CLEAN SWEEP AT ACS SWIMMING

On Friday 20 March St Leonard’s College was represented by 50 students at the ACS Swimming at MSAC. The St Leonard’s team had a very successful day winning all three major trophies for Boys Aggregate, Girls Aggregate and Overall Team Aggregate. It is the first time the College has won ACS Swimming since 2006. Swimming Captains Costas Papadopoulos and Ashleigh Rich were extremely proud of everyone in the team and Vice Captains Hamish McGowan, Hamish Harrison and Claire Murphy kept spirits high throughout the day.

Lucy George (year 8) and Hamish Harrison (year 11) each finished third in the Individual Rankings. Lucy broke two individual ACS records in the 50m Freestyle and 100m Freestyle. Hamish Harrison broke one of the longest standing records in the 50m Breaststroke with a time of 31.77. The record, set in 1998, was held by Old Collegian, Jason Cohen. St Leonard’s College also broke three relay records in the Year 8 Girls 4 x 50m Freestyle, Year 11 Boys 200m Medley and Year 11 Boys 4 x 50m Freestyle. The team also won the penants for Year 7 Boys and Girls, Year 8 Boys and Girls, Year 10 Boys, Year 11 Boys and Year 12 Girls.

ST LEONARD’S REPRESENTED AT GALLIPOLI CENTENARY

Year 11 student Sam Slykhuis is one of 80 students and 14 teacher chaperones selected to represent Victoria at the 2015 ANZAC Day Dawn Service at Gallipoli, which will mark the 100th anniversary of the landing of Australian and New Zealand troops at ANZAC Cove on 25 April 1915.

More than 630 students and 104 teachers applied for the positions. The intensive selection process asked students to demonstrate a connection to their community and an understanding of the spirit of ANZAC. Sam spoke about his grandfather’s and great-grandfather’s involvements in both World Wars and Sam’s own connection to the Half Moon Bay Surf Lifesaving Club, which will provide one of the crews and boats to recreate the landing on ANZAC Cove.

Sam will be joined at Gallipoli by Mr Ashley Wood, Head of Humanities, who has been selected as a teacher chaperone.

ST LEONARD’S DOMINATES IN ACS SPORT

Following the swimming team’s success at the ACS Swimming Carnival, St Leonard’s College now holds all nine ACS trophies across the three carnival sports. The Athletics and Cross Country teams were successful in securing the Girls, Boys and Overall Team trophies at their events in 2014 and with the addition of the three trophies from swimming the College’s trophy cabinet is full.

We look forward to the upcoming 2015 Athletics and Cross Country carnivals where our teams will enter the competition as defending champions and are hoping to bring all six trophies home for another year.
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In declaring our College theme for 2015 - ‘Pursuing Growth, Embracing Change’ – I wish to assure our community that we have not joined the growing throng of educational institutions seeking to narrow their focus by becoming transfixed on numeric results and league tables. Whilst achieving high academic success must remain an essential goal of all schools, there is growing evidence that too strong a focus on numeric data results in students being treated as commodities and not as brilliant unique beings.

The educational approach of a school and the nature of growth it seeks will reflect its perception of a child. Some schools perceive children as empty vessels needing to be filled with information in order to achieve high numeric test scores. Others, including St Leonard’s College, share the view of Socrates, that each young person possesses their own innate brilliant attributes and that our challenge is to draw these out so that they might become the best version of themselves.

The etymology of the word ‘education’ derives from the Latin word **educare** – ‘to bring up’ – which is related to the Latin word **educere** – ‘to bring out, lead forth’. This gives credence to our belief that the most effective growth occurs when it is lead out by skilled teachers and mentors working closely with students and parents.

These terms also acknowledge that education has a moral purpose as well as a utilitarian one and that one cannot separate affective and moral dimensions of learning from cognitive dimensions. Clearly, character and moral development are equally necessary if we are to provide critical intellectual human purpose. Khalid Baig sounds the warning that in the first world, education has become an extension of the capital world, one in which society has lost sight of its common goals, beliefs, values and outlooks on life. His perspective reminds us of the imperative to continue to challenge our thoughts and actions in order to ensure that we do not find ourselves on this slippery slope.

Personal growth occurs naturally in each of us, but who we think we are – or are not – impacts upon what we consider possible for us and what we can achieve with our talents and creative passions. Beliefs are, therefore, a key element in our identity and capacity for change and growth. Often, our greatest challenge is to overcome what Rob Laughter...
described as the most dangerous belief in the world: “the belief that our beliefs are true.” If we are to nurture all members of our community to become their most complete selves, then we must continue to foster a positive self-belief that enthuses all to pursue growth and embrace the changes that unfold.

At St Leonard’s College we continue to embrace the notion that human talent is tremendously diverse and that our students have very different aptitudes. One of the great privileges for me in attending the Future of Learning Conference at Harvard in 2014 was the opportunity to meet Professor Howard Gardner and to discuss with him his life’s work on multiple intelligences. I encourage those not familiar with his work to take time to consider his research. Gardner asserts that a child is intelligent in a multiplicity of ways, identifying eight intelligences – moral, spiritual, logical, linguistic, physical, cultural, social and personal – each deserving of acclaim and needing to be nurtured. He emphasises that these intelligences are not discrete, highlighting that their richest expression occurs when intelligences merge, such as incidents revealing evidence of morality on the competitive sporting field or the discovery of beauty in the science laboratory.

At St Leonardi’s we recognise that an exceptional education is not only about the identification and development of talent, but also about the provision of a broad array of opportunities that will encourage the exploration and subsequent discovery of new passions. I am constantly in awe of the breathtaking courage, enthusiasm, energy, commitment and spirit demonstrated by our students, whether as Future Problem Solvers, da Vinci competitors, musicians, artists, sportspersons, adventure racers or, of course, our world class debaters. Despite the many successes, that of which I am most proud is the continued evidence that our young people possess the core qualities of respect, kindness and empathy for others.

One of the wonderful features of being an ELC to year 12 school is the privilege we have to observe the incredible growth that occurs in those who complete the journey from ELC and Junior School. One only has to witness the joy on the faces of McMillan House teachers when they are visited by the departing year 12s, as memories are revisited and lessons learned are recollected, to recognise the importance of the relationship between teacher and taught and the influences they have had in maximising the holistic growth of our Leonardiants.

These overt expressions of appreciation and gratitude reinforce Werner’s perspective that “Competence, confidence, and caring can flourish, even under adverse circumstances, if children encounter caring persons who provide them with the secure basis for the development of trust, autonomy and initiative.”

In recognition of the importance of the role our mentors play, we have sought to strengthen their influence across the Middle and Senior Schools by structuring more ‘quality time’ in which to build these key relationships. Studies by the Joseph Rowntree Foundation have revealed emphatically, but perhaps unsurprisingly, that the only way of giving self-esteem to young people is for parents, teachers and significant adults alike to invest time in them. Nothing can substitute for that.

Parents seeking to assist in the development of our theme ‘Pursuing Growth, Embracing Change’ should consider the research of Carol Dweck, Professor of Psychology at Stanford University. Dweck has found that “More and more, parents are unwilling to let their children struggle. They want them to feel good at all times so they’re telling them how smart they are; they’re really showering them with what we call person praise – ‘you’re talented, you’re smart, you’re special.’ In her research Dweck has found that these messages backfire and prevent the development of what she calls the ‘growth mindset’ which stands in stark contrast to the fixed mindset. Even, or especially, the smartest children with the fixed mindset want to make sure they succeed, and don’t want to expose their deficiencies by experiencing struggle. What she advocates is the growth mindset, where students “don’t just seek challenge, they thrive on it.”

The challenge for us lies in sustaining growth, which requires an understanding of modern youth and what influences them. In his book The Good Life: What Makes Life Worth Living, the Australian, Hugh Mackay, speaks of growing concerns about the influence of the self-help movement, which focuses on happiness. Mackay says, “If we focus only on happiness we’re neglecting the richness of the full emotional spectrum and we’re overlooking the fact that you couldn’t make sense of happiness if you didn’t know sadness.”

There is evidence that our young people concur with Mackay’s perspective that facing difficult life challenges is an important component of their growth and development. Consider their fascination with Harry Potter and Katniss Everdeen who are arguably among the most heroic teens of contemporary literature. At first glance the lives of these teenage heroes appear horrifying. Harry Potter spends his entire seven years of secondary education endeavouring to remain alive and keep his reputation intact. Similarly, Katniss is involved in some horrific fight-to-the-death encounters with fire, killer tracker jacker bees, hallucinations of ants boring into her eyes and attacks by horrifying mutant mutt-wolves. None of these are particularly happy thoughts.

Young people clearly admire the courage and qualities of character they display and are envious of and fascinated by their struggle. This perspective is supported by the University of Pennsylvania Professor of Psychology, Marty Seligman, the founder of ‘positive psychology’. Seligman has revised his analysis of what is most important to pursue in life in stating that it is the feeling of accomplishment which contributes to what the ancient Greeks called eudaimonia, which roughly translates to ‘wellbeing’ or ‘flourishing’. It is among what he defines as the five crucial elements of wellbeing, each pursued for its own sake: positive emotion, engagement, relationships, meaning and accomplishment.

Our endeavour in declaring the theme ‘Pursuing Growth, Embracing Change’ is to make evident that we are seeking to be a learning community, one that is committed to developing and thriving together. Our strength lies in our connectedness and our capacity to encourage each other to pursue growth and embrace change.
The St Leonard’s College Council is responsible for applying the highest standards of corporate governance in all aspects of the College and ensuring the long-term viability of the College.

The most significant task of the Council is to appoint and work closely with the Principal to ensure that our operational strategy is implemented in line with our vision. Last year we were delighted to announce the renewal of the Principal’s contract. We are very grateful for the innovative leadership of Stuart Davis in inspiring, managing and shaping St Leonard’s as the school it is today, and planning, with extraordinary vision, into the future.

As an ongoing process, the Council and Principal, together with the executive team, develop our values, strategic vision and goals to ensure we remain a provider of the highest standard of coeducational education. We reaffirm that we value our supportive community, outstanding academic standards and quality options that cater to each student’s needs and interests.

Flowing from our strategic vision is our building master plan. We recently built an exciting new Cafeteria and Health Centre. Other developments include our new Science wing and Food Technology facilities. We have designed an impressive Visual Arts Centre that will be finished in 2016.
We are at the planning stages of a Library and Year 9 Centre and other exciting developments as we continue to provide the best possible standards for our current and future students.

Recently we engaged a consultant and completed a review of our governance processes. As a board of directors we are responsible for monitoring risk management, OHS and compliance and ensuring that the correct systems of internal control are in place to prudently manage the finances of the College. St Leonard’s College is a not for profit organisation: all money goes into the operations or development of the College. The Council sets the annual and long-term financial budgets including determining the level of fees each year. It is pleasing to note that the College is in a robust financial position.

To a great extent the generosity of alumni, parents and other members of our supportive community over the past 100 years has helped facilitate the buildings we enjoy today. We have recently relaunched our Foundation and will continue to seek donations from our community for building projects and scholarships for students who might not otherwise be able to afford an education of this calibre. We are grateful for the generous response so far.

Our high standards can only be achieved because of our excellent staff. From the start of 2015 we invested in a restructure of the school day and a new mentor system to ensure that our teachers have more time to collaborate, plan and develop as professionals and our students have time for greater focus in the structure of their day with mentors to guide them. This is an important innovation that will see St Leonard’s students shine even more.

We are in a good place!

**MEMBERSHIP OF COLLEGE COUNCIL**

Members: Nicki Amiel (Chair, OC 1979), Howard Bishop, Penny Burns (Chair of the Finance, Audit, Compliance Committee), Traci Crampton (Chair of the Succession Committee), Cameron Frazer (OC 1986), Phil Galloway (Chair of the Building and Property Committee), Rod Glover (OC 1975), Paul Gower, Ken Lark, Ian Moffatt (Vice Chair), Ian Presnell, Kim Visek-Johnson.

We are very grateful to the members of Council for their expertise and diverse skill sets. Members give freely of their time and do not receive any remuneration. Our Council members are current or past parents and some are also alumni of the College.

Potential directors may indicate their interest to the Council either directly or in response to a call for expressions of interest. Alternatively, they may be approached directly by the Succession Committee of the Council.

Further information about the role of the Council is available on the College website.
In 2015 the Junior School has embraced change. With the introduction of a new timetable this year we have been able to put into place a change we have been seeking for a while – extended time for the core teaching of literacy and numeracy.

Prior to this change the constraints of the timetable meant that the morning literacy or numeracy block consisted of approximately one hour of instruction before the children went out for recess. This is not to devalue the importance of play; we still have play, but this happens after the children have had a longer time to consolidate their learning.

Our new timetable allows for approximately two solid hours of core teaching in the morning. We are able to break up this extended time with fruit breaks or mindfulness exercises. This change to the shape of the day in McMillan House has been specifically designed to increase the time available to teachers for the explicit delivery of literacy and numeracy skills as well as to provide students with an extended block to practise and cement their learning.

Shanahan (2004) recommended that teachers spend a minimum of 120 total minutes of reading instruction in a literacy block. This 120 minute literacy block can be divided into four segments: word study, writing, fluency, and vocabulary/comprehension strategy instruction.

Research has found that time of day does play a significant part in student achievement. When students were taught at times matching their learning style preferences, results were significantly higher on achievement tests. If time is viewed as a resource and can be utilised to support high quality instruction, preferred time of day is much more likely to result in improved learning (Johnston, 2009).

As with any change, adjusting to the new shape of the day has taken time. The first term has seen students and teachers having to alter their ‘body clock’, with hunger pains and toilet breaks being factored into the new timetable. However by the end of the term we were all wondering how we ever managed with the old timetable.


All around the world nations seeking to improve their education systems are investing in time. The highest achieving countries on international measures have focused on increasing time for student instruction and teacher collaboration with the sole purpose of providing the very best learning opportunities for their students.

In 2015 St Leonard’s College expanded its school day, beginning academic instruction at 8:30am and finishing at 3:35pm. This expanded time confers two distinct, yet overlapping, benefits for both students and teachers:

• More engaged time in academic classes, alongside broader and deeper coverage of curriculum
• More dedicated time for teacher collaboration and embedded professional development

The evidence is clear that expanding time can contribute significantly to better performance for individual students (‘The Case for Improving and Expanding Time in School’, David Farbman, 2012). While education is too complex a process to suggest that augmenting a single element - even one as ubiquitous as time - will automatically raise achievement and deepen learning, there is no doubt that expanded time is an integral component of any strategy aimed at improving student learning.

IMPROVED LEARNING OPPORTUNITIES

Research and practice indicate that adding time can have a meaningfully positive impact on student proficiency, and indeed, upon a child’s entire educational experience. Our
changes to the school day have allowed focused and specific numeracy and literacy instruction in years 5 and 6 and have had a significant and welcome impact on the academic, specialist and pastoral programs in these first two years of Middle School. Morning literacy and numeracy blocks in years 5 and 6 have an additional 20 minutes of uninterrupted teaching each day. This maximises teaching and learning during the time in which research informs us Middle School students are at their most alert. The period immediately following lunch provides a welcome time for mentor led personal development activities, assemblies and reflection.

In years 7 – 12 instruction for core academic subjects of English, Mathematics, Humanities, Languages other than English and Science has increased by 7%. Anecdotal feedback from students indicates that this has allowed more time for individual conferencing and support. Greater time is being spent in preparation for assessment tasks and revision of key learnings. The additional time has allowed for a greater variety of learning tasks to be undertaken to support student understanding and there is an increased focus on collaborative learning.

IMPROVED TEACHER COLLABORATION

The College has invested significantly in its expert teaching staff with 19 new teachers joining the College in 2015. These staff members have brought with them a wealth of local, national and international experience as well as exposure to the most recent research and development in teaching practice.

Teachers of core academic subjects and VCE and IB classes have found their teaching load reduced by 11% which has allowed for the implementation of two models of teacher professional learning: embedded team meetings and professional learning teams. Teaching is a collaborative process and these changes allow for greater teacher cooperation for informing curriculum development, the analysis of student data, and the rigorous marking and evaluation of student work.

The focus of this change was informed by the Grattan Institute report ‘Making Time for Great Teaching’. This report confirms that more opportunities to meet allow teachers to work together, learn from one another, develop shared responsibility, and commit to excellence — all of which will lead teachers to better serve the needs of their students and, in turn, result in greater student success.

This year will also see the introduction of Teacher Professional Learning teams. These teams will be made up of staff across the College who will observe each other’s classes, provide feedback and observational data to teachers and provide for focused professional dialogue as part of a wider teacher professional learning program.

At St Leonard’s College we have set ambitious goals for our educational program. We want nothing less than to enable the next generation of Leonardians both to compete with and contribute successfully to the global community and to continue on a journey of lifelong learning cultivated and nurtured by their St Leonard’s experience.

Keeping up with constant changes in curriculum and pedagogy has been one of the main challenges within teaching. In health and wellness we are part of a rapidly-growing area. We only need to turn on the TV or open a magazine to hear about countless fad diets, extraordinary exercise regimes and bold claims on how to lose weight. These are purely marketing strategies to ‘cash-in’ on our main quest to improve our quality of life: achieving health and happiness by feeling good about ourselves. Teenagers are also rapidly changing their needs and wants, mostly due to social media and technology. This is a real challenge to us as parents and educators as many of our students’ values and behaviours are being influenced significantly by a variety of sources, some positive and some negative.

Schools and educators must also change and keep up with this growth. Change needs to come from both content (our curriculum) and our pedagogy (the way in which we present the content). In 2015 the Health and Physical Education (HPE) programs at St Leonard’s College are embracing change with the goal of improving outcomes for our students. This includes:

- Better links between health, wellness, personal development and sport
- Providing other (co-curricular) opportunities for students to be active
- Developing better ways to present content to students - through a stronger focus on staff professional development and modern approaches

A solid teaching and learning philosophy underpins the development of all our programs.

Throughout life at St Leonard’s College, we are aiming to give students the opportunity for an active and healthy education for life, through the provision of positive and enjoyable experiences in a variety of activities and learning environments that are developmentally appropriate.

Our ELC to year 12 programs aim to provide students with the knowledge, skills and values to develop a positive and outstanding attitude towards a fit and healthy lifestyle, encouraging them to develop physically, socially, spiritually and mentally.

**DEVELOPING A STRONGER VERTICAL STRUCTURE (ELC - YEAR 12)**

From 2015 there will be an aligned vertical curriculum with a clear progression of skill development from ELC through to year 12. There is strong evidence and research showing that students who master fundamental motor skills (FMS), or simple movement patterns, in the primary years are significantly more likely to continue with sport and active lifestyles into adulthood. Without FMS proficiency children may avoid or drop out of sporting experiences with their peers and therefore decrease their opportunities for vital social experiences.

As students master the FMS the focus moves to understanding games, thinking strategies and teamwork during game play. Games are not taught as individual sports, but rather in thematic units such as invasion, striking/fielding and net/wall games whereby students can see how different skills are
applied in different game contexts and challenge higher-order thinking. This is then linked and applied to their CIPSSA and ACS sporting experiences. Finally students are introduced to a variety of recreational, community and sporting opportunities allowing for some choice and decision-making.

PROGRAM CHANGES

There has been a strong need to reinvigorate our health, sport and physical education programs to better meet the needs and interests of our students. Many of the recommendations in the ‘Review of the Australian Curriculum – Final Report’ of Health and Physical Education (ACARA, 2014) have been addressed within our revised programs. Some of the exciting new processes that we have implemented since 2014 include:

- Stronger links between key learning areas, such as nutrition, personal development and sport: this has included combining the Health and Physical Education (HPE) strands in years 7 and 8 with an increased focus on wellness
- Integrating sport into the faculty to enable stronger links to be made between HPE and sport
- Higher quality of coaching within sport including the implementation of a coach development program and use of qualified and experienced coaches from sport-specific university courses
- Developing a new academic link and pathway to future careers in a year 10 subject called Sport Science
- Revised ELC to year 4 program with a strong focus on fundamental motor skills
- Sport skills program to link HPE and inter-school sport
- Providing other strategies to promote and provide opportunities for physical activity, health and wellbeing to support curriculum, such as a strong community sport program including lifesaving, adventure racing, sailing, triathlon, touch football, basketball, netball and conditioning
- Integrating elective community sport units into HPE and sport skills programs for example water sports by the bay, adventure racing, social team games, wellness and self-defence
- More conditioning and fitness opportunities for students and the community
- Sport training sessions for students: two years ago there were few sport training opportunities for our students; now across a typical week over 200 students attend optional training.
- Promoting sporting excellence: entering talented students and teams into higher level competition for example basketball, netball, beach volleyball, athletics, cross-country and swimming state championships

By embracing change St Leonard’s College is leading the way in curriculum and pedagogical reform within HPE. This is evident and has been recognised by our ongoing involvement in running professional development sessions for top organisations such as the Australian Council for Health, Physical Education and Recreation (ACHPER) and Peak Physical Education. We are aiming to develop a culture of success and excellence throughout health, sport and physical education by embracing and encouraging change in the best interests of our students. We are looking forward to continued improvement and success in student enjoyment, achievement and excellence with exciting times ahead for St Leonard’s College.
At St Leonard’s College our academic courses, cocurricular activities, teaching staff and facilities exist for one purpose: to equip every student to be the best they can be. We know that every student is different with different learning styles, interests and experiences and there is no such thing as a ‘one size fits all’ approach when it comes to education. To ensure each individual student who walks through our gates leaves with the tools to be the best they can be, we have developed an innovative mentoring program, which runs through Middle and Senior School.

In Junior School, classroom teachers have always acted as mentors for the students in their classes, looking out for their educational and emotional wellbeing. As students move into Middle and Senior School they move from having one classroom teacher to attending many classes each day with multiple subject teachers.

At St Leonard’s College every Middle and Senior School student is also allocated to a home room: a small group of students who have regular contact with one teacher, their Mentor. Mentors monitor the academic and pastoral progress of each student in their group and have regular contact with parents.

MENTORING IN MIDDLE SCHOOL

The College’s mentoring program is essential to a strong and vibrant Middle School. As children enter adolescence and become more independent, Middle School Mentors must be relationship builders who encourage our students to achieve their personal best within their peer group and cocurricular activities, as well as in their academic development.

Mentors in years 5 and 6 believe that pastoral care is at the heart of everything they do. Sound mentoring is something that happens in every classroom during all periods of the day. Mentors aim to provide all students with positive attitudes to learning, the development of sound social skills and the ability to become self-managing individuals in a dynamic community of learners.

In year 7 the Mentor becomes the ‘go to’ person for students in their homeroom, an integral contact in the transition from primary to secondary school. “Mentoring is not just a job that takes place in 35 minutes - it happens over the year and throughout the child’s education at our College,” said Justine Werba, Mentor for 7X. The program also incorporates our Peer Support program led by year 11 students who provide positive role models and connections for our year 7 students.

In year 8 the program continues with a stronger focus on a growth mindset - the idea that you can learn anything if you have a positive attitude towards the task at hand. Mentors create a culture of positivity and assist their students to challenge their thinking about what is possible. One student commented “the mentor period is a positive and welcoming place with people I’m familiar with. When our Mentor calls us up to talk about how school is going, I like it because we can tell him about any problems we may have.”

The year 9 team is one with a wide range of teaching and extracurricular skills and interests, which provides countless opportunities to connect with their students in and out of the classroom. This team is heavily involved in the CUE program, delivers the personal development program and provides students with organisational and academic advice.

Mentoring in Middle School is quite unique as each age and stage of this section of the College requires a different approach. The cornerstone for all mentoring is the development of relationships. In years 5, 6, and 7 the program is centred around communication, organisation, learning to focus and embracing change. In year 8 we seek to develop a growth mindset and to learn from mistakes. In year 9 with the CUE program and the end of year Big Experience, Mentors encourage students to become independent and to be responsible citizens within the community.

MENTORING IN SENIOR SCHOOL

In the Senior School Parents Manual we highlighted what it means to be an Academic Mentor to our Senior School students. Within the constructs of the College our Academic Mentors have the primary responsibility for the academic, social and personal welfare for each student.
in their home room. Mentors should know their students and the matters that may affect their progress and wellbeing. Being an effective Mentor depends on building connections and knowing each student; knowing their interests, personal circumstances, strengths, weaknesses and academic history. Taking an active interest in the subject progress, career aspirations and the cocurricular involvement of their students and strategically planning for progress is essential.

Three afternoons a week, time is set aside for home room groups to meet with each other and their Mentor. During this time Mentors meet individually with students as well as working collectively with the whole mentor group of around 14 students engaging in discussions relevant to their year group. One afternoon each week is dedicated to the personal development program. In these sessions groups explore issues such as stress management, student strengths, healthy habits and exam strategies. During the other two sessions students have time to work independently on home learning and revision tasks when they are not meeting individually with their Mentor or engaging in group discussions. The individual conversations focus on each student’s progress and their engagement in College life. This time is also an opportunity for the Mentor and student to discuss any relevant factors, where appropriate, that relate to a student’s wellbeing and academic performance.

There are so many ongoing positive conversations happening between staff and students. This is where the strength of our community is paramount. There are many opportunities for positive relationships between students, staff and parents to form, both in and out of the classroom. These relationships ensure the College can provide the necessary support, in partnership with the family unit, to help our students navigate their way successfully through Senior School.

The educational landscape has changed significantly in the last 20 years as the standard of student achievement across the state and country has improved. Our Academic Mentors have actively taken on their roles, and with the reduced number of 12 - 15 students in Academic Mentor groups there is a greater opportunity to engage in one-on-one conversations. As we have stated previously we continue to welcome feedback and encourage parents to maintain an open dialogue to ensure we are doing all we can to support each of our students.
In the mid 1960s a group of teachers from the International School of Geneva established the International Baccalaureate Organisation. The first examinations in the Diploma Programme were held in 1968 and from there the IB Organisation has spread to all parts of the globe and is now taught in 3968 schools.

The International Baccalaureate Organisation offers four programs: the Primary Years Programme, the Middle Years Programme, the Diploma Programme and the Career-related Programme. St Leonard’s College students in years 1 to 4 undertake the Primary Years Programme (PYP), an enquiry-based model focusing on student exploration of broad themes. In years 11 and 12 students can choose to complete the IB Diploma Programme (IBDP) as an alternative to the VCE.

From the outset St Leonard’s College has led the way with the IBDP, becoming the second school in Australia and the first in...
Victoria to offer the Diploma Programme. Today 14 schools in Victoria offer the IBDP. The first IBDP examinations at St Leonard’s College were held in 1982 and the original cohort of students numbered two. From these humble beginnings the IBDP has grown to the point where we now have approximately one third of our senior students choosing the course and our 2015 IBDP cohort is our largest ever.

The underlying vision of the International Baccalaureate Organisation is to offer students a balanced curriculum that fosters critical thinking and intercultural understanding. It aims to develop students who become responsible citizens within their own community and their own country.

**CURRICULUM**

The IBDP is a two-year course based on subjects within six designated groups - Studies in Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics and The Arts - along with three central, compulsory components. St Leonard’s College offers a large selection of subjects from each of the six groups as well as experienced support in the three core subjects.

**Core Requirements**

The Extended Essay

This is a 4000 word research-based project that allows a student to investigate a topic of their choice in great depth. With the assistance of a staff member to supervise progress, students develop their essay over a period of nine months. The research and writing skills they develop hold them in good stead for tertiary studies.

Theory of Knowledge

Theory of Knowledge (TOK) is central to the philosophy of the IB Programme. The course challenges students to reflect and evaluate the different ways of knowing, to question the basis of knowledge and to become aware of the ideological and subjective bias inherent in many arguments.

CAS – Creativity, Action and Service

Participation in CAS activities promotes the benefit of being involved in physical, creative and service pursuits in a local, national and international context. A commitment of approximately three hours per week towards these co-curricular activities over the two-year course is expected.

**ASSESSMENT**

Depending on the subject, assessment involves a combination of internal tasks and external examinations. In some subjects, the examination comprises a major portion of the final grade (e.g. Mathematics and Science) while in others internal activities are more significant (Music, Theatre and Visual Art).

Each of the six subjects is awarded a grade from one (minimum) to seven (maximum). In addition, performance on the Extended Essay and Theory of Knowledge course can gain a student an additional three points. As such the maximum possible score for the IB Diploma is 45 points.

The Diploma is awarded to any candidate who achieves a score of 24, subject to a series of conditions including satisfactory completion of the Extended Essay, the Theory of Knowledge course and the CAS program.

**UNIVERSITY RECOGNITION**

The IBDP is the most highly regarded and widely respected tertiary entrance qualification by the world’s leading universities. In Australia a student’s IB score is converted to a notional Australian Tertiary Admissions Rank (ATAR) to allow entry into local universities.

A range of IBDP scores and converted ATARs for the 2014 cohort are listed below:

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<tr>
<th>IBDP Score</th>
<th>ATAR</th>
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In 2014 our IB cohort achieved a median notional ATAR of 92.8, which gave our students access to a wide range of tertiary courses both here and overseas. One student was accepted into the London School of Economics while others have applied to overseas universities including Harvard and St Andrew’s. College Dux, Alaric Sanders achieved a perfect score of 45 and has been accepted into the Chancellor’s Scholar’s Program at the University of Melbourne. Alaric has now commenced a Bachelor of Science on a full scholarship, receives an annual allowance and is guaranteed entry to any graduate degree of his choosing.

A vast majority of St Leonard’s College students go on to tertiary studies and the IBDP offers an excellent preparation for the demands of life at university. The academic rigour of the Higher Level subjects, the depth of research in the Extended Essay, the reflective nature of the Theory of Knowledge course and the service component of the CAS program forge an independence that holds students in good stead for whatever they pursue in the future.
OUR COLLEGE CAPTAINS FOR 2015 ARE KATE GARROW AND JAEGER KONIDARIS. WE SPOKE TO KATE AND JAEGER ABOUT THE COLLEGE AND THEIR PLANS FOR THE YEAR AHEAD.

Can you tell us a little about your time at St Leonard’s? What have been your most memorable moments?

Jaeger: I have been at St Leonard’s since year 3. Some of my best times have come from the performing arts programs. Both the energy and teamwork of House Music and the experiences I have had in Big Band, especially at the Generations in Jazz Music Competition at Mt Gambier, have left lasting impressions. Ongoing engagement in theatre has also allowed me to meet new people and form lasting relationships, especially with those in other year levels.

Kate: I began at St Leonard’s College near the end of year 7, moving here from the United States. My time at St Leonard’s is filled with memorable moments, whether in the classroom or out on the field, on stage or behind the scenes, and in celebrating success or reflecting on failure. It’s been hectic to be sure, but a lot of fun. If I had to choose, my most memorable moment would honestly be when Mr Davis told me I was going to be Captain. I think how excited I was to lead and represent the College shows how much I’ve loved my time here.

What’s your favourite part of life at the College and why?

Jaeger: My favourite part of school life is in the classes. As we have progressed up the year levels they have become increasingly specialised and I enjoy being in an environment with people with similar interests. I particularly enjoy classes with a strong conversational and creative element such as Literature, Theatre and Japanese. I feel a strong sense of camaraderie in these groups and relish the opportunity to learn and share new things.

Kate: My favourite part is undeniably the opportunities. St Leonard’s has taken me so many places that I have never dreamt of. Whether it’s being given great competition, teammates, and coaches on the volleyball court, or getting to go as far as Lithuania with my Debating Coordinator, it has all been so meaningful to me. People always complain about being busy, but I’m happiest when my day is chock-full of different activities and the College makes that all too easy.

What do you think makes St Leonard’s College special?

Jaeger: I believe that the general atmosphere of St Leonard’s is something that truly separates this school from others. The sense of community that is achieved through various cocurricular programs and the House system makes St Leonard’s College a great place to be. There are so many opportunities available and I think that this diversity gives everyone the chance to explore their passions.
Kate: I think St Leonard’s is unique in that it doesn’t try to pigeonhole students or push them in certain directions. Rather it offers so many different opportunities to be involved and to have an impact. More than that it also allows the voices and achievements of people from all different areas to be appreciated. At any given assembly we’ll acknowledge a sailing team, a debating team, a theatre ensemble, an orchestra, and academic achievers and you’ll have all sorts of different students who are a part of each of those groups. I think this notion of allowing every student to shine in any and every way they can is not only what makes St Leonard’s College special but also what makes it really brilliant.

What does good leadership mean to you?

Jaeger: To me good leadership is being able to openly communicate with those you are representing. It means taking responsibility and acting as a role model but also challenging structures that may not cater for the student body. Being open to offering advice and supporting those who may require it is an essential element of leadership. Respect is also important - towards fellow students as well as staff. It means being driven, focused, organised, imbued with a sustaining energy that breathes life into the world around you, and motivating others to do the same.

Kate: Good leadership is about being able to speak and to listen. Often people either view leaders as having to be above people commanding them or only doing what the population tells them to, and I think that neither of those ideas truly encourages effective leadership. A good leader needs to be able to listen to individuals as well as being able to see the greater good and not fear change or radical ideas. I also believe that accessibility is huge. There’s nothing worse than an elitist leader because as soon as you isolate yourself from the people you’re leading, especially if you’re just a student like them, you can’t possibly make a positive impact or develop good relationships with the people around you, both of which are so important to leadership.

What are the best and hardest parts of being College Captain?

Jaeger: I am only a few weeks into the job and already numerous speeches, school tours, meetings, and even an interview have come my way. So far these things are both the best and the hardest parts of the job. I certainly enjoy these opportunities which allow me to support the College whilst developing new skills. That said they do take time and managing these duties in balance with academia and other curricular activities may be a challenge. A really enjoyable part of being College Captain is the attention that I get from students in other year levels, particularly the younger ones. There have been numerous occasions when I have walked past a group of younger students and they’ve said “Look, it’s the College Captain”. It is interesting to see how I have developed from that younger stage and how they are looking to me as I looked to previous Captains over the years. Another one of the best parts is having the opportunity to work alongside the one and only Kate Garrow. She is a pleasure to be with and always filled with an energy and creativity that is inspiring.

Kate: One of the best parts, besides getting to work with the Student Council (who are awesome), is having a forum in which it is easier to create positive change. I’m so grateful that by getting this position I have a platform from which I can hopefully make meaningful impact. The other best part, hands down, is the people you get to meet. I know quite a few people around the College, but since being made Captain all the kids in Middle and Junior School recognise my face. They come up and say “hi” to me and ask me funny questions about myself or what it’s like to be Captain. I absolutely love that. The hardest part is probably learning to forget your personal agenda and think about the big picture. You have to look after the students but also remember that the College is a community and a business and unfortunately it’s hard to please everyone. That’s the most difficult part because I don’t like telling people that their great ideas aren’t going to work.

In your role as College Captain do you have any particular goals or plans for 2015?

Jaeger: I plan to work collectively and consistently with the Student Council to effectively represent the interests of the student body. My goal is to create a supportive, inclusive environment and ensure that everyone receives proper recognition for their achievements. I also plan to contribute extensively to philanthropy events such as the Bangladesh Dinner. These goals may not sound particularly specific but I believe that they are the fundamental areas that underpin my ambitions for the year ahead. Ultimately I want to help St Leonard’s College reach its full potential as a school so that, in turn, its students can achieve their very best and remember their time here in a positive light.

Kate: Right now Jaeger and I are discussing a lot of different ideas with Student Council. One of the things that we believe to be really important is working to unite the different areas of the College to further our sense of community. This includes inter-year level connections, especially between Senior, Middle and Junior School, and greater compatibility between academic life and the various cocurricular activities. This year we really want to focus on providing as many opportunities as we can across the College. Ultimately since leadership is often about listening to the ideas of others rather than pushing for yourself, we are currently in more of the ‘listening’ stage, hearing the feedback about how the year has started and what people want to change. Hopefully 2015 is going to be a brilliant year!
Food at St Leonard’s College is about much more than refuelling for the afternoon’s classes or sporting activities. Anyone who has ever studied, worked or attended an event at the College will know that the food that comes out of our kitchen is not only delicious and nutritious but made with care and passion by our in-house Catering Team.

From term 2 2015 food at the College has a new home with the opening of our new cafeteria. This space, located in the site of the old canteen on the ground floor of the Middle School building, has been completely refurbished to provide an open, light-filled area for students to eat and relax during breaks.

The spacious seating area can accommodate over 100 students at any one time. Two 70-inch flat screen televisions will provide up-to-date College information as well as screening important events such as the Olympics, tennis and cricket. A sound system has been installed throughout the cafeteria to allow students to listen to music or enjoy performances from the new tiered staging area.

The facility also includes a fully operational commercial kitchen with a self-service feel, and an external servery and coffee machine will provide piping hot coffee and hot chocolate to students, staff and parents.

This space also incorporates a new Health Centre with a first aid area including male and female student sick bays and a separate treatment room. The area also houses two new counselling rooms.

The Cafeteria and Health Centre was designed by Latitude Architects in conjunction with the College and built by KGM Constructions. St Leonard’s College would like to thank all who were involved in the project, in particular KGM Constructions and the College’s Facilities Team.
Head, Heart and Soul Food
OUR NEW CAFETERIA
As part of the College’s Talent Development Program selected students participate in a range of activities and programs designed to extend and challenge them to achieve to the best of their abilities. Each year groups and individuals from St Leonard’s College participate in Future Problem Solving (FPS), an international educational program for students of all ages. FPS takes several forms including the Global Issues team booklet, individual Scenario Writing and Community Problem Solving, and focuses on the development of critical, analytical, creative and futuristic thinking skills.

Students are required to research a significant global issue and follow a six-step process to create an action plan promoting a positive, optimistic future for society. They must also perform a three-minute skit to sell their action plan. Participation in FPS develops life-long skills of resilience, adaptability, cooperation and working collaboratively.

From 17 – 19 October 2014 St Leonard’s College hosted the 25th National Finals of the Future Problem Solving program with almost 600 students and staff from schools around the country in attendance. The College had an unprecedented 11 teams and two individuals qualify for the National Finals, the largest contingent from any school in Australia.

In the lead up to the Nationals our students spent many hours preparing for the competition and their hard work paid off with an impressive set of results.

Based on their performances at the National Finals, five St Leonard’s College students have been invited to compete in the FPS International Finals at Iowa State University in the United States of America in June.
Emily Daniels, Annika Soderstrom, Matthew Needham and Stephen Kanavoutsos who were placed third in the booklet competition will participate at the International Finals as Junior MAGIC students. Emerson Hurley finished second at the National Finals and is one of only two Middle School Scenario Writers representing Australia at the competition. He is coached by the College’s Head of Junior School, Pat Kenny.

In addition the Middle School skit team of Niamh Nolan, Julian Grimm, Thomas Madarevic and Lena Scally-Leprevost, coached by Kim Anderson, placed second. In the Junior School skits the team of Bridget Valder, Isabella Stafford, James Martin and Tom Mitchell, coached by Jo Burke, placed second. Pranav Srivatsan, Michael Jiang, Ethan Liberman and Stephanie McLachlan, coached by Nathan Armstrong, placed third.

All competitors are to be congratulated on their hard work and wonderful performances. We wish those students competing in the USA the very best of luck and look forward to hearing of their results in the International Finals.

The organisers of FPS Australia declared the 2014 National Finals to be the best ever thanks to the wonderful support and hard work of the St Leonard’s College community. Staff, students, parents and alumni from across the College assisted in many ways in the lead up to the Nationals and at the event.

Principal Stuart Davis was present throughout the weekend and the College’s Catering and Facilities Teams ensured the weekend ran smoothly. AV Technician Ron Gavin, Director of Music Performance Peter Foley and teams of music students created a welcoming environment. Lydia Holmes, Robyn Marshall and Pat Kenny were in charge of different sections of the FPS examinations. Norman Burke, Jan Wilson, Susan Ferguson-Brown and Deborah Trengove assisted our students in their preparations for the competition.

Eleven other staff members gave of their time to work with our teams on the Saturday, and many parents and senior students assisted by acting as guides, distributing lunches, waiting tables, skit judging, MCing and managing the souvenir stall.

Thank you to Mikey Esplan who acted as Chief Photographer for the weekend along with his team of photographers, including Oliver Diplock, who also gave up his whole weekend.

We were delighted to welcome back a number of Old Collegians, who gave of their time during the event. Luke Thorburn (OC 2013), an FPS evaluator, performed at the Opening Dinner with George Gooden (OC 2013); Chris Troupis (OC 2013) was in charge of the Junior Division of the competition; and George Elliot (OC 2013) and Nicholas Roumeliotis (OC 2013) were photographers for the weekend. Luke, Chris, George (Elliot) and Nicholas were an FPS team together for many years and are now at university and it was wonderful to see their support of our current FPS students.

THE ORGANISERS OF FUTURE PROBLEM SOLVING AUSTRALIA DECLARED THE 2014 NATIONAL FINALS TO BE THE BEST EVER THANKS TO THE WONDERFUL SUPPORT AND HARD WORK OF THE ST LEONARD’S COLLEGE COMMUNITY.

THE METTA PROGRAM

Metta is a word meaning selfless love. In the broader Buddhist tradition it conveys loving kindness, friendliness, goodwill, a close union of minds and an active interest in others.

Metta is also the name of our extension program in Middle School, whereby selected students work with like-minded peers during each cycle.

The following year levels and subjects are covered by Metta classes:

- English: years 5 to year 9
- Maths: years 5 and 6; in year 7 selected Maths students work in designated extension classes from term 2
- Science: years 7 to year 9; all year 5 and 6 students work with specialist Science teachers each cycle
Months of anticipation and hard work culminated in another brilliant St Leonard's College Community Day Fair on Saturday 14 March 2015. Melbourne turned on a perfect day and the College grounds looked a treat as large and very enthusiastic crowds flocked through the gates.

There was plenty to see and do for all ages. Smiles were plastered across the faces of happy children enjoying rides and activities, whilst their parents enjoyed good coffee, great food and even better company. Overwhelmingly conversations focused on the beautiful vibe around the College and what it meant to be part of such a vibrant and friendly community.

Speaking on the day, Principal Stuart Davis said:

“This has been my sixth Community Day Fair and the best to date for so many reasons, not least the preparedness of so many parents, staff and students to undertake organisational and operational roles, both seen and unseen.

Many schools talk of community, but few experience it at a level we do. This event is a brilliant celebration of our identity and speaks to one of our great strengths; a connected community that delights in the opportunity to witness the brilliance of our young people.”

Funds raised from the 2015 Community Day Fair are being directed towards the purchase of a kiln for the Junior School art room.

It takes a mammoth effort on behalf of many volunteers from our College community to ensure Community Day Fair goes off without a hitch. The planning, organisation and hands-on preparation prior to, on the day of, and in the days following the fair, is quite extraordinary. The College extends its particular thanks to our Community Day Fair committee for their tireless work, energy and passion.

Steph Thornborrow (convenor) Bronwyn Betro Katrina Clinton-Powell Natalie Currie Shirley Dare Jill Esplan David Eedle Louise Fremder Kim Simpson

Stuart Mitchell Susie Moskal Danielle Halak Nicole Haydon Betsy McLean Emma Masterman Jen Neate Aimee Page

The College’s appreciation is also extended to the performing arts teachers and students who enthralled us with their vast array of brilliant musical and theatrical performances, as well as all the other students, parents and staff who volunteered their time so generously.
Michael Jones (OC 2000) was walking to work one day in April 2014 when he heard McAuley CEO, Jocelyn Bignold, on the radio talking about the then 61,000 reported cases of family violence that had occurred in the previous year in Victoria, as well as the 70 deaths of Australian women. The numbers were so shocking that they caused him to stop in his tracks.

Disgusted, he assembled a group of like-minded mates, which included Toby Potter (OC 2000) and Peter Fraser (OC 2000), and together they devised and organised the inaugural Fed Up Lunch - five Victorian mates, fed up with family violence.

They met on Wednesday nights (steak night) at a South Yarra pub for 10 months and put together the event by leveraging existing personal contacts, along with strong support from the broader community.

Their aim was to achieve two broad objectives:
• Raise money to enable McAuley Community Services for Women to provide assistance for more women and children escaping family violence
• Get a significant number of people in a room and educate them about family violence

It was a steep learning curve for the group, having not done anything like it before, but the cause resonated among the community to such a degree that support in the form of people volunteering their time or donating auction items far exceeded their expectations.

The event, held at Flemington Racecourse on Black Caviar Lightning day, attracted 270 guests in its first year and raised $30,000 for McAuley Community Services for Women, the only Victorian organisation that provides 24/7 shelter and support for women and children escaping family violence.

We talked to Michael, Toby and Peter about the event, what inspired them to take up the cause and what they’ve been doing since leaving St Leonard’s College.

What inspired you to take action against domestic violence?

Peter Fraser: When we first proposed tackling domestic violence I was very naive to how large the problem was, and after spending a year closer to people involved I can now fully support our decision to choose this area. To think that in 2015 the number of reported cases of domestic violence is on the increase is a massive concern. The only consolation here is that they are being reported which is one of the first steps towards change.

With all the problems the world is facing today the fact that people are frightened and do not feel safe in their own homes saddens me beyond belief. I believe everyone has the right to a safe place and if that place isn’t the home then what hope do we have?

Toby Potter: Michael heard Jocelyn Bignold, CEO of McAuley, on the radio and was shocked at how prevalent domestic violence had become in our community. He gave me a call, relayed some of the statistics he’s heard and, quite frankly, I was appalled. He asked, ‘what do you think we could do to help?’ and it all stemmed from there.

Michael Jones: I think everyone understands that this is an issue in our community, but I personally didn’t have any understanding of the scale. In 2015 there were 61,000 reported cases of family violence in Victoria alone and this year there’s already been 22 Australian women killed at the hands of a current or former partner, almost double that of the same time last year.

It feels like it’s avoidable - it’s not like cancer, which isn’t something that someone chooses to inflict upon someone else. These are deliberate actions that someone takes to bully, hurt and even kill, and it’s just not on.

Is this something you plan to do again?

PF: I think I speak for everyone in the group that we intend to continue to use our extensive network of contacts and our collective capabilities in order to continue to support the great work that McAuley do on a regular basis.

TP: Since the event we have had further follow up meetings with McAuley and we have been surprised at the amount of noise, particularly political noise, that the event has created. We are going to be hosting the event again next year and are looking at other ways we may be able to assist McAuley.

MJ: Most certainly - we’ve already started planning for next year’s event, along with a couple of additional activities that will be announced over the coming months. The reaction from
the community and the support that we’ve received has been overwhelming, and that’s enabling us to make the event bigger and better with the intention of having a bigger impact.

What else have you been doing since finishing school?

PF: Other than remaining gainfully employed in IT, I have enjoyed staying fit and active and kept myself busy on a number of trips overseas and throughout Australia. For the last few years I have been working with a number of people including a child psychologist to develop an Internet Safety Toolkit. It is our hope that this toolkit will help to educate parents about matters relating to online safety and their kids. Our first release is due out mid year and personally I am very excited about it.

TP: I have completed a Bachelor of Commerce and spent time both travelling and working overseas. In 2002, whilst travelling in Europe, I met Alyssa and this led to my relocation to Victoria, BC, Canada (her hometown) in 2005. Over the next three years we spent time living in Canada and the UK before getting married in 2010. We permanently relocated to Australia in 2008 and since that time I have been working in commercial finance roles and am currently employed as the Commercial Finance Manager at Southern Cross Austereo. At the beginning of 2014 we found out that we were pregnant with twins and Eva and Jack were born in August 2014 which was a truly life changing experience and I love every aspect of being a dad.

MJ: I studied Marketing at university and since graduating have spent the majority of my career in the digital marketing space. My current role is as Digital Operations Manager at Sportsbet. I married my beautiful wife, Julia, in 2012 and we have a gorgeous little girl, Olivia, who keeps us very busy. I’m a very proud dad.

What’s your most memorable moment from your time at St Leonard’s College?

PF: I have far too many memorable moments from my time at St Leonard’s. Probably the most memorable should remain out of press and told over a drink sometime. I would like to note that 15 years on I still call a large number of my classmates my best friends. The core group of friends we had from the school yard are still all friends today and we are looking forward to watching each other create our own families and enter the next phase of our lives. I cannot help but think that the values we learnt at St Leonard’s College have played a big part in our lasting friendship. Most of us are going on 20 years of friendship so I think we can happily say that we will be friends for life.

TP: There are too many to pick just one! I would have to say that my most memorable times from St Leonard’s would have to be those spent with the friends that I made there. I am still in contact with all of the guys that I was mates with at school and have developed life-long friendships. Jonesy and I are particularly good mates and since leaving school have shared many great memories in locations all over the world, including being the best men at each other’s weddings. St Leonard’s College was the place where those wonderful friendships began.

MJ: It’s a very hard question to answer on the record, but I think it would be safe to say that all of our best memories would revolve around the friends we made in our high school days. We’re very lucky to be part of a really strong group of mates that are still friends today, and it’s fantastic to see the next generation of those friends playing together when we see each other now.

The Fed Up Lunch is made possible by community support. Visit www.feduplunch.org to find out how you can help.
Reunions

CLASS OF 2009 - 5 YEAR REUNION
Five years down the track and life’s actually beginning to take shape. Some have been travelling, some at uni and some working, but everyone was keen to catch up, have a chat and enjoy the amazing catering we’ve all sorely missed from high school. It seemed as though the whole year level had turned out and organising that number of people to take a group photo was just as difficult as it was five years previously. There were teachers we remembered, a new Principal who graciously introduced himself to all (despite the fact he knew none of us) and plenty of drinks and laughs had.

If we looked back not much had really changed, except maybe there were a few more top-knots, long hair and beards going around. Some were engaged, significantly more weren’t and we’re all excited for that first class of 2009 wedding. We’re all looking forward to the 10 year reunion next when we’ll hopefully have a lot more to report. Looking forward to the next five!

Josh Tonic (OC 2009)

CLASS OF 2004 - 10 YEAR REUNION
There was a sense of great excitement in the air as members of the class of 2004 returned to St Leonard’s College for their 10 year reunion. For many it was the first time they had been back to St Leonard’s since finishing school. All enjoyed a tour of the College, reaquainting themselves with old school day haunts and seeing new developments for the first time.

It was a wonderful night filled with plenty of catching up, sharing memories and reconnecting with old classmates and teachers.

CLASS OF 1999 - 15 YEAR REUNION
There is a certain something about St Leonard’s College that sets it aside from all other schools. It is evident through all year levels that the bond the College creates amongst its students is everlasting.

As I excitedly walked up the path to Harefield House my nerves quickly turned to excitement when I saw so many happy smiles at the 15 year reunion. It felt like only yesterday we were all together wearing the St Leonard’s College uniform! It was a fantastic night sharing special memories with friends and reconnecting with old classmates and teachers that I haven’t seen for many years.

St Leonard’s College gave me a foundation for a happy life and I hope this is something that my children can also experience through this wonderful school.

Courtney Paino (OC 1999)

CLASS OF 1970 - 45 YEAR REUNION
45 years! Who would have thought - it seems more like yesterday. Although we were down on numbers compared to other years we had a great night with lots of catching up, old stories and laughter. We started with pre-dinner drinks and a tour of the school, which is always interesting as so much has changed and been refuged but there are still all the old places to check out and talk about.

We stood having drinks in our old French classroom, which is now a lovely kitchen/bar area, while the music department provided some entertainment. We were then taken into the Long Room, our old Form 7 and 8 classrooms, where we dined on a beautiful spread, put on by the wonderful catering staff. Wendy Addis, our very patient and understanding sports teacher, joined us and shared in the stories too. By the time we left we were exchanging details and swearing to keep in touch every year and to make the 50 year reunion bigger than ever.

Viv Howe (OC 1970)

CLASS OF 1980 - 35 YEAR REUNION
Whilst many of us regularly see a few former school friends, or we connect via social media, reunions provide us with a great opportunity to catch up with a wider group of peers.

On Friday 27 February 2015 around 40 members of the class of 1980 gathered at St Leonard’s for our 35 year reunion. The evening started with a tour of the College and the sharing of a few memories as we wandered around – it was as if we were there yesterday! Thank you to those current students who very kindly gave up their Friday evening to show us around. Our reunion ended at a nearby pub with fond farewells some time early on Saturday morning and promises to keep in touch.

For 15 of us at the reunion, our memories of St Leonard’s go back as far as 1968 or ’69 – dreary grey winter uniforms and warm milk, then the arrival of boys! I’m sure most of us had our ups and downs at school, but mostly we remember those days with fondness.

I would like to pay tribute to members of our class of 1980 who could not attend, and in particular those who are no longer with us; we miss you but rest assured you are not forgotten.

Helen Bartley née Jenkinson (OC 1980)

TO VIEW ALL REUNION PHOTOS GO TO: www.stleonardscollegians.org
SAMUEL CHARLES BALMER
Matthew Balmer (OC 1994) and Anna Matthews are pleased to introduce Samuel Charles, born 3 May 2013.

INGRID GRACE BLUNT
Andrew and Amelia Blunt (both OC 2002) welcomed Ingrid Grace into the world on 12 March 2014 and are completely besotted.

BETTY DOT BALMER
Lucas Balmer (OC 1996) and Jade Balmer are thrilled to announce the arrival of Betty Dot on 3 July 2014.

CAMDEN JESSE DREW
Anna Drew, née Calkin (OC 1996) and Brian Drew are excited to announce the arrival of Camden Jesse, born 17 July 2014. A baby brother for Lachie, 2.

MADELEINE MAY SKEWES
Natalie O’Brien (OC 1998) and Guy Skewes welcomed their second child, Madeleine May, a sister to Isabelle, on 19 September 2014.

JOSIE JANE MALHERBE
Lisa Malherbe, née Hosken (OC 2001) and Kane Malherbe (OC 1998) are delighted to announce the late arrival of Josie Jane, sister to Milla and Lucy.

WEDDINGS

Sally Williams née Forbes (OC 1993) married Steven Williams on 5 April 2014.

Elka Voigt (OC 2002) and Simon Balmer (OC 2001) were married in May 2014. Elka’s bridesmaids were Blanka Voigt (OC 2004) and Danee Georgiou. Dean Hebard (OC 2001) and James Tudball (OC 2002) were Simon’s groomsmen.
IN MEMORIUM

VIDA MULDOON
(PAST STAFF)

Earlier this year the St Leonard’s community lost one of its great characters with the passing of Vida Muldoon.

Vida taught Typing and Shorthand at the College from 1965 until her retirement in 1982. She was renowned for her laugh, which often echoed around the staffroom and was one indication of her positive approach to life. Vida was always practical and supportive of other staff members, particularly young ones to whom she offered understanding and wise counsel. Her classroom not only resounded with the clatter of typewriters but also with the cheerful buzz of students learning and enjoying their work. As one recounted at Vida’s funeral, “the typing room always seemed such a happy place.”

Following her retirement Vida became an active member of the Harefield Club and regularly attended reunions with past staff. Vida was a cherished member of this group and her presence was one significant factor in making the reunions successful and enjoyable. It was only over the last few months of her life that ill health finally curtailed her participation in these meetings, though she had many visitors and kept in constant contact with her wide circle of friends.

All who knew Vida during her association with St Leonard’s College will remember her fondly and sincerely mourn her passing.

Peter Johnson and Barry Pemberton

Mrs Muldoon had a profound influence on my choice of career. I always knew I wanted to be a teacher but when I finished school I changed my preference from Primary teaching to Secondary to follow in her footsteps.

Mrs Muldoon was always very smartly attired and immaculately groomed. Her classroom was always well managed and she emphasised the importance of touch typing, a skill I am very glad I mastered. Sometimes she would put on some marching music and get us to type in time; often the cloth covers would come out and cover up our hands so we couldn’t watch our fingers. We learnt to type on clunky manual typewriters and she also taught us Dacomb shorthand.

She was a very kind teacher and encouraged all her students. Mrs Muldoon had a good sense of humor and obviously enjoyed her work. When I attended my last reunion I asked after her and was told she was in poor health, recently suffering from some heart problems. Imagine my surprise when I saw her last year at the hairdressers! It was one of those chance meetings as she still had a regular appointment each month. I was delighted to be able to sit down and share a coffee with her afterwards and talk about the old days at St Leonard’s which she described as “the best years of my life”. As we said goodbye, I was aware that I probably wouldn’t see her again but was glad that I was able to tell her about my career and what a profound effect she had on me. She was a sweet lady, and I know there will be others like me who will remember her very fondly.

Jane Bane née Hales (OC 1977)

KEN ALLEN (PAST STAFF)

Reverend Ken Allen served as College Chaplain from 1983 until his retirement in 1994. He played an important role in the life of the College community and is fondly remembered by all who knew him.

JUDY OLSEN Née NICHOLLS
(OC 1964)
29 August 1947 - 11 March 2015

ADAM THOMPSON
(OC 1980)
26 July 1962 - 23 February 2015

KYLIE JANE HANSEN
(OC 1986)
30 October 1968 - 18 November 2014

...
FRONT COVER: Swimming Captains Ashleigh Rich and Costas Papadopoulos celebrate the College’s clean sweep at ACS Swimming.

BACK COVER: Junior School students perform at the whole College Easter Chapel, Friday 27 March 2015.