



St Leonard's College

Network

The magazine of the St Leonard's College community







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Known, Nurtured and Loved

Stuart Davis, Principal



I suspect that over the last seven years it has been noticed that I am inclined to provide a focus for the year by declaring a College theme. The theme identifies what I believe is a significant but achievable challenge on which we need to focus our resources.

I am mindful that some are a little circumspect about the idea of themes, but I am invariably surprised and heartened by the strong positive uptake by students, teachers and parents.

The theme for 2017 – ‘Known, Nurtured and Loved’ – includes the essential ingredients that lie at the heart of our College vision to provide an education for life. This is especially true as we seek to understand how we might best retain the essential components of our culture and identity and thereby embrace greater diversity. Whilst we enjoy an apparent diversity by virtue of our students sharing 35 different nations of birth, this figure is somewhat misrepresentative. In reality, 95.6% of our students were born in English-speaking nations. I recognise that speaking the same language does not make two nations identical in culture and identity, but it does suggest that the level of diversity may not be quite as significant as it initially appeared. It is difficult to claim that our current population reflects a broad global perspective, capable of grappling with the increasing complexity of a multiplicity of perspectives on issues across language and cultural boundaries.

The essential role played by education in nurturing and developing the youth of any country was captured more than two thousand years ago by the Greek philosopher Diogenes, who declared “The future of a state depends upon the education of its youth.”

We know that education has the power to change the world, but only if we understand that it is not an impersonal process to be inflicted on our youth. The great British poet, G K Chesterton, aptly described education as “the soul of a society as it passes from one generation to another.” As parents and teachers, we understand that a soul is fragile and ethereal, but ultimately a powerful thing that requires nurturing, compassion and love.

Coming to know, nurture and protect the soul of the children in our care requires a most precious and expensive resource: time. Our commitment to innovation, as expressed in our Mission Statement, has recently been reflected in the time afforded to our teachers by reducing duties and contact teaching hours. This allows them to spend more time planning, crafting curriculum, observing each other teach, and importantly, nurturing our students. I would like to express my appreciation to our College Council for their support in making this significant investment possible.

I am also appreciative of the dedication of our teacher mentors, who understand that their capacity to support their mentees is enhanced by understanding the histories, culture, traditions and experiences of their families. It is through establishing these strong relationships with families that we will enable students to share their values, hopes, fears and aspirations.

With greater mobility in the global era, the breaking down of close family support systems, and the decreasing centrality of historically important bodies such as the Church, society has increasingly sought

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for schools to play a more significant role. In many ways, schools have replaced traditional villages, where there is an expectation that the lives of the villagers will experience the all-important physical, emotional and spiritual safety they seek in exchange for their engagement in building community and connectedness.

There is a growing acceptance that belonging to groups such as schools or other communities contributes to general health and wellbeing. Additionally, not belonging has been shown to be a health risk and has been linked to psychological distress, mental illness, and severe depression. It has previously been argued that schools are important for building social networks and offer unique opportunities for belonging.

I think that the American writer and activist, Starhawk, captures the essence in her piece titled, *Community*:

Community

Somewhere, there are people
to whom we can speak with passion
without having the words catch in our throats.
Somewhere a circle of hands will open to receive us,
eyes will light up as we enter,
voices will celebrate with us
whenever we come into our own power.
Community means strength that joins us our strength
to do the work that needs to be done.
Arms to hold us when we falter.
A circle of healing. A circle of friends.
Someplace where
we can be free.

Undoubtedly, as we come to know and understand our young people and their families, we are better able to nurture them through the myriad of challenging pathways they face.

The most significant of these, the academic pathway, is our *raison d'être*. Increasingly, the focus of our mentors as our young people pass through the College is on helping our students maintain perspective, especially at a time when it is evident that education is increasingly valued for its metrics rather than the development of more intrinsic qualities.

As educators, we recognise that this focus increases a student's exposure to pressures that cause anxiety and depression. An increasing body of research reveals children as young as 12 and 13 experiencing emotional distress after starting their secondary years of education, which informs us to be mindful of monitoring the anxiety levels in our own children.

Top of the list of externally reported anxieties are:

- exam worries: 41% of pupils
- work overload: 31% of pupils
- friendship concerns: 28% of pupils
- lack of confidence: 26% of pupils
- concerns about body image: 26% of pupils
- feelings of being overwhelmed: 25% of pupils
- worries about being accepted by peers: 23% of pupils
- low self-esteem: 15% of pupils

Central to assisting our students to manage these pressures and maintain perspective is the need to nurture them to adopt growth mindsets. This requires that they accept the central premise that talent, ability and intelligence are not fixed. This starting point makes them more likely to pursue behaviours that are beneficial for learning, and less likely to see mistakes as threatening, which increases their resilience. Increasing resilience from an early age by encouraging the development of a greater sense of perspective is an extraordinarily precious undertaking.

The best example of expressing a growth mindset perspective that I have witnessed came during an interview with Andy Murray, following his elimination from a major tournament in the first round by a much lower-ranked player. Media frenzy raged and yet his press conference statement was straightforward and wise: "Nobody died here. I lost a tennis match." Andy Murray went on to share that his coach had instilled in him the ability to learn from his losses, and that has made all the difference.

How we demonstrate our third ingredient – love – is more complex. The various stages of children's development commence when they are babies with welcomed hugging, kissing, singing and open expressions of love. Our youngest students at three



years of age still seek many of these points of contact, but this outward expression diminishes as they move through adolescence until, as teenagers, they openly start to pull away.

Love at this stage requires that we give them sufficient space to find their place, but not so much space that we lose the ability to read their signals. They invariably require a greater say in decisions that impact on their lives and even greater understanding when discussing sensitive issues. Whenever I am contemplating engaging in tense interactions with our youngest teenagers, I am reminded of the wonderful words of William Galvin: “Mother Nature is providential; she gives us our children to love for 12 years before turning them into a teenager!”

Our students have witnessed my tendency in an assembly to discuss the five forms of love described by Socrates – Agape, Xenia, Philia, Storge and Eros (they are informed that the latter is not allowed until after they have completed their final year 12 examination!) – before asking them to turn to the person beside them and declare their love for that person.

The joyful emotion demonstrated as they welcome the opportunity to state emotions that they naturally feel is wonderful to behold; one that is in stark contrast to my experiences at an all-boys naval boarding school in the Suffolk countryside! I am comforted by knowing that simple actions such as this give our young people licence to appropriately explore their love for others. It is my hope that they discover the simple truth: the more they have love in their life, the more happy and efficient they will be, for it is through loving others that they become more connected to the world in which they live and learn to move beyond the confines of selfhood.

The American humourist, Erma Bombeck brilliantly captures the theme Known, Nurtured and Loved whilst also capturing the emotional rollercoaster that lies at the heart of the privilege we enjoy as educators and parents at the centre of the lives of our wonderful young people.

Children Are Like Kites

You spend a lifetime trying to get them off the ground.

You run with them until you are both breathless.

They crash. They hit the rooftop.

You patch and comfort, adjust and teach.

You watch them lifted by the wind and assure them that someday, they will fly.

Finally, they are airborne;

They need more string and you keep letting it out;

But with each twist of the ball of twine,

There is a sadness that goes with joy.

The kite becomes more distant and you know

it won't be long before that

beautiful creature will snap the lifeline

that binds you two together and

will soar, free and alone.

Only then do you know that you did your job.



Class of 2016 Results

St Leonard's College congratulates the class of 2016 on their outstanding year 12 results.

International Baccalaureate Diploma Programme (IBDP) results

- Sophie Tallis, Rhea Singh and Isobel Galloway achieved scores of 44/45 (ATAR 99.85*), placing them in the top 1% of IBDP graduates in the world
- Median ATAR of 96.80
- 22% of students achieved an ATAR of 99 or above, placing them in the top 1% of the state
- 80% of students achieved an ATAR of 90 or above, placing them in the top 10% of the state

* IBDP students are provided with a notional Australian Tertiary Admissions Rank (ATAR)

Victorian Certificate of Education (VCE) results

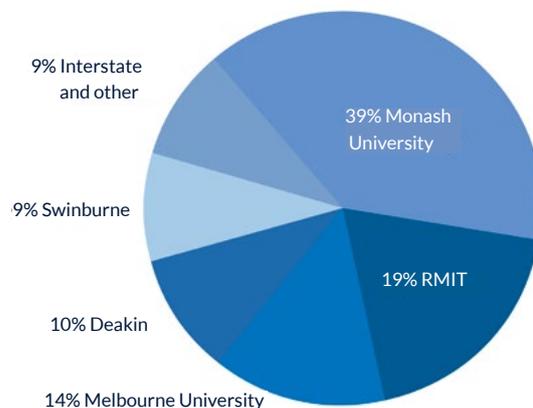
VCE duces were Rebecca O'Connell and Samuel Slykhuis with outstanding Australian Tertiary Admission Ranks (ATAR) of 99.35.

Combined VCE and IBDP results

- 39% of students gained an ATAR of 90 or above, placing them in the top 10% of the state
- 65% of students gained an ATAR of 80 or above, placing them in the top 20% of the state
- Median ATAR of 85.75

Tertiary destinations

Of the 2016 graduates who applied through VTAC, 97.8% gained a first round offer. The most popular courses were Commerce (23%), Health Sciences (14%), Arts (14%) and Science (11%). Many of our graduates successfully gained scholarships to support their tertiary studies at institutions including Monash University, Bond University, Swinburne University and Australian National University.



Introducing Our College Captains

Our 2017 College Captains are Philippa Huse and James Toogood.

Tell us a little about your time at St Leonard's College.

Philippa: My journey at St Leonard's College commenced in year 3. I have been lucky enough to be involved in a wide range of areas and this has allowed me to form some incredible memories. Being part of the Hillary Challenge team was definitely one of my favourite moments. We were encouraged to step out of our comfort zones and try new and challenging activities in such a contrasting way to what we were used to. I still look back at Hillary Challenge and remember it as a once in a life time opportunity.

James: I first came to St Leonard's in year 3. It is hard to narrow down my most memorable experiences, but the first to come to mind would have to be travelling to Vietnam for the Big Experience in year 9. It really put into perspective what was important in my life, and helped me to wake up and realise that not everyone has the same opportunities that I have been granted. Reflecting on it now, I believe that my time in Vietnam was the initial trigger of my epiphany that I wanted to partake in volunteer work overseas once I finish year 12.

What's your favourite part of life at St Leonard's College?

P: My favourite part of life at St Leonard's College is the cocurricular activities that I participate in. I love the camaraderie that forms in these activities, especially as so many of them stretch across a number of year levels. Success is always a bonus but just being part of a team and working together is very special as well.

J: I have a passion for music, especially guitar and vocals, and teachers such as Ms Parry, Mr Fletcher and Mr Whittingham have allowed me to find new areas of music which I can explore and try. The music school is the place in the College where I feel most at home. I also want to mention the debating department, because it was through programs such as these that I built my confidence of speaking in front of an audience. It also taught me how to observe different perspectives and think on my feet, which are all qualities of a good leader.

What makes St Leonard's College special?

P: St Leonard's College is so special because of the wide variety of opportunities that are offered. There are activities to suit everyone and the acceptance and friendships that are formed through these are remarkable. The wonderful support that we get from the teaching staff is also a very special part of life at St Leonard's. There is always guidance available whenever we feel the need.

One of the best parts of being College Captain would definitely be having the opportunity to make a positive change in the school community.

J: I believe the best answer for what makes St Leonard's special was given by one of our previous College Captains, Hamish McGowan. He said that regardless of who you are, what you stand for, your strengths, your interests, your religion or your background, St Leonard's will accept you. St Leonard's knows that everyone is unique, and it grants everyone the opportunity to express themselves without discrimination, and from experience I know this is very rare to come by in a school.

What does good leadership mean to you?

P: I believe that good leadership can be expressed in so many different ways and areas. To me, it relates to being approachable, thoughtful and dependable. I think these qualities are highly important in a leader, as they allow for relationships to form and a community to connect.

J: I don't see leadership as 'the role' or 'the badge', nor do I see it as being granted to the most talented person, because anyone can be a good leader. What I have come to realise is that regardless of skill, leadership is about being fully invested in whatever you are doing. When you are involving yourself, and people look

up to you, you are telling them that it is okay to get out of your comfort zone. I see a leader as someone who – regardless of their position – gives others the confidence and courage to challenge themselves, knowing that they will be supported every step of the way.

What is the best part of being College Captain?

P: One of the best parts of being College Captain would definitely be having the opportunity to make a positive change in the school community. As part of the Student Council, it is very rewarding to make a stand for something and be able to see action being taken. Aside from this, working with all different areas of the College and meeting so many new faces is also really special.

J: The best part of being College Captain for me is having this honour, knowing that I am trusted by not only my year level but by the College to lead the student cohort, listen to them, and help them in order that they have the best time possible at this College.

What is the hardest part of being College Captain?

P: One thing that will always be difficult is finding the right balance and staying organised and efficient. Although we all want to achieve as much as possible, sometimes we do have to turn away ideas or plans, which can make us feel that we are disappointing others around us. However, it is important to be realistic about our time and commitments and understand that not everything is possible.

J: I would say that it would be the constant responsibility of being a good role model, even on the hard days. Because of all the eyes that are on you,

especially the younger students who you may not know are looking up to you, it can never be okay to set a bad example. I was given great leaders to look up to, so it is the least I can do to give back to the College in return for what I have gained.

In your role as College Captain, do you have any particular goals or plans for 2017?

P: I would love to work with all different areas of the College this year. The Student Council firmly believes that an extremely important part of our leadership role is to be present and supportive in all activities and all disciplines. My goal for 2017 is to carry this through and emphasise this support and care across the College. This is especially important with our Indigenous and international programs and the welcoming of new students from outside our local area.

J: I believe that the goals and plans that I want to achieve cannot solely be done by myself. As Student Council, we want to make sure that all areas of the College are being cared for, which is why we have all split into groups within the Council to listen to what they have to say, and act on making life at St Leonard's as easy for them as possible.

In terms of what I want as a College Captain myself, if I were to look back at the end of this year, I would be proud of myself if I was able to continue to maintain the closeness in relationships in our cohort, ensuring that St Leonard's continues to be a place where bullying is prevented, and that students – whether it be from ELC 3, year 7 or year 12 – had a great year because of their time at St Leonard's.



Philippa Huse and James Toogood



The Role of Music Education

Elizabeth Furman, Director of Music - Education

The music program at St Leonard's College offers students a practical approach to learning. With close links between the classroom music program and the cocurricular program, students are always applying their skills in a real-life, practical way.

Why is music an important part of the curriculum? Recent technological developments have allowed neuroscientists to study the effects of music on the brain. The act of listening to music has been described as "creating fireworks" in the brain as it simultaneously processes rhythm, melody and harmony. Playing a musical instrument has been found to ignite the brain even further as it engages practically every part of the brain. Australian researcher Anita Collins has found that "playing music is the brain's equivalent of

a full body workout". The mental benefits of learning an instrument are enormous, and it has been found that it can enhance learning in a wide range of other academic areas. Countries with a strong focus on music education have been found to have higher scores in literacy and numeracy. With this in mind, our music program has a strong focus on playing and performing.

The music journey at St Leonard's College begins in ELC3, when the students begin a singing approach to music education. This continues through to year 4 and ensures that our students are developing their aural skills, singing skills and listening skills from a young age. These are skills that are valued right through to music subjects in year 12 and beyond.

At year 3 and year 4, all of our students learn either the violin, viola, cello or double bass. This hands-on approach has students learning to read music notation appropriate to their instrument and giving them an understanding of how to listen closely to pitch and play in tune – not to mention the development of coordination skills required to play an orchestral string instrument!

At year 5 and 6, the singing continues with choir classes, and the opportunities for learning an instrument are broadened. Our year 5 students embark on a two-year journey of learning an orchestral brass, woodwind, string or percussion instrument. Students learn in group classes and develop their ensemble playing skills as they come together in a band, string ensemble or vocal group. Many of our students enhance their music learning in the classroom by getting involved with the cocurricular music program, which includes a wide range of 40 choirs and ensembles.

The hands-on approach to learning continues in years 7 to 9, differentiating for students of varying musical abilities, and providing every student with the opportunity to learn first-hand the perseverance and self-discipline required for learning an instrument. With a regular practice routine and a growth mindset, all students have the opportunity to further develop their skills in music. By this stage, some of our year 7 students are highly skilled on their instrument. The curriculum and cocurricular programs come together as these students become members of the Concert Band or Philharmonic Orchestra, giving them a cross-age involvement in music. Many students also take on a music technology elective and learn to manipulate sounds and create their own arrangements, covers and compositions in the recording studio.

In the senior years, music continues to be a part of the curriculum. VCE Music Performance, VCE Music Investigation and IBDP Music are popular subjects at St Leonard's College. In recent years, there have been outstanding results by many of our students, including three students achieving perfect scores in their VCE music subject in 2015. Two of our 2016 students were selected to perform at the VCE Top Class, with one student being further selected to perform at Top Acts – a very high honour indeed!

Beyond year 12 many of our students continue their involvement in music. While some have moved onto study music at tertiary level, others ensure that they are involved in community music programs. The Hart Theatre Community Players or the Community Choir are just some of the ways our students continue to enjoy and further develop their music skills.

Self-confidence, self-discipline, physical coordination, enhanced memory function, perseverance and teamwork are some of the skills that can be developed through learning an instrument and being involved in a music program. All of our students have the opportunity to develop these important life skills through their music journey at St Leonard's College.

"I would teach children music, physics and philosophy; but more importantly music; for in the patterns of music and all the arts, are the keys to learning." – Plato

Self-confidence, self-discipline, physical coordination, enhanced memory function, perseverance and teamwork are some of the skills that can be developed through learning an instrument and being involved in a music program.

Global Citizen Scholarships

In 2016 we offered our first Global Citizen Scholarship to support a student who has recently immigrated to Melbourne with their family. In 2017, five students are completing their secondary studies at St Leonard's, supported by our Global Citizen Scholarships.

Amira Khouri (year 9) and Mustafa Ahmadi (year 10) are two of our Global Citizen Scholars, joining the College this year from Noble Park English Language Centre.

"My first term at St Leonard's was very good. My favourite subject is Maths and my favourite activities are volleyball and art," said Amira, who moved to Melbourne from Syria. "The best thing about being a student at St Leonard's is that I feel connected to others and learn in a very good education system, and the teachers are very helpful."

Mustafa, who immigrated with his family from Afghanistan, has also enjoyed a wonderful first term at St Leonard's. His favourite subjects are Science, English and Health, and he says the best thing about being a student at St Leonard's is that "the teaching method is different, it feels comfortable and motivates me to study."

For both Amira and Mustafa, receiving Global Citizen Scholarships to study at St Leonard's has changed their lives and opened up opportunities otherwise unavailable to them. Both students have lofty ambitions for the future. Amira would like to be a dentist after finishing year 12 and Mustafa has several

The best thing about being a student at St Leonard's is that I feel connected to others and learn in a very good education system, and the teachers are very helpful.



St Leonard's College Global Citizen Scholars: Mustafa Ahmadi (year 10) and Amira Khouri (year 9)

goals in mind. "I have so many things in my head. When I finish year 12 I want to be an engineer, nurse, builder or manager."

St Leonard's College is committed to continuing to extend opportunities to students such as Amira and Mustafa, and our other Global Citizen Scholarship recipients. We are delighted that we have been able to grow our scholarship program and welcome more students and their families into the College community.

We have a close relationship with Noble Park English Language Centre, with several of our senior students volunteering at the school each week. Through this connection, we have seen how truly life-changing the opportunities offered through our scholarship program can be. Without the support of a Global Citizen Scholarship, a St Leonard's education would be beyond reach for Amira and Mustafa.

"[The scholarship] has helped us in many ways because it is hard to get involved in such an education environment. We are a big family and it really helps us," said Mustafa.

The chance to attend St Leonard's has also been a great honour for Amira. "I felt so happy [when I found out about the scholarship] because I was going to a very good school and because my teacher chose me for that scholarship. I think after being educated in this school I could achieve a good result in year 12."

All of these scholarships have been made possible by the generosity of our community in supporting the work of the St Leonard's College Foundation. We hope to continue to grow our scholarship program and provide more life-changing opportunities.

"I am really thankful to all the staff of St Leonard's who gave me such a good opportunity in terms of my education," said Mustafa, "I felt so glad that I received the scholarship and I don't know how to share my feelings, I am so happy!"

For more information on how you can support our Global Citizen Scholarship program, please visit stleonards.vic.edu.au/giving

Opening of the Cornish Library

Lydia Holmes, Head of Library



On Monday 8 May 2017, our new Cornish Library was officially opened. It seems like only yesterday the concept for this reimagined space was being developed.

The Cornish Library staff feel very privileged to have been part of this project and look forward to using this space to continue to encourage our community, especially our younger members, to visit the library and immerse themselves in literature.

The Cornish library, whilst still updating and maintaining an e-presence through STL Link, is proud of the variety of print material we encourage our students to read. We have an excellent periodical range, daily newspapers, extensive and up to date non-fiction section and a fiction section with something for all our students and their interests. This year we are concentrating on enhancing the quality of our fiction collection and further curating appropriate and well-written novels.

We are enjoying watching the students making different spaces their own and have already witnessed a small group of students who love curling up with a book in our Picture Book Nook, the regular chess players have come home to a few tables in the non-fiction area, and our dedicated and patient readers who have found chairs and couches to curl up on and enjoy a good book.

The Cornish Library includes two quiet rooms for our year 11 and 12 students to enjoy a private study area, with library staff nearby to assist as necessary. This space is used extensively by our Sunday and school holiday staff who open the Cornish Library from 11.00am to 4.00pm on Sunday and 10.00am to 4.00pm during holidays, for the benefit of our senior students. This allows them greater access to study support over their final years of schooling and assists with their preparation for the next phase of their educational journey.

We are looking forward to more students availing themselves of the Cornish Library space as we are now open longer hours during term time: from 7.30am to 7.00pm on Monday to Thursday, and 7.30am to 4.00pm on Friday.

We look forward to welcoming our community into this wonderful space, where we encourage younger members to create great memories of their school library and older members of the community to reignite some of their fondest memories of libraries of their past.

We are looking forward to more students availing themselves of the Cornish Library space as we are now open longer hours during term time.

Building Resilience in the ELC

Liz Bawden, Director of ELC

“There is considerable evidence that supportive experiences in the first years of children’s lives are the most effective way to achieve positive, long-term outcomes for children and through them, for communities. Supporting and building resilience is the group of skills and qualities that lead people, including children, to be able to cope with difficulties in a positive way.”
(Early Childhood Australia- Research in Practice Series Volume 17 Number 4 2010)

The learning environment of the Early Learning Centre (ELC) promotes skills and attitudes to foster resilience in partnership with families. Our strong image of children acknowledges that all are capable and competent, and through secure, respectful and positive relationships grow in resilience to overcome challenges, gain confidence, and grow in their emotional wellbeing. It is essential to have adults around them – both at home and in their learning environment – who believe in their abilities, listen to their ideas and theories, and support them. Having high expectations challenges their thinking and abilities, so children develop the skills to recover from setbacks and gain the most from the learning experiences offered.

Our program fosters a strong sense of belonging for children and families by providing a consistent community of learners over the two-year program. It is a supportive environment in which to practise regulating emotions, gain confidence, become more independent, and have a deeper self-awareness. Parents and educators support the development of resilience by providing firm boundaries and expectations and creating a safe and secure environment.

Many experiences provided in the ELC encourage critical and creative thinking and problem solving skills. We encourage children to be risk takers in their learning. As children work collaboratively, often in small groups, they learn how to get along with others



and to compromise and listen to the perspectives of others. These skills help children to develop their social emotional skills, which enhance resilience enabling them to cope and flourish. “Those with higher resilience are more likely to thrive in learning.” (Bernard 2004)

Our strong pedagogy of play provides many opportunities for educators to guide children in appropriate conflict resolution and to manage when things don't go their way, such as in games, social play, waiting for their turn and learning to be part of a group and share. “Play is the most effective medium to promote social and emotional learning in younger children, providing a space for them to become more self aware, empathic and motivated as well as more able to manage feelings and develop and use social skills.” (Woolf, 2013)

**“Those with higher resilience are more likely to thrive in learning.”
(Bernard 2004)**

Mindfulness practice is embedded in the program every day. This promotes wellbeing and encourages positive relationships and resilience, helping children to be more attentive and engaged in their learning. Mindfulness helps children to calm their mind and body and to have stronger skills to approach any difficulties they may encounter.

Our strength-based approach builds on the capabilities, interests and ideas of the children. This was evident in the Artist in Residence program both ELC3 and ELC4 participated in. All children worked with two puppeteers learning the skills of puppetry. Each class wrote a story, created their own puppets and performed in the TC Woolhouse Theatre. Their confidence to perform at night in a theatre was a true testament to their resilience and capabilities. The educators and families enjoyed their performance with pride as the children demonstrated their joy and sense of achievement.

Bernard, B. (2004). *Resiliency: What we have learned*. San Francisco CA: WestEd

Woolf, A.M. (2013). *Social and Emotional Aspects of Learning: Teaching and learning or playing and becoming? Pastoral Care in Education: An International Journal of Personal, Social and Emotional Development*, 31(1), 28-42

DigiSTEM, Programming and Coding

Vaughan Anderson, Digital Technology Program Developer

The speed of change we are experiencing in virtually all aspects of society is unparalleled in human history. As we begin the Fourth Industrial Revolution, it is imperative that educators look ahead to ensure we prepare our students for their futures as best we can.

The World Economic Forum recently released *The Future of Jobs*, a report based on feedback from a total of 371 leading global employers, representing more than 13 million employees across nine broad industry sectors in 15 major developed and emerging economies and regional economic areas. This report highlighted that by 2020 there will be a 405,000 increase in jobs for people with computer and mathematical skills. The jobs being created will be



professions such as computer programmers, software developers and information security analysts.

From an educational standpoint, programming is not simply learning to code. It provides students with fantastic opportunities to think. According to *The Future of Jobs*, 36% of skills in demand in 2020 will be of the complex problem solving variety. The task of programming provides opportunities for complex



problem solving, computational thinking, instructional thinking and design thinking. Programmers are required to break problems up into their components and consider the priorities of a solution. These skills are not only transferrable to virtually all future jobs, but will be required in high demand positions.

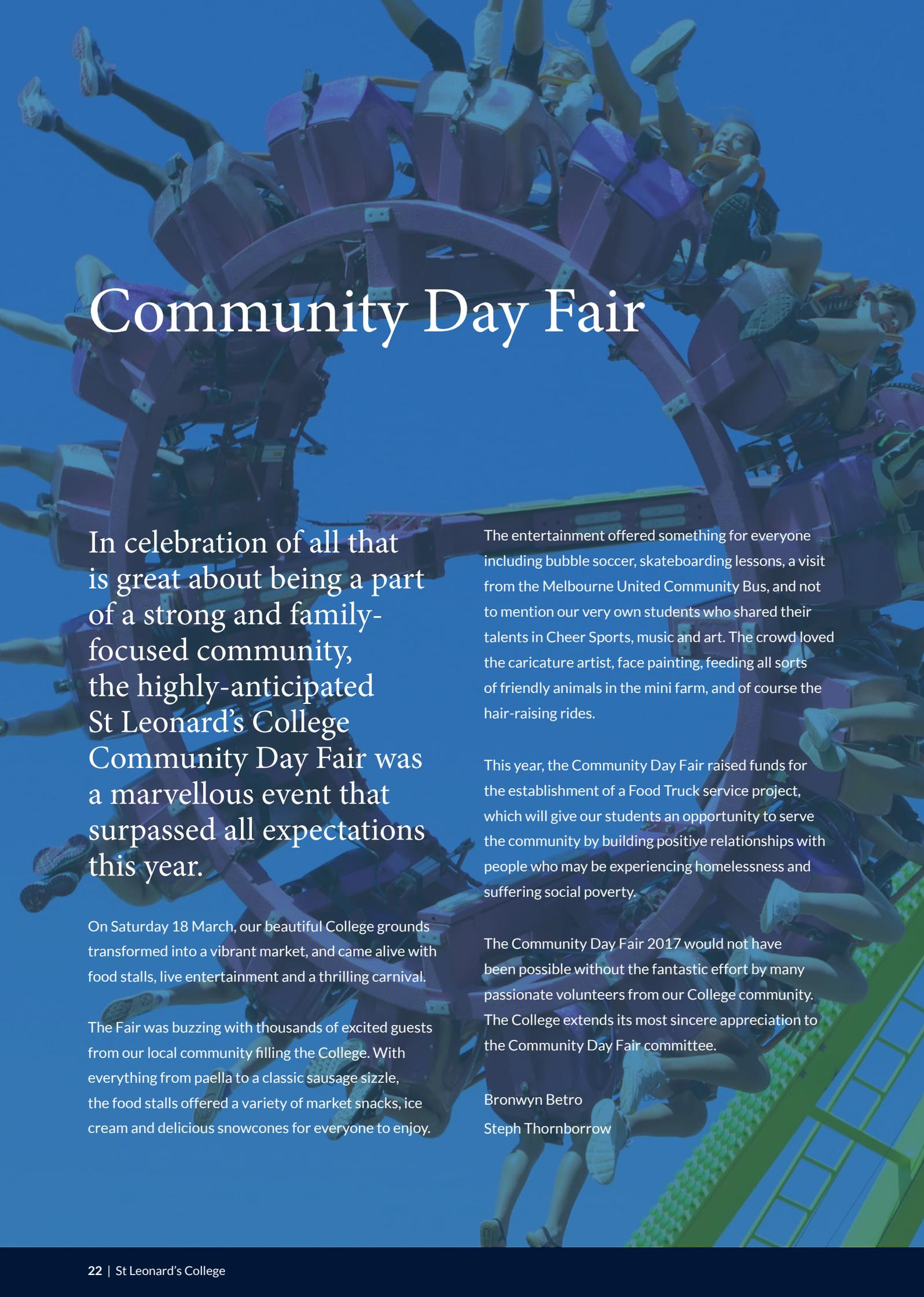
Furthermore, the thinking and application of tasks in the workforce are increasingly interdisciplinary in nature. In recognition of this, all students in years 5, 6 and 7 at St Leonard's College now undertake a new subject called DigiSTEM, which stands for Digital Technologies, Science, Technology, Engineering and Maths.

It is in DigiSTEM that we develop the building blocks of computational thinking and complex problem solving. Year 5 students complete a 'keyhole surgery training unit' that uses an electrical circuit and exposes them to computer programming; in year 6, students are working to develop and solve problems related to food shortages and transport; Year 7 students program a self-designed electronic pet with a Raspberry Pi, and investigate the correlation between hardware and software by developing interactive code.

Software developers analyse and design software and so do our students. We give them the chance to solve problems using the skill of coding. Year 8 Digital Technologies and year 9 Games Creation students are producing software for a particular audience. Year 10 Software Engineering students focus on the analysis and design of software, to solve potential coding problems.

This curricular offering has been enhanced by the development of our STEM Centre, opened in term 1 this year. This facility features 3D printers, inlaid robotics tracks, and computers with advanced coding software, and provides a dedicated space for students to build essential skills for the future.

Our students are actively thinking and understanding complex problems using a problem-solving mindset, and this is a skill that employers of the future will rely upon.



Community Day Fair

In celebration of all that is great about being a part of a strong and family-focused community, the highly-anticipated St Leonard's College Community Day Fair was a marvellous event that surpassed all expectations this year.

On Saturday 18 March, our beautiful College grounds transformed into a vibrant market, and came alive with food stalls, live entertainment and a thrilling carnival.

The Fair was buzzing with thousands of excited guests from our local community filling the College. With everything from paella to a classic sausage sizzle, the food stalls offered a variety of market snacks, ice cream and delicious snowcones for everyone to enjoy.

The entertainment offered something for everyone including bubble soccer, skateboarding lessons, a visit from the Melbourne United Community Bus, and not to mention our very own students who shared their talents in Cheer Sports, music and art. The crowd loved the caricature artist, face painting, feeding all sorts of friendly animals in the mini farm, and of course the hair-raising rides.

This year, the Community Day Fair raised funds for the establishment of a Food Truck service project, which will give our students an opportunity to serve the community by building positive relationships with people who may be experiencing homelessness and suffering social poverty.

The Community Day Fair 2017 would not have been possible without the fantastic effort by many passionate volunteers from our College community. The College extends its most sincere appreciation to the Community Day Fair committee.

Bronwyn Betro
Steph Thornborrow

Stuart Mitchell
Natalie Currie
Rebecca Wilson
Jen Neate
Nicole Haydon
Kristen Smehurst
Vanessa Loewy
David Eedle
Karen Lasky
Maree Ingram
Stacie Wong
Danielle Halak
Dawn Ross
Mary Ross
Jill Esplan
Emma Masterman
Aimee Page

St Leonard's College would like to thank everyone who was involved with this special event, and we look forward to welcoming everyone again to the next Community Day Fair in 2018.





St Leonard's College

FOUNDATION

Supporting an education for life

The Meaning of Giving

Jen Neate, Chair - St Leonard's College Foundation

I'm often asked what motivates me to be of service to my community. For me, it's easy.

As Gandhi so eloquently said "...when you see the good in people it becomes easier to motivate yourself to be of service to them. By being of service to other people, by giving them value you not only make their lives better. Over time you tend to get what you give. And the people you help may feel more inclined to help other people. And so you, together, create an upward spiral of positive change that grows and becomes stronger."

Growing up in Darwin pre-and post-Cyclone Tracy, I learnt at a young age the importance of community. Without the generosity of others, Darwin would not be the thriving city it is today.

Immediately following the cyclone, we had nothing but the pyjamas we had gone to bed in, but within days, clothes, blankets and basic necessities arrived by the plane load. I remember the emotion and gratitude

on my mother's face as we received our care parcel; I knew this meant so much to her. People who didn't know us, who lived far away, halted their Christmas celebrations to donate these things quickly so we could start to rebuild our lives. We see this generosity each time Mother Nature unleashes another natural disaster upon us.

Life in Darwin was tough during the rebuild but many stepped up, determined to rebuild our community, particularly the schools to return a sense of normality to the youngest Territorians. Their capacity to keep giving, even under the toughest of circumstances, resonated with me. It set me up for a life of wanting to help others in return for what others had done for us.

Forty plus years later, I am privileged to be part of the St Leonard's College Community. As Chair of the Foundation, I am fortunate to work with likeminded colleagues and meet many generous and giving people who know that education matters. Each generation enrolled at St Leonard's has had the privilege to benefit from the foresight and generosity of generations past, who, by giving, invested in the education and future of those young students.

There are many reasons and motivations for donating for the benefit of others. Some are moved to invest in the bricks and mortar of infrastructure, while some are inspired to give to others so they may learn.

When talking to a generous, long-time donor to the Foundation, we discussed why she chooses to support education and in particular, St Leonard's. She told me, "I believe in education. I want a better world. I want to make a difference to just one or two or three people. Some people can have everything and they don't do anything with it. By supporting young people's learning, it is saying I believe in them and that can make the difference."

To date, the Foundation has relied on the generosity of our community's Annual Giving donations to fund building projects and support our Global Citizen, Indigenous and Leonardian scholarships. We are proud to now have five Global Citizen scholars, three young ladies from the South Goulburn Island community of Warruwi, and a Leonardian scholar, not only learning at St Leonard's but making a positive contribution to College life.



Chair of College Council Nicki Amiel and Maddie Cornish (year 4) cutting the ribbon at the opening of the Cornish Library.

We have celebrated the opening of our Visual Arts Centre and, more recently, the Cornish Library, both outstanding facilities where students will learn, research, and creatively express themselves. We await with anticipation the completion of the Learning Futures project, and on the horizon the next exciting phase of facilities upgrades. Without the generous support of donors, the completion of these projects would not have been possible.

Last November, the Foundation launched our inaugural Golf Challenge to support our Global Citizen Scholarship program, proving to be enormously popular and successful. This event will be held again on Friday 10 November 2017. More recently, our Old Collegians from the Class of 1967 were inducted into the Harefield Club along with other members of our community who have been identified as making a significant contribution to the College. These events remind us of the importance of our alumni, past and present staff, and parents and all that they have contributed to the colour of the College mosaic.

In 2017, our Foundation seeks to strengthen our culture of philanthropy, ensuring the future prosperity of the College and the success of our students into the next 100 years and beyond. You will have recently received our Annual Giving brochure and we invite you to consider a gift to support the Foundation. All gifts to the Foundation, whether during a lifetime or through a bequest, support our vision to provide an education for life.

If you would like further information about the Foundation, I would be delighted to hear from you and I can be contacted via the Foundation office at foundation@stleonards.vic.edu.au



2017 Reunions

Class of 1967 - 50 Year Reunion

About 35 of us gathered in the Long Room for drinks and shared memories. So many memories came flooding back as we walked up those stairs into the beautiful Harefield. I still can't walk past Wool's office (first door on the left and now Stuart Davis has made it his) without a little "quake in my boots!".

Girls came from far and near: Queensland, Western Australia, South Australia, New South Wales, country Victoria and nearby suburbs. All of us were there to catch up, laugh and remember. We headed down to the Marjorie Menzies Hall for our induction into the Harefield Club, as well as some entertainment from very talented students.

The Class of 1967 was the last group to start at Were Street, and there were girls there who remembered that and the transition to South Road. What collective memories we shared!

The College may look different, buildings may look more modern, the outdoor swimming pool we had is gone (to be replaced by something bigger and better), St Leonard's is coeducational...but the spirit of the school, the heart and soul of the College, is still there and in great hands.

Thanks to St Leonard's for all you offered to us and all that we received from you.

Mary Adler née Munro (OC1967)



Class of 1972 - 45 year reunion

The class of 1972 holds a significant place in the history of our College, being the first year of boys graduating in year 12. As Old Collegians returned to Harefield and shared their memories of a progressive school moving to coeducation, there were many who enjoyed the invasion of boys into the College and many boys who were welcomed to a school that they felt immediately part of. For some, this was their first

ever reunion and a wonderful opportunity to reconnect with old friends. We were delighted to have the presence of Pauline Mundy and Wendy Addis. At this event we were also given the opportunity to celebrate another significant event, Wendy's 80th birthday!





Class of 1982 – 35 Year Reunion

In March this year, the Class of 1982 celebrated its 35 year reunion in the Long Room of Harefield House. To many, the Long Room held memories of year 10 Art classes, and it was amazing to see the transformation of the buildings and grounds since we last gathered. At the start of the evening, some current students took us on a tour around the new buildings which includes the Library being moved to the old staff room and the Middle School Office moved to our 6B classroom. The students were amazed that Mrs Newman and Mrs McMeekin were actually our teachers. The school museum in the old dining room held lots of memories as well, including our 'trendy' school uniform of 1974. But the highlight was seeing others from our year, who, besides a few laugh lines, have not aged at all.

Besides catching up on what has happened since 1982 with marriages, divorces, children, work and travel, we reminisced over fond memories of our school years such as great teachers, the year 10 hike and the first House Music Competition in our final year. Thank you to the school for the welcoming hospitality and wonderful venue for our reunion. If you came along, thanks for making it a great night, if you didn't we hope to see you in 2022!

Jo Burke (OC1982)

Milestones

Upcoming Reunion Dates

Class of 1977 – 40 year reunion

Friday 2 June 2017

Class of 1992 – 25 year reunion

Friday 16 June 2017

Class of 1997 – 20 year reunion

Friday 21 July 2017

Class of 1987 - 30 year reunion

Friday 4 August 2017

Class of 2002 – 15 year reunion

Friday 11 August 2017

Class of 2007 – 10 year reunion*

Friday 13 October 2017

Class of 2012 – 5 year reunion*

Friday 17 November 2017

***Please note:** the dates for the 5 and 10 year reunions have been changed since Save-the-Date mailout.

New York reunion**

Sunday 27 August 2017

London reunion**

Sunday 19 September 2017

****New York and London reunion**

If you are living or travelling in New York City or London and are interested in attending these reunions, please email alumni@stleonards.vic.edu.au

From 2019, all reunion invitations will be sent by email. To update your details and view all reunion photos, visit stleonardscollegians.org

Births

Elsie Kenney

Samantha Kenney, née Friend (OC 1995) and her husband Justin welcomed their third child, Elsie, on October 5 2016. A little sister for Finnegan and Beatrix.



In Memorium

Wendy Dowsett (OC1965)

Wendy passed away in February 2016.



Daniel Heimann (OC1987)

Danny passed away in May 2016, the victim of an inoperable brain tumour. He was 46 years of age. His closest friends were those he made at St Leonard's and they were a great comfort to him during the last six months of his life.

He was an amazing man, having lost his wife some years ago, also because of cancer, and having endured kidney dialysis and then ultimately a very successful kidney transplant. Through all this he made the most of his life, travelling extensively and playing cricket for Hampton United who honoured him with life membership. He played cricket for the Australian Transplant Team and was man of the match against India.

He will always be loved by his parents, Helen and Les, brother David (OC1991), sister-in-law Donna, and nephew Noah.

History of the Middle School Building

Barry Pemberton, Archivist

With the opening of the new Cornish Library following earlier upgrades to the ground level undercroft and Canteen, now is a good time for a look back over the history of the Middle School Building, or as it was originally planned, the new Senior School block of 20 classrooms.

After moving to South Road from the smaller site in Were Street at the end of 1954, the College grew considerably, adding boarders and advancing to Matriculation level – Form VI (year 12) – in 1957. New classrooms were clearly needed and the decision was taken by Council in 1958 to start construction of stage 1: four classrooms (near the eastern end of the present building) to be ready for the start of 1960. By the end of 1959, the College had already grown to 821 students. Stages 2 and 3 were announced in a Council News Bulletin in December 1962, to be completed for 1964 (the Jubilee year) and 1969 respectively.

While a shorter addition was made at the eastern end, stages 2 and 3 basically extended the building much further westwards almost to its present length. In 1993-94 it was considerably enlarged by the 'Middle School Infill' along its southern side, but until then what is now the central corridor ran along the front of the building overlooking the oval, with most of the classrooms to the northern side of it.

The very modern three-storeyed glass-fronted block must have been a striking contrast to the rest of the campus, which was still largely the Merton hospital and old Were Street buildings, and because it was planned to accommodate the senior scholars it followed the then equally modern approach of being fitted out with subject rooms for specialist teaching rather than ordinary classrooms.

When I joined the staff in April 1970 it was still the Senior School, but not long after this the College switched ends, creating the Middle School Building as we know it today. I remember there being specific rooms for English, History, Geography, Shorthand and Typing, and so on. Interestingly, Mrs Woolhouse's report in the 1960 Annual School Closing program notes the completion of the new block of four classrooms at the start of the year, and that making this the home of the Middle School was a very valuable experiment.

I'm told that the building stands on what was once the Harefield/Merton orchard. Further information is welcomed.



Looking westwards across Mirams roof and back lawn from the tower at the completion of stage 2, the first lengthening of the initial building. Next to the new wing at right are what was Mirams' car garage, and next to that the girls' amenities block. *Photo donated by Lindy Davies*



Before the infill. By 1969 stage 3 had been added to the far end, containing Science labs and Home Economics rooms. The extension at the near end is the 1972 staff centre. Note the verandah along the front of the undercroft and the driveway that continued around the oval.



Construction work on the Middle School infill 1993. The original glass front and lower verandah have been removed and the new curved frontage is being placed in position. *Photo by Peter Johnson*



Photograph taken by Peter Johnson from a painter's cherry-picker in 1973, the second year of coeducation. Glazed-in wooden staircase centre of photo, concrete playground pipes to right, Mirams before addition of second storey rear office, and Harefield before reinstatement of rear verandah.

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