These data will be a key source of information as the College plans for the future.

On the strength of 2023, we look to 2024 and beyond with renewed confidence in the ability of our students to succeed: in their relationships with one another and their teachers, in their sense of self, and in their studies. We should be grateful for this wonderful school and all it is. And part of that gratitude should be for the fact that we are so well positioned to continue to evolve and to improve - in our approach to teaching, in our approach to learning, in our belief that we are as good and as smart as anyone else, and in the ways in which we face the world. 2023 was a full and exciting year at College, and I am looking forward to our confident future together.

**Michael Horne**  
Principal

# FROM THE CHAIR OF THE BOARD



It is a pleasure to report on the year 2023, one that will be remembered as a milestone year in the long and proud history of the College.

In April the College community welcomed new Principal Michael Horne, his wife Gemma Ridgway-Faye, and their young sons Henry and Theo to Hamilton. The College Board was delighted by Michael's clearly articulated preference to lead a regional school as, in his words, 'it is impossible for a regional school to be isolated or removed from its community; they are deeply connected with the families, businesses and organisations around them. The head of such a school must understand that they embody the institution, whether that be from behind the assembly lectern, at the side of the community cricket ground, or in line at the supermarket. To me it is one of the great joys of leading within a close community – seeing and knowing the round, full, life of each student and their family histories.' This deliberate desire to live and work in a regional environment was evident throughout 2023 as the Horne family wholeheartedly embraced Hamilton life and the joys of the wider region.

The Principal's immediate recognition of the unique advantages of our geographical setting gave impetus to a long-held strategic aim to acquire a foothold in the Grampians. In finding and securing a property of 110 acres of spectacular bushland at Mirranatwa, we embarked on the first expansion of the College footprint since the purchase of Myrning in 1956. This tremendously exciting, once in a lifetime acquisition, will be one the hallmarks of the Michael Horne era and one that will have a profound impact on generations of students.

Yet a school must operate in many spheres. Early in the year the College re-engaged in mainland China and Hong

Between these very different initiatives – a local base in the Grampians and a service-learning experience in Vietnam - we see the scope of ambition that Principal Michael Horne has for the College. One which is grounded in the values, relationships and unique beauty of the place in which we grow and learn, but which builds the confidence, skills and disposition to lead out into the world.

A change of leadership must inevitably bring a period of unrest, especially for members of staff. Our cohort of incredible staff are to be commended for the thoughtful way in which they have responded to the change, and for coming forward with dedication and determination

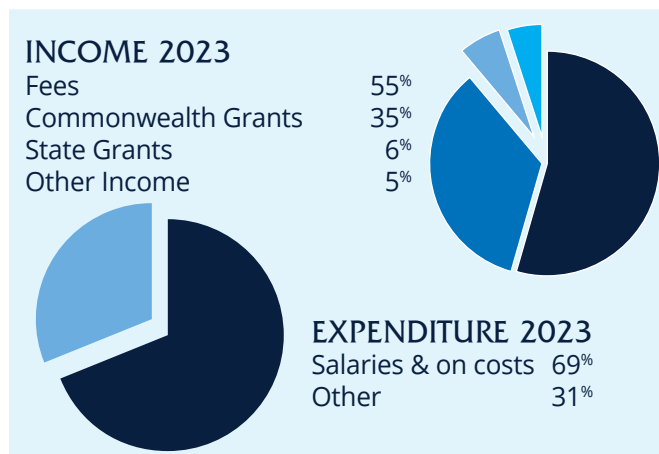
to be better in everything that we do. 2023 was marked by time spent in consultation and reflection as the College Board and Executive worked with the Principal to lay the foundations of the new 2024-2028 Strategic Plan. We are galvanised by our determination to provide exceptional and affordable education in our unique south-west environment.

The year 2023 will be remembered in many ways but in all that was achieved there was an overarching sense of momentum and shared common purpose. There is no doubt we are moving forward with

confidence into a new and exciting era for The Hamilton and Alexandra College.

**Rosemary Merrin**  
Board Chair

March 2024



Kong in an effort to reconnect with the international student market after the long years of COVID-19 disruption. Our international programs were further strengthened when, the College re-established an international program for Year 9. Commencing in 2024, our dramatically expanded Year 9 program will now include a challenging and enriching experience in Vietnam.

# COLLEGE BACKGROUND



This report relates to The Hamilton and Alexandra College 2023 year. It contains performance information for parents and stakeholders, as well as information that complies with the State and Federal reporting requirements.

## 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. The school environment is supportive and 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.



This has been impacted significantly by the Covid-19 pandemic and we are working with international agents to rebuild our international boarding program.

## 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 campuses.

## 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 speak English at home and most students come from families with a Christian faith background.

## PROGRAMS

The College offers broad academic and co-curricular programs with a strong emphasis on individual attention and pastoral care. There is a wide range of opportunities 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 service learning program through the SRC and KidsMatter groups.

Our Senior School students participate in the refreshed Engage, Explore, Emerge curriculum programs.



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 has been 74.2.



## 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, 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



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 proactively. Parents are 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) 8

## STAFF NUMBERS AND

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

Year Level	Student Count	Attendance %
Foundation	10	88.64%
Year 1	10	93.01%
Year 2	17	91.05%
Year 3	15	89.91%
Year 4	17	99.69%
Year 5	20	89.62%
Year 6	16	93.00%
Year 7	42	92.62%
Year 8	61	90.11%
Year 9	58	90.38%
Year 10	71	89.51%
Year 11	66	89.54%
Year 12	40	91.79%
<b>School total</b>	<b>443</b>	<b>90.91%</b>

## QUALIFICATIONS

Total staff*	127
Female	85
Male	42
Indigenous Origin	0

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

### Senior School Teaching Staff - 44

Female	12 full time	18 part time
Male	11 full time	3 part time

### Early Learning Centre and Junior School Teaching staff - 19

Female	4 full time	14 part time
Male	1 full time	

### Administration staff - 10

Female	4 full time	5 part time
Male	1 full time	

### Building and Technology staff - 7

Female		1 part time
Male	5 full time	1 part time

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

Female		8 part time
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### Boarding House staff - 19

Female		8 part time
Male		11 part time

### Music tutors - 11

Female		5 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: 2140.25

Average expenditure per teacher: \$1606.00

Our Professional Learning Program in 2023 continued to focus on high

expectations, explicit instruction, and formative feedback. To begin the year staff participated in a session with Tim O'Leary, building on their work with him in 2022 using Classroom Vibe survey tools to focus on building credibility and clarity in teaching. Staff engaged in a session exploring the use of rubrics and considering effective assessment tools for use in the classroom.

In Term Two staff shared their expertise with others through a TeachMeet session, where short presentations were made by a variety of staff around topics such as AI, VCE Exam Preparation, The Science of Learning, and The Writing Revolution.

At the start of Term Three, the focus turned to student wellbeing and inclusive education practices. Staff attended a presentation given by Minus 18 about LGBTQIA+ /Transgender youth.

Later in the year, staff were invited to enrol in the new Middle Leaders Program offered and run by Principal, Michael Horne, Deputy Principal Teaching and Learning, Susan Bradbeer and Deputy Principal Wellbeing, Kristen Waldron. This program allowed current and aspiring middle leaders to explore topics such as Managing Conflict, Personal Leadership and Building a Team Culture.

Throughout 2023 staff used the Professional Development Framework to set goals aligned with the AITSL standards. These goals were used by staff in their biannual staff appraisal. Staff continued to engage with Growth Coaching as a way of being and framing conversations with staff, parents, and students.

An emphasis on literacy continues to underpin the Professional Learning program across the College, with the Junior and Senior School continuing to embed the practices of 'The Writing Revolution' into the teaching programs.

The Junior School teaching staff have continued to undertake professional learning from Latrobe University's Science of Learning and Reading Programs as well as through MultiLit. Staff have also undertaken training in the Dynamic Indicator of Basic Early Literacy Skills (DIBELS) in order to align their assessment and data collection with evidence-based practice.





Staff attended a range of external Professional Learning online in 2023, 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.

## USING DATA TO INFORM OUR TEACHING PRACTICE

In 2023 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. The College continues to differentiate teaching to meet the diverse needs of the 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 2023 graduates successfully met the Victorian Certificate of Education

requirements. Our ATAR results were strong, with 15% of Year 12 students achieving an ATAR above 90 and 38% scoring above 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 2023 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 2023 (2022, 2021):

Performance at or above National minimum Standards	Year 3	Year 5	Year 7	Year 9
Reading	92% (92%, 100%)	100% (88%, 100%)	97% (96%, 100%)	95% (88%, 100%)
Writing	100% (100%, 100%)	100% (94%, 100%)	100% (82%, 98%)	98% (81%, 91%)
Grammar and Punctuation	92% (92%, 100%)	100% (100%, 92%)	97% (94%, 100%)	95% (85%, 97%)
Spelling	100% (85%, 100%)	100% (100%, 100%)	97% (84%, 98%)	96% (77%, 97%)
Numeracy	100% (100%, 100%)	100% (82%, 100%)	100% (98%, 100%)	95% (93%, 100%)



## 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.

Students were tested in English, Spelling and Mathematics assessments. The students achieved an excellent set of results:

Assessment	Results
English	<ul style="list-style-type: none"><li>• Commendable - 22 students</li><li>• Outstanding - 3 students</li></ul>
Spelling	<ul style="list-style-type: none"><li>• Commendable - 9 students</li><li>• Outstanding - 1 student</li></ul>
Mathematics	<ul style="list-style-type: none"><li>• Commendable - 22 students</li><li>• Outstanding - 7 students</li></ul>

## CSIRO BEBRAS Computational Thinking

In Semester Two, students in Years 3 to 6 participated in CSIRO's BEBRAS Computational Thinking competition.

Results
<ul style="list-style-type: none"><li>• Credit - 2 student</li><li>• Distinction - 2 students</li><li>• High Distinction - 3 students</li></ul>

## SENIOR SECONDARY OUTCOMES

Academic achievement information is based on results from the Victorian Curriculum and Assessment Authority (VCAA). Our 2023 results were pleasing.

### VCE results

In 2023, we had a Cohort of 38 Year 12 students, 34 of which completed a scored VCE Program and four opted for an unscored pathway.

- Dux achieved an ATAR of 95.2
- 15% received an ATAR above 90
- 38% received an ATAR above 80
- 50% of the cohort achieved an ATAR in the top 30% nationally
- 4% of study scores above 40.
- Median ATAR of 70.5

### Vocational Education and Training (VET)

In 2023, 56 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: 5 students
- Hospitality: 30 students
- Building and Construction: 2 students
- Salon Assistant Cert II: 2 students
- Agriculture Cert II: 10 students
- Agriculture Cert III: 7 students

### Year 12 Tertiary Offers

- 90% applied for tertiary study
- 100% of these received a university offer
- 81% received a first or second-round tertiary offer
- 17% of students received early offers

### Victorian tertiary applications:

- 94% applied to Victorian universities

The greatest number of offers came from The University of Melbourne and RMIT University.

### Interstate tertiary applications:

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

### Areas of Interest

- Health - 18%
- Society and Culture - 30%
- Natural and Physical Sciences - 20%
- Manufacturing and Commerce - 16%
- Agriculture and Related Studies - 10%

### Beyond tertiary education

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

- Apprenticeship - Cabinet Making
- Apprenticeship - Electrical
- Australian Defence Force
- Scimm. Dance Academy

# FEEDBACK FORUMS FOR PARENTS, STUDENTS AND STAFF

Due to the change in Principalship, it was important that our families and staff had multiple opportunities to provide feedback and face-to-face communication was prioritised.

Principal, Michael Horne, met with every member of staff individually and arranged meetings with a cross sections of College families across the Junior School, Senior

School and boarding community. Several dinners were also hosted by members of the Executive team and Board in locations convenient for College families, including Warrnambool, Port Fairy, Portland, Dunkeld, Horsham and Naracoorte.

Michael Horne also met with students to seek their feedback and regularly attended the Student Representative

Council meetings.

Student mentors called parents each term and online Teacher/Student/Parent interviews were held twice a year. Curriculum evenings were held for all year levels which provided opportunity for questions and suggestions directly to teaching staff and Heads of co-curricular.

# 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 three sub-committees; Strategic Planning, Governance and Finance which contribute to overall school governance.



## ROSEMARY MERRIN

BA (Hons), GAICD

Rosemary is the Board Chair, joining 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 eldest child, William graduated in 2023. Sophie and Rupert currently 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.



## 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 The University Melbourne 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 nephews at College.



## ROSLYN LAW

BA, DipEd

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 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 BJ

Nigel joined the College Board in 2012 and is a member of the Governance and Finance Committees. 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 and is currently Chair of 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 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 is an avid member of a cycling group that he founded.

# ACADEMIC STAFF 2023

## EXECUTIVE STAFF

Principal (Term 2 onwards)

**Mr M. Horne** Grad Dip.Ed, B.A. (Hons), MEd., GAICD

Deputy Principal Wellbeing

(Acting Principal Term 1)

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

Deputy Principal Teaching and Learning

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

Head of the Junior School

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

Director of Boarding and Head of Physical Education

**Mr A. Monk** M.Ed

Business Manager

**Mr J. Bourke** B.Com

## COLLEGE TEACHING STAFF

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

**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.

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

**Mrs R. Bonnett** BSc. B.Ed., M.Ed in Research. Head of VCE Studies and Head of Science

**Miss S. Brabham** BA. B.Teach

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

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

**Mrs A Cameron** B.Hlth.Sci (Hons), M.Ed

**Mrs B. Cameron** B.Ed

**Mr T. Cameron** B.Eng (Elec) (Hons), M.Teach. Head of Learning Analytics

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

**Mr J. Chen** B.Sc., Grad.Dip.Ed, M.A

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

**Mr I. Clare** Grad.Dip.Ed, B.Bus (Term 3)

**Mrs S. Covill** B.Ed (Sec), BAppLing



**Mrs A. Churchill** B.Arts, B.Teach., M.Ed

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

**Mrs K Dempsey** B.A., Grad.Dip.Ed. Head of Library

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

**Miss E. Dixon** B.ExSc, M.Tch., Director of Sport

**Mr E. Gong** B.A., Grad.Dip.Ed (Sec), M.Teach. (EAL/Chinese) Head of LOTE

**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 Middle Years

**Mrs E. Hausler** B.Ed. (Secondary Physical Education) Head of Year 9 Experience

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

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

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

**Mrs B. Keiller** Dip Teach, Grad.Dip Theology

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

**Miss A. Kenna** B.A., MTch. Head of Drama

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

**Ms S. MacLeod** G.Dip.App.L, B.A. (Politics & Policy Studies)

**Mrs S. Malseed** B. Man., Dip.Ed

**Mrs L. Manifold** M.Ed. B.Ed Dip.Ed (Childhood Education), Grad.Dip (Spec.Ed), Grad.Dip (Careers)

**Mrs M. McDonald** Dip.Hosp & Management, AdvDipAgri, Cert IV Training & Assessment

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

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

**Mr V Naidu** B.Sc. (Hons), M.Teach

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

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

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

**Mrs L. Patterson** B.Ed

**Ms J. Porter** B.Ed

**Mrs N. Prosser** B.A. B.Teach M.Ed., Head of Berry and Director of Horsemanship

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

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

**Mr J. Rymarz** B.A.(Hons) B.Ec., M.Tch (ProfPrac)

**Mrs K. Schulz** B.Ed, Dip. Teach

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

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

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

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

**Mrs J. Templeton** (Term 3)

**Miss R. Walker** BECE (Prim)

**Mrs S. Waters** (Term 3) Dip.Teach (Primary)

Grad. Cert (Catholic Studies)

**Mrs L. Williams** B.Ed

**Miss T. Winstanley** (Term 4) BECE (Prim)

**Mrs J. Winter Cooke** (Term 4) B.Ed B.M.L.C

**Mrs K. Winter Cooke** B.Econ, G.Dip.Ed

**Ms Q. Wu** B.Ed



THE  
**HAMILTON**  
AND ALEXANDRA COLLEGE

CONFIDENT FUTURES



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