



IONA
COLLEGE
GEEELONG



PROSPECTUS

'Learning to Change the World'

2025

About Iona College

Our Story

Iona College Geelong was established to meet the growing demand for Catholic secondary education in the region. Located in the Armstrong Creek growth corridor, the College welcomed its foundation students in 2020 and continues to expand as a dynamic learning community.

Guided by our core values—Compassion, Leadership, Excellence, and Courage—we provide a supportive environment where students are encouraged to excel academically, grow in faith and contribute to their community. Wellbeing is at the heart of our approach, ensuring that every student is nurtured and empowered to thrive.

In 2025, we celebrate a significant milestone as our first Year 12 students graduate. This year also sees the expansion of our Student Leadership Model, including the introduction of our first College Leaders. Our modern facilities and research-based teaching practices support personalised learning, preparing students for success beyond the classroom.

With an extensive co-curricular program, including immersive experiences, performing arts and a strong presence in the GISSA sports competition, Iona students have opportunities to develop their skills and passions.

Looking ahead, we continue to enhance our facilities to support senior pathways, including VCE, Vocational Major and VET programs. At Iona, we are committed to shaping compassionate, courageous leaders who strive for excellence and make a meaningful impact in the world.

*‘Learning to
Change the World’*



Welcome to Iona



Damian McKew
Foundation Principal



Kylie Power
Deputy Principal
Wellbeing



Melissa Gould
Deputy Principal
Learning

Choosing the right secondary school is an important decision, and we are delighted that you are considering Iona College Geelong for your young person's education.

At Iona, we are committed to fostering a supportive and enriching environment where students are empowered to grow academically, socially and spiritually. Our holistic approach to education places student wellbeing at the heart of everything we do—because we believe that young people learn best when they feel safe, valued and inspired.

As a Catholic school, we encourage students to explore their faith, contribute to our community and advocate for those in need. In 2025, we will continue to strengthen student voice and agency, ensuring that every learner plays an active role in shaping their own educational journey. A significant step in this commitment has been the introduction of our first eight College Leaders, who are helping to shape student leadership at Iona and inspire their peers. We also value the partnership between school and home, recognising parents and carers as the first educators of their children. Your involvement enriches our community and enhances the learning experience for all.

We invite you to explore what makes Iona College a dynamic and welcoming learning environment. Our dedicated staff, led by Deputy Principals Kylie Power (Wellbeing) and Melissa Gould (Learning), are committed to supporting students as they navigate this exciting stage of their education.

We look forward to welcoming your family to Iona College and sharing in the journey ahead.

Damian McKew
Foundation Principal

Year 7 LEARNING

LEARNING AT IONA

At Iona College, we work to know each of our students as individuals and plan for differentiated success.

Iona College is committed to providing students with rich experiences and projects and incorporates technology across the subject areas. Our curriculum allows students to experience both breadth and depth in their studies.

The initial focus at Year 7 is on transition from the primary school to the secondary school setting. There is a strong emphasis on literacy and numeracy throughout the curriculum and staff work to both support and enrich.

Students undertake a broad range of subjects, including semester-long studies in Music, Information Technology, Design Technology (Wood) and Visual Art, as they begin to explore their personal skills, passions, values and character strengths and come to appreciate the joy and importance of lifelong learning.

INTENDED OUTCOMES FOR IONA COLLEGE STUDENTS

- Promote learning that is relevant, contemporary and collaborative.
- Enrich learning by encouraging creativity and innovation in teaching methodologies and student participation.
- Foster excellence by providing an interactive and engaging learning environment.
- Offer opportunities for students to pursue their passions.
- Develop independence in learning and critical thinking skills.
- Promote and educate in the ethical use of information technologies.
- Provide contemporary learning spaces that allow for flexible and innovative approaches to learning.
- Provide a safe environment for all staff and students whether in the classroom or online.



Year 7 CURRICULUM



All students in Year 7 study subjects from the following Learning Areas:

- Religious Education
- English
- Mathematics
- Science
- Health and Physical Education
- Humanities
- Languages
 - Indonesian
- The Arts
 - Visual Art
 - Music
- Technologies
 - Design and Technologies
 - Digital Technologies



The curriculum is designed for students to experience learning in all Learning Areas. Our timetable is based on a two-week cycle (10 days) and is structured into three 94-minute lessons per day.

The Arts Learning Area is divided into the Creative Arts and Performing Arts. In Year 7, students study Visual Arts and Music, whereas in Year 8, students study Visual Arts and Drama.

The Technologies Learning Area is divided into Digital Technologies and Design and Technologies. In Year 7, students study Design Technology (Wood) and Digital Technology, whereas in Year 8, students study Design Technology (Materials) and Food Technology.

CORE SUBJECTS

RELIGIOUS EDUCATION

In Year 7 Religion, students explore the concept of 'belonging' and consider what it means to belong to various groups, with students identifying the rituals, symbols, language and celebrations associated with belonging. Students develop their connection to the Catholic Church through their school connection and consider the values of Catholic communities. Year 7s learn about the history of the Isle of Iona and the establishment of Iona College Geelong. They consider how they can put into action the values of leadership, compassion, courage and excellence shown by our school patrons, and learn about the person of Jesus with the challenge to act as he did, with justice, kindness and compassion. Using the Catholic Social Teaching principles, students focus on how organisations in our Geelong community respond to God's call to help the poor, respect human dignity and focus on our world's common good, and they reflect on how they can best showcase these principles in their own lives. Responding to the Pope's call to 'care for our common home' is also encouraged through a focus on the environment and consideration of the actions that can be taken to protect our world for future generations.

MATHEMATICS

Our Year 7 Mathematics program provides students with access to important mathematical ideas, knowledge and skills which they will draw on in their personal lives and in future mathematical studies. The program begins with an 'Inspirational Week of Maths', which allows students to develop and showcase their qualities of problem solving, perseverance and collaboration. The course incorporates the use of Maths Pathway: a program with an individualised approach to learning, tailoring mathematical tasks to each students' individual level and delivering a course designed just for them. It also provides detailed data on competency, effort and growth across the year. Our Mathematics faculty values data analysis and explicit teaching, and we ensure that each Year 7 Term is centred around one or two strands as indicated in the Victorian Curriculum. These strands are Number, Algebra, Measurement, Space, Statistics and Probability. Key concepts and learnings are taught explicitly through our Iona developed 'Mega Lessons', in which teachers ensure curriculum is delivered in a variety of ways to the whole class. Throughout the Year 7 program, students will demonstrate their understanding and mathematical reasoning, together with efficient problem-solving skills.

Our Year 7 program gives opportunities for support and extension and allows every student to celebrate personal growth.

CORE SUBJECTS

ENGLISH

During Year 7 English, students examine narrative structure and style through a range of texts and enhance their writing skills by planning, composing and editing their own narratives with specific purposes and audiences in mind. Students build upon their skills from prior learning related to using language persuasively and also work to develop their ability to analyse language devices and the effects of such devices upon audiences. New analytical skills are introduced to Year 7 students involving the analysis of literary elements, such as character, setting, plot, language and themes, in a variety of text types. Within such analytical units of work, students learn to respond to texts using formal written structures. Throughout the year, students enhance their speaking skills through involvement in discussion and the formal presentation of information to an audience. Consideration of purpose, audience and form is encouraged in all learning activities and students are exposed to a range of written and visual text types, having opportunities to work both creatively and analytically with texts. Throughout their studies, students will be explicitly exposed to the grammatical skills and knowledge appropriate to both their skill level and also the units of work at hand; developing their word power and confidence in the mechanics of English.

SCIENCE

The Year 7 Science curriculum focuses on the scientific method and introducing students to the skills necessary for working in a science laboratory. Throughout the year, students will complete a variety of experiments and build on their skills to make predictions, take measurements, analyse data and design investigations. A chemistry unit will include investigations of different types of mixtures and separation techniques. A physics unit will focus on forces and how the application of push, pull and twist forces creates changes in the motion of an object. A biology unit will focus on classification, which involves recognising features of living things and using these features to classify organisms into groups. Another focus will be ecosystems and the flow of energy through living systems.



CORE SUBJECTS

HEALTH AND PHYSICAL EDUCATION

The Year 7 Health and Physical Education curriculum develops skills to positively influence personal and others' health and wellbeing. All students are encouraged to actively participate in physical activity throughout the 'Health Benefits of Physical Activity' unit. A 'Mental Health and Wellbeing' unit develops knowledge, understanding and skills to strengthen a sense of self, develop resilience and build positive healthy relationships. At Year 7, students will participate in a 'Puberty and Positive Relationships' unit. Iona students contribute to building healthy, safe and active communities and participate in an 'Eat Well, Live Well' unit to help develop lifelong healthy eating habits.

Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities. Throughout the year, students participate in a variety of fitness tests and then relate them to the relevant fitness components. As a foundation for lifelong physical activity participation, students develop proficiency in movement skills through exposure to a variety of sports, physical activities and movement concepts based on a 'Game Sense' approach, alongside the concept of 'Playing the Game and being a Good Sport'. Throughout the year, students will have the opportunity to participate in a variety of Invasion Games, Striking and Fielding Games, Net/Wall Games and Target Games, along with an Indigenous Cultural Games Unit.

HUMANITIES

The Year 7 Humanities program incorporates Geography, History and Civics & Citizenship. Units examined in Geography include 'Water in Our World' and 'Place & Liveability'. Students consider the lifestyle factors that draw people to reside in a certain space and conduct field work uncovering where Geelong's water supply comes from. The History component spans the time period of 60,000BCE to 650AD, with a particular emphasis on 'Ancient Australia' and 'Ancient Greece'. Civics & Citizenship unpacks 'Government and Democracy', and it includes the responsibilities and freedoms of citizens and how citizens participate in Australia's democracy. Throughout the year, students complete a range of tasks to develop their skills in research, analysis, presentation and teamwork.



CORE SUBJECTS

INDONESIAN

Through a focus on storytelling and other communicative language activities, students in Year 7 Indonesian explore high-frequency Indonesian language as well as the culture of one of our closest neighbours. Students will have the opportunity to put their acquired language to use in creating their own original written texts. They will use Indonesian to interact and exchange ideas, experiences and interests with their teacher and peers. Furthermore, students will give opinions, make comparisons and state preferences to express themselves and learn from others. By the end of Year 7, students will be conversationally fluent in Indonesian and have gained a deep appreciation of the way of life of communities across Indonesia. Students will also engage with online platforms such as Education Perfect, Blooket and GimKit.

LEARNING TO LEARN

In Learning to Learn, students build on their inquiry, critical thinking, collaboration and time management skills. Students undertake a long-term, student-driven inquiry project of a topic of their choice. This passion project will focus on either a local or global context and generate new insights through in-depth investigation. Students will communicate their ideas to their peers and reflect on their learning.

Year 7 Learning to Learn students will also focus on transition to secondary school with the development of Year 7 specific skills, such as time management and IT administration. Students will develop an understanding of and will practise using the concept of the learning pit, investigate mindsets and neuroplasticity and focus on a positive attitude towards learning. As part of the Learning to Learn program, students will begin their career and pathway journey. This will entail the discovery of their own character strengths, talents and values. Students will begin the process of developing a career portfolio by undertaking an inquiry process that focuses on ideas such as 'what is work?' and transferable skills using the Careers Tools platform. Students will learn about the importance of SMART goals as part of their pathways journey and will build the skills necessary to set their own SMART goals.



SEMESTER-BASED SUBJECTS

DESIGN TECHNOLOGY (WOOD)

Year 7 Design Technology students create designs and solutions for a range of technology tasks based on an evaluation of needs or opportunities. They develop a success criteria, including safety and sustainability considerations, and use these to judge the suitability of ideas, solutions and processes. They create and adapt design ideas, make considered decisions and communicate to different audiences using technical terms and a range of technologies and graphical representation techniques. Students apply project management skills to documents and use project plans to manage production processes. They independently and safely produce effective design solutions for specific purposes.

INFORMATION TECHNOLOGY

Information Technology at Year 7 consists of learning the main software programs of Microsoft. This enables students to fully utilise their laptop within the curriculum of the College. Students engage their problem-solving capabilities with the introduction of Microsoft Teams and work independently to develop IT skills. Students are introduced to Paint 3D, allowing them to create layered 2D masterpieces or 3D models that they can play with from all angles. Students undertake a cyber safety unit covering online safety and strategies for students to use when encountering an unsafe digital environment.



SEMESTER-BASED SUBJECTS

MUSIC

In Year 7 Music, students will explore the basics of aural music language using a Kodaly pedagogy. This will be coupled with learning to understand written elements of music and its associated technical language. Students will explore the language of music through activities such as games, singing and body movement. They will apply the newly acquired knowledge of music language to electronic music production using Sound Trap. In this platform, they will learn how to compose using the loop library, how to edit and balance an overall composition, and how to download completed compositions or individual tracks. Students will also learn to play the guitar. This will include learning to form basic chords, basic playing techniques and ensemble techniques. Ensemble techniques are further explored playing tuned percussion.



VISUAL ART

In Year 7 Visual Art, students explore the Elements and Principles of Design in Art. This exploration informs a series of mini art tasks which involve students learning about and refining techniques across a range of art forms. Students work with and develop skills in using acrylic and water colour paint, drawing, dry point etching, lino cutting and printing. These artistic processes are progressively documented in their Visual Diary. The knowledge, understanding and skills developed through these artistic processes inform a final artwork. An understanding and appreciation of art terminology and visual literacy will also be incorporated into learning.



LEARNING DIVERSITY

At Iona College, we strive to cater for all individuals. Our welcoming, inclusive environment allows all students to learn to ensuring they feel safe and nurtured.

The Deputy Principal Wellbeing, Ms Kylie Power, along with Ms Jacqui Fenwick, the Head of Learning Diversity are responsible for the Learning Diversity Team at the College. The team leads the NCCD program (Nationally Consistent Collection of Data). Learning Diversity Managers are appointed at each year level, these teachers support NCCD students and parents by conducting PSGs (Program Support Group Meetings) and managing the day to day needs of students.

We support individuals to achieve their best by developing learning programs and experiences which recognise diverse needs. We comply with National Consistent Collection of Data (NCCD) guidelines and develop Personalised Learning Programs (PLPs) for those students who require adjustments. Teaching and support staff have regular parental contact, including Parent Support Group (PSG) meetings, student progress meetings and SIMON/PAM updates. Through information provided by families, primary schools, external professionals, internal observation, and testing processes, we aim to enhance the school experience for all students.

Teachers are supported by a team of Learning Support Officers (LSOs) coordinated by Ms Deb Hartup, the Learning Support Co-ordinator, who assist teachers to meet the needs of all students.

WELLBEING

At Iona College, we take pride in our holistic approach to the wellbeing of both staff and students. We believe that student wellbeing and learning are shared responsibilities between families and the College. To support this, we collect weekly real-time data from our students and staff, promoting and demonstrating help-seeking behaviours. This data collection is facilitated through the LineWize Pulse Wellbeing check-in, which is based on the Australian Research Alliance for Children and Youth (ARACY) wellbeing framework for young people.

The Pulse check-in questions help us understand the lives of our young people by conceptualizing wellbeing across six interconnected domains: Valued and Safe, Health, Material Basics, Learning, Participating, and Positive Sense of Identity and Culture. This comprehensive approach helps Iona students reach their full potential, regardless of gender, ability, ethnicity, race, religion, or socioeconomic status.

Wellbeing is defined as a person's state of happiness and health. Prioritising wellbeing is essential for our community to thrive. Our Wellbeing curriculum is designed to support teachers and enhance their knowledge and experience in delivering social-emotional learning (SEL), Mindfulness, Respectful Relationships and Positive Education. Relationships are at the core of our approach. Every interaction with students counts, and our curriculum is not a replacement for the implicit social-emotional learning that happens daily through teaching and other activities. The Wellbeing curriculum itself is explicit and is implemented strategically during timetabled classes. Each classroom is unique, and the relationship and rapport each teacher has with their students are the best social-emotional learning available. Consequently, lessons are adapted and customised to meet the needs of our students. The Wellbeing lessons, are taught in Learning to Learn and Wellbeing classes, are evidence-based and adapted from the Institute of Positive Education (PEEC), Here's a Thought curriculum (HAT), Berry Street Trauma-Informed Practice, The Resilience Project (GEM), SEL programs underpinning Respectful Relationships, and other well-researched, evidence-based learning programs. This curriculum is a part of our comprehensive support for students at Iona College.

The [following video](#) provides insight into Iona's approach to wellbeing via the use of the LineWize Pulse.



“Iona staff all have a collective responsibility to teach our students the skills and strategies for Wellbeing”

STUDENT SUPPORT SERVICES

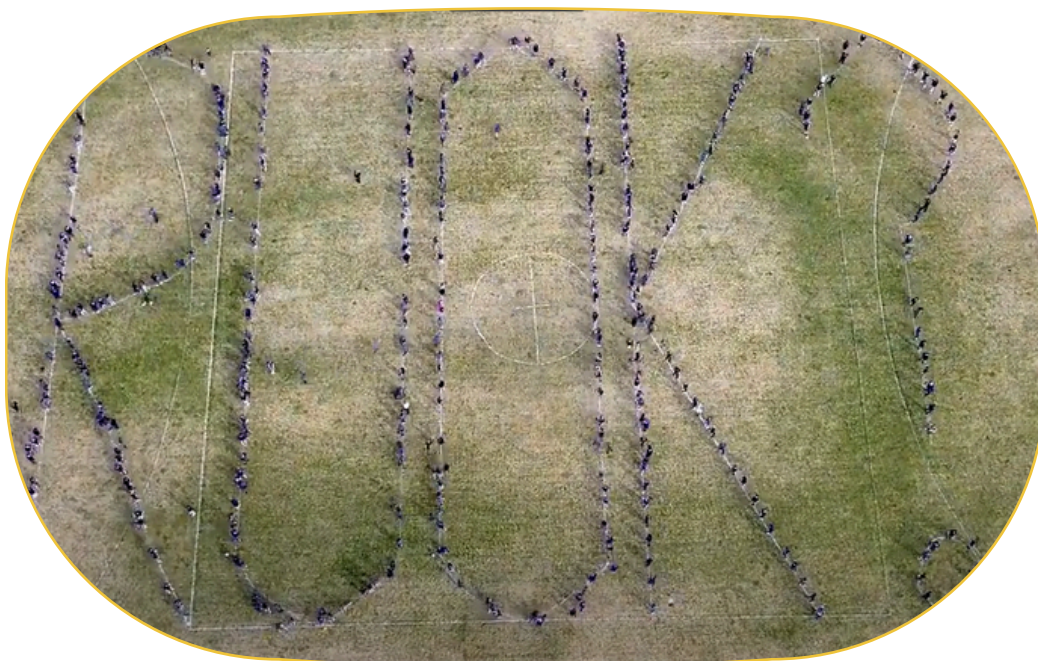
At Iona College, the wellbeing of our students and staff is our central focus. We believe that students learn and interact best when their mental health needs are being met. Our student support staff, a team of highly qualified social workers and counsellors, employ a confidential and holistic approach to working with adolescents.

What We Offer:

- Short to Medium-Term Counselling: Personalised support to help students manage their challenges.
- Referral and collaboration with External Services: Connecting students with additional resources and specialised support.
- Therapeutic Interventions: Evidence-based techniques to promote mental health and wellbeing.
- Group Work: Including programs such as the Seasons grief and loss, Diversity Group and Social Stencil Program.
- Support in School Transitions: Assisting students in navigating changes within the school environment.
- Support for Parents/Carers and Families: Providing guidance and resources for families.
- Collaboration with Teachers and School Staff: Ensuring a unified approach to student wellbeing.

Our student support space is a welcoming environment for all students and staff, featuring four separate counselling and meeting rooms designed to be warm and safe.

Aligned with Iona's core values, the Student Support team prides itself on providing care, connection, and a calm approach, helping students reach their full potential.



SPORT/GISSA

Iona is proud to participate in the Geelong Independent School Sports Association (GISSA). GISSA is run on a Wednesday afternoon over the four terms.

The following sports are available through GISSA:

AFL	Athletics
Basketball	Cricket
Cross Country	Golf
Netball	Soccer
Swimming	Tennis
Badminton	Hockey
Gaelic Football	Softball
Judo	Triathlon
Waterpolo	Table Tennis

In addition to the GISSA Sports offered, students will have the opportunity to undertake activities of choice based on student interest.

These activities may include arts and crafts, minor games, net games, fitness activities, walking, dance and more.

Other Competitions

- Victorian College Basketball Championships
- Victorian State Netball Championships
- Surf Lifesaving Victoria School Titles

Extra-Curricular*

- State Cross Country
- Equestrian (with parental support)
- Rowing – through Barwon Rowing Club
- School Sports Victoria affiliate
- (Team Vic trials)
- Inter College Friendly games
- Iona v Trinity Colac (netball & AFL)
- Courage Cup v St Josephs College (AFL)



IONA MUSIC

IONA MUSIC ENSEMBLE

The Iona College Music Ensemble Program offers a comprehensive music curriculum designed to support students to develop intelligence in multiple forms. We believe in nurturing the diversity of intelligences, encouraging students to think about the world in a wide variety of ways and maximising their musical potential. By providing opportunities in Music, we make sure that all students are given the chance to develop all areas of intelligence.

The Ensemble Program includes:

- Choir
- Concert Band
- Contemporary Bands
- String Ensemble

Private Music Lessons

Iona offers private music lessons that are run throughout the school day, as well as before and after school. A large variety of instruments are available and our teachers are experienced educators. Lessons are rotated so that students do not miss the same academic lessons.



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Melbourne Archdiocese
Catholic Schools

