



St Leonard's College

Network

The magazine of the St Leonard's College community





12



A New Home for the Visual A



Creating Pathways
in STEM

8



Finding a Passion



arts 16



22



14

Contents

Confidence to Face the Future	4
Creating Pathways in STEM	8
Talent Development	10
Lifelong Learners in the Middle Years	12
Finding a Passion	14
A New Home for the Visual Arts	16
Indigenous Scholarships	20
Sporting Success	22
College Council	24
Golf Challenge	26
Supporting an Education for Life	28
Harefield: The Boarders' Grand Mansion	32
Boarders Reunion	34
2016 Reunions	36
Milestones	39

Confidence to Face the Future

Stuart Davis, Principal



As we continue to reflect on our 2016 theme of *Confidence*, we learn much about the myriad of ways the multitude of opportunities we offer enhance the lives of our young people.

If we are to inspire students to use their education for the benefit of others, we must first develop in each of them a strong understanding of their personal identity, strengths and passions. In so doing they will be better

placed to discover their own distinctive destiny and how they can uniquely and more effectively make the world a better and more just place.

Cocurricular experiences are amongst the most powerfully transformative opportunities we offer to our young people, and we see evidence that these experiences can transform the very essence of the person. I have been privileged to witness such transformations on many occasions and it is the most wonderful thing to behold.

These experiences always involve a deep personal enlightenment on the part of the young person; a greater understanding of who they are and how they fit into the world. They can happen as an active participant or as a passive observer. Participation in and appreciation of drama, debating, outdoor educational pursuits, sport, music and art are amongst the most powerfully transformative experiences our young people can have, because they require them to express themselves whilst contemplating their dependence, independence and interdependence from and of their peers. To do so requires them to examine and understand their own ego and that of others. It is our belief that every school should provide young people with access to these opportunities.

Whilst St Leonard's College enjoys the reputation of being one of Victoria's leading academic schools, we are concerned by the modern tendency to validate a

school, a child or a teacher only on their examination grades. The evident effect is that children are less content and teenagers more psychologically unsettled by being schooled on a 'factory model', leading mechanical, regimented and stressful lives, where there is no time to celebrate and enjoy life and each other. The impact on teachers is no different!

If we are to inspire students to use their education for the benefit of others, we must first develop in each of them a strong understanding of their personal identity, strengths and passions.

It was refreshing to hear the Melbourne Anglican Archbishop, Dr Philip Freier, identify successful schools as those that provide the best possible learning environment and thereby produce optimum outcomes for each student. He cautioned against using a prescriptive list of measurable outcomes such as numeracy and literacy scores, which he termed as 'blunt instruments', because they are not able to recognise the capacity of each student in mind, body and spirit - which we colloquially refer to as head, heart and soul. We ignore the spiritual dimension and development of our young people at their peril.

We recognise that even school communities as strong and supportive as St Leonard's are not immune to the escalating pressures of life. Seeking to avoid the modern forces can be difficult, for as Ralph Waldo

Emerson acknowledged, "To be yourself in a world that is constantly trying to change you is the greatest accomplishment." For this reason we have sought to develop a deeper understanding of the pressures that can inadvertently be placed on young people to conform to society's relative measures of worth and thereby become a pale imitation of their true self, all of which effectively undermines their confidence.

Schools have always understood that we are responding to behaviours that are triggered by the emotions of desire or fear. Research reveals that young people are increasingly more vulnerable when their reality reflects that they are planning according to the hopes and aspirations of their parents whilst performing according to their growing fear of being a disappointment. In her book, *The Confidence Factor for Women in Business*, Carol Sankar describes our fears as being the stories we tell ourselves. She identifies the three fears that we must all face in order to be successful: The Fear of Rejection, The Fear of Inadequacy, and The Fear of Loneliness. I believe her messages can be applied to our endeavours to build greater resilience in young people.

Sankar describes The Fear of Rejection as a crippling force that induces anxiety and takes away our capacity to be autonomous and our brilliant best. It induces behaviour that accepts mediocrity as we seek the sanctuary of positive peer acclaim above personal achievement, a trait that is often evident in the early years of secondary education.

Sankar identifies The Fear of Inadequacy as being the Fear of Comparison. The advent of promoting comparison through the use of league tables displaying metrics such as NAPLAN and ATAR results within the world of education has created a society fixated on relative performance both of the

individual and the institution. Sankar reminds us of the importance of focusing on our individual strengths and uniqueness and learning to celebrate these traits. Our roles as educators of young people must be to constantly remind ourselves and parents of finding their child's passion and individual brilliance.

The Fear of Loneliness in a world in which our young people are forever hardwired to check their status with their social media friends is a conundrum for us all to overcome. In her book, *Alone Together*, Professor Sheryl Tuckle, stated that "Although technology means we now communicate with each other more than ever, our 'wired lives' are isolating us further and further from genuine human interaction. We expect more from technology and less from each other." She suggests that modern society has become enslaved to devices and that human beings are substituting real emotional connections for technological relationships. "Our devices keep us connected, offering the illusion of companionship without the demands of friendship. We may speak to each other at an unprecedented level online, but we're lonelier than ever."

This generation has been described as the 'Eleanor Rigby' generation; better connected than any in history, yet strangely alone. They worry more about the quality of their relationships with friends and family, about being single and feeling alone than any other age group. In his book, *The Meaning of Friendship*, Mark Vernon shares a similar concern of becoming trapped in the belief that online interaction is a valid substitute for genuine communication; where quantity of chat masquerades for quality of conversation.

A deepening awareness of the eddies that stir the muddy waters of uncertainty in which we are seeking to raise healthy, happy and confident young people is important, but we need not find it debilitating.

Whilst the forces of concern may have changed over generations of Australians, the solution remains the same; the need to encourage our young people to pursue their extraordinary uniqueness – their passion, their intellect, and their spirit. The world needs a rich diversity of artists and poets; rebels, risk takers, activists and change agents; musicians and athletes; entrepreneurs, lawyers, politicians and teachers; historians, writers and journalists; computer programmers, graphic designers and engineers...the list appears endless and will go on to include callings and professions that have not yet been invented.

In his prodigious work on the power of myth, the late Joseph Campbell declared the greatest human transgression is what he termed "the sin of inadvertence – of not being alert, of not being awake." Building on that premise, he popularised the idea of "following our bliss". A difficult word to define, 'bliss' has something to do with discovering our innate purpose in life. "If you follow your bliss," Campbell proclaimed, "you put yourself on a kind of track that has been there all the while, waiting for you, and the life that you ought to be living is the one you are living...Opening up to those more meaningful dimensions of bliss is simply a matter of letting your life speak."

Our goal for our young people remains a simple one. We want them to feel confident in themselves and in their ability to change the world by using their individual and collective gifts to solve the problems that my generation has neither the time nor the ability to address: problems such as poverty, the many forms of unresolved inequality, climate change, nuclear proliferation and ideological extremism.

I believe we are succeeding in achieving this goal; anything else would suggest a lack of confidence!



We need to encourage our young people to pursue their extraordinary uniqueness — their passion, their intellect, and their spirit.



Creating Pathways in STEM

Mary Tattersall, Head of Careers
Diana Gilbert, STEM Coordinator
Tim Barlow, Director of Technology Innovation

There is no doubt that our economy is experiencing change, and it's a change that is rapid and all-encompassing.

The careers our current students will step into will bear little resemblance to those of twenty, ten or even five years ago. The workforce of the future will have to be flexible, ready and able to adapt in response to ever-present change. Digital disruption is changing the very nature of our economy; we have seen this in the form of Airbnb (an accommodation provider with no beds), Uber (a taxi company with no cars), and Facebook (a media outlet that produces little content).

The challenge for schools lies in how we prepare our students for life in this flexible economy. Research suggests that the fastest-growing occupations require knowledge and skills in the STEM fields – science, technology, engineering and maths. STEM encourages critical thinking, problem solving and creativity, as well

as an understanding of technology and how it impacts on every aspect of our lives.

There is much talk of technology making humans obsolete as we see an increasing number of jobs replaced by machines. While it's true that some jobs may be under threat from computer automation, especially where information or processes are routine or systematic, there are many careers that cannot be replaced by computers. Personal service jobs such as nursing, midwifery, social work, or anything that requires a high level of social interaction are safe for now. In fact, far from computerising all human functions, technological development is creating jobs in new and emerging disciplines.

The collision of the traditionally siloed areas of science, maths, creative thinking, and engineering will impact seismically on jobs.



We will see an increase in interdisciplinary studies, where design intersects with science or engineering for example, as those working in STEM fields use technology to create solutions to everyday problems. In a data-driven economy, maths will also be an in demand skill as companies seek to make sense of the wealth of analytics available to them in nearly every area, from marketing to finance and human resources.

New careers will emerge in areas we have not yet even considered. Perhaps we will see a 'Re-wilder' who uses sensor technology data to rebalance ecosystems, a 'Neighbourhood Watch Specialist' monitoring communities with drones, or a 'Health Care Navigator' who wears computing glasses to retrieve medial records, teleconference or consult with other professionals.

This collision of the traditionally siloed areas of science, maths, creative thinking, engineering, problem solving and analysis will affect a wide range of careers as technology impacts seismically on jobs. Our STEM program is equipping students with the essential skills for success in this transdisciplinary economy, and from 2017 these offerings will greatly expand.

Our comprehensive maths and science programs will be bolstered by additional STEM subjects across most year levels. A new subject called DigiSTEM will begin as a core subject in years 5 to 7 in 2017. This will see students immersed in the new Australian and Victorian Digital Technologies curriculum, while also engaging in stimulating problem solving and design-based challenges. New electives will be available in years 8 and 9 and the addition of VCE Computing will enrich pathways for our senior students.

To coincide with these curriculum innovations, a new STEM Centre will be created for students to further develop and broaden their enterprise skills of critical thinking, problem solving, digital literacy, creativity, innovation, project management, collaboration and communication. Equipped with 3D printers, computers with advanced coding software, and inlaid robotics and race tracks, this facility will provide students with a dedicated space in which to build these essential skills for the future.

Flexible and creative thinking, together with experience in STEM, is equipping our students with the skills they will need to tackle life's challenges – and develop innovative solutions to overcome them.

Talent Development

Fran Devine, Talent Development Coordinator

We continue to be thrilled by our outstanding results in Talent Development, year after year. Students know that if they work hard, learn the skills of a program, and continue to develop creativity and teamwork, they can achieve wonderful outcomes.



Julian Grimm, winner E Paul Torrance Youth Award

Future Problem Solving

We have had exceptional results in Future Problem Solving (FPS) for 11 years, having more teams in the National Finals than any other school in the history of the program. FPS is an intellectually demanding program that encourages the development of strategies and thinking processes that empower students to face global challenges.

This year, two St Leonard's teams qualified to compete at the FPS International Conference in Michigan. Our senior team of Niamh Nolan, Julian Grimm, Lena Scally-Leprevost and Liam Baker placed 14th in the booklet examination and third in the skit presentation, while the middle school team of Juliette Capomolla, Aiden Cha, Jake McCauley and Sarah Furman placed sixth in both categories. This is an outstanding result in a very competitive program.

In 2016, year 11 student Julian Grimm was awarded the E Paul Torrance Youth Award for his extensive contributions to the FPS program. He follows in the footsteps of two previous St Leonard's winners: Luke Thorburn (2012) and Niamh Nolan (2015).

Tournament of Minds

The Tournament of Minds (TOM) program involves cross year level teams of seven students working cooperatively on various challenges. They are judged on their teamwork, thinking skills and creativity.



Year 9 da Vinci Decathlon National Champions

Over the past 11 years, we have had at least one team participate in the State Finals every year. In 2016, we had our most successful year, with four teams earning a place in the State Finals and one going on to compete at the Australasian Pacific Finals. Well done to Australasian Pacific Finalists Oliver Ghaly, Isabella Scott, Chris Stamatelatos, Fergus Hawkins, Ruth McGinness, Jaime Shirazi and Jackson Richards.

da Vinci Decathlon

The da Vinci Decathlon is an academic interschool gala, run in the spirit of an Olympic Decathlon. Teams of eight students compete across the ten disciplines of mathematics, English, science, code breaking, engineering, philosophy, creative producers, art and poetry, general knowledge, and cartography. The tasks are exciting and challenging with a particular emphasis on higher order thinking skills.

We have entered two teams in the Regional Finals every year for the past 11 years. Each year, both St Leonard's College teams have proceeded to the State Finals, usually coming first and second in the Regional Finals. This year was no exception, with both our year 7 teams progressing to the State Finals where one team placed first and was invited to represent

Victoria at the National Finals. They were joined by a team of year 9 students, who also placed first in the inaugural competition for this age group.

In an outstanding achievement, both our year 7 and year 9 teams placed first in Australia, cementing our position as the leading school in the country in the da Vinci Decathlon this year. Congratulations to the following students:

Year 7 team: Crystal Lee, Jack Chapman, Matthew O'Beirne, Ella O'Beirne, Xavier Curcio, Justin Lee, James Owen and Charlie Wilson

Year 9 team: Emerson Hurley, Ted Barrett, Luke Russo, Jamie Papps, Helene Zhang, Tessa van Veeneendal, Laura Rikard-Bell and Isabelle Barwick

Success breeds success. Let's celebrate our young people who show determination, persistence, motivation and hard work. When they combine with others with the same traits and work together collaboratively and creatively, they are equipping themselves to change the world.

Lifelong Learners in the Middle Years

Susanne Haake, Director of Academic Development

Recent educational studies have highlighted the importance of ensuring that young people remain engaged and focused on their learning during the middle years of schooling.

Thoughtfully applied educational practices during these middle years, usually years 5 to 9 in an Australian context, can significantly affect the habit of lifelong learning¹. Both the Organisation for Economic Cooperation and Development (OECD) and the United Nations Economic, Social and Cultural Organisation (UNESCO) argue that lifelong learning is an essential component of social and economic wellbeing², and the emergence of knowledge economies and information societies has underscored this point.

Lifelong learning is a habit developed and refined in the middle years, a phase of life that also presents many developmental challenges. There is no doubt that sustained student motivation is integral to lifelong learning and that experience in the classroom is a key factor in encouraging student motivation. Maximising the positive experiences in middle years classrooms leads to greater engagement and positive associations

with learning, which students will take with them into their Senior School years and beyond.

With this in mind, St Leonard's College embarked on a bold and ambitious move in 2016 to provide specialist educators for all subjects in years 5 and 6. This is a departure from the traditional year 5 and 6 model found in most schools, where a classroom teacher is responsible for the delivery of all subject content, with specialist teachers only in Art, Music, Physical Education and Languages.

We were fortunate to have several expert teachers in our year 5 and 6 teaching team, and the addition of staff with specific expertise in primary mathematics and science has resulted in the formation of a highly capable, specialist team. Our year 5 and 6 students now enjoy a greater challenge in English, Mathematics, Science, Languages and Humanities, with these subjects delivered by specialist teachers. This has allowed them to cover more content in these years and provides a greater ability to differentiate for students who require extension or support.

The English program focuses much more on text study, a key component of years 7 to 12 English, while humanities lessons now focus specifically on History and Geography, rather than a more general humanities unit. Dedicated year 5 and 6 science laboratories allow students to familiarise themselves with scientific

A young girl with glasses is smiling and looking down at something in her hands, likely a science experiment. She is wearing a blue lab coat. The background is slightly blurred, showing other people in a laboratory or classroom setting. The entire image has a blue tint.

experiments in a laboratory setting and under the direction of specialised science teachers.

These changes have been extremely well received by students. Amelia (year 5) felt that the mixing of pastoral groups with both year 5 and 6 students meant that there were broader friendship groups and the traditional delineation of year levels was less prevalent. Mia (year 5) liked that each subject was given its own dedicated block of time and that this assisted students to be better organised with home learning and preparing for class. Students also enjoy the chance to learn in rooms dedicated to a particular subject. They think that having learning material displayed in these rooms further focuses their attention on the subject, enhances their learning and reduces distraction. Lucy (year 5) particularly enjoys science experiments in a dedicated laboratory and finds that access to this specialised space has made the learning more meaningful.

Teachers are important and effective models of lifelong learning. In the new year 5 and 6 program,

students have exposure to a range of specialist teachers and a number of students commented on the passion they see in their teachers for their subjects. In 2017, this already successful model will be enhanced with the introduction of Digital Technology as a core subject in years 5 and 6.

Changing opportunities in the 21st century necessitate the ongoing acquisition of new knowledge, skills and abilities. For young people in particular there is an urgent need to develop the confidence to deal with the uncertainties and complex issues that they will face in their adolescent years and beyond. The new year 5 and 6 model at St Leonard's College is successfully developing the learning dispositions, confidence and critical thinking skills students need to embrace their future.

¹ Pendergast, D., et al (2005) *Developing lifelong learners in the middle years of schooling*. Curriculum Cooperation, MCEETYA: Carlton South.

² OECD (1996). *Lifelong learning for all*. OECD, Paris.



Finding a Passion

Pat Kenny, Head of Junior School

Education is a broad concept that surpasses the four walls of a classroom.

The core aim of education is to foster the all-round development of a child: intellectual, physical, creative, moral and social development. I am constantly amazed at what Junior School students at St Leonard's College are offered beyond the classroom. We call this our cocurricular program.



When I give tours for prospective parents and students, I talk passionately about our cocurricular program. I do this because I want them to understand the importance of the program, but also to impart a fundamental belief of why we as a College feel this program is so important. I explain how the program fulfils two purposes – it allows our students to develop a new passion, and it allows our teachers to share something that they are passionate about.

Cocurricular activities are vital as they play a crucial role in equipping our young boys and girls to become well-rounded people. The value of cocurricular activities lies in how they enable our students to broaden their experiences beyond the classroom curriculum. Success in cocurricular activities does not depend on a student's academic abilities or physical prowess. Rather, success comes from developing an interest and being given a pathway to grow. Due to the diverse nature of our cocurricular program, we find that a large number of Junior School students can find success in an activity, and this leads to a belief in their own abilities. This has a knock-on effect for other areas, with the confidence gained through the cocurriculum program spreading to academic study, thinking skills, creative pursuits and sporting activities.

Virgil Garnet Thomson said, "Try a thing you haven't done three times. Once, to get over the fear of doing it. Twice, to learn how to do it. And a third time, to figure out whether you like it or not." Our Junior School cocurriculum program is designed to give children a chance to try something new, whether that's basketball, writer's workshop or hip hop dancing.

In 2016, our Junior School children had a plethora of cocurricular activities to choose from. Each term, the activities changed or continued depending on the skill development. Aerobics and Hip Hop ran throughout the whole year, as the children showed commitment, courage and confidence to develop their routines and perform in competitions. Other activities that ran throughout the year included, chess, yoga, McMillan Maestros and Choir, running club, gardening club, tennis, karate and soccer skills.

What I am very proud of within our Junior School cocurriculum program is the enthusiasm and commitment shown by our staff. They are willing to devote time before school, at lunch time or after school to create and run programs for which they have a passion.

This year we launched some new programs including coding, Genius Club, stop motion animation, robotics and athletics. Programs such as coding and robotics allow the children to expand the skills that have been introduced in our academic curriculum. Genius Club provided an opportunity for children to use their inquiry skills that they have been exposed to through the International Baccalaureate Primary Years Programme to research topics in which they have a genuine interest. It was fascinating to watch students conduct research on topics such as 'animation' or the 'big bang theory'.



As the email from one of our Junior School parents below testifies, our Junior School children are so excited to be involved in our cocurriculum program. We look forward to broadening and enriching our offerings in 2017.

"Hi Pat,

I just wanted to say these activities are incredible. Luke loved Construction Club and Genius Club last term, but he screamed out in delight this morning when I told him there was stop motion animation. I love the way there is something for everyone at this school and thank you so much for organising these activities. It makes such a difference to their learning and excitement about school."

Vicki Pafumi (mother of Luke in year 4)

A New Home for the Visual Arts

The Middle and Senior School Visual Arts staff and students have ended the year with a brand new facility.

Officially opened by Nicki Amiel, Chair of College Council on Thursday 10 November, the Visual Arts Centre has been purpose built to enhance teaching and learning and provide new opportunities to further develop creative expression.

It has been five years since Visual Arts classrooms moved out of Harefield as the College commenced

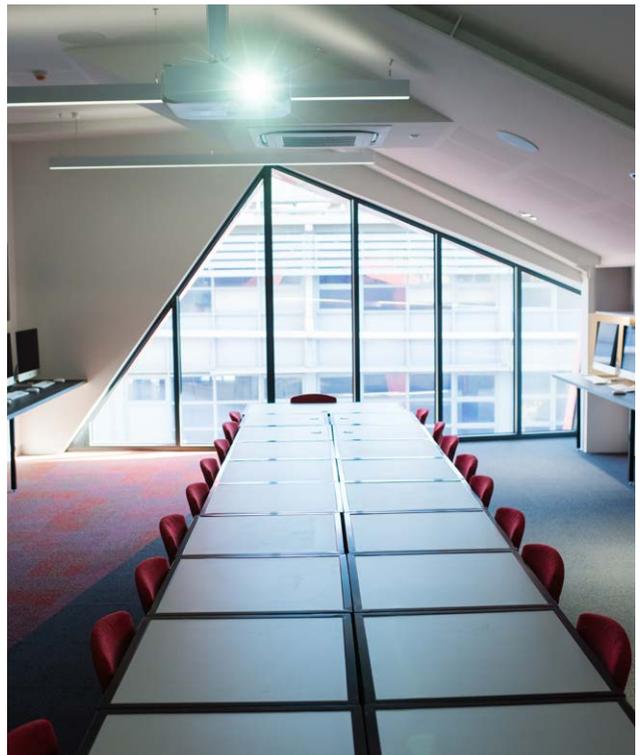
its long-term planning. The new building provides a home for the visual arts, bringing together Middle and Senior School programs into one facility and allowing students and teachers to draw inspiration across year levels and disciplines. This cultural centre provides greater scope for students to engage in art as an element of lifelong learning, with new specialist facilities providing opportunities for students to explore everything from painting to photography, textiles, sculpture, product design, digital imagery, and graphic design. Gallery spaces will enable a continuous exhibition program to showcase student artwork and celebrate the creativity and talent of our Middle and Senior School artists.

The construction of the Visual Arts Centre was made possible thanks to generous donations to the St Leonard's College Foundation. The Building Fund enables the College to imagine, develop and complete new facilities like the Visual Arts Centre, enhancing the opportunities available to students and ensuring future generations of Leonardians can enjoy the very best learning resources. We were delighted to be joined at the official opening by donors to our Building Fund and were thrilled to share with them the exciting developments made possible by their support.









Indigenous Scholarships

Since 2014, St Leonard's College has built a strong relationship with the Indigenous Warruwi Community School on South Goulburn Island.

As well as reciprocal visits between the schools, two students from Warruwi have just completed their first year of studies at St Leonard's, made possible by Indigenous Scholarships funded through the St Leonard's College Foundation.



"The school seemed very noisy when I first came here. It was so big," said Audrey Mardbinda (year 9), "The other students who had visited Warruwi were a great help."

Tamia Manmurulu (year 7) also found starting at St Leonard's was a big adjustment. "Being far away from the family was hard. The work was difficult and I didn't know anything about having to do homework." Both girls found that their homestay families were a great help in adjusting to life in Melbourne.

Brian and Catherine Carr, and Nev and Deb Wadeson made the decision to become homestay parents after their daughters participated in a trip to Warruwi. "We saw this as a rare opportunity to directly support a young person from Warruwi in the pursuit of their dreams," said Nev and Deb, "We really felt strongly about supporting the partnership and loved the idea of building a connection with a homestay student."

"Being a homestay family involves providing a safe, caring and supportive environment for the child," Brian and Catherine said, "It has been a learning experience for all of us, introducing Tamia to our way of life while trying to be respectful of her own culture."

The building of this shared cultural understanding is the overarching goal of the St Leonard's-Warruwi Community Partnership Program – be it an



Audrey Mardbinda and Tamia Manmurulu (front) with their homestay families: Catherine and Brian Carr, Nev and Deb Wadeson (back row), Edie Wadeson, Louise Carr, Megan Carr and Stella Wadeson (middle row)

understanding between students and staff, students and peers, or students and homestay families. Life in Melbourne is very different to life on South Goulburn Island, but Audrey and Tamia, with the support of their homestay families, teachers and friends, have thrived at St Leonard's College.

"My favourite subjects are Drama and English, because I had the best teachers," said Tamia, "I don't really know what I want to do after I finish school but I am good at art so I might be an artist."

Life in Melbourne is very different to life on South Goulburn Island, but Audrey and Tamia, with the support of their homestay families, teachers and friends, have thrived at St Leonard's.

Audrey too has excelled at the College and for the Wadeson family it's been a delight to see. "She has worked hard and taken on every challenge offered. A highlight for Audrey and us was House Music at the Plenary. It was an absolute thrill to see her shining in the Munro massed choir piece."

Once she finishes school Audrey hopes to study nursing. "I would like to go back and help at the clinic at Warruwi."

The opportunities Audrey and Tamia have enjoyed this year have been made possible thanks to the philanthropic support of our community. It is our hope that gifts to the St Leonard's College Foundation will allow us to continue to provide Indigenous Scholarships and share the benefits of a St Leonard's College education with more Indigenous young people.

For more information on supporting the St Leonard's College Foundation, visit stleonards.vic.edu.au or contact the Foundation at foundation@stleonards.vic.edu.au or 9909 9457.

Sporting Success

Ray Breed, Director of Health, Sport and Exercise Sciences

It has been wonderful to see the number of students involved in cocurricular sport almost double in the past two years, as students across all year levels embrace our philosophy of 'a healthy and active education for life'.

We are now seeing the many benefits of the diverse range of sporting opportunities provided for our students, with some outstanding achievements in 2016.

ACS Winter Sport

Several Middle School teams made the winter grand finals, with the Boys B Soccer and Boys Tennis teams securing the trophies. Our Senior School teams also had a successful season, with nine teams making the grand finals. St Leonard's College secured five titles, including wins for all three Netball teams and the First Beach Volleyball team. Our First Football team also won their first ever Premiership, after 16 years in the competition.

ACS Cross Country

St Leonard's College maintained its dominance in the Cross Country competition, bringing home the overall trophy for the third year in a row. In an outstanding achievement, our team also secured both the girls and boys aggregate trophies and several year level pennants.

It was a tight finish at the end of the day, with every student's race making a valuable contribution to the final result. It was wonderful to see such great spirit and enthusiasm from all competitors, and each student should be proud of their efforts and feel part of the victory.





There were some outstanding individual performances on the day with eight students presented with medals, including Pavel Kuznetsov (Year 7 Boys Champion), Emily Dare (Year 10 Girls Champion) and Catherine Brochard-Lalande (Year 11 Girls Champion).

Year 4-6 Athletics

This year was our most successful SYDSA Athletics carnival ever, with St Leonard's winning the coeducational aggregate trophy by a huge 52 points. Our girls team placed second, just 11 points behind the powerful Ruyton team.

It was also very exciting to see 28 students qualify for the next stage of the competition, with 12 of those securing a place at the Regional Championships.

Victorian All School Track Relays

On Wednesday 31 August, six relay teams competed in the Victorian All Schools Track Relays, at Lakeside Stadium. They had an opportunity to run against the best teams in the state, and acquitted themselves exceptionally well. Congratulations to the Under 20 Girls 4 x 800m relay team of Emily Dare, Charlotte Simpson, Philippa Huse and Catherine Brochard-Lalande who won a silver medal, and to the Under

20 Boys 4 x 100m team of Samuel McBride, Timothy Davis, Antoni Kozulin and Jamie Philander on their bronze medal.



College Council

Nicki Amiel, Chair of College Council

The St Leonard's College Council is the governing body of the College, overseeing and maintaining the long-term viability of St Leonard's as a provider of the highest standard of coeducational primary and secondary education.

Early in 2016, we reviewed our long term building development strategy with the guidance of Latitude Architects and Coffey Project Managers. Our stunning new Visual Arts Centre, designed by Latitude Architects and built by Fimma Constructions, is a unified home for our Visual Arts department. The Learning Futures project, due for completion in late 2017, will include a new library and Year 9 Centre, along with an upgrade of our drama and theatre facilities. Further exciting developments are in the early planning stages.

An important area of governance is risk and compliance. St Leonard's utilises the Complispace tailored platform for our reporting, policies, programs

and procedures to assist with our governance of risk and compliance. A focus for 2016 has been the implementation of Victoria's new Child Safety Standards to help protect children.

We appreciate the support, warmth and energy of all in our community who contribute to the College in many ways, such as the Community Day Fair, Community Choir and International Friends. We have been grateful for the generous response to our Global Citizen and Indigenous Scholarships, Building Fund and Annual Giving, as well as sponsorship of our inaugural Golf Day. We encourage you to consider supporting these appeals, launched by our Foundation.

We are very proud of our students, who have continued to flourish and achieve outstanding results in academic, sporting and cocurricular areas. These high standards are facilitated with the partnership with our parents and the hard work of our outstanding staff, ably led by our Principal, Stuart Davis, whose vision and brilliant leadership inspires all at St Leonard's. We thank our Principal, our staff, our community, and of course, our students.

Membership of College Council

Nicki Amiel (Chair, OC 1979), Howard Bishop, Penny Burns, Traci Crampton, Kate Eriksson, Cameron Frazer (OC 1986), Phil Galloway, Paul Gower (Vice Chair), Ken Lark, Kim Visek Johnson, and Jen Neate.



St Leonard's College is a not for profit organisation: all money goes into the operations or development of the College. The members of the College Council do not receive any remuneration.

Potential directors may indicate their interest to the Council via the Chair or the Succession Committee. Further information about the role of the Council is available on the College website.

Acknowledgements

Rod Glover (Master Builder)

College Council 1987 - June 2015

Rod joined the College Council after being President of the Old Collegians' Association and having a close connection with the Cornish campus, where his children attended school. Rod was a Uniting Church of Australia Synod representative as well as a member of various sub committees of Council, most notably the Building and Property Committee where Rod's wisdom and practical experience relating to building were invaluable. Rod coined the term 'Leonardianism' to describe and preserve St Leonard's strong values, identity and caring community. Rod contributed to the College for over 28 years.

Ian Presnell, MMBS, MPM, FRANZCP, GCHPE

College Council 2008 – April 2016

Ian became a member of the College Council in 2008 after being on the Cornish Parents' Association. Ian was a constructive member of the sub committees of Council, including the Succession Committee and as Chair of the Building and Property Committee (2012 – 2013). Ian was Deputy Chair then Chair of Council from April 2013 – August 2014. He remained on the Council until April 2016. Ian made a strongly considered and clear thinking contribution to the governance of the College and is to be acknowledged for his excellent work in the role of Chair.

Ian Moffatt, LLB, Grad Dip Com Law

College Council 2000 – July 2016

Ian Moffatt joined the Council after being a member of both the Parents' Association and the Foundation. Ian was on various sub-committees of Council, Chair of the Foundation board, Chair of the FAC Committee and Deputy Chair of Council for many years. Ian's wisdom and perspective made him a greatly valued member of the Council. Ian contributed substantially to the governance and strategic direction of St Leonard's.

Golf Challenge

Jen Neate, Chair - St Leonard's College Foundation

With a field of 120 enthusiastic players, the inaugural St Leonard's College Golf Challenge teed off at Spring Valley Golf Course on Friday 11 November.

Players headed out for a shotgun start in an Ambrose style game with fun competitions along the way, including Longest Drive and Nearest the Pin.



With golfers of all abilities, the day proved fun and relaxing. Congratulations to our inaugural winners Andrew Johnston, Richard Cantwell, Adam Grant and Julian Taylor.

Raising funds for the Foundation's Global Citizen Scholarship program, the Challenge was fully sponsored by our valued partners and families. We were humbled by the warm and positive response we received when we approached our 18 hole sponsors and major sponsor, RTG. This was a new and unknown event, but each eagerly jumped on board. In addition, generous donations of fantastic prizes were made for the raffle and online silent auction. We are truly grateful for the enthusiastic support given to ensure the Challenge's success.

With such enthusiasm from so many to be part of this event as either a sponsor, donor, player or online bidder, we know the Challenge is here to stay on the St Leonard's calendar, providing ongoing support for the Global Citizen Scholarship program. Thank you to all who participated and we look forward to seeing you all on the course in 2017.

Longest Drive: James Martin

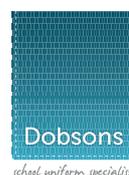
Nearest the Pin: David Buckthorpe

Thank you to our sponsors

Major Sponsor



Hole Sponsors



Donors

Allan Cummins Photography
 Bolle Australia
 Brow Bar Brighton
 Classico Caffe Circi Pty Ltd
 Club Mandalay
 Dobsons
 E&S Trading Moorabbin
 EP Photography
 FIMMA Constructions

House of Golf
 Jimmy Styks
 Leaf
 Lindenderry at Redhill
 Mark Turnbull OAM
 Midas Service Centre Brighton
 RT Edgar Brighton
 Sandhill Road

Spring Valley Golf Club
 St Leonard's College Community Sport
 The Food Smiths
 The Hilton South Wharf
 The Production Company
 The Runway Room
 Unifour
 Unigear



Supporting an Education for Life

Stuart Davis, Principal

For over 100 years St Leonard's College has provided young people with exceptional educational experiences.

From humble beginnings, we have grown to become the choice of more parents than any other school in the Bayside area. Our reputation for educational excellence has flourished thanks to the generous support of our community. By giving of their time, talents and finances, our parents, staff, Old Collegians and friends have ensured that we can continue to offer diverse and dynamic academic programs, cocurricular experiences and pastoral care.

In considering the future of our wonderful school, we are mindful of the need to develop financial resources to support the development of facilities and programs that will ensure we can continue to offer an education for life for generations to come. We also hope to continue to grow our scholarship program, so that we can offer a St Leonard's College education to

those who would otherwise be unable to access such opportunities.

We are very grateful to the members of our College community who have generously donated to support building projects and scholarship funds in the 2015/16 financial year. With your support we can secure the future of St Leonard's College as one of Melbourne's leading independent schools for years to come.

For more information on how you can support the St Leonard's College Foundation, please visit stleonards.vic.edu.au or contact the Foundation at foundation@stleonards.vic.edu.au or 9909 9457.

Our reputation for educational excellence has flourished thanks to the generous support of our community.

Thank you for your generous contributions during the 2015/16 financial year.

Miss Wendy Addis (A)
Mr Joerg and Mrs Edda Ahlborn (B)
Mr Ahmet and Ms Ipek Akbal (B)
Mr Ainslie and Mrs Sarah Allen (B)
Mrs Nicki and Mr Mike Amiel (AB)
Mr Colin and Mrs Luana Anderson (B)
Mrs Lindy Antippa on behalf of the Burke and McKay Families (B)
Mr Nigel and Mrs Lorna Askey (B)
Mr Steve and Mrs Aretha Bardel (B)
Mr Andrew and Mrs Vanessa Barlow (B)
Dr Paul and Dr Caroline Barrett (B)
Dr Richard Bassed and Dr Eleanor Bott (B)
Mr Andrew and Mrs Simone Baxter (B)
Mrs Georgie and Mr Marshall Beaumont (B)
Miss Margaret Beck (B)
Ms Lorraine Bell (B)
Mr Graham and Mrs Kaye Bell (B)
Mr Stewart and Mrs Yovita Bell (B)
Ms Andrea Bell (B)
Mr Howard Bishop and Ms Linda Trinick (A)
Ms Angela Bowles (B)
Mrs Susanne and Mr Daniel Brealey (B)
Miss Deb Brook (B)
Mr Gareth and Mrs Sam Brown (B)
Miss Barbara Bruce (A)
Mr Christopher and Mrs Alison Budgen (B)
Mr Callum and Mrs Penny Burns (AB)
Mr Mark and Mrs Janita Butters (B)
Ms Jane Campbell (B)
Mr James and Mrs Lynette Carroll (AB)
Mr John and Mrs Sonia Catto-Smith (B)
Dr Mike and Mrs Sue Catton (AB)
Mr Andrew and Ms Susan Chapman (B)
Mrs Elaine Christie (A)
Mr Murray Clayfield (A)

Mr Geoff and Mrs Liz Clear (B)
Mr Greg and Mrs Silvia Clements (B)
Mr David Clinton and Mrs Katrina Clinton-Powell (B)
Mr Brett Collins and Ms Katrina Mose (AB)
Mr Hamish McGowan (AB)
Mr Fabricio and Mrs Vivian Costa (B)
Mr Tom and Mrs Traci Crampton (B)
Mr James and Mrs Varin Currie (A)
Mr Cameron and Ms Shirley Dare (B)
Mr Jonathan Davies and Ms Mellissah Wickham (B)
Mr Stuart and Mrs Bron Davis (AB)
Mr Graham Dean and Mrs Emma Dixon Dean (B)
Mrs Diane and Mr John Diamond (A)
Mr Stephen Diplock (B)
Mr Mark and Mrs Gail Doughty (B)
Mr Adam Doves and Ms Lisa Koch (B)
Mrs Jo Ellis (B)
Mrs Samantha Ellis-Barr (B)
Mr Andrew and Mrs Paula Erikson (B)
Mr Hakan and Mrs Kate Eriksson (B)
Mr David and Mrs Cheryl Erskine (B)
Mr Andrew and Mrs Jill Esplan (B)
Mr Stephen Eyears and Mrs Elly Haug (A)
Mr Daniel and Mrs Hollie Feller (B)
Mr Iain and Mrs Robyn Fitzgerald (B)
Mr Robin Fowler and Ms Rebecca Naylor (AB)
Mrs Jan Frazer (A)
Galloway Family (A)
Mrs Karen and Mr Richard Gardner (A)
Mr Adrian and Mrs Sarah Giles (B)
Ms Lena Glass (A)
Mr David Graham and Ms Mary Chan (B)
Mr Dean Green and Ms Kylee Shiel (B)
Mr Mark and Mrs Tania Guiney (B)
Mr Angus and Ms Grace Hamilton (B)
Dr Garun Hamilton and Dr Sabine Hennel (B)
Mr Richard Harding and Ms Anita Mitchell (B)
Mrs Patsy Harrison (B)
Miss Constance Hart (B)

Ms Sara Curtain (B)
 Dr Andrew and Mrs Nicole Haydon (B)
 Mr Mark and Mrs Jennifer Hayes (B)
 Mr Rodney and Mrs Cindee Heath (B)
 Mr Michael and Mrs Sue Hendricks (B)
 Mr Eric and Mrs Ira Holbrook (B)
 Mr Michael Hollowood and Ms Julie Mitchell (B)
 Ms Judy Hopkins (A)
 Hosken Family (A)
 Mr Jerry Huljak and Ms Helen Sinclair (B)
 Mr Bruce and Mrs Mary Humphries (A)
 Mr Alan and Mrs Cathy Huse (AB)
 Mr Stuart Hutton and Mrs Lynne Lineker (A)
 Mr Stephen Imrie (B)
 Dr Craig and Dr Annette Jaffrey (B)
 Mr Anuradha Jayathillake and Mrs Sagarika Sirisena (B)
 Mr Andrew Johnston (AB)
 Mr David and Ms Katie Julian (B)
 Mr Brad Keifer and Ms Sally Dewis (B)
 Dr Craig Keighley and Mrs Myriam Keighley-Felix (B)
 Mr Peter and Mrs Julianne Kennedy (B)
 Mr Vikas and Mrs Sharon Khanna
 Mr Igor and Mrs Luba Khatsernov (B)
 Mr Stewart and Mrs Cailey King (B)
 Mr Ron and Mrs Lisa Kirkwood (B)
 Mr Trent Kneebush and Ms Belinda Bacon (B)
 Mr George and Mrs Angie Kouroupis (B)
 Mr Victor Kouznetsov and Mrs Natalia Potapova (B)
 Mr Alex and Mrs Lana Kozulin (B)
 Mr Davis Kunciunas and Ms Sarah Buckeridge (B)
 Mr John and Mrs Helen Kyzintas (B)
 Mr Kris and Mrs Anita Lacey (B)
 Dr Rick Lang and Ms Chris McComb (B)
 Mr Ken Lark (A)
 Dr T Le (B)
 Professor Mike and Mrs Jennifer Lenne (B)
 Mr Richard Leonard and Ms Gerlinde Scholz (B)
 Mr Darrel and Mrs Lisa Magna (A)
 Mr Kyle and Mrs Amanda Mangini (B)
 Mr Veljko and Mrs Anna Manojlovic (B)
 Mr Ken and Mrs Romyne McAlister (B)
 Mr Stuart and Mrs Simone McDonald (B)
 Mr John and Mrs Jenny McKinstry (B)
 Dr Cait McMahon OAM and Mr Peter Ghys (A)
 Mr Stephen McMahon and Ms Sandra
 Costa-McMahon (B)
 Mr Paul and Mrs Danielle McMullen (B)
 Mr Antony Meakin and Ms Narelle Edwards (B)
 Mr Andreja and Mrs Violeta Milenkovic (A)
 Mr John and Mrs Silla Moller (B)
 Mr Albert Moncau Hajzler and Mrs Silvia Munio
 Micolau (B)
 Mr Nathan Monk and Ms Kate Wood (AB)
 Mr Keith and Ms Sue Muller (B)
 Mr Craig and Mrs Sharon Murphy (B)
 Mr Geoff and Mrs Jen Neate (B)
 Mr Craig and Mrs Robyn Newman (B)
 Mr Paul and Mrs Lisa Nicol (B)
 Mr James and Mrs Kathleen Nolan (B)
 Mr Troy and Mrs Emma Noske (AB)
 Mr Michael Nugent and Ms Ina Petrone (B)
 Mr Trevor O'Hoy (B)
 Mr Nick and Mrs Jacinta O'Sullivan (B)
 Mr Hammed and Mrs Robyn Ogunbambi (B)
 Mr Ian and Mrs Susan Orchard (B)
 Mr Rob Osborn and Ms Bronwyn Betro (B)
 Mr Rod Overall and Ms Janine Carruthers (B)
 Mrs Kathryn Page (AB)
 Mr Tom and Mrs Courtney Paino (B)
 Mr Murray and Mrs Carrie Peck (B)
 Mr Oleg and Mrs Natalia Perekhodiouk (B)
 Ms Lisa Petty (B)
 Mr Gregory and Dr Michelle Philander (B)
 Mr Louie Politarhis and Ms Joanne Russell (B)
 Mr Steven and Mrs Elisabeth Quinn (B)
 Mr Scott Rae (B)
 Mr Paul Ramsland and Ms Elizabeth Yuriev (B)
 Ms Angela Recchia and Mr Christopher McNiell (A)

Mr Tyson Reilly and Ms Karen Coates (B)
Mr Peter and Mrs Kerrie Reith (B)
Mr Brooke and Mrs Deirdre Richards (B)
Mr Grant Riddell and Ms Kylie Ramsay (B)
Mr Mike and Mrs Jane Rikard-Bell (B)
Dr Lynden and Dr Katrina Roberts (B)
Mr Philippe and Mrs Regine Robin (B)
Mr Russell and Mrs Louise Rooney (B)
Mr Craig and Mrs Mary Ross (AB)
Mr Jakob and Mrs Marianne Roux (B)
Mr James and Ms Susan Ruddock (B)
Mr Marc and Mrs Megan Ruedegger (B)
Dr Adam Scheinberg and Ms Kate Stewart (B)
Mrs Clare Sharp (A)
Mr Chris and Mrs Amanda Sheppard (B)
Dr Bruce Shirazi and Dr Ilona Blidman (B)
Mr Bill and Mrs Connie Siderellis (B)
Mr Ian Siebert and Ms Sarah Davies (B)
Mr Benjamin and Mrs Skye Simons (B)
Mr Josh Simpson and Dr Margaret Mutch (B)
Mr Clive Smith and Mrs Jacqui Menzies-Smith (B)
Mr Brian and Mrs Katherine Smith (B)
Mr Robert and Mrs Brenda Smith (B)
Dr Titia Sprague (A)
Mr Steve and Mrs Kirstin Stapelberg (B)
Mr Andrew and Ms Christina Stripp (B)
Mrs Alison and Mr Jamie Sturgess (A)
Mr Andrew and Mrs Bronte Sutcliffe (B)
Mr Wayne and Mrs Catherine Sutherland (B)
Dr Philip and Dr Gina Tan (B)
Ms Christine Taylor (B)
Mr Christopher Taylor (A)
Mr Bruce and Mrs Lorraine Thompson (B)
Ms Karen Thomson (B)
Mr Richard and Mrs Lia Timson (B)
Mrs Virginia and Mr Dan Tonc (AB)
Ms Mara Torre and Ms Julia Foley (B)
Ms Helen Turner and Mr Dirk Peters (B)
Mr Robert and Mrs Kelly Van Aalst (AB)

Dr David Van der Straaten and Ms Reham Maklad (B)
Mr Mohseen and Ms Maria Vastani (B)
Mr Joe and Mrs Tori Viglione (B)
Mrs Kim Vissek-Johnson (AB)
Mr Nev and Mrs Deb Wadeson (AB)
Mr David and Mrs Masoomah Wake (B)
Mr Jeff and Mrs Kathryn Walton (B)
Watson Family (B)
Mr John Weichmann and Mrs Helen
Laios-Weichmann (B)
Mr Tim and Mrs Lisa Welsh (B)
Mr Shane Wilkinson (B)
Mr Peter and Mrs Rebecca Wilson (AB)
Mr Andrew and Mrs Jillian Wilson (B)
Dr Allen and Ms Stacie Wong (B)
Mr Greg and Ms Joanne Young (B)
Mr Kenneth Yuan and Ms Mandy Liang (B)
Mr Robert and Mrs Marcela Zaviacic (B)
Mr Tao Zhou and Dr Han Mei Pan (B)
Ms Crystal Zhou (A)
Mr George and Mrs Athena Zolis (B)
Mr Arthur and Mrs Poli Zoungas (B)

276 anonymous

A - Annual Giving

B - Building Fund contribution

Harefield: The Boarders' Grand Mansion

Barry Pemberton, Archivist

‘Harefield’ has had four remarkable lives – private house, hospital, boarding school, and then music and art school – and at least two early prominent citizens.

One of four neighbouring historic houses, it was the last built after ‘Castlefield’ across South Road, ‘Hiawatha’/‘Ratho’ in Heathfield Road, and ‘Bona Park’/‘Chevy Chase’ in Were Street.

Arthur Champion Groom (1855-1922) bought the property in 1890 and is listed here in 1892 and 1893.

Listed as vacant in 1894 and 1897-98, the name ‘Harefield’ finally appears in 1899 which, along with the building’s rectangular fenestration, suggests a late 1890s build. Born at Harefield in northern Tasmania, Groom was a successful stock and station agent, auctioneer and land developer in Victoria, NSW and Queensland, and was the member for South Gippsland/Gippsland West from 1886 to 1892, and for Flinders from 1901-1903. Evidently he was not at Harefield for long, having moved to St Kilda Street by 1897 and ‘Bonleigh’ in Martin Street by 1901.

Harefield’s second prominent citizen was William Laver (1866-1940), resident at Harefield from 1901 to 1908, music teacher, violinist, conductor and later professor of Music at Melbourne University, who had helped establish the Conservatorium of Music in 1895. A letter addressed to him at Harefield in December 1903 confirms his re-appointment as Vice Director of the Conservatorium, co-examiner of Music, Chief Study Teacher of the pianoforte and Teacher of Harmony and Ensemble and Orchestral classes. A family portrait photographed on Harefield’s front steps hangs in the front hallway today.

With a large cellar, a butler, and a tower high enough to allow for a second storey if added, the house was noteworthy for its formal entertaining rooms and grand hallway with handsome door frames, intricate plasterwork, marbled columns directly under the tower, and now priceless stained glass. At the

to
per
d on
in
per
erty
alia
for
pri-
reas
of
s.
been
allo-
ntial

<p>EDUCATIONAL</p> <p>A—BOARDING and Day School for Girls. S T. L E O N A R D ' S PRESBYTERIAN GIRLS' COLLEGE, BRIGHTON BEACH. Nursery Kindergarten to Inter- mediate Certificate. Matriculation courses in 1957. As the school will be occupying its new site of 12 acres in South Rd. in term 1, 1955, there are va- cancies only in second, third, fourth and fifth primary years; and in sub-intermediate and inter- mediate. Boarding vacancies exist for girls 11 years of age and over. FOR FURTHER DETAILS please make immediate application to the Principal.</p>	<p>COLLINS ST REV. J. A. 11 a.m.: "Not 7 p.m.: "The Soul." 6.45 p.m.: Or- Warner: CONGREGATION COLLINS CHURCH. shall. 11: Creche and Su You Running vice, "A Paea CHURCH SWANSTON (Library).— Thunders and Book." 4.30: Burman, T. Lo or, Mr. E. A</p>
---	--

Published in *The Age*, 16 October 1954



front was a large corner drawing room, and facing the verandah was the original dining room. As was customary, one door to the dining room was for guests and the one at the other end for serving, with a curtain in the hallway halfway between the two, the supports for which are still there. Opposite was the billiard room, and along the north-south passageway beyond the stained glass division were the bedrooms.

In 1909, Mrs Ida Mirams bought Harefield and transferred her home for invalids - 'Merton' - from Drake Street, Elsternwick. She added the front corner office, and the two-storeyed accommodation wing where the fireplaces can still be seen, and the comments and names written in some of the cupboards by the boarders can still be read. The stone door steps to each bedroom and the concrete staircase suggest that this now enclosed corridor once had a verandah and balcony. Mrs Mirams also added the complex of wards behind the house (Merton Gallery area), and in 1929 moved into the new residence, Mirams Lodge, built on the old croquet lawn.

Upon her retirement in 1954, St Leonard's College moved to South Road from Were Street and opened

the boarding school in 1955. Harefield became known as 'School House', which denoted both the building and House the boarders belonged to for competitions. For the boarders the numerous smaller bedrooms seemed an advantage, the front room became their sitting room, and their dining room was probably there from the hospital days. When boarding ended in 1975 their rooms became the music school, which would have pleased William Laver.

Serious restoration of Harefield began in the 1990s, painstakingly redecorating the dining room, hallway and front music room, and reintroducing the original name. The tower's upper staircase, balustrading and urns were reinstated, and two bricked in windows reopened. Subsequent work has fully restored the verandahs, and the once enlarged boarders' dining room returned to its original size and design.

Moving into its current phase of staff, functions and administration use, 21st century Harefield now has real links to its 19th century past, and has never looked better. It thoroughly deserves its National Trust classification.

Material in this article is from the Australian Dictionary of Biography, Sands and McDougall's Directories and our files.



Boarders Reunion

Bron Davis Alumni Relations Manager

We were delighted with the attendance at our recent Boarders Reunion

Sixty-five guests – spanning the decades from the class of 1958 to the class of 1976 – enjoyed lunch in Harefield, the former home of our boarders. Many travelled great distances to participate in this very special reunion.

It was the return of the sisterhood, stories of midnight feasts, weekend outings, sunbaking on the roof of

Harefield and life long friendships that developed through a home-away-from-home experience.

Our museum displayed boarders memorabilia, and one of the now music rooms was recreated as a boarder's bedroom. An exhibit of photos from the cellar showing the names of boarders – some of whom were present at the luncheon – scribbled on the walls was also on display.

Guests were treated to a delicious meal prepared by our catering staff, unlike anything that had been prepared in the kitchen decades before when the boarders were students. It was amusing to think that the same ovens used then are still being used today!

Our Melodic Minors, led by Mrs Thelma Woolhouse (also known as singing teacher Katrina Pezzimenti), were dressed in old school uniform and marched past the windows of Harefield in what was once referred to as the 'crocodile walk'. All together and upstanding, the school hymn was sung with pride and gusto.

We look forward to maintaining our connection with the past as the College continues to grow, more than 100 years from when it commenced.





2016 Reunions

Class of 1986 - 30 Year Reunion

Time flies, and after 30 years, nothing and everything has changed. Old friendships are still strong and the memories of 1986 are like yesterday. It was wonderful to catch up with what everyone has been doing with their lives. We are now successful builders, barristers, business owners, parents, travelers and home owners. We have spread out across the world, living in Europe, the USA and Asia.

The College has changed greatly in 30 years, with refurbishment to every area and many new and extended buildings and landscaping. These changes did not remove the emotional warmth that resurfaced when people spoke of how they felt coming in the gates and walking up the drive. There was much talk of old classrooms and teachers, and particular enjoyment of the recently completed museum.

Sadly the passage of time was marked with fond memories of much loved friends who have passed away in the last few years - Katrina Bottomley, Kylie Hanson and Catherine Lawson. Some people attended for the first time in honour of those who had passed away.

Katrina (née Bacon) and Cameron Frazer

Class of 1996 - 20 Year Reunion

I found myself sitting in my car outside the school gates with a feeling of anticipation crossed with, I must admit, a mild trepidation. This is a feeling that often descends just prior to large social gatherings, and particularly this occasion as it was to be a room full of people known, yet after 20 years and a lifetime of new experiences, unknown.

Any anxiety I had fell away upon seeing so many familiar faces from the distant past, yet it felt like we'd only parted yesterday. Time stands still for our memories of youth; they shape so much of what we later become and with this in mind it's a great testament to the College and its philosophy that we had so many people attend our reunion with a genuine joy in each other's company. When we were last on these grounds together it was to dream and prepare for a future that was now upon us, and important as those things are, it seemed for that night at least, the real gold was the time we spent together.

Paul Philipson

Class of 2001 - 15 Year Reunion

As I walked through the South Road gates hand in hand with my childhood friend, extremely fond memories of our years at St Leonard's College came flooding back. We were greeted by our hosts for the evening, an extremely passionate group of year 12 students who took us on a tour. Many spaces were familiar, and many revealed new meaning. How wonderful to hear of the advances that have come and opportunities current Leonardians have. The conversations were free flowing; a lot can certainly happen in 15 years. Laughter filled the courtyard as we shared many of the memories we had of our time here. It was a pleasure to hear everybody's stories from careers, to family, to travel, and although many of us are embarking on different adventures, we all had common stories about our high school days, which were played out on these very grounds. I know many of us will be looking forward to reconnecting for a 20 year celebration.

Sally Blewett (née Theodore)



Class of 1976 - 40 Year Reunion

The Class of 1976 40 year reunion was a large, loud, laughter-filled night with over 60 people in attendance. It doesn't seem possible that 40 years have passed since we were all together in the shadows of the huge fig tree for our Form 6 photo (right).

There is something reassuring about reconnecting with a group of people who you crossed paths with for six or so years at a significant time of your life. We miss those that are no longer with us and are appreciative to all that attended, with special mention to those who made travel arrangements to get to the night.

Bron Paul (née Bennett)

Class of 2006 - 10 Year Reunion

Walking up the driveway towards beautiful Harefield House, it felt like we were stepping back in time to our school days. It was lovely to have a school tour led by current year 11 students and see the impressive new facilities, while finding our old classrooms and lockers and reminiscing on our years at St Leonard's.

We had a fabulous evening catching up on everything that has happened over the last ten years and sharing memories with old classmates. We all enjoyed everyone's all time favourite spicy chicken rolls, which were just as great as we remembered! I heard many comments over the night of how fortunate we were to attend such a wonderful school and make lifelong friends.

I am very much looking forward to catching up again in another five years and seeing where life has taken everyone!

Emma Neales



To update your details and view all reunion photos, visit stleonardscollegians.org



Milestones

In Memoriam

Dr Katrina Bottomley (OC 1986)
Passed away on 9 April 2016

Births



Georgia Mae Ana Sabo
Paul Sabo (OC 2000) and wife Richenda
welcomed their second daughter
Georgia Mae on 30 May 2016.

St Leonard's College

163 South Road, Brighton East VIC 3187

stleonards@stleonards.vic.edu.au
stleonards.vic.edu.au

P (+61 3) 9909 9300

F (+61 3) 9592 3439

f /stleonards3187

@ /stleonardscollege

▶ /stleonardscollege

ABN 52 006 106 556

CRICOS 00343K

Editor Shannon Lawton