



St Leonard's College

Network

The magazine of the St Leonard's College community





What it's like being an International Student

16



A Family Tradition



Contents



I am responsible for...	4
Farewell	7
Class of 2017 Results	8
Introducing our College Captains	9
College Council	13
What it's like being an International Student	16
Success for Jack!	17
Cocurricular Update	18
The Spirit of Giving	20
Annual Golf Challenge	22
Community Day Fair	24
Lennie's Van	25
2018 Reunions	26
A Family Tradition	28
A History of the St Leonard's Community Day Fair	30

I am responsible for...

Stuart Davis, Principal



Our College theme for 2018 ‘I am responsible for...’ is a cloze procedure activity which I hope will encourage all members of our community to consider their many and varied responsibilities.

As Principal, I am responsible for... creating an environment which will encourage the discovery of character, spirit and identity whilst engaging in the pursuit of wisdom. I remain of the view that the true purpose of education is to make us perfectly human as revealed in our College Vision: ‘An education for life.’

Author of *The Road to Character*, David Brooks, introduces us to what he refers to as the résumé virtues and the eulogy virtues. He describes résumé virtues as the skills and successes a person brings to the job market and which contribute to external success, while eulogy virtues are described as those talked about at funerals which reflect whether we have been kind, brave, honest and prepared to look beyond ourselves to consider the needs of others.

Whilst I believe eulogy virtues are more important than résumé virtues, it is increasingly more challenging to promote these in a society that is seeking a firmer metric of what constitutes a great school. Once it was about turning out well-rounded, kind, polite and happy people, but as Anthony Seldon, the former Master of Wellington College, England, wrote: “Exams have become a mania, a frenzy, an obsession. The tendency has become to validate a school, a child or a teacher only on their examination grades with the effect that children appear to be less content and teenagers more psychologically unsettled by being schooled on a ‘factory model’ leading mechanical, regimented, stressful lives, where there is no time to celebrate and enjoy.”

The examination validation arms race continues to accelerate with another potential round of curriculum reform with the Andrews Government announcing a review of the VCE. It will be interesting to understand the benefits of testing the literacy and numeracy levels of students on the eve of their departure from school education and to learn of the support structures and programs that will be made available to support them beyond school. Our young people are already among the most externally examined in the world and, in study after study, are recording increasing levels of anxiety and depression. These pressures are well documented: recreational drug use, exam anxiety, peer comparison, early sexualisation, information overload, loss of contact with nature, and the ubiquitous screen - phone, computer and TV - extending into sleepless nights.

Whilst I recognise the need to focus on the intellectual development of students, I remain unreservedly committed to their holistic development, this includes a focus on the development of their emotional intelligence and what are often patronisingly termed 'soft skills', those of creativity, teamwork, empathy, grit, resilience and honesty. The development of these skills and traits are necessary if we are to resolve the key issues challenging the world, but we must also ensure our youth understand the forces that will impact on the environment and on them individually and collectively.

Many of these challenges have been well documented and yet remain largely ignored. In 1995 Václav Hamel wrote in his seminal paper *Radical Renewal of Human Responsibility*, that many of the great problems we face have their origin in the fact that this global civilization, though in evidence everywhere, is no more than a thin veneer over the sum total of human awareness. Hamel's call is to replace this veneer with a deeper sense of responsibility "... for what transcends us: for the universe, for the earth, for nature, for life, and for reality."

Stephen Leahy reinforced the need for greater depth in humankind's responses in his 2011 paper *Data Shows All*

My strong belief has always been that, in my role as Principal, I am responsible for... creating an environment that will encourage the discovery of character, spirit and identity whilst engaging in the pursuit of wisdom.

of Earth's Systems in Rapid Decline. That "... protecting bits of nature here and there will not prevent humanity from losing our life support system. Even if areas dedicated to conserving plants, animals, and other species that provide Earth's life support system increased tenfold, it would not be enough without dealing with the big issues of the 21st century: population, overconsumption and inefficient resource use."

Nick Wigham's article *'The mass extinction event going unnoticed as the planet's biodiversity dwindles'* is one of a multitude that seek to further emphasise the dangers of a superficial - 'veneer' - awareness by revealing that the world has lost nearly 60 per cent of its animal populations since 1970 and the latest research reflects this trend getting worse.

Distilling these many real and significant imperatives and connecting them in a meaningful interdisciplinary curriculum is a key responsibility of all educationalists globally if we are to ensure that learning is relevant to societal need.

The OECD invites our young people to contemplate three key challenges for our rapidly changing world that require global debate:

1. **Environmental** - the depletion of natural resources which requires urgent action.
2. **Economic** – creation of new economic, social and institutional models that pursue better lives for all. Questions of how science will support development and enrich lives without crossing the barriers of what it means to be human.
3. **Social** - understanding of how global population growth, migration, urbanisation and increasing social and cultural diversity are reshaping countries and communities. How inequalities in living standards and life chances are widening, while conflict, instability and inertia, often intertwined with populist politics, are eroding trust and confidence in government itself, with an escalation in threats of war and terrorism.

The dilemma for schools is how to navigate the commercial imperative to chase firm marketable metrics in contrast to chasing outcomes that focus on developing skills and human qualities that benefit society more broadly. Schools also face the challenge of how best to develop leadership skills and a capacity to influence others in an increasingly complex global environment.

Bob Johansson in his book *Leaders Make The Future* offers some useful guidance when discussing leadership qualities in conjunction with the opportunities and threats that will exist in a future world characterised by VUCA – an acronym for Volatility, Uncertainty, Complexity and Ambiguity. Johansson reinforces that education should not merely provide a library but also a set of values, instincts and thinking habits. These will support our young leaders in the many and varied challenging contexts in which they might find themselves.

Our need to develop in them the tools and motivation to think outside the realm of self-interest is vital if individual people, communities and nations are to embrace the responsibility to act for the good of all humankind.

It is for this reason that we provide programs, experiences and associations that encourage exploration and develop learning through service as a pathway to creating responsible and accountable global citizens. Key experiential programs include Global and Leonardian Scholarships, Lennie's Van, the Big Experience and our responsibility for the capital and operational costs of running our schools in Bangladesh, among many others. We are continuing to develop our curriculum to ensure that the focus is not only on content but on developing curiosity, imagination, resilience and self-regulation. We seek to ensure our young learners respect and appreciate the ideas, perspectives and values of others; motivated by care and compassion about the well-being of the global community and the planet.

Václav Havel concluded his 1995 paper by stating that: *"I have been given to understand how small this world is and how it torments itself with countless things it need not torment itself with if people could find within themselves a little more courage, a little more hope, a little more responsibility and a little more understanding and love."*

I am captured by the reality that after more than two thousand years since the teachings of Socrates, we continue to articulate similar qualities as those declared by him as constituting the four pillars of character: Courage, Wisdom, Temperance and Justice.

I hope that many of you will respond to the invitation to consider all that you may be responsible for and how an early adoption of these might influence your eulogy - many years from now!

Farewell

At a time when there is a seismic shift in leadership with the retirement of our College Chair, Nicki Amiel, it is important that we pause to consider the character and identity of our College community and how it emerged and evolved to its modern form.

While no one person can ever be wholly responsible, there are those who can be considered as the architects and navigators, Leonardians who have ensured the retention and evolution of those essential character and identity traits which make our College unique.

Nicki Amiel has been both a significant architect and navigator throughout her time as a student, teacher, parent, President of the Alumni, Foundation member, Community Day Fair Coordinator, member of College Council and in recent years, Chair of College Council. Nicki's combined years of active association exceed 70 years – which I must emphasise is significantly more than her actual age!! She is a true Leonardian.

Nicki's retirement from the College Council after 18 years including four years as Chair has been in accordance with the new Council Constitution maximum period of tenure. This further reflects her absolute commitment to give all within her power to the College she loves – *Nulls Dies Sine Linea*. It is not surprising that under her leadership the College has enjoyed its strongest period of enrolments and waitlists, academic outcomes, social justice engagement and cocurricular success.



With a mantra throughout her tenure of “It is about the children”, it came as no surprise when Nicki and husband Mike became our first philanthropists to finance a Global Scholarship by covering the educational fees over four years of a deserving young man.

Nicki's remarkable contribution provides an enormous challenge as to how we might adequately acknowledge and show our appreciation. With her mantra in mind, we have determined to recognise her contribution in a manner that will continue to guide and influence current and future generations of St Leonard's students to be mindful of their global responsibilities to humankind and the planet. We will take our many programs, committees and interest groups which constitute our rich commitment to social justice issues and bring these together under a single umbrella called, *The Amiel Society*. The College has recently appointed a Head of Social Impact, Global Citizenship and Engagement to coordinate the remarkable energy and goodwill in our community to ensure it is channelled to best effect. The eminent social justice award to recognise student service in each of our schools will be named '*The Amiel Award*', to keep alive the character and identity that Nicki has so sensitively and humbly helped preserve.

From a personal perspective, I have learned much about leadership from observing and reflecting upon Nicki's actions. They are always acts that consider the best interests of our young people and they are always selfless. I am sure I speak on behalf of students, parents and teachers past, present and future, when I say thank you for a wonderful legacy.



IBDP Dux, Lena Scally-Leprevost with Proxime Accessits Charlotte Raberger and Jack Dougherty.



VCE Dux, Liam Baker with Proxime Accessit Emma Pearson, who received the Bruce Humphries Science Award in 2017.

Class of 2017 Results

St Leonard's College congratulates the Class of 2017 on their outstanding year 12 results.

International Baccalaureate Diploma Programme (IBDP) Results

- Lena Scally-Leprevost achieved a perfect score of 45/45 (ATAR 99.95) which placed her in the top 0.02% of IBDP graduates in the world
- The median IBDP ATAR of 95.90, placed 50% of students in the top 4.1% of students nationally
- 82% of students achieved an ATAR of 90.00 or above
- 100% of students achieved an ATAR of 80.00 or above

* IBDP students are provided with a national Australian Tertiary Admission Rank (ATAR)

Victorian Certificate of Education (VCE) Results

- Liam Baker, the VCE Dux, achieved an ATAR of 98.80
- The median VCE ATAR of 81.50 placed 50% of students in the top 18.5% of students nationally

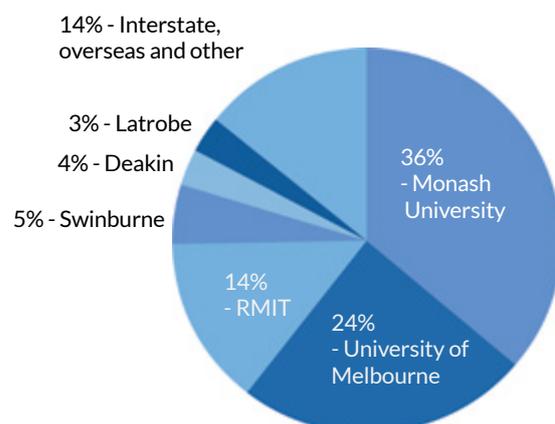
Combined IBDP and VCE results

- Median ATAR of 87.40

- 42% of students achieved an ATAR of 90.00 or above
- 70% of all students achieved an ATAR of 80.00 or more placing them in the top 20% nationally
- 35% of all study scores were greater than or equal to 40

Tertiary destinations

Of the 2017 graduates who applied through VTAC, 99.3% received a first round offer. The most popular courses were Commerce (26%), Science (18%), Arts (12%) and Design (10%). Some of our students will study at interstate and overseas universities, with graduates receiving offers from universities in New South Wales, Western Australia, South Australia, Queensland and internationally.



Introducing Our College Captains

Our 2018 College Captains are Chloe Chin and Alec Loschiavo.

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

Chloe: I was quite late into my high school experience as I joined the College at the start of year 9. I had seen *The Wizard of Oz* senior school musical and was astounded by the talent on stage. During my second visit to the College at Community Day Fair, I was given a glimpse into the lives of St Leonard's students and was amazed by the multitude of opportunities presented to them. My time at St Leonard's College has been filled with friendships that I cherish, teachers that inspire, and opportunities I have grasped.

Alec: My St Leonard's journey began when I joined the College at the start of year 5. Looking back over my time here, I've had the privilege of being involved in a plethora of activities allowing me to explore my interests and discover my true passions. If I had to choose one specific opportunity that has impacted me the most, it would have to be the Big Experience, when I was able to go to Vietnam in year 9. It showed me that the opportunities I have been given in life are not to be taken for granted and put into perspective what is important; these are lessons which I will remember for the rest of my life.

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

C: Ever since I was in primary school, I remember wishing to be a part of as many cocurricular clubs as possible in high school. I always wanted Hermione Granger's time turner in *Harry Potter* so I could attend two clubs that double up during the same period, as Hermione did in the film. Whilst I learnt quite quickly that perhaps my primary school dreams were unattainable, I am nonetheless grateful for the myriad of cocurricular opportunities that St Leonard's has offered me. The ability to meet like-minded students and build both brotherhoods and sisterhoods through similar interests has been a highlight of everyday life at the College.

A: St Leonard's offers a fantastic selection of opportunities across a wide range of interests and for me, this is the best part of life at the College. The freedom to choose and the support given by the school to be involved in whatever interested me is how I found many of the passions I now hold. One of these is my love for science, which I first discovered during year 7 through the school's various clubs and extracurricular programs. These really extended my understanding, gave me a thirst for more and are the reason I am now strongly considering a career in the field of science.

What makes St Leonard's College special?

C: To me personally, there are two aspects that differentiate St Leonard's College from other schools. First is the camaraderie within the community and secondly, the variety of educational opportunities. I am constantly astonished by the acceptance and support in this College, demonstrated by classmates to one another and by teachers to their students.

Something that amazed me during my first year at the College was the fact that we had past students rejoining the school. Many people don't think much of this and perhaps take it for granted but the fact that a student can leave the school and decide to turn back in a moment of realisation and gratitude is a true indicator to me that this College has something really special.

A: Coming from a small and sheltered primary school, I was overwhelmed at first by the vast campus and seemingly endless number of students. As a result of the incredible culture and community, I was welcomed into a community that allowed me to make a seamless transition and gave me somewhere that I could feel at home and be myself. The St Leonard's environment is

“A good leader is one that leads by example. At its core this entails having the same expectations of oneself as they have of others.”

one that fosters a welcoming attitude and encourages acceptance for anyone and everyone.

What does good leadership mean to you?

C: A good leader is one that leads by example. At its core this entails having the same expectations of oneself as they have of others. To be thoughtful towards one's community, to be encouraging and enthusiastic, and to be willing to follow as well as to lead. A good leader can take initiative and motivate others, as well as being able to step back and learn from others whilst valuing the vastness of opinions and ideas presented to them.

A: Good leadership to me is more than just the ability to make decisions or set goals. I believe that a good leader needs to be an equally capable listener. Anyone can do it if they are willing to put in the effort and if they truly care. The other key component is having an approachable nature where students can feel confident to raise their concerns and this in turn helps people to be active members of the community to which they belong. In my opinion, the combination of these things makes the perfect recipe for good leadership.

What is the best part of being College Captain?

C: Being College Captain has enabled me to become a catalyst in implementing positive change. The best part of being College Captain is this ability to stand for an issue, voice the students' opinions, and then witness the actions implemented to resolve matters and further develop the College. I also enjoy meeting students from every year level and learning something from their perspectives.

“I believe that a good leader needs to be an equally capable listener. Anyone can do it if they are willing to put in the effort and if they truly care.”



“The best part of being College Captain is this ability to stand for an issue, voice the students’ opinions, and then witness the actions implemented to resolve matters and develop the College.”

A: The best thing about being College Captain is the new connections I have been able to form. The role has given me the chance to open myself up to a large audience of people who I will get to work alongside and be involved with. Knowing that people feel comfortable to come up to me to chat or ask a question is a great feeling. I’m also grateful for having the opportunity to be a point of contact for people who may need reassurance and to be able to give something back to the community that has helped me reach where I am today.

What is the hardest part of being College Captain?

C: Inevitably, going through year 12 is like walking on a tightrope, whilst simultaneously trying to juggle the various bowling pins of education, hobbies and fitness, as well as a social life. Perhaps the hardest part of being College Captain is the addition of the 'leadership' bowling pin to my tightrope act. I am still

learning how to prioritise my commitments and remain flexible.

A: I suppose the hardest part of being College Captain is the constant responsibility to be a good role model and to meet expectations. We all have days where things just aren't panning out the way we would like and it's at times like these where it is the most crucial to maintain that positive example, especially knowing that the younger students are looking up to you.

In your role as College Captain, do you have any particular goals or plans for 2018?

C: My goal for 2018 is help to maintain our positive learning environment for students, where individuality is valued and fostered and differences are reconcilable. I would also like to assist in the cultivation of even more opportunities for students, particularly in the form of social justice. Creating school events to raise awareness for causes is within my duties as College Captain, and ultimately I hope that by the end of this year I will have made a positive difference to our community.

A: As College Captain, my primary goal is to serve as a voice for my peers and set a positive example for them. If I can look back on my time as College Captain at the end of the year and see that I have been able to perform this seemingly simple but crucial aspect, then I will consider my goal achieved.

Looking at the bigger picture, my ultimate goal is for everyone at the College to have the most enjoyable and beneficial year they could possibly have. If I can contribute to each individual achieving this - even by the smallest of percentages - it will have been a wonderfully successful year.



College Council

Nicki Amiel, Former Chair St Leonard's College Council

The College Council is the governing body of the College, which oversees and maintains the long-term success of the College as a provider of the highest standard of education.

This includes appointing and supporting the Principal of the College. We were delighted to renew Stuart Davis's contract in 2017. Stuart is an outstanding leader who has shaped St Leonard's as the brilliant school it is today, and is taking us, with extraordinary vision, into an exciting future.

In 2017 we engaged a consultant and completed a regular external review of our strong governance processes. As a board of directors we are responsible for the strategic vision, risk management, OHS and compliance and ensuring that the correct systems of internal control are in place to prudently manage the finances of the College. St Leonard's College is a not for profit organisation: all money goes into the operations or development of the College.

As part of our continuous improvement of facilities, we have completed our Learning Futures Project, which has created a Library and Year 9 Centre, being

used initially by our Year 12s, along with an upgrade of our Drama and Theatre facilities. We are also enhancing other parts of the College, including the Junior School and parts of Harefield House. Over the last few years we have been planning our Inspiring Innovations project, which will include the Leonardian Centre and a new section for the Senior School, as well as an Agora.

We are grateful to all our staff, including our Teachers, Counsellors, Chaplains, Health Care, Coaches, Tutors, Administration, Catering, Property and Maintenance teams. They work hard to create a safe and positive experience for our students, to allow them to shine. Our students have continued to flourish as young people and achieve outstanding results in academic, sporting and cocurricular areas.

We have a strong community. We enjoy a positive partnership with our students' families. We appreciate our many supportive groups, such as the International Friends, Community Day Fair Committee, Community Choir and sports clubs, as well as donations from local businesses for our Community Day Fair and Bangladesh Dinner. Lennie's Van is connecting us with the local community. We have been grateful for the generous response in giving to our Global and Indigenous Scholarships, Building Fund and Annual Giving, or sponsorship of our inaugural Golf Day. We encourage you to consider supporting these appeals, launched by our Foundation.

Membership College Council

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

Potential directors may indicate their interest to the Council either directly or in response to a call for expressions of interest. Alternatively, they may be approached directly by the Succession Committee of the Council. Further information about the role of the Council is available on the College website.

We have recently welcomed two new members of Council, Melissa Marcus and Alistair Jack.

We would like to acknowledge three recently retired members of Council who made a significant contribution to St Leonard's over many years through their hard work, commitment and passion for the College:



Traci Crampton
BA (Economics)

College Council 2005 - 2017

Traci relocated to Melbourne with her family in 1997 from the United States and has been involved with St Leonard's College ever since.

Traci is married to Tom. Both of their sons (Alexander OC2008 and Tate OC2011) attended the College and their daughter, Tori, graduated in 2016.

Traci has thirteen years of experience in commercial banking in the United States and currently works for Trusted Impact Pty Ltd and Elite Executive Services.

Traci joined the Council in 2005 and was a member of the Finance, Audit and Compliance, and Succession Planning committees and Master Planning and Risk Management working parties.



Howard Bishop
B Juris, LLB, Grad Dip Ind and Emp Rel
College Council 2008 – February 2018

Howard is a past President of the Parents' Association (2005 - 2007) and a committee member (2002 - 2007).

Howard joined the Council in 2008 and was a member of the Finance, Audit and Compliance, and Building and Property Committees.

Howard was a solicitor for four years and after returning from extended overseas travel his career focused on human resources and industrial relations.

Howard's wife Linda (OC1970) and their sons (Sam OC2004 and James OC2007) attended the College.



Nicki Amiel
BA, Dip Ed (Primary), M Ed Studies
College Council 2000 – April 2018

Nicki attended St Leonard's College from 1967 to 1979. She is also a past staff member, having taught at St Leonard's from 1984 to 1991.

Nicki is married to Mike and together they sponsor one of our global scholars. Their three children (Lucy OC2012, Natalie OC2014, Toby OC2017) have been students at St Leonard's.

Nicki is a past President of the St Leonard's Old Collegians Association (2005 - 2011) and committee member (2000 - 2012). Nicki joined the College Council in 2000, serving on various committees and working parties of Council including Foundation, Chair's Committee, Building and Property, Succession, Anti-Bullying, Master Planning, Risk Management and Strategic Planning. She was Vice Chair of Council (2006 - 2014) and Chair of Council (August 2014 - April 2018).

Nicki is a business owner and has a background in education, being a former primary teacher and curriculum director.

What is it like being an international student?

Amilie Phan, Year 9

To be an international student at St Leonard's College is wonderful.

Sometimes it is difficult for me as there are too many new words to learn but I don't have to worry too much as there are always lots of my local and international friends and teachers who are ready to help me. When I don't understand something, I can go to them for help at any time.

Why did I choose St Leonard's College? Well, there are lots of reasons: it's big, it's beautiful, it's near the beach and the uniform looks great. The major reason was when I first came to visit the school, I looked at the students in the classes and I felt that they are really enjoying what they were doing and I thought that I want to be like this, I want to be at a school that I find enjoyable. Since getting into the College, I know that my decision was the right one.

St Leonard's is so different from my school in my home country. From the way we go to class, to the teaching styles and study techniques. In Vietnam, we all study



the same subjects and Art or Music are unnecessary, however at St Leonard's we have elective subjects and because I'm an international student, I can choose two of them!

The way of teaching here is special. We don't have to write and accept everything the teacher says like in Vietnam. We are encouraged to debate and discuss with our teachers. I love this way of teaching! One day after I finished my History lesson, I got out of the class and suddenly I felt happy and lucky because I was here to study.

My favourite part of being a member of St Leonard's College community is that I always have support. On Harmony Day, I was singing and, although I wasn't happy with my performance, after I finished my song, everyone around me, both those who are and who are not my friends were all clapping and cheering. This made me feel so warm and happy, I was supported.

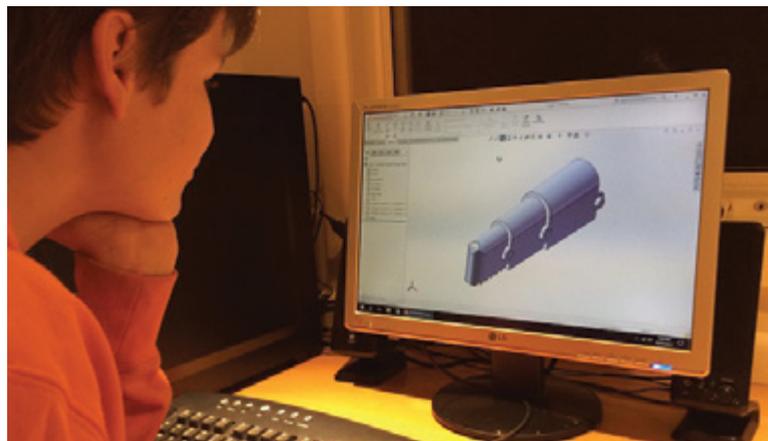
I am now a homestay student and I'm enjoying that too. Being away from my parents is hard but it feels better when I have people who are waiting for me at home and asking me questions about my day. My homestay family has three little boys which is so different from my house because I'm the only child. For the last two months, I've finally become used to the noise every night and kind of enjoy it. Our homestay family do everything together, we eat together, go shopping together, prepare lunch together... My family make me feel like I'm a real family member and that this is a place where I belong.

Success for Jack!

Late last year, Jack Chapman (then in year 8) was awarded third place in the Engineering section of Australia's most prestigious school science and engineering awards, the BHP Billiton Foundation Science and Engineering Awards.

Jack's invention, the Electroduino-Mechanical Bionic Hand (EMBH) was one of 12,000 entries and aims to provide an inexpensive, reliable and effective substitute for a human hand for use in situations where there is the need for the dexterity provided by a human hand but there is a danger to human life. The EMBH's primary goal is to reduce injury and loss of life in unsafe work environments, such as in factories processing dangerous chemicals or in the removal of landmines.

As a part of his prize, Jack is one of the six finalists who have been offered the opportunity to travel to



the United States to represent the awards at the Intel International Science and Engineering Fair.

The College is extremely proud of Jack's accomplishments and hope that this experience will inspire him and his peers to continue thinking innovatively and creatively!

To learn more about the EMBH visit tenplay.com.au/channel-eleven/scope/season-4/episode-46



Cocurricular Update

Jason Shulman, Director of Cocurriculum

Four in a row

Congratulations to our swimmers who, in winning the 2018 ACS Swimming Championships, have led the College to claim a fourth successive ACS title.

With a team of more than 50, Abbey Kearney and Liam Murphy went on to break multiple ACS records and at the completion of the carnival, we placed first in the Boys' Aggregate and equal first in the Girls' Aggregate. Our first placing is testament to the hard work and commitment shown by all of the students and coaches throughout the year.

2018 ACS Summer Sports Success

The ACS summer sport season was once again over in a blink of an eye. Under the tutelage of a wonderful team of coaches, premierships were won by our 1sts and 2nds Mixed Touch teams. The College was also successful in qualifying for the Grand Final in 1sts Girls Volleyball, 3rds and 4ths Boys Basketball, and

1sts and 2nds Boys Softball. While the opposition teams were just too strong on the day, many thanks go to the efforts of our senior sport students who trained hard, travelled far and competed strongly in representing the College.

House eSports

The hotly contested House eSports Championships have seen our students in years 5, 6 and 7 competing for Mario Kart glory, Rocker League supremacy and FIFA domination.

The staggering breadth of House activities at the College caters for all interests with the House eSports providing students with opportunities to compete whilst sharing their interest in gaming.

Future Hockey Stars

Late last year, Lachlan Paice (Year 8) and Dominique Blatherwick (Year 9) earned selection for Victoria in the under 13 Australian Hockey Championships which

were held in Perth. During the championships, the boys' team went on to win the championships with the girls' team winning silver.

This was the second year in which Lachlan and Dominique have represented Victoria, with Lachlan being named as Captain for the boys' team and Dominique a member of the leadership group for the girls' team.

At the time of writing, Lachlan Paice, Nick Fitzgerald and Dominique Blatherwick are representing Victoria in the Under 15 Australian Hockey Championships in Wollongong. We wish them all the best as they strive for gold.



Triathlon Glory

Greeted by unwelcoming and choppy conditions, our intrepid team of triathletes braved the waters off Elwood Beach to compete in the 2018 Victorian Schools Triathlon Championships.

Congratulations to Scarlett Meadows, Riley Wollen, Ben Crofts, Tom Boylan, Pavel Kuznetsov, Charlie McSwain, Ben Wells, Pip Kennett, Bella Cameron, Laura Rikard-Bell, Ethan Liberman, Jack Olivier, Josh Griffith, Toby Linnegan, Dan Hutton, Luke Allen, Tom Boylan, Eloise Morris, Zoe Morris, Ned Gray, Ben Harding, James Chadwick and Daniel Osborn who represented the College. In winning the coeducational schools aggregate, third in the boys' aggregate, and wins in the girls' team event and the intermediate teams event, our students displayed both outstanding fortitude and wonderful sportsmanship.

Trampolining Success

Late last year, Lia Sterns (year 9) travelled to New Zealand to represent Australia in the Junior Trampoline Team. Lia made the finals in individual trampoline,

synchronized trampoline and double mini trampoline. Lia finished with silver medals in two events. It was an unforgettable experience to represent the green and gold and Lia is now training hard for qualification for the 2018 Australian Championships.

Our Young Entrepreneurs

Congratulations to Thomas Plant Chaney, Jackson Redgrove, Taine Manojlovic and Ewan McRobinson on winning the 2017 Victorian Rookie Enterprise of the Year award.

These budding young entrepreneurs worked hard on planning, budgeting, marketing and running their innovative card game called Bitbuddies across the College as part of the NAB \$20 Boss Competition.

Introduced by the Commerce Department, the program sparked the creativity, innovative thinking and entrepreneurial skills of our students whilst giving those involved the expertise to build a small business from the ground.



St Leonard's College

FOUNDATION

Supporting an education for life

The Spirit of Giving

Jen Neate, Chair - St Leonard's College Foundation

Philanthropy is a 'love of humanity' - caring, nourishing, developing and enhancing what it is to be human for both the benefactor and the beneficiary.

St Leonard's College enjoys a close and connected community and this was most evident recently at the much-loved Community Day Fair. The energy and engagement of this vibrant crowd of friends and families coming together to volunteer and enjoy the day was wonderful to experience.

The recent addition of Lennie's Van to the College's social justice program has been warmly embraced by our community and is a true representation of humanity. The idea of our students providing a service for and engaging with those who are food vulnerable within Bayside, has struck a chord; we are a community who cares for others. Our students are learning what it means to give to others, to help without expecting anything in return. But there is a return and that is the wonderful sense of worth one

feels when one help others. Philanthropy provides that same feeling from knowing we're helping to make a difference to someone else's life.

Since its establishment in 2014, the Foundation has met numerous philanthropic families who have gone above and beyond by making a financial contribution to the College. These philanthropists have all wanted to give so that children, other than their own, can receive the education and opportunities that would not be otherwise attainable.

After reading in 2016 of the generous donation by the Amiel family to fund the first Global Citizen Scholarship, Michael and Jane Rikard-Bell thought about how they too could similarly support a student. They approached the Foundation to see if there were other like-minded families who might join with them to fund another scholarship. We shared with them that through Annual Giving, donations to the Global Citizen Scholarship had been received but more was needed before the next could be offered. Mike and Jane were delighted that their contribution could bring this to fruition.

"We're coming to the end of our St Leonard's journey with our youngest due to finish next year. Looking back, we're grateful for the breadth of experiences and



challenges offered to our daughters but we're acutely conscious that these opportunities are available to so few. The Global Citizen Scholarship caught our eye, not just from a social justice perspective but also as a way of broadening the St Leonard's community. We're thrilled to be helping fund another Global Scholar and encourage others to join in," said Mike.

The College is grateful to those within our community, like the Rikard-Bell family, who choose to make a financial gift to St Leonard's. As we launch this year's Annual Giving, we appreciate the many families who contribute and so allow the Foundation to assist the College, not only with the scholarship program, but also to support buildings and facilities. Importantly, the College does not receive funding for buildings and infrastructure from either State or Federal Government. Our history of building works and continuous development of the College has only been achieved by our community pulling together.

“...we're grateful for the breadth of experiences and challenges offered to our daughters but acutely conscious that these opportunities are available to so few.”

We acknowledge that we all receive many requests for financial support. We hope that the connection or bond you have with St Leonard's College will allow you to consider supporting this year's Annual Giving when your invitation arrives accompanying this publication.

We encourage your involvement and together we will support St Leonard's to continue to offer extraordinary opportunities for all its students today and in the future.



Annual Golf Challenge

The Foundation is delighted with the support received for the second annual Golf Challenge.

Hosted by the wonderful team at Spring Valley Golf Club, the 2017 Golf Challenge was blessed with perfect golfing weather and an ever-enthusiastic playing group.

After a pre-tee-off briefing, twenty-six teams dispersed across the course for a shotgun start of Ambrose golf meaning those of all abilities had a fair chance of winning.

In addition to fun, the Challenge's aim is to raise funds to support the College's Global Citizen Scholarship Program; a program that succeeds as a result of the support of our committed and loyal sponsors and avid golfers.



This year Spirit Telecom, Melbourne's fastest internet provider, signed on as major sponsor and we were humbled to have had 14 of our inaugural hole sponsors partner with us again this year continuing their support of an education for a deserving young person. We were also delighted to welcome Kieser Sandringham to our sponsor family as well as the Class



**Eric Peng
(OC2015)**

A St Leonard's scholarship recipient, Eric continues to pay it forward by sponsoring a hole in the Golf Challenge with his business, EP Group, noting the life changing opportunity a scholarship provided for him to be able to remain at St Leonard's for his senior school education. Eric started EP while still studying at St Leonard's, providing photography and DJ packages for parties. His business has now expanded to cover a wide variety of events and commercial services for both private clients and some of Australia's largest brands. Recently Eric and his family volunteered as a homestay family for the College's International Homestay network opening their home to allow two students to experience all Eric enjoyed at the College.

of 2017 who together, donated the funds to sponsor a hole in their name.

In addition, ten generous companies donated goods and services which were raffled at the event dinner resulting in some very happy winners. We are proud to announce an outstanding result of over \$40,000.

Congratulations to Geoff Humphreys, Brendan Warner, David Coghill and Arthur Stack who were winners on the day. Thank you to all our players, sponsors and donors for making the 2017 Golf Challenge a success.

The 2018 Golf Challenge will be held on Friday 16 November 2018.

THANK YOU TO OUR SPONSORS

- MAJOR SPONSOR -



- HOLE SPONSORS -



- DONORS -

Black Rock Travel

Peter Sheppard

Bolle Australia

Prahran Hotel

E & S Trading Moorabbin

Lindenderry at Red Hill

Ego Pharmaceuticals

Soul Pilates

Maravending

Unigear

Pan Pacific Melbourne



Community Day Fair

With funds raised being used to support the activity of Lennie's Van, featured in the accompanying story, this year's Community Day Fair on Saturday 17 March 2018 was another outstanding success.

Throughout the day, students entertained the crowd with a vast array of brilliant musical, theatrical, creative arts and aesthetic sport performances and, of course, the House Olympics was a colourful spectacle.

With the event's history chronicled later in this publication, it is clear that in addition to being one of the highlights of the College's calendar, the Community Day Fair continues to be a true reflection of the strength and vibrancy of our wonderful community.

The success of the event is directly attributable to the multitude of passionate and supportive parents who donate freely of their time and skills to make this



amazing day possible. The College extends its most sincere appreciation to the wonderful Community Day Fair committee whose generosity and commitment ensured the Fair's success.

Fair Convenor - Steph Thornborrow

Fair Administrator - Bronwyn Betro

Rides and Entertainment Convenor - Aimee Page, Emma Masterman, Narelle Dominquez

Food Convenors - David Eedle, Karen Lasky, Stacie Wong, Maree Ingram

Non Food Convenors - Stephanie Benedict, Heidi Ehle

Volunteers Convenor - Mary Ross

Operations Convenor - Vanessa Loewy, Sue Emsley

Ticketing - Rebecca Wilson

Marketing - Natalie Currie

Silent Auction - Jen Neate, Catherine Walton, Sylvie Schwarz

Lennie's Van

Nicole Haydon, Community Projects Coordinator



It has been a wonderful start to the year for the Lennie's Van team.

The eagerness of our year 10 and 11 students to volunteer their time to help support members of our local community has been truly heart-warming. As we know, the College's strong sense of community helps to encourage our young people to positively impact on the lives of others. This ethos sees our students being educated about the importance of respecting, supporting and caring for others. They are challenged to actively participate not just in fundraising but to be socially active and contribute their time and talents to worthy causes. The Lennie's Van program provides opportunities for students to understand that helping others is not just a mandate from their teachers, but a lifelong mindset.

Through the provision of nutritious food, Lennie's Van aims to provide a respectful environment for students and staff to engage with members of the local community who have been identified as food vulnerable and who are often at a social and economic disadvantage. Breakfast services run during government school term times at which our students prepare and cook breakfast, pack and unpack the van, encourage and assist school age children with the preparation of nutritious school lunches, all whilst interacting with the patrons.

We also enjoy attending several community engagement 'BBQ Party' events throughout the year.

These events are run through Bayside City Council in conjunction with Connect Health, Rotary, Victoria Police and other services that support the community and are another opportunity for our students to interact with children through playing games and reading. Patrons are also welcome to sample baked goods which are lovingly prepared by our parent community.

Term 2 will see the commencement of a monthly lunch service intended for adults. Nicknamed 'Soups and Sweets', the sweets are baked by year 8 Food Technology students and these lunches provide a venue for social interaction for residents which help to reduce the feeling of social isolation reported by many.

Still in its relative infancy, Lennie's Van has been steadily increasing its patronage and reputation. The Lennie's Van program is funded by the proceeds of the Community Day Fair and is also supported by local businesses including The Leaf Store, Pezzo Di Pane Bakery and Chefs Choice Meats who provide supplies for the services. Where possible, we ask that members of our school community support the businesses that support us.

Whilst there have been many firsts and exciting moments for the Lennie's Van team, the highlight has been the engagement and expression of genuine goodwill from our students and staff who, through volunteering, have put into action the words of former United States President, John F Kennedy, "One person can make a difference and everybody should try". We look forward to sharing more of Lennie's adventures with our school community into the future.



2018 Reunions

Class of 1973, 45 year reunion

On a balmy Friday in March, more than 30 Old Collegians attended their 45 year reunion in Harefield House. We were greeted by the 2018 School Captain and then taken on a viewing of the latest building additions to the school. We were all staggered and impressed by the extent to which the school has grown and developed.

After the tour we had a wonderful catch-up time with old friends who came from as far as Miami (USA), Tasmania, Queensland, the country and the Peninsula, as well as with the Melbourne locals.

Photos were taken on the verandah with recounting of stories and memories, “the Book Shop was through that window”, the boarders who were there remembered that they actually had their “Year 12 dorm room” inside where we



were standing. Grateful thanks must go to Karen Johns and her husband who hosted an after party in their home where even more stories and good times were shared and enjoyed.

Much water has flowed under the 1973 bridge and I think that everyone who was present on the night will cherish our time together and look forward to our 50 year reunion in 2023!

Patrice Jenkins (OC1973)



Class of 1969

Members of the Class of 1969 had an amazing time recently staying at Hotel Pelops in Ancient Olympia, Greece, owned and managed by OC Susanna Spiliopoulou (Sue Blake-Lane) and her husband Theo. She generously shared her Greek life with us for four days and we were able to experience the history and wonderful sights of Olympia and surrounds.

Cathy Senn (OC1973)



Class of 2013, 5 year reunion

For many in the Class of 2013, this is the first time returning to the College since their last day in year 12. While the connections remain with each other - albeit mainly through social media - there is nothing like reconnecting at the College where friendships first began.

The past 5 years have seen many significant physical changes to the College, which were viewed by all with amazement. It was wonderful to hear the stories of travel, study and employment of our past students, venturing into the world, following their passions and growing as young adults.

We look forward to seeing you all return for the 10 year reunion.

Upcoming Reunion Dates

Class of 1978 – 40 year reunion
Friday 25 May

Class of 1993 – 25 year reunion
Friday 15 June

Class of 1998 – 20 year reunion
Friday 20 July

Class of 1988 – 30 year reunion
Friday 3 August

Class of 2003 – 15 year reunion
Friday 24 August

Class of 2008 – 10 year reunion
Friday 12 October

Class of 1983 – 35 year reunion
Friday 9 November

Annual Golf Challenge
Friday 16 November

Effective as of 2019 all communication regarding reunions will be sent by electronic mail. To view all reunion photos, milestone events and to update your contact details visit: stleonardscollegians.org

A Family Tradition

Bron Davis, Alumni Relations Manager

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

We were the first Victorian school to offer the dual academic pathways of VCE and the International Baccalaureate Diploma Programme, and generations of Leonardians have enjoyed and thrived on the wonderfully diverse opportunities on offer in the performing arts, music, sport, social justice and other cocurricular pursuits. Most importantly, our College community has worked tirelessly to provide these opportunities in an unrivaled atmosphere of love and commitment to developing the whole child.

We are proud to have just under 200 current second generation students who have followed in the footsteps of one or both parents. Of these, eleven current students are also third generation Leonardians with a grandparent having also attended the College. Our Old Collegians are valued members of our community and we look forward to welcoming many more generations of Leonardians.

If you are considering a St Leonard's College education for your children, we encourage you to register your interest sooner rather than later to avoid disappointment. While our Old Collegian families receive a waitlist priority where a parent has attended, St Leonard's College remains the 'school of choice' in Bayside with significant and ongoing interest in enrolment from families in our local and wider community.

College Tours 2018

Thursday 31 May

Wednesday 20 June

Wednesday 25 July

Saturday 11 August

Tuesday 21 August

Thursday 6 September

Saturday 27 October

Wednesday 14 November

Tuesday 27 November

Visit stleonards.vic.edu.au to book a tour and complete an application for enrolment.





A History of St Leonard's Community Day Fair

Barry Pemberton, Archivist

'How long have we had Community Day?' I have been asked...

While it has had various names, it appears that the first event at South Road was held in 1955, although it may have been held even earlier when the College was in Were Street. Regardless, there has been some great entertainment over the years: sky divers, pipe bands, cafes, music, dance, sports, abseiling, double decker buses, camels, fire engines, a stage coach, magicians, jugglers, rides in 'Arthur' the 1950s Rolls Royce, and more. And who can forget Mr Cornish's legendary arrivals by helicopter, steam car or as a knight in armour on horseback?

Guided by early notices home and lapel badges from within our archives, we know that the first fair held at South Road was in 1955 and that Community Day is the direct descendant of events with other titles including Family Day. In 1972, it was entitled 'Community Sunday' and by 1976 it was named the 'Community Day' or 'Annual Community Day'. As noted in *The Leonardian*, there were also Social Service fetes between 1960 and 1964.

Initially the St Leonard's Presbyterian Girls' College Fair was held in October every second year, and in 1955 and 1957 the fair raised over £4000 to provide 'improved sporting facilities, seats, shelter sheds, gymnasium equipment, kindergarten play equipment and library books'.

There were some impressive attractions in the early days. A copy of the 1961 Fair program advertises the chance to win a helicopter flight over Melbourne, and the opportunity to meet and chat to television personalities Corinne Kerby and

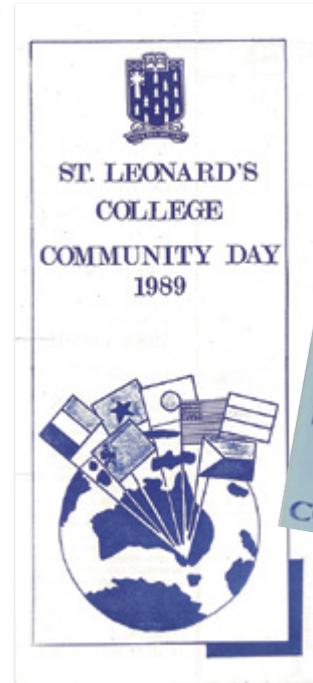


Evie Hayes (some readers might remember these two ladies from black and white TV), plus continuous 'casual dancing', a band, stalls, clowns, prizes, and food and drinks.

The first annual Family Day was held in 1965, when over two thousand people attended. The morning's activities starting with the 'Championship Sports' from 9.30am – a practice that continued for some years.

Some of the event's flavour of the early years may be gained from the following information about Family Day in 1966. To obtain a ticket the procedure was outlined in a letter to parents as follows: 'Please fill it in [the attached form], enclose it with \$1 in an unsealed envelope which bears the name and form of your eldest daughter (or son) on the outside. The eldest daughter will place this envelope in a box at the top of the Study Steps no later than Friday, 30th September'. . . . 'with the evidence of the way in which people enjoyed themselves on that occasion [last year], we are confident that the Study Mailbox will need many clearances.' How formal and beautifully written!

As well as the more standard rides and stalls, over the years Community Day has included some of the more vintage



forms of entertainment including 'flat races, children's novelty races, ladies' rolling pin throwing, a doll competition, the coconut shy and a 'Bounce Ball' competition.' Quoting from the letter again, 'Bounce Ball is a strenuous game that can loosely be described as volley-ball on a double trampoline'. On this date, the Haileybury College Pipe Band performed between 12.00pm and 1.00pm, and families were encouraged to bring a rug for the picnic lunch.

Community Day has marked several moments of significance including the placement of the time capsule in 1974, dedication of the Memorial Tower Windows in 1979, laying of the Foundation Stone for the Kevin Wood Centre in 1979, the opening of the then Patterson River campus in 1987, and the opening of the Middle School Infill in 1994. For a number of years too, the service of installation of the Senate - the equivalent of today's Student Council - was held on that day and whilst generally held at South Road, Community Day was held at the Patterson River campus in 1986, '87 and '89.

Information before 1955 is a bit hazy. In amongst our Were Street files are photographs of scenes of students in casual dress and costumes, crowd scenes that include parents,



and a visit from 'Parer' the magician. Exactly what those occasions were is not recorded, and any clarification from readers would be most welcome. Finally, the official school history book *Head, Heart and Soul* tells us that in term 3 of 1945 two fetes were held in aid of the school's library and that £30 was raised between them. We are lucky enough to have the accompanying poster for one of them, kindly donated by Janice Heath and Kent-Hughes in 2007.

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