



St Leonard's College
An education for life.

College Prospectus

2023



Welcome to St Leonard's College



St Leonard's College is Bayside's school of choice and one of Melbourne's premier independent coeducational schools.

We offer a seamless education across the spectrum, from the youngest child entering our Early Learning Centre through to the seniors who graduate from year 12. By implication then, we are a family school.

Our reputation for educational excellence and innovation is built upon a proud history that stretches back over 100 years. A defining hallmark throughout that time has been a willingness to innovate without ever losing the integrity of our core values. It is a mindset that has allowed the College to remain relevant and respected as the decades have changed.

We hope that is how you find us today; diverse, dynamic, and at the leading edge of educational best practice. However, innovative as we are, one thing has remained resolute at St Leonard's for over a century. That is, our determination to equip young people with an education that will serve them, not just to the College gates, but throughout their life beyond.

We offer a diverse curriculum and extensive cocurricular opportunities, all delivered by exceptional teachers in breath-taking facilities. Yet we believe our appeal runs deeper than that. One of our fundamental aims is for our young people to understand that with great privilege comes great responsibility. To realise that their education should not just advance their own lives, but those of others as well. That's the reason why opportunities for meaningful service are at the heart of what we call an education for life.



Our Mission and Values

Our vision is to provide all students with an education for life.
We foster the personal qualities necessary for lifelong learning.

Our Mission

Through inspiring and caring professionals and in a physically, emotionally and spiritually safe coeducational environment, St Leonard's College provides an exemplary, innovative education for its students, enriched by the traditions of its heritage and the diversity of all humanity to develop global citizens who know and embrace all others as equals.

Our Values

Lifelong learning

We value and develop the essential personal qualities and skills for lifelong learning, including self-confidence, integrity, resilience and creativity. A St Leonard's education prepares students to take their place in the world and make meaningful contributions to society.

People

Our young people are encouraged to embrace diversity and individuality as well as collective responsibility.

Partnership

We consider education to be a partnership between students, teachers and parents, each with their separate roles and responsibilities.

Teachers

Our teachers are committed to continuing personal and professional development and embrace educational innovations. They are fully equipped to adapt to the rapid changes in education.

Community

Students become aware of the needs of the wider community and learn to engage in the world outside of the College community.

Environment

We are committed to protecting the environment as well as addressing the challenges that will face future generations.

Diversity

We welcome all cultures and celebrate diversity. Our students are encouraged to engage with people and cultures that are outside of their immediate world.



Statement of Democratic Principles

The VRQA Minimum Standards for School Registration includes a standard concerning the school's adherence to Australian democratic principles and practice.

This standard is as follows:

The programs of, and teaching in, a school must support and promote the principles and practice of Australian democracy, including a commitment to:

- elected Government;
- the rule of law;
- equal rights for all before the law;
- freedom of religion;
- freedom of speech and association;
- the values of openness and tolerance.

St Leonard's College is committed to the principles of a liberal democracy.

- We believe in an accountable, democratically elected government.
- We respect and observe the rule of law, and believe that no person is above the law.
- We believe in equal rights for all before the law, regardless of race, ethnicity, religion, sexuality, gender or other attributes.
- We believe not only in the freedom of religion, but also the need to practice tolerance and understanding of others' beliefs.
- We believe in the value of freedom of speech and freedom of association, but also acknowledge that we have the responsibility not to abuse this freedom.
- We believe in the values of openness and tolerance, and value and respect all members of the school community regardless of background.



Early Learning Centre

Our ELC offers an enriching and stimulating educational program for children aged three to five years.

Our program is inspired by the Reggio Emilia approach to early childhood education, a world-renowned teaching and learning philosophy. Widely recognised as best practice in early childhood education, the Reggio Emilia educational project offers an education that respects children and their rights as citizens. We see the child as competent, powerful and full of potential, and place each child at the centre of their own learning. Children are encouraged to brainstorm and discuss topics of interest as well as develop skills in problem solving, hypothesising, critical reflection and collaboration. Specialist activities include music, library, movement skills, creative arts, drama and mindfulness.

The Reggio Emilia educational project also emphasises the importance of the physical learning environment to stimulate inquiry, and the centre itself is architecturally designed to inspire creativity, exploration and curiosity in young children. We also recognise the pivotal role parents play in their children's education and welcome their contributions as partners, collaborators and advocates.

Our highly qualified staff foster a setting where children begin to develop the skills and qualities necessary to become lifelong learners, and provide a rich environment for social, intellectual and physical development. The ELC program follows the Early Years Learning Framework and, following an assessment by the Australian Children's Education and Care Quality Authority, was rated as Exceeding National Quality Standards. This assessment confirmed what we already know to be true – our committed staff and leading educational practice provide young children with a stimulating program that enhances learning and development, and ensures every child is cared for and encouraged to thrive.



Junior School

McMillan House is the College's Junior School and caters for children from ELC to year 4 in a friendly, caring environment.

In a modern learning facility, creating Junior School cultivates intelligence, innovation and an international perspective; responsible and compassionate leaders who place the welfare of others before their own and who are willing to embrace the challenges of our century as opportunities to make a difference. We believe that every child should be a capable, competent and active participant in their own learning journey.

Assemblies, buddy program, House activities, playground games, cross-age opportunities and special whole-College experiences foster authentic relationships where the children and staff in McMillan House are known to each other and a happy learning environment is created.

A variety of specialist staff are involved in McMillan House, including a storyteller, drama, music, art and physical education teachers, school psychologist, support teachers, and a specialist language teacher (Chinese).

Our programs in McMillan House follow the International Baccalaureate Primary Years Programme (IB PYP). Expertly designed for children aged 3 to 12, the PYP is a curriculum framework that prepares students for the intellectual and emotional challenges of further education and employment on the global stage. The programme incorporates local and global issues into the curriculum, asking students to explore six related, transdisciplinary themes and to consider the links between them. These units of inquiry foster academic, social and emotional growth, and focus on international-mindedness and the development of strong personal values. Importantly, the PYP values independence, initiative and self-motivation, encouraging every student to take responsibility for their learning.



Years 5 and 6

The upper primary years of schooling are an important stage as students look for new challenges, eager to learn more about the world around them and their place in it.

Children at this age have a thirst for knowledge, driven by the wealth of information available to them instantly and at any time online.

We understand that the life of an 11 year-old now is very different to that of their parents and teachers at the same age, and that the old ways of teaching are unable to meet modern year 5 and 6 students' potential abilities and understandings. That's why we have developed a unique program for learners at this stage, designed to present them with the challenges they seek and instil in them a love of learning that will stay with them throughout their secondary education and beyond.

Our year 5 and 6 students have dedicated, specialist educators across all subjects; where they will learn from different teachers for each of their academic classes. The curriculum covers English, Science, Mathematics, Humanities, Languages (Chinese, French or Spanish), Digital Technology, Physical Education, Art and Music, all taught by specialist teachers and in specialist classrooms across the College. This allows students to engage more deeply and meaningfully with the curriculum content and begin to discover the areas where their individual passions and skills lie.

Our program provides students in years 5 and 6 with an academic challenge, ensuring they remain engaged and excited in their learning, and building in them the learning dispositions, confidence and critical thinking skills they will need to embrace their future.



Middle School

The things learnt in Middle School can last a lifetime as students explore and discover interests that become lifelong passions.

Middle School (years 7 to 9) is an important and sometimes challenging time of transition from child to adolescent. Students begin to explore their sense of identity, test their boundaries, and gain an understanding of their potential and place in the world.

Our Middle School programs, curriculum and environment have been specifically designed to assist students' academic and personal development during this exciting time of change and growth. Middle School staff understand that a balance between firm boundaries and risk taking is necessary in adolescence, and specialist staff, including a Middle School Counsellor, support students at every stage of their journey.

The curriculum options available gradually expand as students move through Middle School, with each individual asked to make choices regarding their own academic programs. In years 7 to 9 a wide range of electives are offered, allowing students to tailor a program to their own interests and passions, and explore a wide range of subjects before they determine a course for their final years of schooling.

The Middle School experience culminates in the year 9 Community Urban Environment (CUE) program. This experiential learning program offers pastorally-led and academically-informed activities to enhance students' understanding of their local community, and to develop an appreciation of Australia's place in the wider Asian region. Students participate in out of classroom activities designed to develop independence, initiative and teamwork, and expose students to new experiences and points of view. The CUE program includes a Big Experience, a three-week journey to Australia and New Zealand destinations, with a strong focus on service and environmental sustainability.



Senior School

Our programs for students in years 10 to 12 are designed to support their successful transition into the world beyond our school gates.

Within a strong academic and highly-supportive framework, our teachers challenge students to work outside their comfort zone, developing their courage and confidence to master the challenges of further study, work and life. We value critical and independent thinking and strive to build self-confidence in all of our students, which is crucial to the wellbeing of young people moving from adolescence into early adulthood.

Throughout the Senior School, the responsibility for the personal welfare of each student lies with their Mentor. Mentors share a strong connection with their students and monitor their progress and wellbeing. They spend time with students throughout every week, giving them a deeper understanding of their individual interests, personal circumstances, strengths, weaknesses and academic history.

Senior School students are encouraged to continue their participation in the diverse range of cocurricular offerings available to them. It is vitally important that young people maintain a healthy work-life balance, especially in the final years of their secondary education.

We offer the International Baccalaureate Diploma Programme (IBDP), the tertiary entrance qualification most respected and widely recognised by the world's leading universities. St Leonard's College was the first Victorian school (1982) and the second school in Australia to introduce the IBDP. Since then the Programme has enjoyed increasing popularity, with approximately one third of our year 11 and 12 cohort choosing the IBDP each year as their preferred pathway to university study. An extensive selection of subjects, and our highly qualified and committed staff teaching across both the VCE and IBDP, ensure our students enjoy the best support and tuition available.



Victorian Certificate of Education

The VCE is a flexible course, offering international recognition and pathways to future study and employment.

The Victorian Certificate of Education (VCE) is the qualification the majority of Victorian students receive on the successful completion of their year 12 studies.

A VCE program consists of a series of subjects, typically taken over two years. St Leonard's College offers high-achieving students the opportunity to accelerate their VCE program, by taking a year 11 subject in year 10 and a year 12 subject in year 11. This head start allows students to better manage the demands of senior study by spreading the requirements of the VCE over three years rather than two.

The VCE is a flexible course, with the study of one 3 unit sequence from the English Group being the only compulsory subject. Students can specialise in a particular area or select a general course with subjects from a range of specialities. This flexibility also applies from year to year, allowing students to adjust their program to explore new interests or strengths. We offer a wide range of VCE subjects, enabling each student to design a course that best suits their own interests, strengths and future aspirations.

On the successful completion of their VCE program, students are awarded an Australian Tertiary Admission Rank (ATAR), which allows for entrance into universities in Australia and overseas.

Subjects offered in the VCE include:

Accounting, Applied Computing, Art Creative Practice, Australian and Global Politics, Biology, Business Management, Chemistry, Chinese First Language, Chinese Second Language, Data Analytics, Drama, Economics, English, English as an Additional Language, English Language (Advanced), Food Studies, Foundation Mathematics, French, General Mathematics, Geography, Global Politics, Health and Human Development, History, History Revolutions, Legal Studies, Literature, Mathematics Methods, Media, Music, Music Repertoire Performance, Music Contemporary Performance, Music Inquiry, Music Composition, Outdoor and Environmental Studies, Philosophy, Physical Education, Physics, Psychology, Spanish, Software Development, Specialist Mathematics, Studio Arts, Systems Engineering, Theatre Studies, Visual Communication Design.



International Baccalaureate

We were the first Victorian school to offer students the choice of either the International Baccalaureate Diploma Programme or the VCE as pathways to tertiary education.*

The International Baccalaureate Organization (IBO) is an educational foundation whose mission is to create a better world through education. The underlying vision of the IBO is to offer students a balanced curriculum that fosters critical thinking and intercultural understanding. Its programmes aim to develop the intellectual, personal, emotional and social skills needed to live, learn and work in a rapidly globalising world.

Why choose the IBDP?

Studied by more than one million students across 157 countries and 5,000 schools worldwide, the IBDP's internationally-focused syllabus and assessment scheme offer students outstanding preparation for the challenges of tertiary education and a career in a interconnected world. Many leading international universities offer advanced standing for IBDP graduates in recognition of the academic rigour of the program and graduates. Successful completion of the IBDP allows students entry to some of the top domestic universities as well as some of the best universities around the world including Oxford, Cambridge, Harvard, Yale and the Sorbonne.

Course structure: Students are required to choose one subject from each of the 6 subject groups.

Group 1: Language A (Studies in Language and Literature)	English Literature, English Language and Literature, Chinese Literature (subjects taught at St Leonard's College)
Group 2: Language B (Language Acquisition)	Chinese B, French B, Spanish B, English B, and Spanish Ab Initio
Group 3: Individuals and Societies	Economics, Geography, History, Psychology
Group 4: Sciences	Biology, Chemistry, Computer Science, Physics, Sports Exercise and Health Science
Group 5: Mathematics	Mathematics: Analysis and Approaches
Group 6: The Arts	Music, Theatre, Visual Arts. Students may elect another subject from Groups 2, 3 or 4

In addition to six subjects, students participate in three Core Components: Theory of Knowledge, a subject which examines knowledge and why people think differently; the Extended Essay, a 4,000 word research paper; and CAS (Creativity, Activity, Service) requiring them to participate, lead and learn from a range of cocurricular and community experiences.

For further information about the International Baccalaureate Diploma Programme please visit ibo.org/programmes/diploma-programme/



*Students choose either the VCE or the IBDP with both pathways providing year 12 graduates with an Australian Tertiary Admission Rank (ATAR).



Languages other than English

The study of languages other than English (LOTE) challenges students to develop their listening, speaking, reading and writing skills. Our aim is to develop a love and appreciation for the importance of language and cultural understanding to enable our students to travel or work abroad throughout their lives.

Languages offered by the College are Chinese, French and Spanish. Language study is undertaken by all students from prep through to the completion of year 9, becoming optional from year 10 onward.

Students from non-English speaking backgrounds are able to study English as an additional language in years 10, 11 and 12.

The table below outlines language offerings for 2023 by year level.

	Year level												
	P	1	2	3	4	5	6	7	8	9	10	11	12
Chinese	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓ VCE/IB	✓ VCE/IB
Chinese First Language										✓	✓	✓ VCE/IB	✓ VCE/IB
French						✓	✓	✓	✓	✓	✓	✓ VCE/IB	✓ VCE/IB
Spanish						✓	✓	✓	✓	✓	✓	✓ VCE/IB	✓ VCE/IB
Ab initio Spanish*												✓ IB only	✓ IB only

* *Ab initio* Spanish provides an option for students to enter the International Baccalaureate Diploma Programme (IBDP) without a prior language study sequence or to change from a previous language study.



Cocurricular Program

Our cocurricular program is diverse, dynamic and offers an experiential activity for all students.

A St Leonard's education consists of the academic curriculum, pastoral care programs and our rich and diverse cocurriculum program. We consider each of these elements essential in enabling our students to begin their journey on becoming the very best person they can be. In particular, our cocurricular programs provide opportunities in alternative environments for students to discover and develop skills, interests and global awareness, unearthing passions and talents that will influence them for a lifetime.

By participating in our cocurricular program, students gain a sense of their place in the world and how they can make meaningful contributions to society. Every activity is carefully and considerately designed to further each individual's intellectual, personal, physical, social and emotional growth and development.

We are renowned for our excellent theatre productions, musical performances, and quick-thinking debaters. Each year the College calendar is filled with a spectacular array of concerts, international performance tours, recitals, musicals and theatre performances.

Our sporting teams enjoy success across a wide range of pursuits, benefiting both their physical health and fitness, but also providing opportunities for students to build new friendships, discover their potential and unearth new passions. We also offer a wealth of opportunities for students to experience the great outdoors, with camps and experiential learning facilitated at our permanent, waterfront campsite on the Banksia Peninsula.

Student leadership programs and personal development activities foster each student's social and emotional growth, skill development and maturity. Our cocurricular program also focuses strongly on social justice and helps students to understand the importance of respecting, supporting and caring for others, as well as challenging them to actively participate – not only in fundraising but also by contributing their time and talents to worthy causes. Furthermore, our students are encouraged to consider their place in the world, and to understand that with great privilege comes great responsibility. At every age and stage students explore their gifts and how they can contribute to the world around them in a positive way.



Cocurricular Program

ACADEMIC EXTENSION

da Vinci Decathlon (Yr 7-10)

Future Problem Solving
(Prep-Yr 12)

Tournament of Minds
(Prep-Yr 10)

CLUBS, ACTIVITIES AND COMPETITIONS

Chess Club (Yr 7-12)

Debating Club (Yr 5-12)

DigiSTEM Hub (Yr 5-12)

- Coding
- eSports
- Robotics

House Activities (Prep-Yr 12)

Model United Nations (Yr 9-11)

Public Speaking (Yr 7-12)

Science Competitions
(Prep-Yr12)

Writers Workshop (Yr 7-12)

LEADERSHIP

Leadership opportunities include
College, House, Performing
Arts, Sport, Peer Support, Social
Justice, College Activities and
Event Committees

MUSICAL PERFORMANCE

3 x Bands (Yr 5-12)

7 x Orchestras (Yr 3-12)

9 x Choirs (Yr 1-12)

3 x Guitar Ensembles (Yr 5-12)

6 x Jazz Groups (Yr 5-12)

6 x Chamber Music Groups
(Yr 5-12)

International Music Tours

OUTDOOR EDUCATION

Duke of Edinburgh Award
(Yr 9-12)

Hiking (Yr 10-12)

Ibis Adventure Camp (Yr 6-9)

Interschool Snowsports (Yr 1-12)

Mountain Bike Camp (Yr 7-11)

Snowsports Camp (Yr 5-12)

PERFORMING ARTS

Costume Making (Yr 5-12)

Makeup/Hair Crew (Yr 5-12)

Plays and Musicals (Yr 5-12)

Stage Crew (Yr 5-12)

Tech Crew (Yr 5-12)

VISUAL ARTS

Visual Art Exhibitions

Film and animation

Photography

Ceramics

Portraiture

SPORT

Athletics (Yr 3-12)

Australian Rules Football
(Yr 7-12)

Australia Rules Football 9's
(Yr 5-9)

Badminton (Yr 7-12)

Basketball (Yr 5-12)

Cheer Sports (Prep-Yr 12)

Cricket (Yr 5-12)

Cross Country (Yr 3-12)

Futsal (Yr 10-12)

Golf (Yr 5-12)

Gymnastics (Yr 3-12)

Hockey (Yr 5-12)

Karate (Prep-Yr 12)

Netball (Yr 5-12)

Running Club (Yr 7-Yr 12)

Sailing (Yr 7-12)

Soccer (Yr 5-12)

Softball (Yr 5-12)

Softcrosse (Yr 5-6)

Sport Aerobics (Yr 1-12)

Swimming (Prep-Yr 12)

Table Tennis (Yr 5-12)

Tennis (Yr 5-12)

Touch Football (Yr 5-12)

Volleyball (Yr 5-12)



Why Choose Coeducation?

Like a Fish to Water – By Peter Clague, College Principal

Write about coeducation, they said.

I couldn't help thinking of that hackneyed joke about the swimmer on the shore, calling out to ask a fish "How's the water?" and the fish replying, "What is water?" Some things are so obvious, we are oblivious to their very existence.

As I toured St Leonard's College for the first time in August, coeducation seemed so fundamental to the school's ebb and flow, it was invisible. Ultimately, I want young people to be like that fish, not even consciously comprehending the water in which they swim. I want them to find respectful, easy relationships with all other children so normal that they don't even consider there might be any other alternative. To believe innately that all people possess equal possibility and potential. If the pandemic taught us anything, surely it was that? The COVID virus did not discriminate; no gender, race, religion, or political persuasion was spared. Equally, it was the cooperation of diverse people the world over that ensured human resilience triumphed in the end. You would hope that not only their intelligence, but also their ability to collaborate, was a function of their early education.

Our young people will leave us to enter universities, join the workforce, and ultimately contribute to societies that will – rightly – expect them to know how to interact easily and appropriately with others, including those of a different gender. From the feminist revolution of the Seventies to the #MeToo movement of recent times, the impetus for gender equality and mutual respect is at last reaching all corners of society. I'm not saying we are there yet; however, schools have been an engine of that momentum, hence my belief in coeducation.

The relative academic merits of coeducation vs single-sex teaching is one of the most heavily researched topics in Western education. The problem is often that initial bias in the sample can skew the results. For instance, some studies suggesting girls do better in single-sex schools don't account for the fact that a disproportionate number of those pupils may be predetermined to succeed academically, wherever they are taught. Often, parents who send their daughters to girls' schools do so because they already place a higher premium on academic attainment than other families. Hence, the population of the school may be predestined to perform well. That does not mean, however, that those girls would not have performed equally well in any other educational setting.

A photograph of a man in a dark suit and light blue tie, smiling and talking to a young girl and a young boy. The girl is on the left, looking up at the man. The boy is on the right, looking towards the man. They are in a library or bookstore, with bookshelves filled with books in the background.

Why Choose Coeducation?

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Another consideration of an exclusively single-sex environment is that it can inadvertently end up perpetuating the very gender stereotypes it intends to counter. Non-traditional subject options can be harder to sustain outside of a coeducational setting. Think of Food Science for boys, or Computer Coding for girls. Yet in all the subjects they offer, coeducational schools like St Leonard's can (and do) regularly test for gender bias in academic outcomes, allowing teachers to immediately address any imbalance.

Ultimately though, it is not academic achievements that underpin my belief in coeducation. It may seem like sacrilege, coming from a professional educator, but I believe that the sum of a child's schooling is far greater than their final ATAR. Learning how to be comfortable in your own skin, and how to respect others doing the same, seems of equal importance to me. And that requires exposure from an early age to people whose perspectives and personalities differ from your own. That may be challenging at times, but so are most of the important lessons we learn in life.

For example, one argument often touted for sending girls to single sex schools is the opportunity to let them flourish without distraction, away from the perceived dominating influence of boys in a classroom. However, those same boys will still be in attendance at the first university lecture. Surely it is better to teach girls how to "lean in" (and boys how to dial it down) before either party becomes too set in their ways?

Even if different genders do occasionally jar as they learn to live alongside one another, there is plenty of research to show that sexism and stereotyping occurs just as frequently in single-sex environments (male or female) as in mixed settings. I would argue it is much easier to detect, debunk, and dispel those behaviours in a coeducational school. Just as racism tends to diminish in societies that become more multicultural, so too does it get harder for students to foster inappropriate attitudes about genders different to their own when living and working alongside each other.

Surely the same is true of all human differences? Diverse school communities that include a blend of sex and sexuality, race and religion, culture and creed, bodies and brains, aren't actually virtue-signalling bastions of the woke. They are just, well... normal.

A reflection of the society they serve. Like water to a fish. And where better for any child to learn to swim, than St Leonard's?

The full version of this article was first published in Network Magazine by St Leonard's College, September 2022.



Social Action Programs

One of the most endearing and enduring qualities of the St Leonard's College community is the sense of responsibility for those less fortunate.

Our young people are encouraged through a myriad of social action opportunities to make valuable and meaningful contributions to society.

Recognition of the importance of kindness in today's world is actively demonstrated and ingrained in the behaviour of our students. They understand that generosity manifests not only in financial giving but also in giving time and gestures inspired by love and compassion.

We have a range of core social action initiatives such as Lennie's Van, our Warruwi Indigenous Community Partnership, fundraising for our educational facilities in Bangladesh and our vitally important local, national and international social action activities to support disadvantaged youth.

Our St Leonard's College, Lennie's Van, delivers a food service program to disadvantaged members of our community who have been identified as 'food vulnerable' and who are often at a social and economic disadvantage. Launched in early 2018, Lennie's Van is an initiative founded on our strong sense of community. Our Senior School students and staff volunteer to assist at our Lennie's Van services which involve the delivery of breakfast, lunch and afternoon tea services, bread drops and the delivery of fruit and vegetables. All of these services have been provided to those in need in our local Bayside community. Recipients benefit not only from the food provided but also from the social interaction the service offers due to the social isolation they experience.

The College also has an extensive House social action program where each House partners with their selected charity to participate in engaging activities that build a sense of connection and community whilst raising funds and awareness for their chosen charity.



Known, Nurtured, Loved

The wellbeing of your child is
of paramount importance to us.

We know that health and happiness are fundamental to their success at school and for their future. Building strong and productive connections with their teachers and peers is pivotal to their capacity to deal positively with life's challenges.

From ELC through to year 12, our students' wellbeing is enhanced by a safe and happy environment based on mutual respect, developing independent, resilient and responsible young people who have the self-confidence and commitment to make a positive contribution to society. We launched our WISE Wellbeing program in 2020 – Warm hearts, Inspired futures, Strong minds, Engaged beings. This program reflects the breadth of influence on a child's wellbeing – academic, social, emotional, physical and spiritual. The WISE Wellbeing program's success is founded upon the dedication of our mentors, classroom teachers, health and cocurricular program, specialist teachers, counsellors and extensive wellbeing initiatives.

From ELC through to year 12, student wellbeing is enhanced by a safe and happy environment where students and staff work together with mutual respect, developing independent, resilient and responsible young people who have the self-confidence and commitment to make a positive contribution to society. Launched in 2020, our College's WISE Wellbeing program reflects the breadth of influence on a child's wellbeing – academic, social, emotional, physical and spiritual. The WISE Wellbeing program's success is founded upon the dedication of our mentors, classroom teachers, health and cocurricular program, specialist teachers, counsellors and extensive wellbeing initiatives.





Known, Nurtured, Loved

Mentor Program

Our academic programs, cocurricular activities, teaching staff and facilities exist for one purpose: to support each and every student to be the best they can be. We know that every student is an individual with unique talents, interests, experiences and learning styles, and that there is no such thing as a 'one size fits all' approach when it comes to education. Our mentoring program runs throughout a student's life at the College, from their first day of school to their final exam preparation in year 12. It has been thoughtfully designed to support your child's individual interests, talents and needs.

In the Junior School, classroom teachers act as mentors for their students, looking out for their educational and emotional wellbeing, and creating a safe, nurturing and happy environment that encourages them to take risks, learn and grow. Transition programs provide new students, particularly in ELC and prep, with opportunities to meet their teachers and classmates, establish routines, and feel safe in their new school environment.

Every student in Years 5 and 6, Middle School and Senior School is allocated to a homeroom: a small group of students who have regular contact with one teacher, their mentor. Mentors have the important responsibility of monitoring the academic and pastoral progress of each student in their home room and establishing a strong partnership with parents.

In Years 5 and 6 and Middle School this involves encouraging students to become self-managing individuals who take responsibility for their own learning; challenging students' mindsets and comfort zones; fostering a culture of positivity; and empowering students to achieve their personal best. The Peer Support program connects year 7 students with students in year 11 who assist with the transition to secondary school and provide positive role models.

Senior School mentors meet regularly with the students in their homerooms, collectively and individually. Topics discussed include stress management, healthy habits and exam strategies, as well as one-on-one conversations about each student's progress and any issues relating to their wellbeing and academic performance. Mentors are in regular contact with parents, ensuring that each student is supported and equipped to reach their full potential.

We know that effective mentoring relies on building strong connections between staff, students and parents, and our mentors are committed to knowing each student; knowing their interests, personal circumstances, strengths, weaknesses, and academic history.

This highly personal approach ensures every St Leonard's student can be the best they can be.



Innovative and Progressive Teachers

St Leonard's College teachers value innovative practice, using new ideas in education to bring out the best in our students.

We value empowered, thinking learners, ensuring learner agency in our planning, teaching and assessment. We value authentic, caring relationships, understanding that at the basis of true learning is the love and care for our students.

To embed our core values, our College teachers engage in a wide variety of professional learning and partnerships with other institutions. All College teachers have trained with Dr Ron Ritchhart from Harvard University's Graduate School of Education using his Cultures of Thinking framework. Our aim is to go beyond the curriculum and to encourage our students to think deeply and conceptually. We also work closely with the OECD Education program, co-developing the Learning Compass and sharing ideas with schools across the world. The College also has forged strong links with local universities, working closely with Monash on research projects and new teacher learning.

All our teachers engage in Innovative Learning Communities, small groups that explore new educational concepts and try new and inspirational pedagogy in the classroom. An ILC symposium is held annually where ideas are shared with colleagues and with representatives from Australian Universities. Each year, many of our teachers receive direct training from the International Baccalaureate and VCAA specific to courses taught, and a high percentage of teachers have been trained as examination markers and bring that deep subject knowledge into their teaching.

Teachers come to St Leonard's College because they know it gives them the freedom to explore their craft and develop authentic and caring relationships with students, where they can inspire their students and bring out their best.



Academic Excellence

Our Academic Programs

St Leonard's College offers the Victorian Certificate of Education (VCE) and the International Baccalaureate Diploma Programme (IBDP) as pathways to tertiary education. Both pathways provide year 12 graduates with an Australian Tertiary Admissions Rank (ATAR). The ATAR shows a student's achievement in relation to other students nationally, with 99.95 being the highest rank awarded.

The VCE is a flexible course with an English study (English, Literature, English Language or English as Additional Language) the only compulsory subject. This allows students to tailor the course to meet their interests and future goals by allowing students to incorporate Vocational Education and Training (VET) and Higher Education Studies. For further information on the VCE please visit vcaa.vic.edu.au

The IB Diploma Programme (DP) curriculum is made up of six subject groups and the DP core. Students must study English, an additional language, a humanities subject, a science and mathematics. The sixth subject may be an arts subject: music, theatre or visual arts. Alternatively, students can select an additional language, humanities or science subject. The DP core includes: Theory Of Knowledge (TOK) - a study about knowledge and why people think differently; the Extended Essay - a 4,000 word independent research paper; and, Creativity, Activity, Service (CAS) - which promotes balance and student involvement and leadership in the arts, sports and serving the wider community.

St Leonard's College was the first Victorian school to introduce the IBDP in 1982. The IBDP is currently recognised in over 156 countries for university entry including Australia. For further information on the IBDP please visit ibo.org/programmes/

Congratulations to the Class of 2022

IBDP Results*

Median ATAR

97.60

76% achieved an ATAR of 95 or above
84.1% achieved an ATAR of 90 or above
98% achieved an ATAR of 80 or above

IBDP Results*

Two Perfect Scores of

**45
(ATAR 99.95)**

Placing them in the top 0.02% of
IBDP graduates worldwide.

Combined IBDP and VCE Results

Median ATAR

87.00

25% achieved an ATAR of 95 or above
40% achieved an ATAR of 90 or above
66.48% achieved an ATAR of 80 or above

VCE Results

Median ATAR

83.50

11% achieved an ATAR of 95 or above
26.2% achieved an ATAR of 90 or above
56.7% achieved an ATAR of 80 or above



St Leonard's College
An education for life.

Academic Excellence

College Duces and Proxime Accessits

William Maxwell – IBDP Dux, 45/45 (Notional ATAR 99.95)



William was our 2022 Deputy College Captain. He commenced in year 10 and embraced the many and varied opportunities the College had to offer. William says, "I'm grateful that the people of St Leonard's welcomed me with such open arms when I came in year 10. Particularly, for the way the whole community was willing to listen to me and give me a platform to show what I have to offer. I have loved the spirit of my fellow Leonardians and their determination to get things done, be heard and most importantly, live life to the fullest!" William enjoyed participating in swimming and developing his musical talents in the Guitar Ensemble. He was a proactive member of our Social Action Group and was involved in establishing the Active Bystander Initiative at the College. William participated in High Potential Learning Programs such as the Debaters Association of Victoria (DAV) Debating and Public Speaking and placed as a National Finalist in the Model United Nations Evatt Competition (third in the state). William received IBDP subject prizes in Language and Literature, History and Music. He believes the advantages of studying the IBDP are that it develops "real-life skills such as researching, time management and evaluation of perspectives." To William, *an education for life* means "that the ATAR is just a number. The true value in our education is all that we have learnt at the College and how this has prepared us for the future." William was impressively offered two scholarships, being the Tuckwell Scholarship at Australian National University (ANU) and the Melbourne Chancellor's Scholarship at the University of Melbourne. William has accepted the Tuckwell Scholarship at ANU and will be undertaking a double degree in Law and PPE (Politics, Philosophy and Economics).

Ian Rachinsky – IBDP Dux, 45/45 (Notional ATAR 99.95)



Commencing in year 7, Ian explored a variety of cocurricular activities including Tennis, Table Tennis, Spanish Club, the Peer Support Program, and House activities including House Chess and House Debating. He participated in High Potential Learning Programs such as the da Vinci Decathlon in year 7, placing first in the regional and state competitions and second in the national finals. He was the Future Problem Solving Team Captain in year 8 and participated in the Ethics Olympiad in year 9. Ian won first place in the Norm Fary Public Speaking competition during his time in the Middle School (years 7 to 9), and was awarded the ACS Public Speaking Winner in 2018. He received Academic Excellence Awards throughout years 7 to 12 including IBDP subject prizes in English Language and Literature, Spanish and Chemistry. Ian is also proud of the planning and execution of a biodiversity audit which he undertook with a fellow student to evaluate the College's ecological friendliness in year 12. Ian says, "the IBDP course is unique in the great breadth of knowledge that is required of students, and it provides greater satisfaction by studying each individual subject in depth by allowing you to understand and appreciate its intricacies. The course requires participation in a variety of creative, active and community-oriented cocurricular activities, which meant that I could maintain my hobbies and continue to discover new interests without feeling as though I was sacrificing time to study. I am tremendously grateful for all of the teachers I had the honour of being taught by throughout my six years of schooling, who all managed to clearly and comprehensively explain their subjects while simultaneously being amicable and easy to approach, instilling a love for learning within me." Ian was awarded a Melbourne Chancellor's Scholarship at the University of Melbourne where he will be studying a Bachelor of Science.

Xavier Hall – IBDP Proxime Accessit, 45/45 (Notional ATAR 99.90)



Xavier joined St Leonard's in year 7 and enjoyed participating in the Symphonic Wind and Percussion Ensembles and was a 2019 House Music Leader. Xavier was an impressive lead editor of the College's Student Publications Group *163 South*. He excelled academically and received numerous Academic Excellence Awards throughout his time at the College. Xavier was an enthusiastic participant in our Lennie's Van initiative, providing food delivery services to the disadvantaged in our community. He was the recipient of the St Leonard's College Award for Citizenship in 2021 and the St Leonard's College Award for Responsibility in 2022. When reflecting on the IBDP, Xavier shares that "it encourages students to think critically through a worldwide lens, enabling us to learn about current global issues through various case studies and

become more well-rounded and holistic thinkers. I am very pleased to have chosen the IB pathway given the self-motivation and organisation skills I have learnt which will undoubtedly assist with my future tertiary study and employment opportunities." Of his education at St Leonard's, Xavier says, "I have loved the diverse experiences the College has provided me; whether it be classroom-based activities, cocurricular opportunities or the ability to undertake the Big Experience trip in year 9 to Vietnam. Each aspect of the College curriculum is targeted to developing particular areas of education and personal development, allowing students to flourish in a collaborative, engaging and accepting environment. For me, *an education for life* is an opportunity for individuals to find their true passions and areas of interest, whilst providing them with unrivalled skills and knowledge to enable them to successfully pursue future endeavours beyond the College grounds." Xavier has accepted a Melbourne Chancellor's Scholarship at the University of Melbourne where he will be studying a Bachelor of Design majoring in Architecture.



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Academic Excellence

College Duces and Proxime Accessits

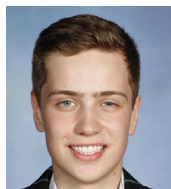
India Eyears – VCE Dux, ATAR 98.70



India joined St Leonard's College in year 3 and enjoyed participating in a wide array of cocurricular activities. India was a member of the Guitar Ensemble and Concert Band. She represented the College in basketball. She embraced the social justice program as an active member of our Social Action Group, and participated in High Potential Learning Programs such as Future Problem Solving where the team reached the National Finals, and Science Masterclass. India's achievements include Academic Excellence Awards, Best In Subject Awards in Year 9 for Animation and Photography along with History, and in Year 12 for English and Economics. India says the VCE course "provided me with great flexibility in subject selection, allowing me to pursue multiple areas of interest as I considered my university options." India is most

grateful to St Leonard's for "providing a welcoming environment with contemporary study spaces, supportive staff and a myriad of opportunities." A highlight of her education has been "participating in the outdoor education program which offered a variety of diverse experiences such as caving, white water rafting and hiking, providing exposure to activities contrasting with the typical school routine." India believes *an education for life* is about "creating an environment that enables students to make their own choices and to pursue their interests while encouraging critical thinking and problem-solving to provide a strong foundation as independent learners of the future." India is looking forward to commencing a Bachelor of Commerce at the University of Melbourne this year.

Xavier Maruff – VCE Dux, ATAR 98.70



Xavier joined St Leonard's in year 10 and enthusiastically immersed himself in the various opportunities available. He was a member of the College Social Action Group and volunteered to work with refugee children from Afghanistan at the Noble Park English Language School. He enjoyed music, participating in Tuesday Jazz as well as the St Leonard's College Symphony Orchestra. He pursued Debating and reached the semi-final of the A grade DAV competition. Xavier also completed two physics university subjects through the The University of Melbourne Extension Program and achieved a perfect study score in Software Development in 2021. Xavier says, "VCE offers a very high degree of flexibility, allowing you to tailor your course to your strengths and interests. I really enjoyed this flexibility, not only in subject selection, but

also in that it allowed me to spread my Unit 3/4 subjects over a couple of years, rather than taking everything on in year 12. This really lowered any year 12-related stress going into this year, knowing that I already had a couple of scores banked which I was happy with." When reflecting on his education, Xavier shares, "I am most grateful to St Leonard's for the warm community, high quality of teaching, and the many opportunities it provided. For me, *an education for life* means that St Leonard's provides not only an intellectual education but also an emotional education, aiding students to develop into productive members of society. I've loved the sense of community which exists within the College, where each student is known and valued as an individual." Xavier has accepted an offer from the University of Melbourne to study a Bachelor of Science (Physics Major).

Ryan Waites – VCE Proxime Accessit, ATAR 98.60



Joining the College in year 7, Ryan enjoyed participating in our College soccer and cricket teams and was the senior cricket Vice-Captain in 2022. In Middle School he participated in High Potential Learning Programs such as the da Vinci Decathlon in year 7 (placing second in the National Competition) and Future Problem Solving in year 8. Ryan says, "St Leonard's College is an amazing school with a great, inclusive culture. The teachers always put the students first and support them to achieve the best they can. I've formed great friendships and had a positive school experience, which is invaluable for having a positive start to my adulthood and life in general. St Leonard's has provided me with an education that goes beyond just academics. Through the experience of strong support and belonging at St Leonard's,

I have left school with a feeling of confidence and assurance that I hope will stay with me for the rest of my life." Ryan has accepted an offer to study a Bachelor of Engineering at Monash University within the Accelerated Masters Pathway.



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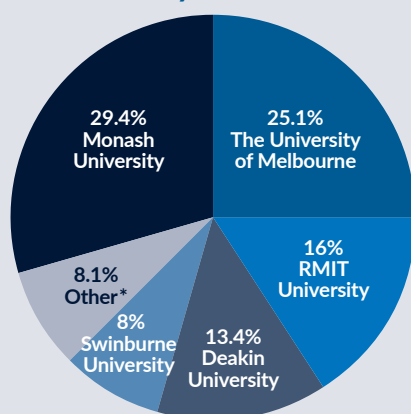
Academic Excellence

University Destinations and Fields of Study

The most popular destination for our VCE and IBDP graduates was Monash University representing 29.4% of offers received, followed by the University of Melbourne (25.1%), RMIT University (16%), Deakin University (13.4%) and Swinburne University of Technology (8%).

Other destinations, including interstate and international, accounted for the remaining 8.1% of offers received.

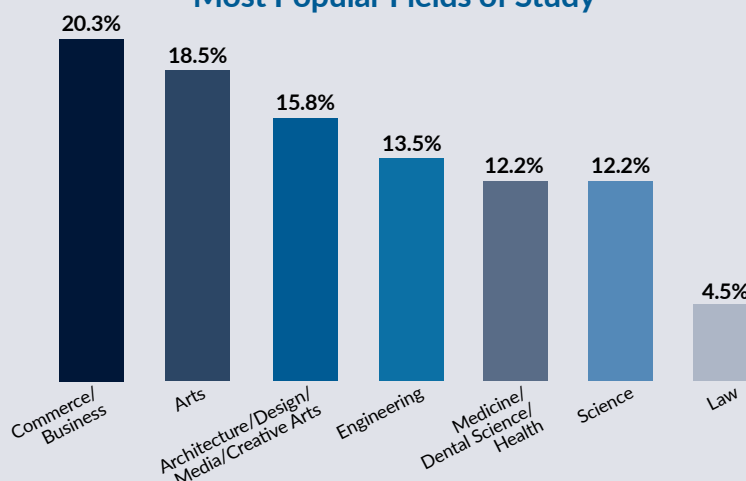
University Destinations



*Includes interstate, overseas, TAFE and other colleges.

The most popular fields of study chosen were Commerce/Business (20.3%), Arts (18.5%), Architecture/Design/Media/Creative Arts (15.8%), Engineering (13.5%), Medicine/Dental Science/Health (12.2%), Science (12.2%) and Law (4.5%).

Most Popular Fields of Study



Scholarships

The following students received scholarship offers for study in 2023:

Julian Davey: Geoffrey Whitelaw Jazz Brass Scholarship, Bachelor of Music, Monash University

Xavier Hall: Melbourne Chancellor's Scholarship, Bachelor of Design, The University of Melbourne

Emily Knott: Melbourne Principal's Scholarship (General), Bachelor of Arts, The University of Melbourne

William Maxwell: Tuckwell Scholarship, Bachelor of Laws and Bachelor of Politics, Philosophy and Economics, Australian National University (ANU)

Melbourne Chancellor's Scholarship, Bachelor of Arts, The University of Melbourne

Caitlin O'Sullivan: Dalyell Scholars Stream, Bachelor of Advanced Computing/Bachelor of Commerce, The University of Sydney

Joshua Price: Vice Chancellor's Excellence Scholarship, Bachelor of Film and Television (Honours), Swinburne University of Technology

Ian Rachinsky: Melbourne Chancellor's Scholarship, Bachelor of Science, The University of Melbourne