



PROSPECTUS

'Learning to Change the World'

2026

About Iona College

Our Story

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

Iona College is known for its unparalleled sense of connection. Every staff member truly values the importance of knowing and understanding each student. This connection underpins everything we do and ensures every student's learning experience is well-supported, personalised and grounded in genuine care. Faith is at the heart of who we are, and as such, we support our students in their social and community responsibilities in order to make a difference to those who are marginalised in our 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, Iona College Geelong reached an important milestone with our first full cohort of students from Years 7 to 12. Our foundation students became the inaugural Year 12 leaders, a proud moment in the College's history. Our Student Leadership Model continues to grow, with eight College Leaders commissioned across four portfolios: Culture and Identity, Learning, Wellbeing and Sport. Leadership opportunities are also available across all year levels, encouraging students to contribute, develop confidence and build their skills.

We provide a wide array of co-curricular activities designed to enhance our students' educational journeys. Our committed team of educators takes pride in offering 'immersion' experiences, overseas and interstate camps and a variety of opportunities for personal development. In the realm of sports, we are rapidly establishing ourselves as a prominent contender in the GISSA Sports Program. We offer a diverse range of sports and extracurricular activities, all overseen by dedicated and enthusiastic coaches.

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 2026, we 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 inaugural College Leaders in 2025, who helped 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

TEACHING & LEARNING PHILOSOPHY

At Iona College, our learning culture is purposeful, evidence-informed, and shaped by our Catholic identity. It places the formation of the whole person, intellectually, socially, emotionally, physically and spiritually at the centre of our educational mission. Our shared commitment is to ensure that every student is known, challenged and supported to achieve excellence.

Our learning culture is grounded in the College values of Courage, Compassion, Leadership and Excellence. These values shape expectations for behaviour, engagement, and relationships, guiding students to act with integrity and contribute positively to their community.

Classrooms are built on trust, predictability and respect, reflecting a Catholic ethos of care and inclusion. Iona College's Learning Culture is underpinned by research and contemporary evidence about how students learn.

Drawing on cognitive science, our teachers implement consistent, high-impact instructional practices aligned to the Iona College Instructional Model:

- Recall: Activating prior knowledge and strengthening memory through retrieval.
- Teach: Explicit instruction that makes learning clear, sequenced and accessible.
- Model & Guide: Demonstration, guided practice and formative assessment that clarify the learning process.
- Apply & Extend: Independent and collaborative learning that deepens understanding and builds complexity.
- Review: Consolidation, reflection and feedback to embed learning and inform next steps.

Ultimately, Iona College aims to instil in students the desire for lifelong learning. Through rigorous curriculum, explicit teaching, meaningful challenge and reflective practice, students develop the knowledge, skills and dispositions needed to flourish academically and personally, and to "Learn to Change the World."



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



Students in Years 7, 8 and 9 engage in a broad and diverse curriculum designed to develop their knowledge, skills and understanding across all learning areas and disciplines. Each year level follows a structured learning program that incorporates core, specialist and elective subjects, while also providing opportunities to build capabilities in inquiry-based, interdisciplinary and project-based learning.

Our timetable operates on a two-week (10-day) cycle, with classes delivered in either 47-minute or 94-minute sessions, depending on the structure of the day. All students undertake core subjects throughout the year and participate in specialist studies within the Arts and Technologies for one semester annually. The Arts curriculum is comprised of Creative Arts and Performing Arts, while the Technologies curriculum includes Digital Technologies, Design and Technologies (Resistant Materials), Design and Technologies (Non-Resistant 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, Bloomet and GimKit.

WELLBEING FOR LEARNING

In Wellbeing for Learning, 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 and executive functioning. A passion project expo is a highlight for both students and parents.

Each week students check into the Pulse program where we normalise help seeking and allow student voice to filter through in real time.

Year 7 Wellbeing for Learning students will also focus on transition to secondary school with the development of Year 7 specific skills, such as time management and IT administration. A unit dedicated to emotional literacy and increasing their emotional vocabulary takes place in Term 1. 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 Wellbeing for Learning 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.



INCLUSIVE EDUCATION

At Iona College, we are committed to ensuring every student can access, participate in, and engage meaningfully in their learning. Guided by the Nationally Consistent Collection of Data on School Students with Disability (NCCD), we recognise that some learners require differentiated and ongoing support to experience success. Our Inclusive Education Team led by the Deputy Principal of Wellbeing, Ms Kylie Power, alongside Mrs Justine Fitzpatrick, Head of NCCD, and Ms Clea Kline, Pedagogy and Curriculum Instructional Leader oversee the NCCD process and ensures the College provides high quality, evidence-based adjustments.

At Iona College, adjustments are tailored to the individual needs of each learner. An adjustment refers to any academic, environmental, behavioural, or wellbeing-focused change or support that enables a student with diverse learning needs to access and engage with the curriculum on the same basis as their peers. These supports are personalised, evidence-based and responsive to each student's functional needs. For students requiring more targeted support, Personalised Learning Programs (PLPs) guide consistent classroom practice.

Each year level is supported by dedicated Learning Diversity Case Managers who work in partnership with teachers, students and families to identify functional needs, plan and monitor adjustments, conduct Program Support Group (PSG) meetings, and coordinate ongoing supports.

Regular communication with parents and carers is central to our approach. Teachers and support staff maintain ongoing contact through PSG meetings, progress conversations and updates via SIMON/PAM, ensuring families remain active partners in decision-making.

Our understanding of each learner is informed by primary school transition data, family insights, assessments, observations and reports from external professionals. This evidence-gathering process ensures that adjustments remain transparent, documented and responsive over time.

Our teachers are also supported by a skilled team of Learning Support Officers (LSOs), coordinated by Ms Deb Hartup. LSOs work collaboratively with classroom teachers to implement adjustments, foster student independence and promote meaningful participation in the curriculum and broader school life.

At Iona College, every learner is supported to access and engage with the curriculum through personalised, evidencebased adjustments. Our Inclusive Education Team, Learning Diversity Case Managers and Learning Support Officers work in partnership with families and teachers to ensure each student is known, supported and able to thrive.

WELLBEING

At Iona College, the wellbeing of our students and staff is central to everything we do. We take a holistic and evidence-informed approach, recognising that learning and wellbeing are deeply interconnected and that responsibility for nurturing both is shared between families and the College community.

To ensure we remain responsive to the needs and experiences of our young people, we collect weekly real-time wellbeing data using the LineWize Pulse check-in. This tool, grounded in the Australian Research Alliance for Children and Youth (ARACY) wellbeing framework, supports and normalises help-seeking behaviours while giving students a voice in their own wellbeing journey. The Pulse check-in explores six interconnected domains—Valued and Safe, Health, Material Basics, Learning, Participating, and Positive Sense of Identity and Culture—providing the College with rich insight into the lives of our students. This comprehensive model ensures that every learner can flourish, regardless of gender, ability, ethnicity, race, religion or socioeconomic background.

At Iona, wellbeing is understood as a state of happiness, health, connection and purpose. When wellbeing is prioritised, individuals and communities thrive. Our Wellbeing curriculum supports this by equipping teachers with the knowledge and tools to deliver high-quality social-emotional learning, Mindfulness, Respectful Relationships education and Positive Education practices.

Relationships underpin our approach. Every interaction with a young person matters. While explicit Wellbeing lessons are delivered through timetabled Wellbeing for Learning and Wellbeing classes, we recognise that the most powerful social-emotional learning occurs implicitly—through daily teaching, connection and the unique rapport each teacher builds with their students. For this reason, our programs are adapted and personalised to meet the diverse needs of each classroom. Our evidence-based curriculum draws from the Institute of Positive Education (PEEC), Here's a Thought (HAT), Berry Street Trauma-Informed Practice, The Resilience Project (GEM&EL), Respectful Relationships, and other validated SEL frameworks. Together, these programs form a comprehensive and cohesive wellbeing approach that supports every student to grow, learn and reach their full potential 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 every student is a central priority. We know that young people learn, connect and flourish when their mental health needs are supported. Our dedicated Student Services Team, comprising highly qualified counsellors, social workers, and a college psychologist provides confidential, compassionate and evidence-based care for students across all year levels. We offer a range of group interventions and parent workshops also.

We work closely with families, teachers and external professionals to ensure each student receives the right support at the right time. Our approach is holistic, adolescent-centred and grounded in respect, safety and empowerment.

What We Offer

- Short to Medium-Term Counselling: Personalised one-on-one support to help students navigate challenges such as stress, anxiety, friendships, emotional regulation, grief and family change.
- Referral and Collaboration with External Services: Where additional or specialised support is needed, the College facilitates referrals and works collaboratively with psychologists, youth mental health services, GPs, paediatricians and community agencies to ensure continuity of care.
- Therapeutic Interventions: Delivery of evidence-based therapeutic approaches tailored to meet the needs of young people, supporting emotional development, resilience, coping skills and improved wellbeing.

• Group Programs and Targeted Support

We offer a range of structured small-group programs, including:

- Seasons for Growth (grief and loss)
- Diversity Group (connection, identity and belonging)
- Social Stencil (social skills and confidence building)
- Tuning into Teens (parent emotional coaching workshops)
- Be Bop (body image and nutrition intervention)

These programs promote connection, help students develop practical strategies, and strengthen peer relationships.

- Support During School Transitions: Our team provides additional care for students experiencing key transitions - starting Year 7, changing year levels or classes, and managing personal or academic adjustments, to help them feel secure and confident.
- Support for Parents and Caregivers: We recognise that supporting young people is a partnership. The College offers guidance, consultations, and family support where appropriate, ensuring parents and caregivers feel informed, connected, and empowered.

We are proud to offer parent workshops and training throughout the year both online and in person.

GISSA SPORTS

Iona College is building a strong reputation in school sport across the Geelong region. Whether students want to try something new, compete at a high level, or simply enjoy being active with friends, there are a range of opportunities available.

Wednesday GISSA Sport (Years 7 & 8)

Geelong Independent Schools Sports Association (GISSA) provides weekly sport opportunities for our Year 7 and 8 students.

Term 1 - Sport Rotations

In Term 1, students rotate through a variety of sports to experience different activities and discover what they enjoy.

AFL	Minor Games
Badminton	Basketball
Cricket	Downball
Gaelic Football	Hockey
Netball	Soccer
T Ball	Volleyball
Table Tennis	
Tchoukball	

Term 2, 3 & 4 Student Choice

In Term 2, 3 & 4 students nominate their top three preferences. Options include both competitive sports and recreational non-competitive activities.

GISSA Competition

For selected sports, teams compete against other GISSA schools as part of weekly interschool competition.

AFL	Gaelic	Volleyball
Soccer	Basketball	Tennis
Badminton	Water Polo	Cricket
Hockey	Netball	
Table Tennis	Softball	

GISSA Non-Competitive Activities

Each term a variety of non-competitive sports are available ranging from Mindful movement, Arts & Crafts, Dancing, Fishing, Kitchen Garden, Minor Games, Fitness, Net Sports and more.

GISSA Championship Events (Years 7-12)

In addition to weekly Wednesday sport, students may nominate to compete in GISSA Championship events:

- Cross Country
- Swimming
- Athletics
- Triathlon

These events bring together students from across the region and are always a highlight of the sporting calendar.

SPORT AT IONA

Iona Representative Teams (Years 7–12)

Students in Years 7-12 can trial for Iona representative teams across the following sports:

- AFL
- Netball
- Basketball
- Soccer
- Futsal
- Surfing
- Tennis
- Badminton
- Table Tennis
- Volleyball
- Swimming
- Cross Country
- Triathlon
- Athletics



External & State-Level Competitions

Students may also nominate for higher-level competitions, including:

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

Extra-Curricular Sporting Opportunities

Beyond the formal opportunities above, students can participate in:

- State Cross Country
- Iona Equestrian Team (with parental support, students need to have their own horse and equipment)

Iona College is also a School Sport Victoria affiliate, providing pathways to regional and state representation.

Successful students represent Iona in:

- GISSA competitions
- Interschool friendly matches
- Special annual events

Examples include:

- Iona vs Trinity College Colac (AFL and Netball)
- Courage Cup – Iona vs St Joseph's 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

