TOP HONOURS FOR DEBATERS

St Leonard’s College has had another stellar year in debating, topped off by a convincing victory in the Debaters Association of Victoria (DAV) Schools Competition A Grade Grand Final. The St Leonard’s College year 12 team of Kate Garrow, Dion Karakiklas, Edie McAsey and Josh Staley defeated Wesley College, drawing the affirmative side of the topic ‘That the government should not legally recognise any long term romantic relationship.’ The result was a clear 4:1 decision in favour of the St Leonard’s team. This is a truly outstanding achievement, and rightly recognises Kate, Dion, Edie and Josh as some of the most talented young debaters in the state.

Three St Leonard’s students were recognised for their outstanding performances in the DAV Schools Competition this year. The prestigious Swannie Awards are presented by the DAV each year to the best speaker in each grade and region. Kate Garrow, Dario Pagoda and Niamh Nolan were respectively named as the best speakers in the A Grade (year 12), B Grade (year 11) and C Grade (year 10) in the Brighton region of the Schools Competition. Kate and Niamh were also named as the recipients of the 2015 Competition Swannie Awards. These awards are presented to the best debaters from across the entire Victorian Schools Competition. This year, Kate was selected as the best Victorian debater in the year 12 division, and Niamh in the year 10 division.

The DAV Schools Competition is the largest debating competition in the English-speaking world, involving more than 10,000 students representing 269 schools across 19 regions, and the College is exceedingly proud of its students’ outstanding achievements this year.

ST LEONARD’S SAILS TO SUCCESS

After their wonderful performance at the National Schools Sailing Championships, a team of girls from St Leonard’s College was invited to represent the College and Australia in the 30th Annual Interdominion Schools Girls’ Championship. The team of six sailors – Caroline Brown (captain), Kate Weppner, Sofia Burns, Zara Challis, Jessica Butter and Clare Burns – travelled to Canberra to compete against the top team racing schools from New Zealand and Australia.

Across all races the competition was very close between the schools, with race leads changing constantly right up to the finish line. St Leonard’s College finished the regatta as the top Australian girls team, placing third overall on 9.5 points. The top two teams finished on 11 and 10 points respectively.
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"God grant me the serenity to accept the things I cannot change, the courage to change the things I can, and the wisdom to know the difference." – Reinhold Niebuhr

In reflecting upon our 2015 College theme, I am reminded of Niebuhr’s prayer, which encourages us to appreciate that whilst we cannot control every aspect of our lives, we should not submit to fate by accepting without challenge the many forces that impact on each of us on a daily basis. Whilst much of the outward physical growth that occurs in us happens merely by being alive, real growth - that which gives us a deep sense of fulfilment - occurs when we surprise ourselves by exceeding our expectations of self. Observing our young people experience these many moments of surprise and excitement is amongst the great joys of my life at St Leonard’s College.

I recently had an unexpected visit from our three-year-old students in ELC who had decided to hand deliver an invitation for me to attend their forthcoming exhibition. They, like me, were very excited about the visit, but for very different reasons. For their part they were excited to be visiting the person they believe to be called the ‘President’, the ‘Prime Minister’ or the ‘Prince’ (I don’t believe many have read Machiavelli at this tender age) in his castle! There is often much fun to be had at the evident confusion as to my title and the building in which my office is located. For my part I was excited to have the opportunity to push all of the furniture to one side and experience the wonderfully positive energy and excitement as the students sought to share all they had been investigating. Their excitement and pride at being able to share their learning journeys was infectious; it motivated me to want to learn more about their discoveries and the new understandings they were developing about the world in which they live. Their growing confidence at putting forward ‘new’ theories and their preparedness to challenge existing notions reflected the qualities of courage and wisdom that Niebuhr emphasises in his serenity prayer, though only partially demonstrating the serenity to accept the things they cannot change! Their thoughts and ideas reminded me of that wonderful story of how Einstein in his youth dreamed of what it would be like to ride on a light wave. During these magical moments I invariably find myself incapable of avoiding the distracting thought of how I might ‘distil and bottle’ their enthusiasm in the hope of being able to readminister this elixir should they ever momentarily lose their passion for learning and new growth.

Only minutes later, and in complete contrast in age, I found myself sharing lunch with some of our year 12s who were reflecting on their time at the College. Whilst clearly not as enthusiastic about the forthcoming opportunities to display their talents in the November examinations as our ELC students were about their exhibition, they inwardly harboured very similar feelings of confidence and excitement about the imminent challenge and the changes that were about to occur in their lives. It was equally uplifting to learn about their journeys through St Leonard’s College, which for some had spanned 15 of their 18 years. They articulated their appreciation for the opportunities their parents and teachers had afforded them, and gave warm recognition for the benefits of learning in a safe and stimulating environment that had successfully encouraged them to explore and develop their character and confidence. The recognition that their teachers cared deeply about them and had embraced change in order to provide them with the very best opportunities for academic, emotional, social, spiritual and physical growth was deeply moving, and acknowledged the evident mutual respect between teacher and taught.

Harvard professor and author Sarah Lawrence Lightfoot describes this relationship brilliantly: “Respect is the tender transfer of power. Respect is commonly and traditionally defined by status and hierarchy, which tends to be static and impersonal. In contrast, respect properly is a two-way affair, where respect begets respect, and the respectful become respected. Asked who their favourite teachers are, students across the nation select those teachers who “respect” them; they insist that they learn, get to know their students and take them seriously.” Mutual respect is an evident quality shared between our beautiful young people and their amazing teachers, and underpins why I believe this to be the strongest teaching team that I have worked with in my career.

Whilst listening to the year 12s I could not resist the temptation to consider the global context into which they had entered ELC3. It was a time of immense paranoia resulting from leading technical experts and politicians forecasting
catastrophe because the clocks in our computers would fail to appropriately acknowledge the arrival of 2000 AD (aka Y2K). Some may recall the US President, Bill Clinton, stating “I came here today because I wanted to stress the urgency of the challenge to people...Now, this is not one of the summer movies where you can close your eyes during the scary parts.”

Given the uncertainty of the world when they entered ELC, it was all the more pleasing to register that they had arrived in year 12 unimpaired by such experiences. The success of their journey reveals the important partnership between parents and school as we tackled challenges of a changing world in which social media, materialism and premature adulthood brought unimagined experiences. It is refreshing to observe their optimism in addition to their qualities of serenity, courage and wisdom.

We are increasingly confronted by speculation in the media of the ‘future’ and the changes we need to embrace if we are to pursue growth. I recently attended a conference with the Headmasters and Headmistresses of Britain’s leading independent and international schools at which the futurist and strategic advisor, Rohit Talwar, gave a presentation entitled ‘The Future of Business’. He shared a number of predictions:

- Young people today will likely live to 120 years of age with a 70-80 year working life.
- We will see emerging sectors such as green vehicles, synthetic biology, artificial intelligence and robotics, which typically require fewer but more highly educated and skilled staff than the industries they are replacing.
- Research by Oxford University suggests 47% of current jobs will be replaced by automation in the next 10 to 15 years. Other research groups predict 85%!
- IBM’s Watson computer is better at diagnosing and treating cancer than human cancer specialists. A similar impact of technology is occurring in the legal profession.
- Genetically engineered food which is grown indoors, non-seasonal and not susceptible to weather patterns will increasingly become the norm.
- Most challenging of all, Google is seeking to download our brain. As a teacher I am uncertain of the wisdom of downloading all of the thinking that takes place during the completion of an adolescent’s homework as they flick between social media, music and work!

Whether you are a futurist sceptic or not, it is evident that the tectonic plates are shifting in this world of ours and new islands are emerging at rates that have never been more difficult to predict or imagine. Understanding and interpreting the impact of these new directions is a key focus of the College’s leadership teams. It is a great privilege to work with a College Council and Executive who are deeply committed to developing strategic directions that ensure our vision and mission statements are meaningfully reflected in the experiences of each child as they journey through St Leonard’s College. Both the Council and Executive are cognisant that in order to realise our vision statement, An education for life, we must also draw upon the wisdom of the past to address the exponential change impacting on our young people as social and physical borders are increasingly redefined. Their qualities of leadership reflect Harold Seymour’s definition: “Leaders are the ones who keep faith with the past, keep step with the present and keep the promise to posterity.”

Our strategic thinking and planning have drawn upon the six pillars of living in a global era defined by Suárez-Orozco and Sattin. These pillars emphasise the need to develop the skills and values that will allow our young people to pursue growth in a changing world, one:

- of increasing diversity
- of increasing complexity
- where a premium is placed on collaboration and interdisciplinary work
- which requires a capacity to adopt multiple perspectives
- that promotes movement across language and cultural boundaries
- capable of adopting ever increasing sophisticated use of technologies

These six pillars will become increasingly evident as we strive to develop our strategic thinking and live out our theme of 2015: Pursuing Growth, Embracing Change. Rest assured that our approach, as in all that we do, will ensure that we remain true to our character and identity as a school. A character and identity that Michael Oakeshott describes in a most compelling manner: “A school is a manner in which the wisdom of the past can be distilled and given to the generations of the future in a humane society.”
Walk in **Both Worlds**

WARRUWI INDIGENOUS PROGRAM

ANNE MCGUIRE  HEAD OF MIDDLE SCHOOL
Over the last 18 months a strong partnership has been developed between St Leonard’s College and the Warruwi Community School. Motivated by a desire to see a mutual connection and understanding develop between our students and those from an Indigenous community, Mark Slykhuis, Head of Community Sport, and former Head of Middle School Chris Appel, began the search for a suitable remote community with which to partner in this venture.

The search led to a conversation with Daryll Kinnane, Principal of the Warruwi Community School. “We were invited to visit their community and marvelled at the beautiful island and the wonderful work the Warruwi Community School was doing to give these students every possible chance to improve their literacy and mathematics,” Mark reflected.

St Leonard’s College’s inaugural trip to South Goulburn Island was made by 11 year 8 students in 2014, and a second group made the journey up north this year, further cementing our relationship with the Warruwi community.

“We arrived on a tiny, isolated island 300 kilometres north-east of Darwin on a very small plane,” said Cleo Daniels, year 8. The students had little idea what to expect, and time spent in the classrooms of Warruwi Community School was eye opening. “The kids at school love to learn, however we realised there was much more going on than just reading and writing. In the early year levels of the school the day began with breakfast, teeth brushing and washing hands.”

On both visits to Warruwi our students have connected with the children by participating in their learning in a classroom setting, playing ‘Warruwi rules’ basketball, and through community projects such as building a raised garden bed and a chicken coop.

This year our year 8s were invited to a cultural funeral, which was a distinct honour. A few of our students were asked by an elder to take part in the dancing to celebrate and show respect for the deceased person’s life. “We learnt that even though we have cultural differences we can dance and celebrate together,” commented Daniel Harvey of year 8. All students feel a strong connection with this particular community and have been challenged in their thinking about Indigenous life and issues.

Our visits have been reciprocated with 15 students from the Warruwi Community School visiting St Leonard’s College on three occasions. Two groups of Warruwi students have spent a week at St Leonard’s, being introduced to life at the College, meeting our Middle School students, and gaining an understanding of what living and learning is like in Melbourne. The students participated in art, food technology, music and sport activities, and were billeted with St Leonard’s College families, enhancing their understanding of life in the city.

In May 2015 three Warruwi girls came to St Leonard’s as full time students in year 9 for four weeks. Three families opened their homes and hearts to the girls for the month. One host family, the Cooks, said “The experience was full of sharing, many laughs and being introduced to Raheena’s family via Skype.” The McLean family agreed, adding that they feel they have a new member of their family and expect the connection to last for years to come.

St Leonard’s Principal Stuart Davis visited the Island earlier this year, and when asked to provide a few words to describe his experience he said “simple and complex.” Judith Watkins, one of the Chaplains at the College who has been involved in both visits, agrees. “The Warruwi Indigenous community has a complex system of relationships, cultures, world views and experiences.” In contrast to these complex social systems, the lifestyle on the island is simple: family is central to the community, time and deadlines are not driving forces, and life has a much slower pace. “We have much to learn from each other, and more importantly with each other,” said Judith.

The federal government is closing all secondary schools in remote communities, and students above year 8 will need to be relocated to schools in Darwin or beyond. We have offered places to two Warruwi students to study at St Leonard’s College from 2016. Both students have visited us previously and are determined to pursue careers in teaching and nursing respectively. We are seeking homestay arrangements for these students for 2016, and ask any interested families to contact Stuart Davis by email (principal@stleonards.vic.edu.au) in the first instance.

Daryll Kinnane has described his hopes for the children of South Goulburn Island to develop an understanding and confidence to live and thrive in both worlds – on the Island and beyond. We see these evolving friendships similarly, ensuring all children involved in the Warruwi Indigenous Program understand the complexities of each culture, appreciate the differences, and marvel at the similarities.

The relationship between Warruwi and St Leonard’s is still in its infancy, but already we have been honoured by the way the community has welcomed us. Real and lasting connections have been forged between the students, staff and families of St Leonard’s College and South Goulburn Island. We look forward to deepening these relationships as we continue to learn more about our country’s Indigenous heritage, history and life.
A love of music begins at a very early age, and in the Junior School, classroom and cocurricular music are given a high priority. Not only does music provide a fun learning environment, but research clearly demonstrates its benefits as “music education uniquely contributes to the emotional, physical, social and cognitive growth of all students.” (National Review of School Music Education, Australia, 2005.)

‘Participation’ is the best word to characterise the classroom music program from ELC to year 4. The music curriculum from ELC to year 1 includes weekly lessons focused on singing and skill development in the essential elements of music. Music composition, exploration and experimentation in sound are also valued. In these early years we draw on collaboration between educators, the experience of professional musicians and the musical traditions of our families to enrich the child’s musical learning journey. By singing, playing, listening, moving and creating, our children develop their skills and appreciation of music.

Unless already engaged in private tuition from one of our instrumental music staff, the first formal introduction to playing an instrument occurs in year 2 when the recorder is incorporated into classroom music lessons. This instrument is chosen for its price and portability, and is a useful tool for children to build on their knowledge of beat, rhythm, pitch, tempo and dynamics they developed in their first few years of schooling. In years 3 and 4, all children are involved in our two-year strings program, which sees them learn an orchestral string instrument with specialist teachers in small ensemble groups.

Students enthusiastic about singing can elect to join the years 3 and 4 McMillan House Choir, while those with a passion for a particular instrument are able to join the mixed instrumental group, McMillan House Maestros. The children have many opportunities to perform throughout the year including at special events such as Community Day Fair, McMillan House
Soirée, Mothers’ and Fathers’ Days, Grandparents’ Day, the Christmas Concert, assemblies, and unit of inquiry celebrations. Expertise from the wider community enriches the music performance program with students participating annually in the Melbourne Symphony Orchestra’s Education Week program. We are also visited each year by OzOpera, part of Opera Australia, who perform a shortened version of an opera for our students. Numerous other groups are invited to share music from other cultures or times with our students as they move through the classroom music program.

In years 5, 6 and 7 the classroom music program is expanded, and all students pursue orchestral strings, brass, woodwind, percussion or vocal studies. At these year levels the program is characterised by a practical, hands-on approach where students learn to read music and refine their musicianship skills. They are given opportunities to perform in larger ensembles and gain an insight into the wider music program. Many students continue with private music lessons and immerse themselves in the orchestral, band and choral programs at the College.

Year 8 is a stepping stone to the elective music program. All students complete a semester of music in year 8, which gives them a taste of the different skills and aspects involved in studying music through to year 12 in the VCE or IB Diploma Program. In addition to the core music program, music electives are offered in years 8 and 9, including the very popular Recording Studio and Performing, Composing and Recording subjects. These electives give students the chance to work in our state-of-the-art music technology centre and well-equipped, purpose built recording studio. More traditional music electives are also offered in years 9 and 10 allowing students to expand their performance, musicianship and composition skills, with a focus on world music, opera or music history.

VCE Music Performance and VCE Music Investigation are both offered at St Leonard’s College and allow students to develop their performance skills either as a soloist or as a member of a group. IB Diploma Music is also offered at both Standard Level and Higher Level. This comprehensive and engaging course gives students the opportunity to perform, compose and use their higher-order thinking skills in analysing a wide range of music.

The hands-on, practical approach to music education from an early age allows students of St Leonard’s College to become well-rounded musicians. While some students choose to pursue music as a career pathway, others recognise the value of continuing music within the community.

The co-curricular music program offers a range of opportunities and life experiences for the students of St Leonard’s College. With around 35 ensembles and choirs rehearsing each week and around 500 students taking private music lessons the Music Department is thriving.

Music is considered to be an essential component of all students’ education for, as Confucius (551 – 479 BCE) said, “Music produces a kind of pleasure that human nature cannot do without.”
ST LEONARD’S COMMEMORATIONS

ANZAC DAY CEREMONY

Almost 2000 members of the St Leonard’s College community came together at a special ANZAC Ceremony on Friday 24 April to commemorate the Centenary of the Gallipoli landings.

Students and staff were joined by members of the College Council and a number of distinguished guests including Councillor Felicity Frederico - Mayor of Bayside City Council, Lieutenant Commander Helen Ward RANR and Midshipman Riley Tonc (OC 2012). The service commenced with a march - led by the College’s Marching Band - up the Norm Fary driveway and around the Harefield Roundabout, which was adorned with 1200 poppies handmade by members of the College community.

All in attendance were asked to pause and reflect on the human qualities of courage, mateship, and resilience embodied by our servicemen and women, and how important these remain in our lives today. A genuine Gallipoli Lone Pine Tree was planted in front of the Year 5 and 6 Building as a lasting reminder of this significant and formative moment in our nation’s history.

The College’s Symphonic Band and Wind Symphony, together with the Senior Choir, provided the musical accompaniment to a poignant ceremony and the haunting notes of the Last Post – performed by student bugler Charlie Pattinson – commanded a minute’s silence of remembrance across the audience.

St Leonard’s College is proud of its involvement in a number of ANZAC commemorative events in 2015. In addition to the College’s ceremony almost 200 students in various College ensembles performed at the Hampton RSL’s Dawn Service at the Green Point Cenotaph in Brighton. Their performances provided a poignant accompaniment to the service and helped create a fitting atmosphere for members of the Bayside community to reflect on the sacrifices of our servicemen and women.
GALLIPOLI TOUR

In addition to the ceremony held at the College, St Leonard’s was represented at the Gallipoli Dawn Service by year 11 student Sam Slykhuis and Head of Humanities Ashley Wood. Sam and Ashley were selected to represent the College and the state as part of the Victorian Government’s ANZAC Centenary initiative.

ASHLEY WOOD  HEAD OF HUMANITIES

In April this year I had the privilege of accompanying the eight student winners of the Simpson Prize history competition. Representing each state and territory, the eight students, accompanied by two staff and a guide from the Australian War Memorial, spent two weeks in Turkey exploring Istanbul and the Gallipoli Peninsula. The tour enabled us to explore the battlefields of the Gallipoli Campaign in detail and discover the places where so many Australians served. In some cases that meant standing in the exact trenches where specific actions took place. The tour had an additional significance for me as I was able to visit the grave of my great uncle, Miles Turner, who was killed during the early stages of the Battle of Lone Pine in August 1915.

The highlight was of course the ANZAC Day services on the Gallipoli Peninsula, which were a most memorable occasion, not because of any political speeches or sentiments from those dignitaries present, but simply because thousands of people came together to remember those from many nations who fell there 100 years ago. This was not a glorification of war, but a commemoration of sacrifice and suffering. It was not about remembering the achievements or failures of empires and nations, but about recognising the simple yet ultimate sacrifice of the one who gave his life for the one next to him. I was struck by this simplicity during the Lone Pine service, held at the site of such brutality a century ago. However trenches had been replaced with grandstands, grenades and bayonets with wreaths and poppies, and wartime aggression with peacetime reflection.

SAM SLYKHUIS  YEAR 11 STUDENT

On Monday 20 April I, along with other students and chaperones, departed Melbourne on what was to be the trip of a lifetime. We were the Victorian contingent, chosen to represent our families, schools and the state of Victoria at the 2015 ANZAC Centenary commemoration.

There is only so much we can learn through textbooks and the internet. We learn the facts, figures and stories, however we don’t get the opportunity to see the land, feel the soil, or follow the footsteps of the ANZACs as they embarked on a journey that created history. My journey in Gallipoli was an experience that will remain with me for life.

On our first trip down the Gallipoli Peninsula, we travelled to Cape Helles and the Turkish Monument. Before entering Redoubt Cemetery, there was a vibrant feel within the group. However, as soon as we reached the gates of the cemetery, it all changed. As I wrote on my blog:

“I felt a chill of sorrow, pain and pure disbelief as I noticed a particular plaque of a soldier who had fallen victim to the cruelty of war. My eyes were drawn to the glowing number carved within the white marble. Sixteen. A young adult, an immature boy, naïve and innocent, who was yet to experience the joys of the world, had fallen for his nation.

“The peacefulness was perhaps the complete antithesis of the conditions 100 years ago; there were no gun shots, or artillery strikes, nor were there cries of death.”

The following afternoon we travelled to the Dawn Service along with thousands of others. Although everyone was a complete stranger it appeared that all the barriers that may have once separated us had come down. We were all one family, regardless of race or what tongue we spoke. We were all there to honour and remember.

The Dawn Service itself was incredible. We heard speeches from guests such as Mr Abbott and Mr Key, and listened to choirs and the band play. At the conclusion of the service we walked along the Peninsula and up a long hill to the Lone Pine Service. It was amazing to actually see the land that so harshly defeated them.

This indeed was the trip of a lifetime, a trip that I aim to pass on to future generations. As Mr Key said “We can no longer say Lest We Forget, because 100 years on we have proven that we remember.”
“It feels like meditation. It feels like happiness.” – Ava

In today’s world of hectic schedules and with the frenetic pace of life, children and families in the Early Learning Centre (ELC) are experiencing the benefits of mindfulness. Research indicates that children benefit from mindfulness practice throughout their busy day, as it promotes social and emotional wellbeing. Children are active learners who engage with their peers and the many opportunities their learning environment offers. Our pedagogy promotes learning through play, fostering curiosity and wonder for active and authentic learning.

On any given day in the ELC children are actively exploring their world, both indoors and out. They test theories, develop elaborate imaginary games involving other children, negotiate with others to create dams and canals in the sandpit, build together to discover the effects of symmetry, and demonstrate their thinking as they explore and manipulate different types of materials.

The Victorian Early Years Learning and Development Framework, which guides all early childhood educational programs, promotes the concept of children developing a strong social and emotional wellbeing. During these important years children experience being part of a group and begin to understand the roles and responsibilities that foster belonging. Wellbeing includes good mental and physical health, as well as feelings of happiness and satisfaction. Mindfulness practice promotes wellbeing and encourages positive relationships and resilience by helping children to be more attentive and engaged in their learning. When it is time to transition to another part of the day, the children respond to us coming together as a group to concentrate on our breathing and to take time to pause in our busy day before refocusing our attention on the next activity.

On a weekly basis the children participate in mindfulness and meditation activities. Our Mind Body Soul program, run by Educator Katherine Zachest, specifically focuses on different aspects of mindfulness each week. There is a strong emphasis on yoga, which helps children to become aware of their bodies and calm their mind. Practising yoga regularly has helped the children develop better posture, balance and flexibility. They look forward to these sessions and it has been wonderful to watch their skills develop in yoga and mindfulness practice.

“When I do stretches it gives me energy” – Lucas
“When we do mindfulness my body feels good. It makes me think about how my body works.” – Louis
“When we do mindfulness I think about going to the beach - to Anglesea – and things that aren’t even real, like unicorns and dragons. It makes me feel great.” – Alice
“I was hearing my brain breathing.” – Cameron

Educators in the ELC are exploring a range of approaches in the classroom to provide an environment that supports focus and attention, and promotes clear thinking, learning, creativity and emotional management. During mindfulness sessions we bring the children’s attention to their senses, and this helps them to focus on the present. It may be a sprig of rosemary to smell, a feather to touch, or a noise we can hear outside. Mindful education consultant, Janet Etty-Leal said “With heightened awareness of our senses, concentration effortlessly improves and our experience of life becomes all the richer. We focus and tune in to the present moment, and the mind and body start to calm down.”

The children enjoy massaging each other’s hands, using a breathing ball to concentrate on their breaths in and out as the ball expands and contracts, or watching a gooey mixture go slowly through a timer. Parents report that they are also enjoying the benefits of mindfulness, receiving massages at home and being shown yoga poses by their children.

The ELC classroom environment is filled with provocations for children to explore their world, to be curious, and engage with others through play. In this fun and busy environment the children and Educators welcome the benefits that mindful practice brings.
“WITH HEIGHTENED AWARENESS OF OUR SENSES, CONCENTRATION EFFORTLESSLY IMPROVES AND OUR EXPERIENCE OF LIFE BECOMES ALL THE RICHER. WE FOCUS AND TUNE IN TO THE PRESENT MOMENT, AND THE MIND AND BODY START TO CALM DOWN.”
– JANET ETTY-LEAL, MINDFUL EDUCATION CONSULTANT
MARY TATTERSALL  HEAD OF CAREERS

University scholarships serve two main purposes. Firstly they recognise outstanding academic achievement. Secondly, and some would argue more importantly, they facilitate access to tertiary education for students who might otherwise be excluded by socio-economic, cultural, geographic and other disadvantages.

Unfortunately, because academic scholarship opportunities are more highly publicised, many students exclude themselves from consideration by choosing not to submit applications. Whilst it is true that a majority of scholarships are awarded to high achievers, there are also many scholarships that consider the whole person’s attributes, their personal philosophy, what they have contributed to their community and what they intend to contribute in the future.

One such scholarship is the prestigious Tuckwell Scholarship. Awarded each year by the Australian National University (ANU) in Canberra, candidates are selected on their potential to make a difference in the world. The program focuses on what awardees have already given and will give back to Australia. Year 12 2015 leaver Kate Garrow is one of 25 Tuckwell recipients, who will begin their tertiary studies at ANU in 2016. Kate’s extensive involvement in the College’s cocurricular program, in particular her contribution to public speaking and debating, as well as her prominent leadership role as College Captain, made her an outstanding candidate. The scholarship comes with a wealth of benefits including full payment of tuition fees, as well as a living allowance, specialised mentoring, and the benefit of working with likeminded scholars.

Applying for such scholarships encourages students to think about their skills, their strengths and their vision for the future. In the case of the Tuckwell Scholarship, successful candidates will already have given back to their local communities and express a strong desire to continue doing so after completion of their tertiary education. The same can be said of the Australian Catholic University’s Early Achievers Program or Monash University’s Community Leaders Scholarship, and many other similar scholarships across a range of Australian and international universities. Indeed those listed above are only few of many scholarships available.

In 2014 many of our graduating year 12 students were awarded scholarships:

- Alaric Sanders: Science Chancellor’s Scholarship; University of Melbourne
- Annie Nilsson: Law/International Studies; Bond University
- Rebecca Punshon: Engineering; Monash Scholarship for Excellence
- Rhianne Puddy: Applied Science/Podiatric; Latrobe Scholarship
- May Webster: IT; Swinburne University Scholarship program
- Kate Matthews: Law; ANU National Merit Scholarship
- Tiana Moutafis: Biomed/Law; Monash Scholarship for Excellence
- Sara Shulman: Design; Swinburne University Dean’s Scholarship
- Emma Buckthorne: Medicine/Surgery; Monash University Scholarship for Excellence
- Gemma Burns: Commerce/Business Information Systems; Monash Scholarship for Women in Information Technology
- Ben Pearson: Software Engineering; Monash Scholarship Industry Based Learning
- Christopher Snitkjaer: Arts; Monash Scholarship for Excellence
- Alex Jolley offered a Monash Scholarship for Excellence

In the Careers Office we strongly encourage students to seek out scholarship opportunities, and challenge them to devote the time and energy required to submit applications. Increasingly, universities are looking beyond the raw numbers to acknowledge individuality, leadership, and contributions beyond the classroom. In fact, many students find the process of applying for a scholarship rewarding in itself as it fosters an enhanced sense of self-awareness and an identification of skills and abilities, while providing a basis upon which they can begin to differentiate themselves as individuals as they prepare to tackle the challenges of life beyond our College gates.

Scholarly Ambitions
Gemma Burns (OC 2014) was awarded a scholarship for Women in Information Technology from Monash University, where she is completing the first year of her double degree studies in a Bachelor of Commerce and Bachelor of Business Information Systems.

While finding it a different experience to school, Gemma says she is enjoying university life. “Although it has been challenging learning to adapt to different timetables and expectations, I have found life at university incredibly enjoyable. University is a stark contrast to school as it is much less structured, and so much bigger, however after 13 years in a school environment I was ready for the change.”

Along with moving out of home she says adjusting to the different expectations of students was one of her biggest challenges this year. “In the beginning, it took me a while to understand that you don’t have to attend all of your classes or lectures and if you want to do well you have to work hard and independently. While I did enjoy the freedom, it was difficult to understand that there was no one teacher or lecturer on your case who cared if you passed or failed,” she says, “However now I am well into my second semester I feel as if I fully fit into university, and am enjoying it immensely.”

Being offered a scholarship has provided Gemma with extra opportunities for her studies and beyond. “Being offered a Women in Information Technology scholarship made me reconsider my course choice and pick up a Bachelor of Business Information Systems on top of my Bachelor of Commerce. I believe that this has been extremely beneficial, as having an understanding of the computer systems used in businesses will help me once I graduate.” The scholarship has also provided financial assistance for Gemma in her first year.

In addition to the Women in Information Technology scholarship, Gemma holds a Talented Students Support Scholarship (TSSS), which provides her free gym membership and financial assistance to allow her to represent Monash University in sailing at the Australian Intervarsity Games at the Gold Coast.

Gemma recommends all students consider applying for tertiary scholarships. “I applied for the Women in IT scholarship through the VTAC application process. All I had to do was answer a few questions through VTAC and tick several boxes, it was incredibly easy.” She applied for the TSSS through Monash Sport, once she had commenced her studies.

“After I finish my degree, I would love to work in the Finance industry and hopefully be in a position where I can also use both my IT and Commerce skills.”
A Learning Commons

LIBRARY REDEVELOPMENT

SUSANNE HAAKE DIRECTOR OF ACADEMIC DEVELOPMENT

Libraries have long been the hub of educational institutions and seen as a sanctuary for the learned and those seeking to learn. Their primary function has been to house books, monitor resource collections and, in most instances, maintain a tranquil space for individual or supervised learning.

In the 21st Century school libraries need to reengineer themselves to meet the changing demands of students and educational settings. The school libraries of today need to be flexible, high-tech learning centres that act as a ‘learning commons’, where the networks that form in school communities – teachers and students, students and their peers, teachers and their colleagues – can engage in 21st Century learning. School libraries can no longer merely be repositories of information and artifacts, but rather need to become dynamic learning environments, “centres of inquiry, discovery, creativity, critical engagement and innovative pedagogy” (Hay and Todd 2010, p. 40).

The Cornish Resource Centre is situated between the Middle School classrooms and the Senior School buildings, and has served the St Leonard’s community well in the 18 years since it was built. The relocation and reimagination of the library will see a new facility emerge on the first floor of the Middle School building. The design for the new library has been a collaborative effort between the expertise of Latitude Architects and key members of staff, supported by substantial preparatory research on the emergence of 21st Century libraries in Australia and overseas.

Featuring distinct spaces for independent study, wide reading and collaborative work, the new library will retain the breadth of the current collection while offering students a more modern, modular and technology rich environment – a genuine learning commons. Middle School classes will continue to enjoy their fortnightly library lessons in an expanded area, which will allow for rich discussion around books, reading and authors. New spaces will cater for guest speakers, visiting authors and the St Leonard’s Community Book Club.

The library is currently well utilised by Senior School students, and a clear delineation of space for quiet study in the new library will allow this to continue with expanded possibilities. Seminar rooms and spaces for collaborative work will make this an ideal place for study groups. On Mondays to Thursdays
the library will continue to remain open from 8.00am to 6.00pm, with academic staff available after school to assist students with home learning and other tasks. Beyond its daily use during the week, the library will be open on Sundays for use by students in years 10 to 12, and on weekdays during the terms 1, 2 and 3 holidays, with rostered academic mentors available to assist students. The position of the library directly above the new school cafeteria will support the extended opening hours of both facilities. The cafeteria is available to students from 7.30am to 5.00pm, with increasing numbers of students using the space as a place to meet after school.

As cultural institutions, libraries remain crucial to the advancement of an educated, informed, democratic and enlightened society, and the new library will be no less important to the St Leonard’s College community.

Critical thinking could be referred to as ‘independent thinking’ - thinking for yourself and resisting the temptation to accept a view simply because it is espoused by an authority figure or the majority. However independent thinking is not enough. In addition to intellectual independence, critical thinkers have an ability to reason with precision, an inclination to subject their existing views to scrutiny, and a willingness to seek out evidence that may undermine cherished opinions.

Critical thinking is valuable for a number of reasons, not least of which relates to the quality of our democracy. Research shows that not only are humans prone to mistakes in reasoning, but the majority of us also tend to fall victim to the same kinds fallacious arguments. The implications of this for our democratic systems of governance are clear; if most of us make the same errors, situations in which the majority votes for the same disastrous policies can easily develop. The Ancient Greek philosopher Plato saw the solution in the elevation of philosophers to the position of kings. American philosopher Ken Taylor proposes a more palatable approach: teach voters to think like philosophers, where ‘thinking like a philosopher’ simply means thinking clearly, skeptically, and logically.

Another reason to value critical thinking relates to our technological context. Our biggest problem these days is not a lack of information, but rather the sea of often conflicting claims to which we are exposed. How will our young people sort the wheat from the chaff if they don’t have the independent mindedness to effectively evaluate the claims of self-proclaimed experts, and the reasoning skills to separate the well-justified claims from the fallacious ones?

In a world of rapid technological change, critical thinking is also crucial for the future career prospects of today’s students. Every day another newspaper headline warns of the impending replacement of this or that group of professionals by robots or computer algorithms. However, robots are only capable of applying solutions and approaches that have already been developed by their human programmers. Although the future may not hold an abundance of opportunities for individuals who are only capable of applying tried and true formulas, there will always be demand for those with a capacity to develop new perspectives and approaches. In short, there will always be demand for critical thinkers.

St Leonard’s College is taking a proactive approach to critical thinking. At the Senior School level, this focus is best expressed by the College’s commitment to the International Baccalaureate Diploma Programme, in particular its core Theory of Knowledge (TOK) component. TOK encourages students to scrutinise the bases of their beliefs and the claims to knowledge made within their studies, and to look at important issues from a range of cultural and disciplinary perspectives. This program will only achieve maximum effect if foundational skills in the analysis and evaluation of arguments and viewpoints have been established in Middle School. With this in mind, the year 7 and 8 Philosophy and Critical Thinking courses have been revised to place greater emphasis on transferable thinking skills. In addition new critical thinking courses are being added to the year 5 and 6 programs in 2016.

We believe that this whole school approach to critical thinking being developed at St Leonard’s College will arm our students with the thinking skills required to face the rapidly changing economy of the 21st Century with confidence and enthusiasm.
Critical to **Success**

THINKING FOR THE 21ST CENTURY

**MARK HODGES** CRITICAL THINKING TEACHER
Over 70 talented and passionate students across years 7 to 12, most of them with gymnastics, dance or circus arts backgrounds, have joined forces to create highly competitive cheer, stunting and pom squads under the umbrella of our cheer sports program.

Some people still associate cheerleading with the stereotypical image of spirited teenagers holding pom poms or megaphones, however this is far from the reality. Over the last decade, cheer has evolved into a fast-paced, dynamic sport that combines an explosive mix of high-flying stunts, powerful tumbling, tosses, pyramids and synchronised dance to yield winning scores in a growing network of competitions. It requires athleticism, dedication and a strong work ethic from its male and female athletes. Cheer is one of the fastest growing sports in Australia with many colleges and universities now participating, and the St Leonard’s SAINTS squads, all with ‘heavenly’ names, are now well known ‘cheerlebrities’ on both the state and national competition circuit.

The Australian All Star Cheer Leading Federation (AASCF) competitions are the focus of our athletes’ training, and where they get to test their hard work and skills against other teams. The AASCF is part of the International Cheer Union. Our cheerleaders are competing at a very high level using international rules, standards and judges. These competitions are incredibly exciting events where sport combines with theatre, perhaps more so than in any other sport. Squads are judged not solely on individual performances, but on the overall entertainment value, technical athleticism and the creativity of their presentation.

Recently, over 40 of our students were very excited to represent both Victoria and St Leonard’s College in Sydney at the National Scholastic Finals, where we brought home a number of titles. Our Level 2 Squad earned the coveted title of Grand Champion at the AASCF Winterfest Competition and our Level 1 Squad are Victorian Champions. Our Level 1 Stunt Group, Bella’s Angels, are both Scholastic and Allstar National Champions, and our Level 2 Stunt Group, Evie’s Angels, are also Allstar National Champions. Recently, our Pom Squad placed first at the Melbourne Spring Carnival.

In the words of year 10 student Sophie Bakker, “I’ve learned so much from cheer. It has taught me the real meaning of teamwork, self-esteem and leadership skills. It’s all about building a strong confident individual within a large team.” Bella Osbourne, year 8, says “Fitting a hard stunt or flipping through the air and then hearing the crowd roar is the best feeling ever.” Evie Carman, year 8, who won first place at Scholastic Nationals for her fouette (pirouette in seconde) says “I’m a flyer which requires a lot of flexibility and confidence in the air. You have to have a lot of body control and awareness, and trust in your team mates.”

For our students participation in cheer sports has taught them more than just new moves and tricks.

“For me, it’s the ability to get up when I fall down, and to push through mental and physical barriers.” – Chloe Hoover, year 7.

We have had an incredibly successful year, but cheer sports is so much more than the gold medals, trophies and national titles. It has been a privilege to work with such an incredible group of students who epitomise these important life values in all that they do. They turn up to training early in the mornings with big smiles on their faces, eager to train and give their best for themselves and their squad.

Don’t confuse these cheerleaders with those seen on the sidelines of American Football games or in Hollywood teen movies. That is sports team cheerleading where the cheerleaders are only part of a show. In modern competitive cheerleading the cheerleaders are the show.
JUNIOR SCHOOL AEROBICS AND HIP HOP

PAT KENNY HEAD OF JUNIOR SCHOOL

This year was certainly the year of ‘dance and fitness’ in the Junior School. We had a large increase in students wanting to join our aerobics and hip hop teams. Boys and girls from years 1 to 4 demonstrated a commitment to being a part of a team and learning a routine that required concentration and coordination. Being involved in aerobics and hip hop is also an avenue to improve their fitness, confidence, health and self esteem through participation in a healthy and fun competition.

What really impresses me with this renewed interest in aerobics and hip hop is children ‘having a go’. Whether it is before school, at lunchtimes or after school, the children are certainly encouraged to try something different. With this encouragement, we often see children showing real commitment to improving a particular skill. I often think that this encouragement and commitment demonstrates to the children the power of trying, especially when they see themselves or their team experiencing success. This was so evident when our year 2 boys and year 3 girls competed at the Aerobics Championships in Geelong for the first time. I was particularly proud of our year 2 boys team who had the courage to give aerobics a try, even though they knew that most of the teams competing were girls. By all accounts they were the stars of the competition and received the loudest applause.

Results:

Schoolaerobics Dancestar Victorian State Finals
Year 1 girls hip hop ‘The Mini Mights’ - State Finalist 4th State Titles
Year 1 and 2 girls and boys hip hop ‘Mini Stylers’ - gold medal, invitation to the Nationals in the Gold Coast
Year 3 and 4 girls and boys hip hop ‘We’re Kidz’ - bronze medal

Schoolaerobics Aerobics Victorian State Finals
Year 2 boys aerobics ‘Jovi Boys’

Schoolaerobics Dancestar Victorian Spring Challenge
Year 1 and 2 girls hip hop ‘The Mini Mights’ - gold medal
Year 1 girls and boys hip hop ‘Mini Stylers’ - fourth place
Year 3 and 4 girls and boys hip hop ‘We’re Kidz’ - seventh place
Sophia Miki-Flavell (year 3) - fifth place, dance solo

Schoolaerobics Aerobics Victorian Spring Challenge
Year 3 girls aerobics ‘Team McMillan’ - fifth place
Sophia Miki-Favell (year 3) - gold medal, audition section
For over 100 years St Leonard’s College has provided young people with exceptional educational experiences. We were the first school to offer the dual academic pathways of VCE and the International Baccalaureate Diploma Programme, and generations of Leonardians have enjoyed and thrived on the wonderfully diverse opportunities on offer in the performing arts, sport and other cocurricular pursuits. Most importantly, our community has worked tirelessly to ensure we always have and will always continue to offer these opportunities in an unrivalled atmosphere of love and commitment to developing the whole child. This is what we mean when we speak of ‘an education for life’.

Our reputation for innovative education and our exceptionally strong community spirit give us cause to be proud, but we cannot afford to be complacent. In considering the future of our community we are mindful of the need to develop the financial resources that will support our commitment to providing current and future Leonardians with the outstanding facilities and programs necessary to enable them to make meaningful contributions beyond the school gates.

We are very grateful to the members of our College community who have generously donated to support building projects and scholarship funds. With your generous support we can ensure that the College can continue to provide an education for life into the next 100 years and beyond.
Thank you for your generous contributions during the 2014/2015 financial year to support our vision of providing an education for life for current and future generations. An explanation of the letter codes can be found overleaf.

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GIVING THANKS TO DAWN CUTLER
1926 - 2014

Dawn Cutler (OC 1938) commenced her education at St Leonard’s College during its early years in Wolseley Grove. She enjoyed her time at the College and continued to remain connected to the community through her regular attendance at College functions and events. Many of Dawn’s relatives also attended St Leonard’s.

Dawn’s great passion was art; she was a talented artist and excelled at needlework.

St Leonard’s College has gratefully received a gift from Dawn Cutler’s estate to support the new art and design building project. With the guidance of her family, these funds will be used to purchase equipment for textile production in the new building.

We are most appreciative of Dawn’s gift to the College. Her generous contribution will make a difference in the lives and education of current and future students.

If you would like to know more about giving to the College for scholarships or building projects, or becoming a bequestor, please contact Bron Davis, Foundation Secretary, on +61 3 9909 9457.
Reunions

CLASS OF 1975 – 40 YEAR REUNION
The class of 1975 enjoyed their reunion, with 40 people attending. The evening began with a tour of the College led by two current students. The College has been transformed and elegant new buildings have been added, modernising the appearance but retaining the body and soul of the place I remember. The night was filled with good will, good cheer and a sense of camaraderie. Reunions are a time for remembering and nostalgia and there were many recollections about the old days, which just don’t seem that long ago. In three hours we talked constantly and were only interrupted by the Principal sharing a few words. There were no groups or cliques, just individuals who shared many years together and wanted to reminisce and reconnect.

Melinda Kemp (OC 1975)

CLASS OF 1990 – 25 YEAR REUNION
A small group of the class of 1990 gathered at St Leonard’s in May to reminisce on the last 25 years. Despite the small size of the group a great time was had by all, catching up on old friendships, viewing the latest changes at the College, and laughing over a few hair-dos in old photos. We heard from the Principal about the current direction the College is taking and its impressive recent achievements. I will look forward to catching up with more Old Collegians and hearing yet more stories about past escapades at school and beyond at the next reunion.

Jane Isaac (OC 1990)

TO UPDATE YOUR DETAILS AND VIEW ALL REUNION PHOTOS VISIT: www.stleonardscollegians.org
CLASS OF 1995 – 20 YEAR REUNION
The class of 1995 celebrated our 20 year reunion, and it was an incredible turn-out with people coming from far and wide to catch up with classmates not seen, for some, since school. It was amazing to walk around the College grounds and see the huge improvements that have taken place since our days back in the 90s. It was wonderful to see so many old faces, finding out what they’ve been doing and filling each other in on the last 20 years. Amazingly, a number of couples who were together when we were just 15 and 16 years old are still together today. An opportunity was provided to remember our friend, Heather Stevenson, who tragically passed away this year after a lengthy battle with cancer. Thank you to the College for continuing the tradition of reunions; it was a really special and meaningful opportunity to reconnect with old friends. We are looking forward to doing it all again in another 5 years.

Emma Brice née Jessop (OC 1995)

CLASS OF 1985 – 30 YEAR REUNION
We came from near and far, some people we had seen the day before and some we had not seen in 30 years. There was the same rowdiness, laughter, and warmth in the room as when we shared the Form 6 Common Room in our final year at St Leonard’s College 30 years ago! While our lives have taken us in many different directions, what we will always have in common are the many happy times and wonderful memories we share from our school days. Thank you to the College for hosting this evening and conducting tours. Thank you to all who attended, especially Sarah Freeman (née Williams) who made the journey from London for this event. I look forward to catching up again at our next reunion. Hopefully we will still recognise each other.

Sally Sher (OC 1985)

LONDON REUNION
London produced the perfect September evening to cruise the Thames and enjoy a BBQ dinner with 55 guests including Old Collegians from the classes of 1965 to 2014, as well as some current students and families. It was wonderful to see so many of our Old Collegians connecting and sharing their experiences of living and working abroad. While many of our guests live permanently in the UK, there were a number who were further developing their careers before returning home, while others had just commenced tertiary studies. All guests received a goodie bag with a selection of our local sweets, including the highly sought-after Tim Tams and Cherry Ripes, most of which did not make it off the boat! We look forward to this group and those who travel in the future meeting again in 2017.

Bron Davis, Alumni Relations Manager
CLASS OF 2000 – 15 YEAR REUNION
How time flies: who would have thought that 15 years had passed since we were at school? While it feels like just yesterday that we were all misbehaving in the art room, which is where the reunion was held in a transformed space, it was great to catch up with some of the class of 2000. Hearing stories of what people are doing now – from the cheeky boy I used to know at school who is now a proud father, to the incredible achievements of successful careers and travel – was fantastic. It was an enjoyable night of catching up with old friends and sharing memories.

Sally Siapantas née Mason (OC 2000)

CLASS OF 2005 – 10 YEAR REUNION
There is a unique way of speaking and thinking that is impressed on almost everyone who went to St Leonard’s College, and it seems to never leave them. The size of a sports arena or auditorium is always mentally measured in lengths of the Kevin Wood Centre, for example. That dialect returned with unimpeded fluency to the class of 2005, 10 year reunion. Long buried words - Merton Gallery, Mirams, JD Wing, Allen, Cullen, Forster, Munro - were unearthed and used as new. Nobody, however, recalled a renovated “Munch Inn” worthy of a five-star TripAdvisor rating, or another two school houses bolted on to the old four. Disused folklore came back, too. Every corner of that campus has a story, and they’re best remembered together. We’re all adults now. Some have spouses, some have children and some have PhDs. Being with those particular people, in that particular place, delivered us back to our teenage years, despite the distance a decade has traversed.

Mitchell Toy (OC 2005)

CLASS OF 2010 – 5 YEAR REUNION
The last time this group of people were together, Julia Gillard was in her first of three years as our Prime Minister and Gary Ablett Jnr was still wearing #29 at Geelong. With this in mind, there was a lot to catch up on at the five year reunion for the class of 2010. The evening started with a tour through the recently refurbished Harefield House which, much like my classmates, looks the same from the outside but has a whole bunch of new stories to tell. If I had known travelling was going to be so popular with my peers I would have invested in a travel agency after graduation. Of course, five years is a lot of time to try and fit into one conversation, but I can assure you we all gave it a crack. Stories of study, work and overseas adventure dominated the discussion, and of course the reminiscing on our time at the College all those years ago made for an exceptional evening. Mr Davis playing the role of bartender was a personal highlight, ensuring the conversation was warm and the beers were cold. Ultimately the whole night left me thinking one thing: we should have five year reunions more often!

Jack Broadhead (OC 2010)
Please save the date for the following reunions to be held in 2016. Invitations with further details will be distributed closer to each event. We look forward to welcoming you back to St Leonard’s College.

Class of 1971 - 45 year reunion
Friday 19 February 2016

Class of 1966 - 50 year reunion
Friday 4 March 2016

Class of 1981 - 35 year reunion
Friday 15 April 2016

Class of 1976 - 40 year reunion
Friday 27 May 2016

Class of 1991 - 25 year reunion
Friday 3 June 2016

Class of 1996 - 20 year reunion
Friday 22 July 2016

Boarders reunion
Saturday 13 August 2016

Class of 1986 - 30 year reunion
Friday 19 August 2016

Class of 2001 - 15 year reunion
Friday 14 October 2016

Class of 2006 - 10 year reunion
Friday 4 November 2016

Class of 2011 - 5 year reunion
Friday 18 November 2016
Milestones

**BIRTHS**

**MADELINE VIOLET WEBB**

**ADELAIDE MATILDA JONES**
Kate Eddiehausen (OC 2005) and Stuart Jones are delighted to announce the birth of their first child Adelaide Matilda on 2 May 2015.

**ABBY ANN SINGH**
Salena Kennedy (OC 1996) and Nick Singh welcomed Abbey Ann into the world on 7 May 2015.

**TOBY LEIGH HALL**
Bec Marshall (OC 1995) and Ricky Hall announce the early arrival of Toby Leigh on 22 August 2015.

**IN MEMORIAM**

**HEATHER STEVENSON**
(OC 1995)

**DEB RASMUSSEN NÉE HUNTER**
(OC 1973)
1 April 1956 to 5 May 2015 in Perth

**JOSEPHINE FRANCIS NÉE UNGER**
(OC 1937)
Passed away at aged 90 on 9 June 2015.

**FIONA ARCHER NÉE THORN**
(OC 1976)
29 October 1958 to 21 August 2015

**WEDDINGS**

**CRAIG WILLIS and GENEVIEVE WILLIS née MARETT**
(both OC 2005) were married on 16 March 2014.

**JENNIFER MAPLE née GARDNER and JAMES MAPLE**
(both OC 2006) were married on 29 March 2014. The bridal party included Paige Terrell (OC 2009) and Matt Stirling (OC 2007).

**TRISTEN POWELL married FIZZ OWEN**
(both OC 2004) on 7 March 2015, with best men Elliott Howells (OC 2003) and Ryan Howells (OC 2008).
GLENN WHITE
(PAST STAFF)

It was with great sadness that we learned of the passing of Glenn White, former St Leonard’s College teacher, on 26 August 2015. Glenn passed away suddenly aged 56 after being diagnosed with a lung disease only weeks earlier. He was a teacher at St Leonard’s College from 2006 to 2012, initially in a part-time capacity both in the 5/6 area and McMillan House, and then from 2008 as a full-time year 2 teacher. In that time he built very strong relationships and bonds with staff, students and parents, and as a result his passing has been a huge loss and tragedy for many.

Glenn was an extremely fit person and an elite athlete, competing at state level in athletics. It was this passion that he brought to the cocurricular aspect of his teaching and to the children in his class. One of his past students, who is now in year 5, wrote a letter which was read to him in his last days. In it she spoke of his care, understanding and the belief he showed in her, which resulted in her pursuing her athletic potential. He cared deeply about each and every one of his students. They felt that connection and were nurtured to be the best they could be. Glenn had a keen sense of humour, which he brought to his class and the staffroom, and he was always an active participant in dress-up days or performances.

As well as sharing his love of athletics with the children, he also shared his love for his dog Charlie, the St Kilda Football Club, nature and the environment, and his family and friends. This helped build those strong connections primary children have with their teachers and, combined with Glenn’s excellent teaching practice, resulted in him being a wonderful teacher. When he found out he was unwell one of the things that upset him the most was that he would be unable to continue teaching; such was his love for his life’s work.

For many of us it is very hard to comprehend that we will not see Glenn again, see that twinkle in his eye and share special times with him whether personally or professionally. He did, however, give us a gift – of friendship, of deep passion, of living each day to the fullest and appreciating everything we have. We are blessed to have had him in our lives.

MARJORIE MENZIES
(PAST STAFF)

The St Leonard’s College community was deeply saddened by the passing of Marjorie Menzies on Friday 28 August. Head of Junior School from 1972-1980, Marjorie was a wonderful friend and supporter of the College, with five of her six children attending as students. Moreover, she was a much-loved member of staff, and an inaugural member of the Harefield Club. Her ongoing service and connection to the College was recognised in 2007 with the naming of the Marjorie Menzies Hall in the Junior School.

The College extends its deepest sympathies to her family and friends.