St Leonard's College
An education for life.

Network

The magazine of the St Leonard's College community

ACS Swimming Champions
2015, 2016, 2017, 2018, 2019

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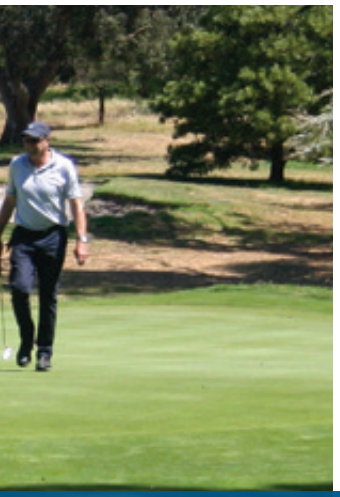
April 2019

Introducing our College Captains 10

18

Annual Golf Challenge



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Cultivating Environmental Virtue

Stuart Davis, Principal

Earth provides enough to satisfy every person's needs, but not every person's greed.
- Mahatma Gandhi

Whilst I am hopeful that Gandhi's statement was founded on strong scientific evidence, my personal ignorance in relation to the language of climate science and the most challenging environmental issues leaves me without the foundations to challenge or validate his statement in a meaningful manner, which is irresponsible.

Confucius declared that the calling of things by their proper name is the beginning of wisdom, and it is evident that wisdom is not only lacking in educators such as myself, but in organisational and political leadership across the world. Paul Hawken, in his book *Drawdown*, informs us that the term 'global warming' was coined by geochemist Wallace Broeker in 1975 and relates to the surface temperature of the earth, which is common knowledge. He also informs us that climate change refers to the many changes that will occur with increases in temperature and greenhouse gases, which is where I suspect my real ignorance becomes evident. I have yet to develop a comprehensive understanding of the multitude of forces that both positively and adversely impact on the many different forms of life and determine which, of the multiplicity of solutions offered, will best sustain and enrich our world.

In sharing our 2019 College theme - *Cultivating Environmental Virtue* - I seek to offer an invitation to our community to develop a deeper understanding of environmental issues and thereby influence our thoughts and our actions. The term 'Cultivating' is intended to reinforce that it is not about thrusting ideas upon others, but about sowing seeds that will germinate and grow to maturity.

The Scottish poet Samuel Smiles, captured this approach in his wonderful verse:

Sow a thought, and you reap an act;

Sow an act, and you reap a habit;

Sow a habit, and you reap a character;

Sow a character, and you reap a destiny.

As a learning community, the notion of sowing a thought to reap a destiny must remain our raison d'être.

As with so many issues, my inspiration to challenge my thoughts and actions emerges from my responsibility and affection for the wonderful young people I am privileged to help nurture and prepare for the world beyond school. As an educator I am in strong agreement with John Wood, the founder of Room to Read, in the belief that: "World change starts with educated children". If we are to realise our College Vision – 'An education for life' - we must each develop the capabilities to transmit the wisdom of how to inhabit a world and a limited environment with wisdom, with respect and with virtue.

How people view the environment has changed over the centuries and modern day environmentalists would most certainly challenge Aristotle's assumptions that "Plants are created for the sake of animals, and animals for the sake of men", considering them to be out of touch. The same would not be true of his concept of eudaimonia, which means happiness, human flourishing and the living of a beautiful life, as this would align perfectly with a modern day focus on sustainable practices. This conceptual approach aligns with Virtue Ethics which identifies the quest to develop deep understanding and to live a life of moral character. Aristotle believed that we acquire virtue through practising qualities such as courage, integrity, justice and temperance and he believed that by refining virtuous habits, people will likely make the right choice when faced with ethical challenges. I believe we would all benefit from asking ourselves more regularly what place ethics have in our daily lives, and thereby developing a clearer understanding of how our actions impact on the environment.

The spiritual gift will only be understood if we nurture the capacity to transcend self-interest and live with a positive purpose.

Those who hold religious and faith beliefs will see the world as a gift from God, which challenges us to pass on this gift, both material and spiritual, so our children can live well and, in the fullness of time, be able to gift it to their children. The spiritual gift will only be understood if we nurture the capacity to transcend self-interest and live with a positive purpose. This will require us to develop in them the tools and the motivation to think outside of the realm of self-interest that limits the actions of individual people, individual communities and individual nations. Only in this way can our young people embrace their responsibility to act for the good of all humankind and all life.

I suspect that if our very youngest students in ELC and the PYP were asked to engage in a conversation on the environment and consider the big question "What kind of world do you want to leave to your children?" they would, as great minds balanced by great values are apt to do, reveal a multitude of simple responses.

We want a world:

- that's free of pollution,
- where everyone has access to clean water,
- with quality healthcare,
- where food supplies are secure,
- where all life is supported and protected against extinction,
- where people have learned sustainable methods of agriculture and development.

The strengthening voice of world youth movements through social media and actions such as climate change strikes, reveals a real determination to attack the ignorance, apathy and self-interest demonstrated by local and national governments in Australia and around the world. If our young people are to offer alternative ideas to leadership we must develop in them a stronger understanding of the science of climate change, which is inspired by global consciousness and equipped with the moral fortitude to engage in ethical practices. Given their remarkable emotional intelligence, I believe that the wellbeing of our young Leonardians will be enhanced by engaging them more deeply in determining the important actions that will improve the world in which they live.

Effecting change in an arena where the most powerful countries are the largest pollutants and whose actions are driven by political and economic self-interest will be difficult. Bringing to life those elements of landmark policies and agreements such as the Kyoto Protocol and Paris Agreement will be daunting and require great optimism, but this is often true of the most important challenges. It will require the development of 'global citizenship' skills that will enable them to operate effectively in an increasingly complex and diverse world, with a premium on collaboration and interdisciplinary work, a capacity to consider multiple perspectives on shared problems, all whilst moving across language and cultural boundaries. An understanding of the role that emerging and sophisticated technologies can play will also be critical.

It is evident that we must change the way we relate to the environment if we are to change the way we treat it. I believe our College community is mutable, which requires us to invest in education and infrastructure to bring comprehensive behavioural change. These investments will assist us to embrace our shared responsibility to develop a deeper understanding and awareness of how we might live ethically as true global citizens who can think beyond our local and national identity and interests.

In her book, *Lost Lake*, Sarah Addison insightfully shared the provocation "You can't change where you came from, but you can change where you go from here."

I would like this provocation to balance our perspective as we contemplate our theme: *Cultivating Environmental Virtue*. Many of our current and former practices may not have reflected environmental virtue, but our focus is on the future and effecting the changes that will result in us all demonstrating greater ethical virtue. This calls us to focus on the positive actions that have already begun and the many more that will follow. I look forward to sharing our 'evolution' in the next edition of Network.

To finish, a fun story that reflects my awareness of my own potential hypocrisy.

Mother: "Mahatma, please tell my little boy to stop eating sugar."
Gandhi: "Come back in three days."
Three days later…
Gandhi: "Stop eating sugar!"
Mother: "But why was it necessary for us to return after three days. Couldn't you have told my boy to stop eating sugar when we first visited?"
Gandhi: "I could not tell him then because three days ago I was also eating sugar."

Academic Excellence

St Leonard's College is extremely proud of the Class of 2018 on achieving an outstanding set of results across both the International Baccalaureate Diploma Programme (IBDP) and the Victorian Certificate of Education (VCE)*. In 2018, 35% of our senior students chose to study the IBDP as their pathway to national and international universities and our combined results reaffirm our position as Bayside's leading independent school and as one of the highest performing schools in Victoria.

Combined IBDP and VCE Results

- Median ATAR of 90.5.
- 52% of students achieved an ATAR of 90.00 or above placing them in the top 10% nationally.
- 71% of students achieved an ATAR of 80.00 or more placing them in the top 20% nationally.
- 85% of students achieved an ATAR of 70.00 or more placing them in the top 30% nationally.

International Baccalaureate Diploma Programme Results

- Oscar To; the IBDP Dux achieved a perfect score of 45/45 (ATAR 99.95) placing him equal best of all IBDP graduates in the world.
- Joshua Cherubino; the IBDP Proxime Accessit, achieved a score of 44/45 (ATAR 99.85) placing him in the top 1% of IBDP graduates in the world.
- Academic accolades also go to Lucy Callahan, Sonia Clements and Thomas Galloway for achieving a score of 43/45 (ATAR 99.70). This score is on par with our VCE Dux result.
- Median ATAR of 95.75, placing 50% of students in the top 4.25% of students nationally.
- 85% of students achieved an ATAR of 90.00 or above.
- 96% of students achieved an ATAR of 80.00 or above.
- 100% of students achieved an ATAR of 70.00 or above.

Victorian Certificate of Education Results

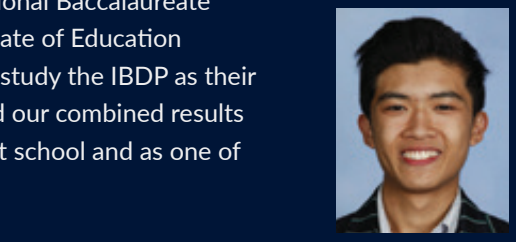
- Emily Dare; the VCE Dux, achieved an ATAR of 99.70.
- Chloe Chin; the Proxime Accessit, achieved an ATAR of 99.65.
- Median ATAR of 83.7, placing 50% of students in the top 16.3% of students nationally.
- 20.1% of all subject study scores were 40 or above.

University Destinations

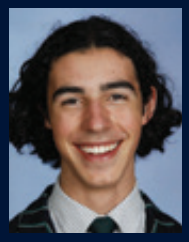
The most popular courses were Commerce (33%) and Science (20%), followed by Engineering (11%), Arts (10%), Medicine and Health Science (9%), Law (7%) and Design (7%).

*Students at St Leonard's College choose either the VCE or the IBDP with both pathways providing Year 12 graduates with an Australian Tertiary Admissions Rank (ATAR).

IBDP



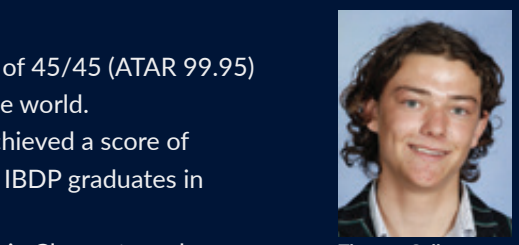
College Dux, Oscar To
45/45 (ATAR 99.95)



Proxime Accessit, Joshua Cherubino
44/45 (ATAR 99.85)

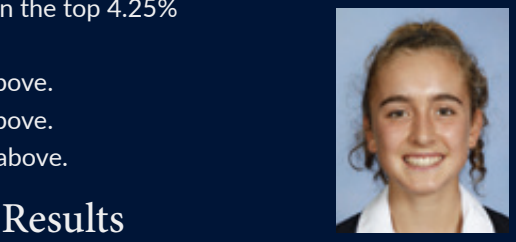
Lucy Callahan
43/45 (ATAR 99.70)

Sonia Clements
43/45 (ATAR 99.70)



Thomas Galloway
43/45 (ATAR 99.70)

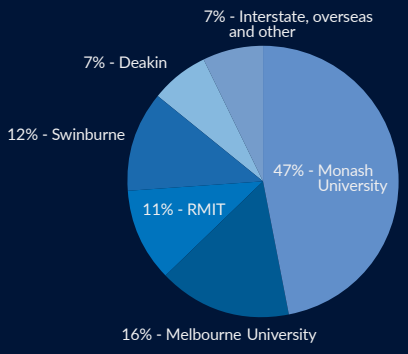
VCE



VCE Dux, Emily Dare
ATAR 99.70

Proxime Accessit, Chloe Chin
ATAR 99.65

University Destinations



College Council

Jen Neate, Chair, St Leonard's College Council

The commencement of 2019 heralds the much awaited creation of the long-planned Leonardian Performing Arts Centre, Senior School and Agora.

Throughout the duration of construction, the College's pioneering progress will be visible and impressive.

This exciting and innovative project is part of the College Council's Master Plan to provide the infrastructure to support our vision 'An education for life' - and to facilitate the best educational opportunities for our students. It is an ambitious and achievable plan to ensure St Leonard's College boasts inspirational facilities for student-centred learning.

The Master Plan has already delivered significant refurbishment and construction projects across the College in the past 5 years – the newly constructed VAC, the refurbished TCW Theatre, Library, Learning Futures Centre and the redeveloped Harefield House administrative offices.

While these projects were underway, Council planned the next stage of development. The Enhancement Project would allow for refurbishment and development in the Junior School and the relocation of the College reception to its rightful place at the entrance of the College. Now completed, the new Junior School STEM Laboratory, Library and reading nooks are light, colourful and creative spaces already providing joy to our young students, and our Preps have a new world of adventure in their recently completed playground.

The Inspiring Innovations project is certainly the most ambitious of these recent projects and the result of years of planning by Council, Management and the Executive team. Its importance now and for the future cannot be understated. The College, with the support of the Foundation, seeks your support of our major capital campaign to be launched on 29 April, culminating in our official community annual giving day being Thursday 9 May. We encourage our Old Collegians, families and friends of the College to engage in what will be a dynamic and impactful campaign.

The Master Plan is but one of the responsibilities of Council whose role is to provide strategic guidance to the College and to effectively oversee and review

Featured left: Back row: Alistair Jack, Kate Eriksson, Paul Gower (Vice), Cameron Frazer (Chair of Building and Property Committee), Ken Lark (Chair of the Succession and Board Development Committee), Steve Evans, Penny Burns (Chair of the Finance, Risk, Audit, Compliance Committee). Front row: Melissa Marcus, Kim Visek-Johnson, Jen Neate (Chair, Chair of the Foundation), Darryl Inns.

College management. Council is responsible for the setting of strategic goals consistent with the vision, values and mission statement of the College. We support our Principal, Mr Stuart Davis and his executive team and staff to continue to offer all the elements of 'An education for life'.

The Council's overarching duty is to ensure the highest standards of corporate governance prevail in all aspects of the College's operation, from strategic planning to daily activities, and to oversee and maintain the long-term viability of the College as a provider of the highest standard of coeducational primary and secondary education.

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.

Candidates for the Council are selected according to criteria including their particular professional expertise and experience, the current mix of skills already available from current members, their interest in the overall long-term development of the College and their personal involvement with 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 and Board Development 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, Darryl Inns and Stephen Evans.

Darryl Inns FCPA, FCSA, GAICD, BBus (Accounting)

Darryl is a Chief Financial Officer with experience in corporate governance and strategy having worked with publicly listed companies for over 14 years. Darryl joined Council in June 2018 and is a member of the Finance, Risk, Audit and Compliance Committee. He and his wife, Melinda, have two children at the College.

Stephen Evans BCom, CA

Stephen is a Fund Manager specialising in Australian small companies and brings expertise in accounting, financial analysis and risk management to the Board. Stephen is an Old Collegian and he and his wife, Kylie, have four sons at the College. Stephen joined Council in August 2018 and is a member of the Finance, Risk, Audit and Compliance Committee.

Vale Rodney Glover

On behalf of the Council and the entire St Leonard's College community, I would like to acknowledge the sad passing of Rodney Glover in October 2018, and extend our sincere condolences to Rod's loving wife Gail, their children Claire and Christopher, and their grandchildren.

Rod was a St Leonard's Collegian and a dedicated parent, devoting 28 years of outstanding service as a member of the College Council from 1987 to 2015. Throughout his many years of service, Rod's generosity extended to his time, knowledge, his own physical labour and his steadfast commitment to the progress of the College.

Rod demonstrated an in depth understanding and appreciation of the College's values and vision, coining the term "Leonardianism" to describe and preserve our unique identity and character. A true Leonardian, Rod was a man of unwavering integrity. He was courageous, kind, wise and fair.

We are profoundly grateful to Rod for his immeasurable contribution to St Leonard's College.

Image: Rodney Glover College Council photo, 2005

Introducing our College Captains

Gabriel Stripp and Helene Zhang

What do you love most about life at St Leonard's College?

Gabriel: I have always loved how St Leonard's has something for everyone. Every member of our community can get involved in whatever their individual passion or interests may be. This is something that is quite special as not many other schools are able to offer the diversity of activities that the College does. For me personally, being able to get involved in debating, swimming, fundraising for charities and the music program have been amongst my highlights at this school over the past five years. I believe that being able to get involved in whatever passion a person may have strengthens our culture, which is something I also love and am very passionate about.

Helene: Ever since I was a little girl, I was daring and adventurous; I enjoyed being presented with new challenges, solving problems and expressing my creativity in every form of work I completed. St Leonard's College has provided me with endless opportunities and the freedom to explore, discover and pursue my interests. My teachers have been a significant part of this journey, giving me the support and belief to allow me to reach my dreams and realise my potential. Along the way, I have also been able to form incredible friendships; whether it be from creating music, shedding blood, sweat and tears in the high country or competing in national competitions.

What does 'an education for life' mean to you personally?

Gabriel: 'An education for life' in my opinion, is gained not only within the traditional classroom where students "rote learn" in order to nurture knowledge and expertise in a particular field, but also through workshops and study groups that help enhance teamwork skills. We are living in a modern era where the composition of workplaces is increasingly shifting to have a focus on teamwork and group collaboration, and the skills of communication, teamwork and empathy are a must in this new dynamic. That is why I am a firm believer that schools have a role in nurturing students for the future work environment, and one that I believe St Leonard's provides.

Helene: 'An education for life' is about providing the fundamental foundations for a journey of lifelong learning. It involves nurturing students so that they have the knowledge and the skills to tackle the future and become the leaders of the next generation. I believe that St Leonard's College constantly provides diverse opportunities in allowing us to grow and achieve our ambitions as individuals. We are able to develop valuable skillsets and attributes required to thrive in the increasingly complex and ambiguous world beyond year 12, whilst maturing with the mindset of a global citizen.

What inspires you as an individual?

Gabriel: I am motivated by my desire for success and happiness, which for me isn't necessarily just about getting high academic results, rather being able to understand topics and apply the concepts learned in the classrooms to real-life situations. I am always keen to know what is going on in the world we live in and I am frequently checking the latest news to see what is occurring. The stories of success and happiness of people in all sorts of career fields inspire me to be the best person that I can be.

Helene: I am inspired by the limitless potential that our future holds. I love the thought that after year 12, we will be embarking on a new journey and navigating our own way through life. It is the excitement about the possible innovations that we will be a part of, being on the forefront of new discoveries, the jobs that still don't exist, which inspire me to build the necessary foundations every day, so that I am prepared for what the future holds. Seeing the amazing journeys of past Collegians also motivates me to keep believing and pursuing my dreams.

What traits do you believe are most important in a leader?

Gabriel: This is one of those questions where I believe the answer is that there isn't really an answer. In the modern era, there isn't a "textbook" leader. Anyone can be a leader, whether in a formal position such as mine, or a team leader in a group project, a motivational leader for peers and friends, or even just someone who organises a social gathering with friends. What a leader should be able to do is create and clearly present a profile of themselves, the qualities they have and how they can relate to and work with other people in a team.

Helene: I believe that a leader should be courageous, honest, have a sense of responsibility, and the capability to take initiative and motivate others. Leadership is an action – it is about leading by example and converting visions into a reality. I think leaders should be determined and curious; whilst being able to listen and consider perspectives of those around them. It is about having a flexible and open mindset, keeping a positive overview and dispersing an enthusiastic energy to those around them.

What are you most looking forward to in your role as College Captain?

Gabriel: So much! There is always something going on at St Leonard's and I can't wait to play a special part in the activities within the College. I am however especially looking forward to getting to know some people outside of my friendship group and the year level. So for any students (or indeed parents!) who are reading this and see me around in the future, please feel free to come up and introduce yourself. I would love to hear from all of you.

Helene: I am excited to inspire and motivate younger students to follow their dreams, take action with their beliefs, paving pathways for improvement into the future of the College and being a role model for the year levels below. I am looking forward to connecting with people from all walks of the College community – including those of the Junior School, all the way into year 12, and becoming involved in a wide variety of different opportunities around the College.

What is the most challenging aspect of being College Captain?

Gabriel: The balance between this position, my academic commitments and my social life. The demands of being in VCE mean that time management is crucial, let alone the added pressures of this position, while maintaining a life beyond St Leonard's, with extracurricular and social activities. I would definitely recommend to younger students to set up consistent study routines as early as possible and get into the habit of managing your time as effectively as possible. Trust me, it makes a difference.

Helene: Year 12 is a fireworks display – a celebration of the end of a chapter, full of unpredictability, chaos, excitement and the unexpected. I think the greatest challenge being College Captain will be realising my limits and learning that it is okay to say 'no' sometimes, even if that can be difficult for a person like me. I think it will be a learning experience about how to create the perfect fireworks display, with a balance between academic achievement, fitness, music, social life and leadership, whilst making a difference and leaving behind a legacy within the College community.

What are your goals as College Captain?

Gabriel: Primarily, Helene's and my number one aim is to be able to make an impact on the community and for us to be able to, at the end of this year, look back and be proud of the accomplishments that we have made. Our awesome "Inspiring Innovations" project will have some short term challenges during construction (although completely outweighed by the long term positive benefits to the College) and it is our job to be an advocate for the students who are affected by this in order to smooth out any issues. The College has already been very welcoming and adaptive to any challenges presented, and we greatly appreciate their ongoing support. This advocacy will extend to many other issues, and Helene and I are determined to play a positive role.

Helene: As College Captain, I aspire to create a greater sense of connectedness in an increasingly culturally diverse College community. I hope that every student's individuality continues to be valued and we can unite as a whole to be inspired by our differences, forming a unique College culture. Part of my goal is also being able to voice the ideas of my peers and convert these into proposed actions, rather than seeing possibilities and opportunities fly by without being noticed. And I aim to lead the way to see a greater number of students involve themselves with activities around the school.

Junior School Enhancement Project

The new Junior School learning environments have been carefully designed to engage our enthusiastic young people in ways that support student learning and literacy.

The St Leonard's College Junior School enhancement project included the conversion of the underutilised courtyard into a double height STEM laboratory with a glazed roof, delivering two new year 2 classrooms, creating an open and inviting new library, the enhancement of the Prep playground, and the creation of new offices and Reception at the front South Road entrance thereby ensuring all visitor registration occurs at the ideal location, assuring our student safety.

The relocation and expansion of the library with purpose-built study nooks and books throughout the

The new library location, design and layout encourages students to browse and borrow as they pass through it to enter other areas of the Junior School.

STEM room

corridors, along with dedicated open reading spaces, optimises this learning environment and supports student growth. The new library features a dedicated amphitheatre for teaching, ensuring our students are engaged and encouraged in dynamic ways that enhance their literacy skills. The new library location, design and layout encourages students to browse and borrow as they pass through it to access other areas of the Junior School.

Designed by ARM Architecture, it was vital that our new educational spaces were playful and dynamic but also flexible, offering variety and choice to allow for independent, small group and whole class learning. ARM says "This is the approach we took when designing the Junior School enhancement project. The library in particular responds to this with tiered seating that fits an entire class, small tables with writable surfaces, small and large ottomans, bench seating, larger booths with tables and a variety of different upholstered nooks within the bookshelves for individual or shared reading."

The majority of the finishes throughout the project are neutral whites, greys, and plywood with splashes of colour through the joinery and furniture. For the colour selection, the architects "took inspiration from a stacking flower puzzle by Grimms Spiel and Holtz which starts with blue down the bottom and moves up through shades of green and then into warmer hues of pinks and reds. Starting

Grimm's Spiel and Holz Wooden Stacking Flower
Image courtesy of honeybeetoys.com.au

Junior School library

with the Reception and main foyer on ground level as cobalt blue, the staff offices and STEM room are shades of green with some blue and other colours starting to come through and then up into the library and classrooms where we have the warmer tones of yellow, orange, red, pink and purple being layered. Young children gravitate towards these warm colours more than others so having these tones in the classrooms and library spaces upstairs is ideal."

It is widely known that the use of colour can enhance learning environments. Finding the right balance of colour is vital to success. Too little colour can result in a lack of student engagement, too much colour can be overstimulating. The careful selection and placement of colour for our Junior School enhancement project was very deliberate and intentional. Sometimes the colour is subtle, like the use of yellows and oranges to the back face of the bookshelves in the library and sometimes it is strong to ground the space and give it an identity, for example the grass green vinyl in the STEM room.

The final verdict, delivered by our students, was summed up by the one word heard repeatedly on the opening day of these new spaces: "Wow!" Students, parents and staff are delighted with these new learning environments and are grateful for the combined effort of many staff, including our Facilities Manager David Dryden, in delivering them on schedule.

It is also important to note that none of these new spaces would be possible without the continued generosity of our community. All of our College enhancement projects have been supported by hundreds of individuals and families who gave to the Building Fund.

By giving to the Building Fund, you help us to provide outstanding facilities such as these, to support our students as they learn and grow, and we thank you for your continued support.

Everything in Moderation, even Technology

Timothy Barlow, Director of Technology Innovation

We hear a lot about wellbeing and for very good reason – wellbeing is strongly linked to happiness and life satisfaction.

But wellbeing is not just the absence of disease or illness. It is a complex combination of a person's physical, mental, nutritional, emotional and social health factors. So, achieving it can be a complex pursuit.

On top of all of the above, in 2019 we are all exposed to another hurdle in the pursuit of wellbeing – technology. In a world of capitalism even our attention is a valuable commodity with each of us worth an increasing dollar value to the advertisers who vie for our attention. As social creatures, our need to stay connected can be easily exploited and this is the foundation of all social media companies' bottom lines. The psychology of gambling is barely veiled behind the modern video game industry with limited time offers, great deals, and just out of reach quests that tempt many to keep playing and reach for the hip pocket.

The great question of our time, as illustrated by the weekly headlines about the impact of technology, is, how bad for us is it?

Some studies find little or no support for harmful links between digital screen use and young people's psychological wellbeing. In a paper published this year which analysed 355,358 responses on wellbeing and adolescent screen time, the authors stated that, "the association we find between digital technology use and adolescent wellbeing is negative but small, explaining at most 0.4% of the variation in wellbeing. Taking the broader context of the data into account suggests that these effects are too small to warrant policy change.[1]" However, some studies find an association between screen time and delayed childhood development.

We find ourselves right in the middle of the information age. Technology is not going away, in fact it is becoming increasingly embedded in nearly everything we do.

So, should we wholeheartedly embrace all aspects of technology? Should we have no boundaries whatsoever and bow to the age in which we live?

The answer is of course, no. When anything is used in excess, problems arise.

We must work with our children to ensure they get enough exercise, enough sleep, maintain a balanced diet, and develop healthy interpersonal relationships for their wellbeing.

And in the age that we live, we must also work with our children to help them moderate their screen time. We must ensure our children are appropriately exposed to the nuances of our society which include becoming proficient in the use of technology. But, as with any activity, the amount of time a child spends in front of a screen does matter to their health, development, and wellbeing; evidence supports this and so we must, as in all things, work with our children to moderate their use of technology.

To enable valuable learning about time spent on screens, 'Screen Time' is a new feature for both iPad and iPhone, that helps give us all a better understanding of the time we, and our children, spend on apps and websites, and on our devices overall. So now we can better ensure we make the most of how we choose to spend time on our iPhone or iPads.

For all students with an iPad or iPhone, parents are very strongly encouraged to have both 'Family Sharing' and 'Screen Time' set up so they can, at a minimum, monitor and discuss the amount of time they and their children spend on screens each week. Screen Time also gives parents the ability to schedule a block of time to limit when their child's iOS device can't be used, such as at bedtime, or allocate time limits to specific apps themselves.

All households maintain rules or expectations regarding behaviour that is considered appropriate, for example, the sacred family dinner time. The use of technology should be no different and also have appropriate household rules governing its use. These rules will vary from family to family, but there should be some consistency. Technology should not be permitted to be used in bedrooms at all for younger children. And it should be banned from all bedrooms when sleeping at night.

As social media platforms are designed to draw us to their offerings it is important to play an active role in the use of these apps, especially when children are still developing their capacity to interact and communicate with their peers. Social networking services do have age restrictions which most commonly require users to be at least 13 years old before they can create an account. When you do permit your child to start using social networking it is important to ensure their account settings are set to private, that you check who your child is friends with, and monitor who they are following and the content they are being exposed to.

The inexperienced use of social media can sometimes result in young people communicating inappropriately in a very public space – the Internet. Parents therefore need to be aware of and continually discuss with their child the proper ways they should communicate online and be aware of anything verging on bullying behaviour.

The valuable partnership between home and school is there to assist with all of the above. St Leonard's College provides continual scaffolded learning in this area for students, and we also support our parents with parent seminars on various topics surrounding the use of technology. We recently hosted a parent seminar featuring Jonny Shannon, on understanding the online world of young people and helping them to be safe from bullying and other challenges. Jonny also spoke to year 5, 6 and 8 students.

Jonny reminded parents that, "If you take a student's phone away, you are taking their friends away! It is a larger issue." And, "The opposite of addiction is not sobriety, it is human connection." In other words, we need to remember that technology is a part of the world we live in and to help our children navigate this world, the best thing we can do is continue to build our connections with them, be a part of their world so we can guide them and help them learn to successfully communicate with those around them. Jonny shares that "The internet and gaming are young Australia's favourite past times, with over 50% of all communication now happening online and over 64% of all new relationships starting online. According to Linkedin (the world's largest recruitment and networking platform) most future education and work opportunities for the current generation of high schoolers will be heavily dependent on the person's online reputation, as most employers and recruiters will research job candidates across a minimum of three social websites. To set our young people up for the best long-term success in relationships, education and future work opportunities, the parents of today need to be educated and intentional when it comes to helping our young people navigate the pitfalls of the online world. We need to have a good understanding of: online law, scams, social sites, which websites save your photos, how to report cyberbullying and fraud, along with how to get images taken down from the internet. Some more immediate issues that require practical solutions include how to control internet time at home, how to defuse arguments within online gaming and how to set boundaries online."
- Jonny Shannon

Parent nights are a great way to quickly upskill on proven and practical tips, talk through any concerns you may have, while also walking away with practical know-how which can be implemented to give you more confidence in your ability to parent your children within the ever-expanding online landscape.

'Family Technology Evenings' are also being held later in the year for parents of students in years 5 to 8 to provide more support. College parents are advised to refer to the Parent Learning site on STL Link for further information and dates. Of course, other resources are continuously updated and maintained on STL Link for parent use too.

If you are a parent of a student at St Leonard's College and feel you are unable to manage your child's technology usage and you require additional support or assistance, please contact your child's mentor to discuss this further.

1. Orben, A., Przybylski, A. K. *The association between adolescent well-being and digital technology use. Nature Human Behaviour Volume 3*, pages 173–182 (2019).

Inspiring Innovations

Opening 2020

Expanding Minds.
Creating Community.
Inspiring for Life.

Inspiration

Anything is possible within the world of inspired imagination.

The historical power of storytelling through the performing arts reminds us of the limitless potential of creativity. Kate Amos, Old Collegian (2007) is an outstanding testament to this creative potential realised. Kate's early experiences on the St Leonard's College stage fuelled her love of the theatre and inspired the pursuit and accomplishment of her dreams. Kate is now recognised as one of Australia's most artistically versatile and highly sought-after young sopranos.

Performing nationally and internationally, Kate boasts a remarkable list of awards and scholarships, including Opera Scholar of the Year, Melbourne Welsh Choir Singer of the Year, the Lisa Gasteen National Opera Scholarship, the Sleath Lowrey Scholarship, the UK Royal Overseas-League Bursary and the Italian Merenda Scholarship. Kate holds a Bachelor of Music (Performance) with Honours, a Diploma of Language (Italian) and Masters of Music (Opera Performance) from the University of Melbourne. Kate completed an Advanced Masters in Opera at the Welsh International Academy of Voice in Cardiff, Wales. Kate is also classically trained in ballet (RADA) and has graduated from several NIDA Acting Technique Courses.

In 2014 Kate was selected to join the Young Artist Program with the Victorian Opera performing leading and supporting roles and in 2018, Kate made her Principal Artist debut with Opera Australia.

Kate is the ultimate example of the benefits that the Inspiring Innovations development will bring to our students. Our new central Agora will inspire a connected College community, inspiring al fresco performances across a diverse array of disciplines. Our world-class Leonardian Centre will set the stage for our students to experience the power of the performing arts; a special place that will inspire a world of imagination and storytelling through the magic of creative expression.

for life.

The contemplation of the universe, and our place in it reminds us of the infinite potential to explore, discover and understand. Dr Paul Lasky, Old Collegian (1998) is a powerful example of the pursuit of scientific innovation and excellence.

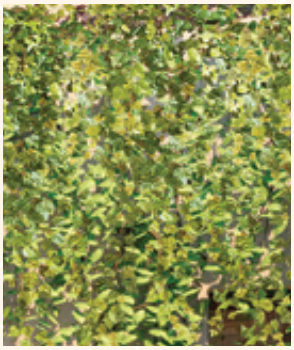
Paul's passion for maths and science was ignited during his education at St Leonard's College, where his curiosity and capacity to question was nurtured and encouraged. He went on to acquire a Bachelor of Science (Honours) from Monash University in Theoretical Physics and Mathematics, followed by a PhD in Astrophysics.

Paul is an Astrophysicist with particular interests in gravitational wave physics, neutron stars, and black holes. He is a Lecturer and an Australian Research Council (ARC) Future Fellow at Monash University. His expertise in gravitational astrophysics has led to international research collaborations and numerous citations in scientific research journals relating to broader theories of gravity, gravitational lensing, cosmology and extragalactic astrophysics. Notably, Paul was involved in the first-ever detection of gravitational waves from two black holes colliding more than a billion light years away. This project was subsequently awarded the Nobel Prize for Physics in 2017.

Paul is a resounding testament to the opportunities that the Inspiring Innovations development will deliver to our students, including Paul's two young children who currently attend the College. The next generation of thinkers will continue to push the boundaries of the human mind, resulting in profound scientific discoveries that will alter our perceptions of reality. Our new Systems Engineering Centre and Year 12 Centre will provide the optimum learning environments for the pursuit of academic excellence and critical thinking. The Senior School Cafeteria, a nurturing space in many aspects, will facilitate collaboration, informal learning and mentoring; encouraging creative intellectual contemplation.

Our College community is invited to play a leading role in supporting our future generations of Leonardians, expanding minds, creating community, and inspiring for life.

New learning spaces designed to inspire.



The Inspiring Innovations development will deliver student-focused learning spaces designed to foster creativity, critical thinking and collaboration.

- World-class Performing Arts Centre seating up to 600 audience members
- Progressive Systems Engineering Centre including 2 new STEM Laboratories
- Central Agora to connect the College community featuring an outdoor performance stage and digital screen
- Purpose-built Year 12 Centre featuring:
  - 11 flexible break out learning spaces
  - 9 collaborative study nooks
  - Tertiary style lecturette
  - Custom-built examination space optimised for academic testing and adaptable for functions and presentations
  - Collaborative community common area that fosters flexibility and connectivity
- Senior School Cafeteria with hot-desk capability and professional presentation space

To obtain more information on the Inspiring Innovations development and significant donor opportunities, please contact the Foundation Office on 9909 9457 or foundation@stleonards.vic.edu.au.

Cocurricular Update

Sport

Tony Kiers, **Head of Sport**

The Middle and Senior School House Swimming Carnivals were an outstanding couple of days in the College pool with our students showing plenty of enthusiasm, talent and House spirit. The House captains lead the way with their participation and support throughout the carnivals. We congratulate the Senior School students who were selected as summer sport captains for 2019 and these students were recognised for their appointment at a recent assembly.

Our ACS and CIPPSA summer sports teams have started the year well with some outstanding results already and we look forward to a number of these teams playing off in Grand Finals later in the term.

Our year 3 to 6 and year 7 to 12 School Swimming Championships have been held with over 150 students trying out to represent the school at the upcoming SYDSA and ACS Swimming Carnivals.

ACS Swimming Champions – Again!

Congratulations to our College Swimming team who won their 5th ACS swimming title in a row on Tuesday 12 March. The team won all sections (Boys, Girls and Overall) convincingly and we were never headed from the first race. Congratulations to our Head of Swimming Nic Baker, his coaches and the whole team on an outstanding performance. The team was well led by our school swimming captains (Lucy George, Hunter Mackay, Isabella Veals and Pip Kennett) and there were some fantastic individual performances throughout the day, including;

- Abbey Kearney who won the female swimmer of the Carnival, setting 5 individual records and 1 relay record, an incredible performance
- Other ACS records were broken by;
  - Lucy George (Year 12) in the 50 metre butterfly and freestyle relay
  - Liam Murphy (Year 9) in the 50metre freestyle
  - Year 11 girls freestyle relay – Tilly Ord, Anika Soderstrom, Sarah Brunsdon and Abbey Kearney

Senior School House Swimming Winners - Newman

Kate Amos and the St Leonard's Symphony Orchestra and Pops Orchestra

- Year 12 girls freestyle relay – Pip Kennett, Isabella Veals, Isabella Cameron and Lucy George

However, it was a team effort and every one of our students should be commended for their performance. The camaraderie and spirit of the team was terrific and they all made a solid contribution to the overall result.

Senior School Summer Sports Captains

Our senior ACS sports teams are the pinnacle of sport in the school and to be named as a captain of one of these teams should be seen as a real honour. For many of these students it is the culmination of years of hard work and acknowledgment of their leadership qualities and representing the College with distinction in their chosen sport. Listed below are our Senior School summer sports captains for 2019. We congratulate all of them on this terrific achievement.

Aesthetic Sports

Cheer, Gymnastics, Pom – Captains: Chloe Neate and Claire Rossier

Aerobics, Dance, Hip Hop – Captains: Megan Carr and Rachel Ramsland

Athletics – Captains: Tom Hitchcock and Laura Rikard-Bell **– Vice Captains:** Tobias Linnegan and Jordynne Orb

Boys Basketball – Captains: Josh Godden and Zach Mackay **– Vice Captain:** Hunter Petersen

Boys Cricket – Captain: Zebedee Skellern **– Vice Captain:** Carlin Walker

Boys Futsal – Captain: Michael Abdalla **– Vice Captain:** Lukas Greenwood

Boys Hockey – Captains: Rylan Pease and Nicholas Fitzgerald **– Vice Captain:** Christian Sjostrom

Cross Country – Captains: Phillipa Kennett, Tobias Linnegan, Sophie Robbins
Vice Captains: Sarah Greaves, Joshua Griffith, Jack Olivier, Ella Roberts

Girls Soccer – Captain: Dominique Woodmore **– Vice Captain:** Isabella Sewards

Boys Softball – Captain: Liam Synan **– Vice Captain:** Marcus Serong

Girls Softball – Captains: Rose Cullis and Chloe Neate

Boys Table Tennis – Captain: Dante Stuebe **– Vice Captain:** Matthew Simson

Girls Tennis – Captains: Mia Forbes and Emma Humphreys **– Vice Captain:** Charlotte Bartholomeusz

Touch Football: Captains: Carien Boshoff and Oscar Bruten **– Vice Captain:** Sophie Robbins

Swimming – Captains: Lucy George and Hunter Mackay **– Vice Captains:** Phillipa Kennett and Isabella Veals

Girls Volleyball – Captains: Gautami Katta and Helene Zhang **– Vice Captain:** Tia Kosir

Sailing - Captain: Zara Challis **– Vice Captain:** James Heffernan

House Swimming Sports

The Middle School and Senior School House Swimming Sports were held in the Hawkes Sports Centre in February and we couldn't have been more impressed with the cooperation, enthusiasm and participation of our students on both days. There was a terrific sense of House spirit on display, with lots of noise, colour and support for all swimmers. Everyone who attended and swam showed what our House sports events are all about; having a go, doing their best and enjoying themselves while they do it.

The da Vinci Decathlon - Year 10

There was also some fierce and friendly competition in the water, with many races going down to the line. The winning House for each year level and overall winners are as follows:

Year 7 Newman
Year 8 Cullen
Year 9 McMeekin
Year 10 Forster
Year 11 Forster
Year 12 Newman

Overall Middle School winner – McMeekin
Overall Senior School winner – Newman

Congratulations to all swimmers and thanks to all staff who helped out. Without them these events are not possible. Special thanks to Mr Baker, Mr Slykhuis and all the Middle School and Senior School Heads of House for their effort prior to and on the days.

Music and Performance

Elizabeth Furman, **Director of Music** and
Peter Foley, **Director of Music - Performance**

The St Leonard's College January Music Camp was a great way to get our ensemble repertoire started even before the school year had commenced. It provided a fantastic opportunity for our student musicians to come together and work collaboratively with the music staff and guest clinicians, including Ross Irwin (jazz program), Dr John Lynch (bands), Doug De Vries (guitar ensembles) and Paul Fitzsimon (orchestras). The ensembles, bands, orchestras and choirs were able to work towards their term 1 performance opportunities which have included the Sunset Jazz Festival, the Annual Church Service, Parent Cocktail Parties and Community Day Fair. A highlight performance for this term was the combined St Leonard's Symphony Orchestra and Pops Orchestra who joined forces to accompany guest artist, Australian soprano, Kate Amos (Old Collegian and Inspiring Innovations Ambassador). The commencement of the academic year was celebrated at the various parent cocktail parties where attendees were treated to an impressive sparkling performance by Kate accompanied by the beautiful sound of our remarkable students performing in the orchestra. The overwhelming sense of pride in the extraordinary talent of our young Leonardians was palpable throughout these parent evenings. With a total of 40 ensembles, bands, choirs and orchestras rehearsing each week, there is a wide variety of cocurricular music opportunities for our students to explore their musical talents and passion for performing.

Talent Development

Frances Devine, **Talent Development Coordinator**

The da Vinci Decathlon Year 10 Team

We have a team of da Vinci Decathlon students, who will be striving for their third national final, in the event that they achieve first place in the state competition.

The year 10 students; Jack Chapman, Xavier Curcio, Crystal Lee, Ella O'Beirne, Matthew O'Beirne, James Owen, Luke Pan, Charles Wilson and Justin Lee, worked together on the ten disciplines which include Art and Poetry, Cartography, Ideation, Creative Producers, Science, Mathematics, General Knowledge, English, Code Breaking and Engineering. Mentors assist them with most of these disciplines. Working cooperatively and collaboratively through three different sessions during the competitions, students bond incredibly, pooling their gifts and talents. They become reliant on one another and pit their skills, strategies and talents against at least 25-30 other schools.

We wish these students well in their preparation for the mammoth task ahead at the state finals.

Emerson Hurley

Owen Smith

Australian Science Olympiad

Future Problem Solving International Conference

We are very excited for our two year 7 teams who will be representing Australia at the Future Problem Solving International Conference at the University of Massachusetts, Amherst, in June. These students came second and third in the National competition last year, which earnt them this wonderful opportunity.

Future Problem Solving is an extremely demanding and challenging academic program for teams of four students in the Global Issues Booklet Challenge. Teams respond to an unseen futuristic scenario on the given topic; they find problems, pose a question, create solutions, make criteria, rank their best eight solutions and write a strategic plan (Action Plan). The teams effectively become project managers and have two hours to work together in the competition, similar to a team marathon.

The topic for this international conference is de-extinction which is the science of bringing back extinct life. Our students are currently focused on studying this topic in depth and thinking of creative and futuristic ways to solve the issues.

Additionally, the teams need to perform a creative dramatic presentation of their Action Plan, affectionately known as a Skit Presentation. This is to 'sell' their Action Plan to the judges and audience. It is a separate competition but compulsory.

Our teams consist of:
Yellow team: Bella Zhu, Hana Mitchell, Richie Huang and Yi Wei Wang.

Green team: Tess Ilczynski, Alice Feller, Owen Smith and Matthew Hem.

We congratulate each of these students and wish them well in their endeavours on the world stage.

St Leonard's College Student Excellence

Australian Team Member – 2019 World Individual Debating and Public Speaking Championships

Congratulations to our year 12 student Emerson Hurley who won first place in Impromptu Speaking at the 2018 Australian Individual Debating and Public Speaking Championship. Emerson was also Runner-Up in Persuasive Speaking and placed third in the overall rankings, qualifying him to represent Australia at the 2019 World Individual Debating and Public Speaking Championships in Toronto, Canada in April.

STEM Award

Congratulations to our year 7 student Owen Smith on receiving the BHP Foundation Science and Engineering Award – one of Australia's most prestigious school science and engineering awards. Owen has been awarded one of six Investigation Awards nationally for the Investigations Category at the Primary Level, and is the only Victorian winner. The awards recognise and reward the next generation of STEM leaders who have undertaken innovative science or engineering research projects.

Abbey Kearney

Dominique Blatherwick

Outstanding achievements in the 2018 Australian Science Olympiad Exams

Congratulations to our senior students Ted Barrett, Isabelle Barwick, Joshua Ong, Lilly Shen, Luke Russo (featured above left) and Joshua Seddon (Class of 2018) who all received High Distinctions for their Australian Science Olympiad Exam results. In 2018, over 6,000 students registered for the Australian Science Olympiad Exams in biology, chemistry, earth and environmental science and physics. Joshua and Ted were also invited to attend the Australian Science Olympiads Summer School at the Australian National University in January this year.

Victorian State Swimming Champion

Congratulations to our year 11 student Abbey Kearney on winning the 200 metre freestyle at the recent State Open Championships. Abbey is now the Open Women's Victorian State Champion in this event. Abbey was also presented with the City of Melbourne medallion for attaining the highest aggregate points for female freestylers in the 16 to 18 age group at the Victorian Age Championships in December 2018.

Victorian Hockey State Team Member

Congratulations to our year 9 student Dominique Blatherwick who was selected for the Under 15 Victorian Indoor Hockey Team and competed in the National Championships at Goulburn, NSW in early January. The team finished in third place bringing home a bronze medal. Dominique has also been selected to represent Victoria in outdoor hockey at the Under 15 National Championships to be held in Narellan, NSW in April.

VCE Season of Excellence - Top Class Theatre Studies

Congratulations to our year 12 student Amelia Donaldson on being selected to perform her work from 2018 in this year's Top Class Theatre Studies program as part of the VCE Season of Excellence 2019 at the Playhouse, Arts Centre Melbourne. Top Class is part of the VCE Season of Excellence managed by the Victorian Curriculum and Assessment Authority (VCAA). The VCE Season of Excellence comprises twelve concerts (Top Class and Top Acts), two exhibitions (Top Arts and Top Designs) and eighteen screenings of short films (Top Screen). All work is produced by outstanding VCE students who completed technology, design, visual or performing arts studies in 2018. Events are presented in Melbourne's major cultural venues, and a number of associated education programs are offered in conjunction with season events.

Victorian Calisthenics State Team Member

Congratulations to year 8 student Bella Webster for making the 2019 Victorian Calisthenics Team. Bella underwent a rigorous audition process and has been selected as one of the 26 junior athletes to represent Victoria. Bella will train five hours every Sunday to prepare for a state performance at The Palais Theatre in front of 2,000 people and then will travel to Perth in July where she will represent our state for the national competition.

Class of 2018 Student Success

Bayside Youth of the Year Award

Congratulations to Stella Wadeson (above) on winning the Bayside Youth of the Year Award announced on Australia Day. Stella's nomination for the award detailed her outstanding display of dedication and commitment to working with Bayside Youth Ambassadors (BYA), becoming a representative for BYA and attending state level conferences including the Youth Forum, attending conferences discussing liveability in Melbourne for youth and then further talking about her experiences from the day at the South East Metropolitan Partnerships Assembly.

Additionally, Stella's nomination included her contribution to working with the Women of Influence group to organise the 'Having a Yarn' breakfast in 2018 as well as her past involvement in the program for five years.

Top Designs Exhibition, *Starry Boy* by Chloe Chin

International Baccalaureate Visual Arts Exhibitors

Congratulations to Sonia Clements and Thiago Claus (above) who had their artwork selected for exhibition at the International Baccalaureate Visual Arts Exhibition 2019 which showcased selected pieces from nineteen Victorian and Tasmanian International Baccalaureate Diploma World Schools held at the Glen Eira City Council Gallery.

VCE Season of Excellence - Top Designs Exhibitors

Congratulations to Chloe Chin, Rebecca Forest-Gabbe, and Frances Peck who will have their work from 2018 exhibited in this year's Top Designs exhibition as part of the VCE Season of Excellence managed by the VCAA. Top Designs 2019 will be shown at the Melbourne Museum, Carlton from Saturday 30 March to Sunday 14 July 2019. Congratulations also to Mia Forbes, who was shortlisted for Top Designs.

Australia Day Recognition - Outstanding Results in VCE VET Creative Digital Media

Congratulations to Frances Peck (featured above with Karen Koch, Media and Visual Art Teacher) on her Australia Day recognition for achieving outstanding results in VCE VET Creative Digital Media. On Wednesday 23rd January, the Honourable Linda Dessau AC, Governor of Victoria and Mr Anthony Howard QC hosted a reception for Australia Day. The guests invited were Victorians acknowledged and celebrated for their achievements across a range of industries and organisations. VCE students were also included and Frances was among the list of special guests invited and recognised for her outstanding results. Frances was ranked among the top 20 VCE VET Creative Digital Media students in the state with an outstanding overall study score, in addition to all three of her folios (digital imaging, animation and web design) being included in the VCAA's Top Designs Season of Excellence for 2019.

Inspired Giving

Jen Neate, Chair - St Leonard's College Foundation

Each year we are incredibly heartened by our community's ongoing and generous support of our Annual Giving campaign.

The significance of the opportunities this Annual Giving provides our students in the form of scholarships and inspirational learning facilities cannot be understated.

The College has undertaken numerous impressive enhancement projects as part of its Master Plan to secure the future of the College. These projects provide outstanding educational opportunities for our students, ensuring a St Leonard's College education is offered in the very best environments to support student learning and development. The Inspiring Innovations project is by far the largest of any recent projects and comes at a considerably greater cost. The College Council has secured a loan for this project but by engaging your support, we can reduce the duration and amount of this loan.

An inspiring project needs an inspiring campaign; one that engages and recognises the whole community in a defined and impactful way. On behalf of the College, the Foundation is pleased to lead this campaign; our most significant community fundraising campaign since the Hawkes Sports Centre in the mid-90s.

This is the Inspiring Innovations – 'Inspired Giving' campaign which begins on Monday 29 April, culminating in our official community annual giving day on Thursday 9 May. During this 24 hour giving day, commencing at 9.00am on Thursday 9 May, every dollar donated will be doubled by our generous 'matcher' donors who have already committed their financial support. Through a smart and real time web-based platform (charidy.com) your gift will be doubled

by our 'matcher' donors and the result displayed in real-time online. Unlike traditional campaigns, this interactive program means we can all share the excitement while we watch the growing tally and countdown clock throughout the day.

I invite our Old Collegians, staff, families and friends of the College to join me in contributing to what will be a dynamic, impactful and inspired giving campaign. Your gift is an investment in the future of the College and the education of our young people.

This is more than a building project; within these spaces our students will discover their passion, nurture their dreams and imagine what their future will be. It is where their inspired educators will help them realise that future and their true potential within.

Please mark Thursday 9 May in your calendar. It will be a day of excitement and fanfare as together we strive to achieve a phenomenal result. You'll be able to see the campaign live at **www.charidy.com/stleonards**

An inspiring project needs an inspiring campaign; one that engages and recognises the whole community in a defined and impactful way.

Donations will receive a tax-deductible receipt from the Foundation's Building Fund. Of course, we welcome and encourage donations to the Scholarship fund to continue the Indigenous, Leonardian and Global Citizen scholarships but these do not form part of the online 'matcher' campaign.

Annual Golf Challenge

Jen Neate, Chair - St Leonard's College Foundation

Our third annual Golf Challenge was our most successful yet with player entries sold out in record time.

Mother Nature provided us with a beautiful day and the team at Spring Valley Golf Club had the course in immaculate condition for our 130 players.

Aside from the perfect conditions, there was huge excitement as news travelled quickly that someone had hit a hole in one on the tenth and ensured they were the winner of the 'Nearest the Pin' competition. Congratulations to Alistair Jack. If only the car on display at that hole was the prize – maybe this year?

The genuine enthusiasm of all to enjoy the friendly competition while raising funds for the Foundation's Global Citizen Scholarship is the essence of the success of this event. Equally important to this is sponsorship. We are indebted to our committed and loyal sponsors for their continued support. All are suppliers or school families who sponsor through their business. Thank you again to our Platinum Sponsor, Spirit Telecom and joining us for the first time, our Gold Sponsor, Cornerstone HR. These companies, together with our Silver Hole Sponsors and Bronze prize donors contribute significantly to our overall fundraising total.

Thank you to everyone who participated on the day and to those who couldn't join us but entered the online raffle. Together, we raised over $47,000 to ensure the continuance of our Global Citizen Scholarship – an outstanding result for us all to be proud of.

Congratulations to Team Daniels – Jason Daniels, Mark Jackson, Eddy Komm and Shaun Brooks who were our 2018 Challenge winners.

To see exactly what your contribution means, please visit the Foundation pages of the College website and watch our Global Scholars video under the Foundation Funds. Your support of the Golf Challenge is changing the lives of these most grateful young people.

If you would like to further your involvement with this great event by becoming a sponsor, please contact the Foundation office on 9909 9457.

This year's Challenge is on Friday 15 November. See you there.

Thank you to our Sponsors

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New St Leonard's Collegians Networking Website

We are delighted to invite our alumni to join our new St Leonard's Collegians online community; the ideal way to establish your professional network and build invaluable connections.

Access outstanding opportunities via the support of your fellow alumni who can offer introductions, employment and mentoring.

Our thriving alumni community allows you to reconnect with old classmates and enjoy expanding your social contacts.

Learn about upcoming reunions and see all the photos from each event.

It's quick and easy to join. Simply login using your email address, or via your Linkedin or Facebook profile at **stleonardscollegians.com.au**. If you've already joined the site, why not recommend your fellow classmates to do so too.

St Leonard's College Alumni Access

Private, safe and secure access, just for the St Leonard's alumni community

Comprehensive Alumni Directory

Leverage active members with business contact information

All Social Media in one place

Login through LinkedIn or Facebook

Job Board and Career Resources

Access to job postings and professional growth resources

Update Your Community

Simple and easy way to keep your network informed

Ability to keep in touch with St Leonard's

Access St Leonard's news, events and more!

College Reunions

Class of 1968 – 50 year reunion

For some alumni members it's the first time they have returned to St Leonard's College since venturing out into the world beyond the school gates. For others, they have devotedly attended many reunions, sometimes throughout several decades, and have witnessed the ongoing developments in the College while meeting up with lifelong friends and sharing stories. Either way, these milestone events are always a wonderful celebration of friendship and collegiality.

As noted previously, all reunion photos are now available for our past students to view by logging into the St Leonard's Collegians website at **stleonardscollegians.com.au**. All reunion invitations are also featured on this website.

Class of 2008, 10 year reunion

Class of 1983, 35 year reunion

Class of 2014, 5 year reunion

Upcoming Reunion Dates

Class of 1979 - 40 year reunion
Friday 31 May

Class of 1994 - 25 year reunion
Friday 14 June

Class of 1999 - 20 year reunion
Friday 19 July

Class of 1989 - 30 year reunion
Friday 2 August

Class of 2004 - 15 year reunion
Friday 23 August

Class of 2009 - 10 year reunion
Friday 11 October

Class of 1984 - 35 year reunion
Friday 8 November

Class of 1969 - 50 year reunion
Friday 22 November

Annual Golf Challenge
Friday 15 November

Please note all future communication regarding reunions will be sent by electronic mail.
To view all reunion photos, milestone events and to update your contact details visit:
stleonardscollegians.com.au

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Editor Anna McCarthy

This St Leonard's College magazine has been printed on *ecoStar*; an environmentally responsible, certified carbon neutral paper manufactured from 100% post-consumer FSC certified recycled paper in a chlorine-free environment under the ISO 14001 environmental management system. It has been produced using vegetable based inks, and using a *Clean Green* print process which means all the print processes involved with the manufacture are assured to have minimum impact on our environment.

By using *ecoStar* rather than a non-recycled paper, the environmental impact was reduced by:

- 958kg of landfill 142kg CO_2 and greenhouse gases
- 1,417km travel in the average European car
- 27,944 litres of water
- 1,551kWh of energy
- 1,557kg of wood

Source: Ball & Doggett Pty Ltd, *Think Recycled* calculator, April 2019.