



St Leonard's College

An education for life.

Network

The magazine of the St Leonard's College community





Let the Children Play 7



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16



I am responsible for..



Contents



I am responsible for...	4
Let the Children Play	7
Leaders in Learning	10
St Leonard's College Awarded Again!	11
Cocurricular Update	12
Setting the Stage for Students to Shine	16
Marvellous Music	18
College Leaders: I am responsible for...	20
Pioneering Progress	22
Transforming Times	24
Acknowledging our Donors	26
Lennie's Van Update	30
The Amiel Society	31
2018 Reunions	32

I am responsible for...

Stuart Davis, Principal

Being responsible implies one has a moral or ethical duty to something or someone which may imply an obligation to do something. As the Principal of one of Australia's leading schools, I have a responsibility to ensure that I deliver our Vision: *'An education for life.'* This responsibility to our current and future generations of Leonardians is one that is keenly felt and understood, especially at a time when Australia's current educational landscape reflects an absence of understanding or motivation by leadership at State or Federal level to identify and fund the needs of our young people as we seek to educate them for their future, rather than our past.

There is evidence that the educationalists have endeavoured to provide direction. The Melbourne Declaration on Educational Goals for Young Australians published in December 2008 was a promising vision for the future, declaring in its preamble:

In the 21st century Australia's capacity to provide a high quality of life for all will depend on the ability to compete in the global economy on knowledge and innovation.

Similarly, in December 2008, the establishment of *The Australian Curriculum, Assessment and Reporting Authority (ACARA)*, provided the vehicle to develop and refine the focus of educational imperatives. ACARA was charged with the responsibility of developing a national curriculum for all primary and secondary schools in Australia, which was implemented in 2014 across all states and territories to ensure a leading world-class education.

Unfortunately, the motivation for the development of ACARA was the determination to improve



Australia's 2006 OECD ranking in the Programme for International Student Assessment (PISA). Australia ranked among the top 10 countries across all three education domains assessed in PISA, 2006. The declared intent was to improve outcomes for all young Australians over the next decade and aspire to become *'second to none'* amongst the world's best school systems.

The 2008 trilogy was complete with the introduction of NAPLAN, which was passed to ACARA to manage from 2010. It is difficult to understand how a measuring tool with such a narrow scope as NAPLAN could positively impact on Australia's performance in the PISA testing and thereby achieve the *'second to none'* status envisioned by Government.

Consider the purpose of each testing tool:

- NAPLAN tests year 3, 5, 7 and 9 students in reading, writing, spelling, grammar and numeracy skills.
- PISA tests critical thinking in maths, science and reading in 15 year olds. The test questions do not measure memorisation of facts but rather demand that students draw on knowledge and real-world problem solving skills.

These descriptors make evident that any endeavour to correlate performance in NAPLAN to that in PISA is akin to training on a skateboard for an Olympic downhill slalom ski event! Whilst all in education recognise the importance of the 3 'R's - Reading, wRiting and aRithmetic - these skills alone do not constitute preparation for an increasingly complex world. The failure of successive Governments to invoke the heart and soul of the Melbourne Declaration and most especially the knowledge, skills, attitudes, values and competencies that are contained within its understandings has significant adverse ramifications for our youth, their families and National Prosperity.

The media continues to focus on Australia's diminishing position in the PISA rankings, most recently falling to 39th, making derogatory comments about being outperformed by countries such as Kazakhstan - I invite you all to view the powerful educational model that Kazakhstan has developed. The reality is that the quality of education within the Australian independent sector continues to perform at a remarkably high level, rating globally as first in Literacy, second in Science and sixth in Maths when compared against all nations in the PISA testing of 15-year-olds. Whilst I recognise the bias, I trust all will acknowledge that there is little to be gained by only focusing on minor incremental changes to performance in basic literacy and numeracy levels (NAPLAN) in schools that are already the equal of the very best on the world stage.

Further evidence of the global strength of our academic outcomes can be found in Australia's International Baccalaureate Diploma Programme (IBDP) results. In 2014 the International Baccalaureate

My concerns were captured in the words of Michelangelo five hundred years ago; *“The greater danger for most of us lies not in setting our aim too high and falling short; but in setting our aim too low, and achieving our mark.”*

Organisation made known that Australia has historically been one of the two highest performing countries in the world. Given that Victoria is the highest performing state in Australia and St Leonard's College is among the top performing schools in Victoria, I hope that all of our families - irrespective of whether they study the IBDP or VCE - feel confident in our remarkable capacity to provide our young people with the educational experiences and outcomes that will provide them access to the tertiary pathways of their choice.

My concerns were captured in the words of Michelangelo five hundred years ago; *“The greater danger for most of us lies not in setting our aim too high and falling short; but in setting our aim too low, and achieving our mark.”*

The reality facing ACARA, in addition to the normal critical challenges of determining:

- what content to teach,
- when to teach this content, and
- how best to teach this content,

has been the decreasing ability of teachers to manage the content as was evident in a recent independent comparative analysis between the Australian and Singapore curricula. The comparative analysis in

mathematics shared:

The Singapore curriculum is more comprehensive in breadth and more challenging both in depth and rigour due to the inclusion of a greater range of intellectually demanding content.

Singapore fosters a global outlook for teachers, principals and students; all are expected to have 'global awareness and cross-cultural skills' and to be 'future-ready.'

The study reinforces the obvious conclusion that both, or any, curricula depend on teacher expertise to engage students in rigorous and deep learning that builds knowledge and skills to equip them for their future lives.

Singapore has well-resourced schools with highly trained teachers, most of whom are subject specialists. Delivery of the Australian Mathematics curriculum is characterised by variability in resourcing across schools and a shortage of specialist teachers.

Whilst Simon Birmingham's recent declaration that only graduates who have studied maths and science at university will be able to teach mathematics or science is welcome; we have yet to learn where his secret well is located. Not only must it meet current needs but also the needs emerging through the escalating numbers of school-aged children within Australia, the retirement of current teachers and the exodus of those employed by international schools already capturing many quality teachers from Canada, USA, South Africa, UK, New Zealand and Australia.

Ensuring we achieve our Vision: 'An education for life' in the current landscape continues to be a wonderful challenge, one we are achieving through our clarity of vision and informed strategies that are based on the very best research, data, resources and educational organisations in the world, including; Harvard University Graduate School of Education, Headmasters and Headmistresses Council (HMC, UK), Grattan Institute, McKinsey and Associates, and the Organisation for Economic Cooperation and

Development (OECD). We have also formed strong relationships with international search agencies to procure the very best teachers available.

Our engagement in Harvard's *Future of Learning* project and the opportunities provided by the *Cultures of Thinking* project to our teachers and parents has transformed our pedagogy. Our engagement in these projects has resulted in an invitation for me to join nine other Australian principals, to consider *Leading Learning that Matters*. It has been inspirational to challenge our thinking as to what constitutes 'Lifeworthy' learning - likely to matter in the lives of our learners- and 'Lifeready' learning - likely to help them make sense of the world.

Even more exciting has been the invitation during a recent phone conversation with the OECD Directorate for Education, to become the first Australian school to be independently invited to support the work of the OECD's *Future of Skills and Education 2030 Project*. This invitation to attend the biannual development discussions in Paris will provide the forum to share in dialogue with educational leaders from more than 30 countries and assist us in appreciating different cultural perspectives. Our shared purpose will be to develop international educational policy and strategy that will enrich and inform local conversations about the development of curriculum and pedagogical practice to address two far-reaching questions:

1. What knowledge, skills, attitudes and values will today's students need to thrive and shape their world?
2. How can instructional systems develop these knowledge, skills, attitudes and values effectively?

It would be premature to articulate the benefit to our current and future students and educators, but suffice to say that with access to the most significant international educational research, conversations and strategic policy development, we have never been as well-placed to meet our responsibility to provide 'An education for life.'

Let the Children Play

Liz Bawden, Director of Early Learning Centre

The St Leonard's College Early Learning Centre's philosophy is founded upon the importance of learning through play based experiences.

Play based approaches require intentional planning and teaching to extend, challenge and support children's learning.

'Young children's play allows them to explore, identify, negotiate, take risks and create meaning. The intellectual and cognitive benefits of playing have been well documented. Children who engage in quality play experiences are more likely to have well developed memory skills, language development, and are able to regulate their behaviour, leading to enhanced school adjustment and academic learning.'

Bodrova and Leong, 2005.

Educators in the ELC are constantly reflecting on how to prepare children for the future and consider what skills and dispositions are needed to thrive. Research shows that quality play based learning experiences build confident and competent learners.

The Early Years Learning Framework, followed by all children's services in Australia, has a strong emphasis



on play based learning and teaching. It supports that children have a right to play under the principles of the United Nations Convention on the Rights of the Child (UNICEF, 1989). For children at St Leonard's College, many dispositions and skills are fostered through our play based program such as curiosity, willingness to take risks, problem solving, resilience and inquisitiveness. These attributes are also fostered and developed through our Primary Years Program that is further extended in the Junior School.



Many opportunities both in our indoor and outdoor learning environment allow for children to practise skills for life. Dramatic play and role playing offers opportunities for children to develop their communication and language skills and to cooperate with others. The development of social competence helps children build relationships, negotiate with others and regulate their behaviour. Play supports children's sense of wellbeing as they experience feelings of success and independence as they joyfully interact with others.

Our outdoor play program not only provides opportunities for children's gross motor development but provides many opportunities to negotiate with others, consider different points of view, communicate ideas and build social skills. Recent landscaping of our sandpit fosters exploring and learning as the children experiment with the properties of sand and water. A new hand pump connected to our water tank provides hours of fun as the children pump the water, design and create rivers and dams. Once the tank empties they gain a deeper understanding of sustainability and how things work. By allowing children the time and freedom to explore, educators can extend children's thinking as they question and listen to their theories.

Educators thoughtfully prepare the learning environment with provocations for children to investigate to extend their thinking. A shadow screen and a projector allow them to explore the properties

of light as they excitedly discover how shadows are made. A palette of paints invites children to discover for themselves how colours are created, and collaborative block building encourages children to develop a sense of balance and symmetry. Creative and critical thinking are fostered through play experiences designed by educators.

During the April holidays this year, Katherine Zachest, the ELC Creative Arts Specialist and I travelled to Qingdao in China to participate in an international exchange in play based learning with Chinese educators. We visited six kindergartens and schools, both private and government, which have taken on the early childhood curriculum reforms that the Chinese Government supports.

It was reassuring to work with Chinese educators and to share our practice. Their developing curriculum supports the transition to play based learning as a foundation in Chinese kindergartens. (Early Childhood Curriculum Reform in China, Chinese Education and Society. November 2011).

The many planned play based experiences our children engage in every day, foster skills and dispositions which are transferable to other contexts in children's everyday life. With a positive attitude to learning, our children are equipped to continue their learning journey throughout life.



Recent landscaping of our sandpit fosters exploring and learning as the children experiment with the properties of sand and water.

Leaders in Learning

Jacqui Coker,
Director of Teacher Professional Learning

Faced with a rapidly changing educational landscape, what does it mean to be leaders in learning?

In 2015 our College Executive team instigated a comprehensive project to position our teachers at the forefront of educational thinking, research and pedagogy. This required identifying and connecting with global educational leaders and thinkers who could work with us to explore future directions in teaching and learning. Our decision to connect with Harvard University and, in particular, their work at Project Zero, was motivated by previous connections with their *Future of Learning*, *Cultures of Thinking* and *Making Thinking Visible* projects. As global leaders in educational research for the last 50 years, we felt confident to move forward.

Engaging Ron Ritchhart, Associate Professor at Harvard's Project Zero, was an important first step and his involvement with the College now spans beyond three years. Throughout this time over 100 College teachers and leaders have had opportunities to engage in discussions around significant educational research papers, attend workshops and seminars and participate in robust discussion about what it means to lead powerful learning. Teachers have been challenged to reflect more deliberately on their teaching philosophy, to work collaboratively with their colleagues, to try new pedagogies and to challenge



their personal and collective beliefs about effective teaching and learning. This ongoing rich learning has been invaluable for developing a shared vision about what a deep learning and thinking culture could look like, and has established a firm foundation for re-imagining the future of teaching and learning at St Leonard's College.

This new way forward involves a cultural shift which involves changing mindsets, beliefs, behaviours and actions. Progress takes time, and furthermore, for any cultural shift to really take hold, all of our stakeholders need to understand what it is we are trying to achieve. While our leaders, teachers and students have had multiple opportunities to engage with these important ideas, we also needed to ensure that our parent body understood what it is that we are trying to achieve.

To that end, late last term, we engaged Ron to present to parents at an evening forum entitled *The Future of Learning*. This, we believed, would allow us to achieve even greater traction for change by building a shared language and understanding with our parents. We were delighted to see the high level of interest that the forum and the video recording of the event generated. It remains our firm belief that, working together, we really can become powerful leaders in learning. If you missed the parent seminar and wish to learn more, it is available for viewing on STL Link in the parent learning section.



St Leonard's College Awarded Again!



For the second consecutive year St Leonard's College has been named as one of The Educator's Innovative Schools.

This special report profiles Australian schools leading the way in efforts to best prepare students for tomorrow's world.

Innovation is an integral part of our St Leonard's culture, propelling us forward utilising the latest global education research and leading the way with advanced practice and pedagogy. This award recognises our model of teaching for years 5 and 6 and our progressive framework which supports student learning and agency via specialist teachers and dedicated learning zones for each subject. Our students also experience the wonders of our DigiSTEM subject which brings together the once discrete disciplines of digital

technologies, science, technology, engineering, maths and design thinking into one amazing experience. This specialist approach also facilitates an enhanced level of preparedness for year 7 where student agency plays a critical role in learning and development.

Additionally, the award recognises that St Leonard's is leading the way in developing students' competencies that will serve them effectively in the ever-evolving world. This approach aligns with the OECD Learning Framework for 2030 and the development of "transformative" competencies such as responsibility and being an active global citizen. Our extensive Social Justice Program, and the addition of the Lennie's Van initiative, positions our College as pioneers in this vitally important area of student development and is yet another example of our commitment to provide 'an education for life.'

The pedagogy and programs at St Leonard's are years beyond most schools. We continue to be guided by the latest research to drive significant innovations that enable our students to be lifelong learners.



Cocurricular Update

ACS Athletics Success!

On Friday 25 May, 119 of our students travelled to Lakeside Stadium to compete on a sportingly sunny day.

Throughout the day, only seven points separated St Leonard's and two other schools. After taking a narrow lead following the final individual events of the day (the 800m), due to some excellent middle distance running (top two places to: Amelia Bingley, Aidan Velten, Jessica Rolleman, Benjamin Crofts, Emily Dare, Sam Howard), it came down to the true team events – the relays.

We went into the 4x100m relays with solid teams and we had to ensure clean changeovers to deliver success. The students were inspirational, delivering our best ever sprint relay results with seven wins, three second places and four third places. An outstanding team effort!

At the end of the day, we ended up victorious by 125 points. Congratulations to the girls for winning the overall aggregate, and to the following team efforts to win pennants in:

- Year 7 girls
- Year 8 girls and year 8 aggregate
- Year 9 girls and year 9 aggregate
- Year 10 girls and year 10 aggregate
- Year 12 aggregate

Also, congratulations to the following students for breaking St Leonard's College records for performances at an ACS carnival:

Emily Dare, Year 12 - 800m and 1500m
Jordynne Orb, Year 10 - long jump and triple jump
Jessica Milat, Year 8 - 100m, 200m and 400m
Liam Murphy, Year 8 - 200m and 400m
Zoe Roberts, Year 8 - 1500m
Jessica Rolleman, Year 8 - 800m
Jessica Milat, Year 8 - won a three-way tie for female athlete of the meet.

Years 3 – 6 House Athletics Carnival

The variety of House activities offered each year foster a reassuring sense of belonging, encourage friendships between year groups and provide opportunities to develop leadership skills.

Our annual years 3 – 6 House Athletics Carnival was no exception. Despite extremely wet and windy conditions the students maintained sunny dispositions, representing their House with pride in 100m, 200m, 800m, long jump, shot put and the Vortex events.

The students displayed admirable determination and grit when faced with adversity. Through peer encouragement and commitment to their House, students kept going until the finish line. There was certainly a healthy competition amongst the Houses with McMeekin triumphant as the overall winner for years 3 and 4 and Newman victorious for years 5 and 6.

Australian Hockey Representative

Congratulations to Carlin Walker who toured South Africa with the Australian Under 17 Hockey Team between 30 June and 15 July 2018. The tour incorporated a Three Test Series against South Africa's Under 18 Men's Hockey team and a number of invitational and exhibition matches. Australia won the Test Series 1-0 after drawing the first two Tests 3-3 and 4-4, and then winning the deciding Test 6-3. This was an outstanding result for the Australian team as they were a year younger than their highly skilled South African counterparts and were also at a significant size, strength and speed disadvantage. In one invitational match against a team which included three Senior South African Internationals, Carlin scored three goals and was awarded Man of the Match honors.

Victorian Soccer Representative

Congratulations to Isabella Sowards, who was chosen as one of the 18 players to represent the U17 Football Federation Victorian Team at the 2018 NTC Challenge for Girls, which took place between 28 May and 1 June 2018 at the Australian Institute of Sport (AIS) in Canberra. State squads around Australia competed at the Tournament. The FFA NTC Challenge is used as a platform to showcase talented players and assist National Team Coaches in the identification of potential Junior Matildas, Young Matildas and Matildas.





National Gymnastics Australia Squad Member

Congratulations to Lia Sterns (top left) who represented Victoria at this year's National Gymnastics Championships, finishing ninth in trampoline and taking home the bronze medal in the double mini trampoline event. Lia has also secured a spot in the National Gymnastics Australia squad. This achievement is a testament to Lia's many years of training and dedication to trampolining.

Past Students Success

Philippa Huse

Congratulations to our past pupil Philippa Huse who represented Australia earlier this year in China, competing in the World Race Walking Cup. Philippa came 18th out of 42 competitors; a wonderful result. It's outstanding to see our former student wearing the Australian colours. Well done Pip!

Jack Dalton

Congratulations to our past student Jack Dalton who represented Australia at the 2018 Commonwealth Games in the hammer throw event. Jack made the final eight, and placed eighth with an equal personal-best of 68.28m. Well done Jack!

Future Problem Solving

This requires a team of four students to project manage a global issues challenge and through a six-step problem solving process, create a strategic action plan. Our year 9 team (top left) of Justin Lee, Ella Zimmerman, Daniel Watson and Charlotte Bartholomeusz achieved first place in the National Finals in October last year and were invited to the International Finals in Wisconsin USA in June this year. Though they were unplaced in their booklet exam, the team won third place for their dramatic performance of the action plan, each receiving medals and a major trophy. Congratulations to the team!

World Scholars' Cup

Fifteen students participated in the World Scholars' Cup which made its debut in Melbourne last year (centre image). Our College came second overall with several members achieving outstanding results: Emerson Hurley, Jamie Papps, Helene Zhang and Ewan McRobinson.



The da Vinci Decathlon

This engaging event, designed by Knox Grammar in Sydney, has teams of eight students who work on ten disciplines: engineering, code breaking, ideation, general knowledge, english, maths, science, cartography, creative producers, art and poetry. Students cooperatively solve problems, unravel open-ended challenges and manage their time.

Our year 7 and year 9 teams (above right) came first in Victoria and proceeded to the National Finals at Knox where our year 7 team came second in Australia. Congratulations to Isabella Scott, Callum Wilson, Oliver Ghaly, Audrey Liuk, Tessa Logan, Fabian Bonacci, Archer Mundy and George Zhou. Our year 9 team came third in Australia. Congratulations to James Owen, Jack Chapman, Ella O'Beirne, Matthew O'Beirne, Xavier Curcio, Charlie Wilson, Crystal Lee and Luke Pan.

Debating and Public Speaking

At the end of the round-robin season St Leonard's College teams have topped the ladder in three of the four divisions of the Brighton region of the Debaters' Association of Victoria (DAV) Schools Competition, including A Grade. These teams will now progress to

playoffs, where they will compete against some of the best teams in the state.

In public speaking, the College has had similar success across each of the major divisions, particularly in the DAV Senior Public Speaking competition, in which Callum Ferguson, Juliette Capomolla, Emerson Hurley and Tessa van Veenendaal took out first, second, sixth and ninth places respectively.

CERN Student Achievement

Congratulations to our Year 12 student, Ashish Tutakne (top right) on his momentous achievement as a member of one of the two winning teams for the CERN Beamline for Schools competition. Ashish entered the competition whilst at his previous school, the International School of Manila. Only two teams were selected from 195 teams, involving more than 1500 students from 42 countries. Ashish has won a trip to CERN - the European Organization for Nuclear Research, where some of the world's best physicists and engineers explore the fundamental structure of the universe. Ashish and his team will develop their winning proposal using CERN equipment and will have two CERN scientists, assigned to assist in developing their experiment. Ashish and his team will then be assisted to publish their findings in a scientific journal.



Setting the Stage for Students to Shine

Kim Anderson, Head of Theatre Production, Executive Producer – Hart Theatre Company

Theatre is a transformative experience.

It is not only those who participate onstage who are touched by the magic created once the house lights dim and the stage is illuminated. All who share the experience from the other side of the lights, as audience members and stage crews, are altered by that short span of two hours. They are transported to other time periods and view the world from other perspectives, through the eyes of the characters who inhabit the stage.

Thus far, 2018 has given the St Leonard's College community three theatrical offerings*, each with their own take on what it is to be human, to strive for a better place in the world, to grow up, and expand on ideas that challenge the status quo. From the sleek, stark and moody interpretation of *Animal Farm* to the bright and nostalgic renditions of *The Pajama Game* and *Big the Musical*, the troupers who brought these Hart Theatre Company shows to life have engaged in learning that strengthens emotional intelligence, builds resilience, encourages ingenuity and strengthens the ability to work as members of a unified team over an intensive period of time as they work toward a common goal.



Both *The Pajama Game* and *Big the Musical* had the added elements of song, dance and musicianship to contend with and each show highlighted the prodigious talents of our Senior and Middle School students. With companies of over 150 students and staff members each, both shows dazzled their audiences as they employed the best the College has to offer in terms of production elements, collaboration and the collective determination of every student who took part in bringing them to the Kevin Wood Centre stage.

The Hart Theatre Company has its two final shows currently in the development stage* with the Senior School Play *A Matter of Life and Death* opening on 29 August and the year 5/6 Musical *Aladdin* in auditions. If you have yet to experience what is on offer across the stages of St Leonard's College, come along. You will not be disappointed!

*As at Network magazine print date





Marvellous Music

Peter Foley, Director of Music - Performance

European Music Tour

Term one holidays saw 31 students and four staff depart for a music tour of Great Britain, Belgium and France. Students performed in an orchestra, a choir, various chamber groups and as soloists. Highlights included student performances at the Garden Bandstand in Bath, Southwark Cathedral in London, The Menin Gate Ceremony in Belgium, the Madeleine Cathedral and the Arc de Triomphe in Paris and Disneyland. Our young people performed to great acclaim and were wonderful ambassadors for their College and country.

Mt Gambier National Jazz Championships

Early in May over 100 students travelled to South Australia to participate in the Generations in Jazz National Awards competition. Drawing over 6,000 participants from all over Australia, this event is the largest of its type. The three-day intensive music experience included live concerts from the Cat Empire and Grammy Award winner Patti Austin, workshops

and an impressive array of student performances. St Leonard's College was one of the largest groups participating in the event, with four bands and three choirs competing. Our choirs and bands all performed wonderfully and received outstanding rankings with our top band being placed third nationally.

Music Festival

Over five hundred performers participated in this year's Music Festival held at the Robert Blackwood Hall, Monash University in June. Thirty-five different ensembles including bands, choirs, orchestras, jazz groups, chamber groups and guitar ensembles played in the foyers, in the entry courtyard and on the auditorium stage. The enthusiasm and professionalism from our young performers were exceptional, delivering many highlights to the appreciative audience. The evening culminated in our massed item where all 500 students and staff joined to present *This Is Me* from *The Greatest Showman*. With a mix of orchestra, soloists, small vocal groups and massed singing, the spirit of our young musicians was obvious and was greeted with a standing ovation.



House Music Competition

Alan Scott, Executive Producer

Over 2700 people enjoyed another brilliant House Music Competition at the Convention Centre in August. The annual event has become a premier occasion for the College since the move to the Plenary from Hamer Hall in 2010.

This year's overall winner was Allen House – it placed first in the Small Vocal and Massed Choir (2nd item), and second in the Instrumental section. Congratulations to the Allen House leaders – Conor Boyd-Eedle Year 12, Isabella Scollo Year 12, Meg Pearson Year 9 and Charlie Wilson Year 9 – for leading their House so competently.

Congratulations to all other Music Captains for their courage, commitment and determination to put on outstanding performances. The growth and development during the four weeks leading up to the event were thrilling to observe.

Thank you to all music teachers for sharing their expertise, Heads of House for supporting the Captains, and all other staff for their participation and involvement.

Well done to Imogen O'Leary-Quereshi Year 12, Lucinda Pezzimenti Year 12 and Grace Hadley Year 9 for winning the individual conductors' awards in each section.

One of our technicians on the night - lighting specialist Peter Darby from Victorian Opera – wrote,

"It was an absolute pleasure working on your House Music Competition. The quality of performances was at a level that far surpasses any school ensembles I have ever worked with and was at an extremely high professional standard".

Kudos to all involved.

Junior School House Music

Rebecca Rouse, Junior School Music Teacher

The Junior School House Music competition took place on Friday 22 June. This competition aims to develop participation and enjoyment of music, develop confident in-tune singing, provide leadership opportunities and give students an opportunity to work and collaborate with different year levels.

The opening song, *True Colours* sung by all students from prep to year 4 embodied the theme for the competition. The theme, *Show Your True Colours* represented so many aspects of the McMillan House values and allowed students to reflect on what it means to be confident in who they are and accepting others openly. To play on the theme, each House performed a song that represented the colour of their House.

Determination and commitment were apparent from the beginning of the rehearsal process. Students from prep to year 4 have worked together showing enthusiasm, cooperation and increased confidence, resulting in outstanding performances. Congratulations to Munro, the winning House and to Anya Khatsernov who was awarded the conductors' award.



I am responsible for...

Our St Leonard's College leaders share their thoughts on our 2018 theme 'I am responsible for...'

"The openness of this year's theme allows us as students to reflect on what we value personally, and in turn identify our own pathways to influencing positive change across the board. Responsibility comes in a variety of scales, and the theme encourages us to explore the ways in which we can benefit not just ourselves, but the College and wider community.

As we progress along our school journey, numerous opportunities will arise and while we must focus on academics to ensure a solid foundation for the future, it is equally rewarding to engage in cocurricular activities that broaden our horizons. The experiences gained from these will shape our responsibilities and develop us as students and global citizens.

Reflecting on this theme, I recognise that I am responsible for... representing the views of my peers in a way that can assist us as well as future cohorts. I am also responsible for doing everything to the best of my ability, whether that be playing sport, debating or even

“It seems quite simple, but I feel I have a responsibility to not impact the lives of others in any negative ways, but hopefully make a positive contribution.”

singing at House Music. Finally, I must continually aim to improve myself and try to support others, regardless of being in a position of leadership or not.”

Angus Kennedy, Deputy College Captain

“I am responsible for... my influence and contribution to society. Not only does this pertain to the College community, as I aim to represent the student voice and set a good example for others, but in a broader sense, I am responsible for my impact as a global citizen. Both within and beyond the College, my decisions and actions can shape the lives of others, and it is my responsibility to ensure this impact is positive.”

Chloe Chin, College Captain

“I am responsible for... doing my part for all the communities that I am included in and encouraging others to do theirs. Whether it be as a member of the College or even as a global citizen, my responsibilities lie in fostering a welcoming environment for my communities and increasing their sustainability for the future. In doing so, I can help to generate a sense of pride towards our communities to further encourage



the alignment of our individual goals, bringing people closer to one another.”

Alec Loschiavo, College Captain

“I am responsible for... leaving everything the way I found it, or even better, to make a positive impact. I believe I am responsible for attempting to better every situation I encounter; to make someone feel a bit better when they are down, to make a change in my lifestyle to help the environment, to make sure a space is clean when I leave it. It seems quite simple, but I feel I have a responsibility to not impact the lives of others in any negative ways, but hopefully make a positive contribution.”

Juliette Capomolla, Deputy College Captain

Pioneering Progress

Candice Tappin, Head of Social Action, Global Citizenship and Engagement

What knowledge, skills, attitudes and values will today's students need to thrive in the future? How can we develop these requirements to ensure students are global citizens and agents of change, shaping their own lives and contributing to those of others?

These two questions set the foundation for my role as Head of Social Action, Global Citizenship and Engagement. Always the innovator leading the way, St Leonard's College has pioneered this new position appointment. The objective of the role is to support, strengthen and develop opportunities for students to engage in social justice issues, as well as fostering strong ongoing relationships and partnerships within the social justice and philanthropic community.

Being a passionate global citizen and social action advocate, I'm very excited to be in the role. For the past eight years I've been living in Timor-Leste and Lao PDR, helping the Ministry of Education improve basic education for all; including girls, children from rural and remote areas, and those of ethnic minority. My roles involved supporting the national primary curriculum reform, developing teaching and learning resources, and improving teacher training. This work has provided me with the opportunity to witness first-hand the effects of poverty and the limitations many people face when it comes to accessing education, employment and other basic human rights. Before my advisory work overseas, I was a primary teacher for refugee and asylum seeker children in Melbourne. Prior to that, I was a 3/4/5/6/7 teacher (yes, all grades in one class!) in a remote community in the Northern Territory. All work I've found extremely rewarding.

St Leonard's is already extremely active in the area of social action and engagement through Lennie's Van, and student groups such as Amnesty, U2 and the Middle School Action Group, which has now been expanded to include year 5 and 6 and renamed St Leonard's College Social Action Group. The College's curriculum has a strong global citizenship focus from Junior School all the way through to





Senior School, in particular with our IBDP program and year 9 CUE program. Since my commencement in the College I've witnessed initiatives where students are supporting causes and organisations they are passionate about. I was privileged to see the outstanding undertaking and achievement of our Senior School students in the annual Bangladesh dinner. A truly fantastic evening where a phenomenal \$53,000 was raised in just one night. These funds contribute to the building and maintenance of Fred Hyde Schools (Co-Id) on Bhola Island in Bangladesh, helping with construction of buildings, learning materials, teacher salaries and many other important education elements. St Leonard's has a long history with Fred Hyde Schools (Co-Id), where for over 20 years the College has supported this small yet significant organisation's efforts to provide access to education to the children on Bhola.

In more recent news, last term we introduced Senior School Social Action Colours, allowing students who have made a significant contribution to social action activities to be recognised. We're also introducing a Social Action component to the House system, where each House has a particular global issue that they will support via fundraising, community engagement and advocacy.

I'm looking forward to working collaboratively with my colleagues and our students to create an environment that develops socially responsible global citizens, actively engaged in shaping the world we live in.



2018 Bangladesh Dinner

We would like to extend our heartfelt thanks to our St Leonard's College community for your generous support of the 2018 Bangladesh Dinner, which resulted in the highest fundraising amount for this event to date.

Since 1993, senior students of St Leonard's have raised funds for Bangladeshi children who would otherwise not have access to education. We would like to congratulate our young people on their outstanding commitment and dedication to providing a fantastic evening filled with entertaining performances, delicious food and fundraising activities.

This student-led initiative is a testament to the firmly ingrained sense of responsibility within our young people and their willingness to work tirelessly together to achieve an outcome that will have a positive and powerful impact on the lives of others.

This year was our most successful Bangladesh Dinner event, with \$53,000 raised through the generous support of our College community.



Transforming Times

Barry Pemberton, Archivist

Witnessing the impressive transformation that accompanies the progress of time is always an interesting and entertaining exercise.

After all, who doesn't love a good "before and after"? Below and right, we feature some of our College's most recognisable vistas, as they once were and as they are today.



McMillan House fifty years ago. When St Leonard's Presbyterian Girls College outgrew and vacated the old Were Street school in 1954, the timber classrooms were transported over a kilometre to the newly acquired site in South Road. Some were reassembled in the present Senior School area and the rest, I am told, were used to start McMillan House. The main entrance and driveway lay just to the left of the buildings featured below.





How many readers remember the College's old gymnasium? It stood at the back of the property at right angles to Heathfield Road, approximately where the Woolhouse Theatre is now. Much bigger inside than it looked from the outside, it was also used for ballet classes and even, being big enough, as a convenient space to paint a backdrop for "HMS Pinafore" (1971). The clock is indistinct but appears to indicate the end of the school day, with students with bags and straw hats about to go home - about 1968.

Notice to our community

We are seeking any historical information from within our community about the original McMillan House and the old gym, including dates, reminiscences or building use. We are also interested in the origins of the old gym and details of the actual move to South Road. If you can help with any information, please email barry.pemberton@stleonards.vic.edu.au



The present view from the top of the tower shows quite a different landscape to that of the mid-1960s. Looking towards South Road across the Mirams lawns, the deep end of the then new pool is seen at right, the long curving drive to the front gates beside McMillan House beyond that, and Haileybury in the distance top left.



Acknowledging our Donors

Jen Neate, Chair St Leonard's College Foundation

I am responsible for leading the Foundation's culture of philanthropy to secure the future prosperity of our College into the next 100 years and beyond.

At the conclusion of our 2018 Annual Giving campaign, we are extremely proud of our community's engagement and benefaction, demonstrating a united commitment to our College. The generous philanthropic support of our community members indicates a willingness to recognise and act upon a genuine and heartfelt sense of responsibility for others.

Your generosity supports our pledge to provide the best learning environment and resources for all our students. Whether you choose to donate to the Foundation, the Building or Scholarship Funds, your donation allows St Leonard's College to offer choice and opportunity to every student via an innovative learning environment designed to nurture and holistically develop all aspects of our young people.



Your gift to the Foundation means the gift of a diverse education to all our worthy recipients, encompassing music, team sports, the performing and visual arts and the chance to deeply explore subjects that challenge the mind. To engage in learning whilst making friends and connections that will continue throughout life's journey. These are essential elements we all want for our own children but recognise that by giving to the

An open letter from our Global Citizen Scholar

Dear Community Members,

My name is Amira Khouri and I am a year 10 student at St Leonard's College.

I grew up in a city called Homs in Syria. It was a beautiful and amazing city. I absolutely loved every single thing about it; the buildings that we lived in, how everyone there was so nice and cheerful, and our neighbours who were like family. It was my home. The quality of education in my country was very good, although sometimes there was a bit too much pressure.

Everything was fine until 2011. I was halfway through year 4 when I heard the first bomb next to my house. I was so terrified, and so were my parents and little brother. My family and I had to move from the city to a village and then to Lebanon, finally ending up in Australia, all caused by the devastating war.

I felt very homesick for my first six months in Australia as I had to learn a completely new language which was a very challenging experience for me, as well as adapting to this new community. I always felt homesick and I still do, but thanks to St Leonard's College I feel like I'm a part of this community.

I absolutely love all the students and teachers at St Leonard's. Everyone is always smiling, nice and helpful.

I'm so grateful for the opportunity that was offered to me here as a Global Citizen Scholar, to receive an excellent education and to be a part of a caring and supportive community.

*So I would like to say...
thank you.*

*With gratitude,
Amira Khouri*

Foundation, we make this possible for others, too. We are delighted that the 2017/18 Annual Giving shows continued growth and patronage of the Foundation. It is because of your generosity that we continue to fund the life-changing opportunities and projects the College undertakes.

We are excited to grow the culture of philanthropy in our community so that we can further support the Inspiring Innovations project - a significant development that will elevate the educational experience of our students and their capacity for innovation.

Your generosity supports our pledge to provide the best learning environment and resources for all our students.

I would like to thank our entire community of donors for their support of the 2017/18 financial year Annual Giving. The kindness and generosity of those who continue to give each year, and those who have joined the Annual Giving for the first time, are very much appreciated. We recognise you in the following pages and look forward to sharing more of our successes with you in the coming months.

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



Thank you

We would like to express our deepest gratitude to the St Leonard's College Foundation 2017/2018 financial year donors, listed below. To you all, we say a very heartfelt thank you.

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Lennie's Van Update

Nicole Haydon, Community Projects Coordinator

The interest and participation of our students in the Lennie's Van program continues to swell with over 80 students and staff members now signed up and participating on regular services to help support local community members who are "doing it tough."

A fortnightly afternoon tea service commenced in Term 3, providing a delicious and healthy snack for our patrons, and another opportunity for school children to make lunch to take with them to school the next day – a great addition for those who find our morning services a little early to attend! This new service also

looks to support the Maternal and Child Health Nurse Outreach Project and the Bayside Library Service which run at the same time.

The monthly 'Soups and Sweets' lunch services have proved to be a wonderful opportunity for social interaction with the patrons and it has been great to see some patrons bringing along their musical instruments so we can enjoy some music and the odd sing-a-long while lunch is served.

The twice-weekly breakfast service and the collaborative BBQ Party engagement events continue to remain on our calendar where our students interact with patrons through playing board games, ball games and reading to the children. Lennie's Van also supplies baked goods lovingly baked by our parent community.

I would like to thank the businesses that continue to support Lennie's Van - The Leaf Store, Pezzo Di Pane Bakery and Chef's Choice Meats who provide bread, meat and grocery items for the services. When possible, we ask that our College community support these businesses that support St Leonard's and the broader community.

The Amiel Society

Stuart Davis, Principal

Among the most endearing and enduring qualities of the St Leonard's College community is our evident innate appreciation of our responsibility to others.

The character and identity of our College continues to have a profound impact on developing the attitudes, skills, values and competencies of our young Leonardians as emphatically as it has for more than one hundred years. At a simplistic level, our message to encourage our young people to do the most good they can, especially in a world where it is not currently possible to meet the needs of every person, requires that we treasure the gifts of kindness and time in addition to financial and other material gifts. Such is the generosity of our community that I have recently estimated our annual contribution to all deserving agencies, communities and families to be in excess of \$270,000. The creation of the Amiel Society, a Public Benevolent Institution (PBI) will allow us to more readily provide opportunities of tax relief to our donors and the prudent investment of our funds to help meet the rising demands of our schools in Bangladesh, our Leonardian, Indigenous and Global Scholarships, Lennie's Van and the myriad of other significant contributions that we seek to make to support those with whom we share this planet.

Nicki Amiel, former student, teacher, parent, Council Member and Chair of College Council has been a wonderful role model and mentor for many thousands

of Leonardians and, with her family, has been deeply generous in donating time and financial support for scholarships. The importance of her influence was captured thousands of years ago by the Roman philosopher, Seneca: *"Choose for yourself a moral hero whose life, conversation, and expressive face all please you, then picture them to yourself at all times as your protector, and as your ethical pattern. We all need someone whose example can regulate our characters."*

In light of the aggregation of St Leonard's many programs, committees and interest groups which constitute our rich commitment to social justice issues, and bringing them together under a single unifying umbrella called The Amiel Society, in honour of Nicki Amiel, we recognise the opportunity to create an identification symbol.



The symbol was designed to visually reflect the values of empathy, kindness, compassion, respect, understanding, empowerment, embracing and sharing.

The story of *The Love Umbrella* by Davina Bell also provided an inspired perspective of a magnificent, all-encompassing unconditional source of pure love that resides above us. It is essentially this omnipresent, universal parental umbrella of love that connects and unites all of us as children of the world.

Our logo design (featured above) has retained the umbrella as the primary symbol and conveys our very own love umbrella for The Amiel Society.



2018 Reunions

Class of 1993, 25 year reunion

Many of us in the Class of 1993 couldn't believe it had been 25 years since we'd finished year 12.

We were incredibly impressed by the school tour given by existing students and there was much amazement at the incredible new facilities as well as the beautifully restored Harefield House. In addition, there was much laughter as other buildings brought back fond memories alongside offices of some of our teachers who are still much-loved members of staff today.

We were delighted to see some of the traditions we had started continuing to prosper - including the Bangladesh Dinner which our year founded.

Those of us who attended represented a cross-section of our year and we were also delighted to have many classmates who could not get to the school in time for the reunion, able to join us later in the evening to catch up on old times.

Jill Riseley (OC 1993)





Class of 1988, 30 year reunion

The champagne and conversation flowed as the Class of 1988 reunited after 30 years.

Since graduating, this cohort continues to experience significant milestones and enjoyed sharing their latest life experiences with one another. From stellar career updates and exciting travels through to heartwarming family additions, there were plenty of wonderful stories told.

Laughter abounded as these past students reminisced, regaled by amusing and entertaining recollections of the past. Many memories of life at the College in the 1980s were conveyed, and the bond that was formed over 30 years ago was once again warmly recognised and rekindled.

We look forward to welcoming the Class of 1988 back to the College again for their next reunion!





Class of 1978, 40 year reunion

What a great night of laughs and sharing of stories from the '70s! The memories of our education; 1973 was the first form 1 (year 7) at the College to have boys, the ratio was one boy to seven girls, by 1978 form 6 (year 12) there were almost even numbers. The varied personalities were as obvious today as they had been in the '70s. We all knew that a great bond had occurred in that time frame, and even though many do not stay in contact, it did not matter; the memories are still vivid when you get together.

What does 40 years since leaving school mean... we are all close to 60 and we are now talking about the prospect of grandchildren. What was also obvious and interesting was that not many had any thought about retiring from

the workforce, I'm sure my parents retired by 60! Many varied and interesting life experiences and adventures were discussed.

The conversations continued at my house and I certainly enjoyed the further conversations and laughs. Who the best and funniest teachers were, what events stayed fixed in our memories and who was the naughtiest, cheekiest and most adventurous! I said farewell to the last person about 1am and we said see you in five years, if not before.

I wish the cohort of 1978 another great five years and look forward to the next catch up in 2023. Stay connected, look after yourselves and enjoy turning 60!

Virginia Tonc (nee Thompson, OC 1978)





Class of 1998, 20 year reunion

An outstanding night was had by all as the Class of 1998 reunited for an engaging evening of exchanges.

Memories and old stories were swapped, and their latest life experiences and achievements were celebrated and congratulated.

The class of Old Collegians chatted away, sharing noteworthy news about professional pursuits, travel adventures, and the forming of families.

Albeit 20 years since graduation has passed, the Class of 1998 connected with one another like it was only yesterday that they stepped out beyond the College gates and into their new lives.

While the paths chosen have been brilliantly varied, this Alumni group were united in their fond recollections of St Leonard's College, and the wonderful foundation it gave them for adult life.

Upcoming Reunion Dates

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

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Editor Anna McCarthy

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