



St Leonard's College
An education for life.

College Prospectus

2024



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 areas of interest as well as develop skills in problem solving, hypothesising, critical reflection and collaboration. Specialist activities include music, library, movement skills, creative arts 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 environment, the Junior School fosters intelligence, innovation, and a global perspective. We aim to nurture 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 firmly believe that every child should be a capable, competent, and engaged 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 STEM and 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, Biology, Business Management, Chemistry, Chinese First Language, Chinese Language Culture and Society, Chinese Second Language Advanced, Classical Studies, Drama, Economics, English, English as an Additional Language, English Language, Food Studies, Foundation Mathematics, French, General Mathematics, Geography, Health and Human Development, History, History Revolutions, Legal Studies, Literature, Mathematical Methods, Media, Music, Music Inquiry, Music Repertoire Performance, Outdoor and Environmental Studies, Philosophy, Physical Education, Physics, Psychology, Politics, Religion and Society, Spanish, Specialist Mathematics, Systems Engineering, Theatre Studies, Visual Communication Design.

**Subjects will be offered only if there are viable student numbers*



International Baccalaureate Diploma Programme

We were the first Victorian school to offer students the International Baccalaureate Diploma Programme as a pathway 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-minded syllabus and assessment scheme offer students outstanding preparation for the challenges of tertiary education and futures in a interconnected world. Many 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 top domestic universities as well as 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
Group 2: Language B (Language Acquisition)	Chinese B, French B, Spanish B, English B, and Spanish Ab Initio
Group 3: Individuals and Societies	Business Management, Economics, Geography, History, Psychology
Group 4: Sciences	Biology, Chemistry, Computer Science, Environmental Systems and Societies, 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 complete 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).

*Subjects will be offered only if there are viable student numbers





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.

Eligible students from non-English speaking backgrounds are able to study English as an additional language in Years 7 to 12.

The table below outlines language offerings for 2024 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.

St Leonard's College provides a comprehensive cocurricular program as a part of our broad educational offering. Our programs provide opportunities in varied 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 depth and breadth of activities; from debating and chess to sport and the performing arts. Each year the College calendar is filled with a spectacular array of concerts, The Hart Theatre Company productions, grand finals and many more interschool competitions in snowsports and public speaking to name a few.

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 service and social action. This helps students to understand the importance of respecting, supporting and caring for others, as well as challenging them to actively participate. 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

Groups, Activities and Competitions

- Art (Years 3 and 4)
- Australian Computational & Linguistics Olympiad (OzClo) (Years 9 to 12)
- Bicycle Maintenance Group (Years 7 to 9)
- Board Games (Prep to Year 4)
- Brain STEM Innovation Challenge (Years 7 to 9)
- Chess (Years 3 to 12)
- Chinese Board Games (Years 7 to 12)
- Computational and Algorithmic Thinking Competition (Years 9 to 12)
- Construction Group (Prep to Year 4)
- da Vinci Decathlon (Years 7 to 10)
- Debating (Years 5 to 12)
- DigiSTEM (Years 5 to 12)
- Duke of Edinburgh Award (Years 9 to 12)
- Environmental Action Group (Years 3 to 12)
- Ethics Olympiad (Years 6 to 12)
- French (Years 10 to 12)
- Future Problem Solving (Years 6 to 10)
- Gardening and Sustainability Group (Prep to Year 4)
- House-based Competitions (Prep to Year 12)
- Informatics (Years 5 to 12)
- Lego Masters (Prep to Year 4)
- Minecraft EDU (Years 3 and 4)
- Model United Nations/EVATT (Years 9 to 12)
- Mooting (Years 10 to 12)
- Noble Park English Language School Activity (Years 11 & 12)
- Public Speaking (Years 4 to 12)
- Robotics (Prep to Year 4)
- Science Masterclass (Years 7 & 8)
- Social Action Council (Years 4 to 12)
- Speech and Drama Lessons (Years 3 to 12)
- Stop Motion Animation (Years 3 and 4)
- Student Literary Journal (Years 10 to 12)
- Tournament of Minds (Years 5 to 8)

Club Sport

Requires membership and/or participation fee

- Basketball (Years 1 to 12)
- Cheer Sports (Year 1 to 12)
- Dance (Year 1 to 12)
- Gymnastics (Years 2 to 12)
- Interschool Equestrian (Years 7 to 12)
- Interschool Golf (Years 7 to 12)
- Interschool Sailing (Years 7 to 12)
- Interschool Snowsports Competition (Prep to Year 12)
- Netball (Years 3 to 12)
- Running and Fitness (Years 5 to 12)
- Sport Aerobics (Prep to Year 12)
- Strength and Conditioning (Years 7 to 12)
- Swimming (Prep to Year 12)
- Taekwondo (Years 2 to 12)

Outdoor Education

- Overnight Year Level Core Programs (Years 2 to 10)

Recreational Camps

Requires additional participation fee

- Bushwalking Camps (Years 10 to 12)
- Ibis Adventure Camps (Years 5 to 7)
- Mountain Biking Camps (Years 7 to 12)
- Snowsports Camps (Years 7 to 12)



Cocurricular Program

Interschool Sport (ACS and CIPSSA)

- Athletics (Years 3 to 12)
- Australian Rules Football (Years 7 to 12)
- Australian Rules Football 10s (Years 5 and 6)
- Badminton (Years 7 to 12)
- Basketball (Years 5 to 12)
- Cricket (Years 5 to 12)
- Cross Country (Years 3 to 12)
- Futsal (Years 10 to 12)
- Hockey (Years 5 to 12)
- Netball (Years 5 to 12)
- Soccer (Years 5 to 12)
- SofCrosse (Years 5 and 6)
- Softball (Years 5 to 12)
- Swimming (Years 3 to 12)
- Table Tennis (Years 5 to 12)
- Tennis (Years 5 to 12)
- Touch Rugby (Years 5 to 12)
- Volleyball (Years 5 to 12)

St Leonard's College - Swimming Programme

- Adult Fitness Squad (18+ Years Old)
- Club-based Squad Training: Fitness and Competition (Years 3 to 12)
- Learn to Swim Programme (ELC to Year 12)

Visual Arts

- Ceramics (Years 8 to 12)
- Drawing – Still Life and Portraiture (Years 9 to 12)
- Exhibitions (ELC to Year 12)
- Figure Drawing (Years 10 to 12)
- Open Studio (Years 5 to 12)

Music

- Bands Program (Years 5 to 12)
 - -3 Open Bands
 - -2 Auditioned Percussion Ensembles
- Chamber and Small Ensembles (Years 5 to 12)
 - -String Quartets
 - -Piano Trios
 - -Brass Quintets
 - -Saxophone Quartets
 - -Flute Ensemble
 - -Clarinet Ensemble
- Choral Program (Prep to Year 12)
 - -5 Open Choirs
 - -3 Auditioned Choirs
- Jazz and Contemporary Program (Years 6 to 12)
 - -2 Open Jazz Combos
 - -3 Auditioned Jazz Bands
 - -1 Auditioned Jazz Vocal Ensemble
 - -3 Open Guitar Ensembles
- Orchestra Program (Prep to Year 12)
 - -1 Symphony Orchestra
 - -3 Open String Orchestras
 - -1 Auditioned String Orchestra
- Private Lessons (Prep to Year 12)

Performing Arts - The Hart Theatre Company

- Backstage Crew (Years 7 to 12)
- Cast/Ensemble (Years 5 to 12)
- Hair and Makeup Crew (Years 7 to 12)
- Orchestra for Musicals (Years 6 to 12)
- Tech Crew (Years 5 to 12)



Why Choose Coeducation?

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

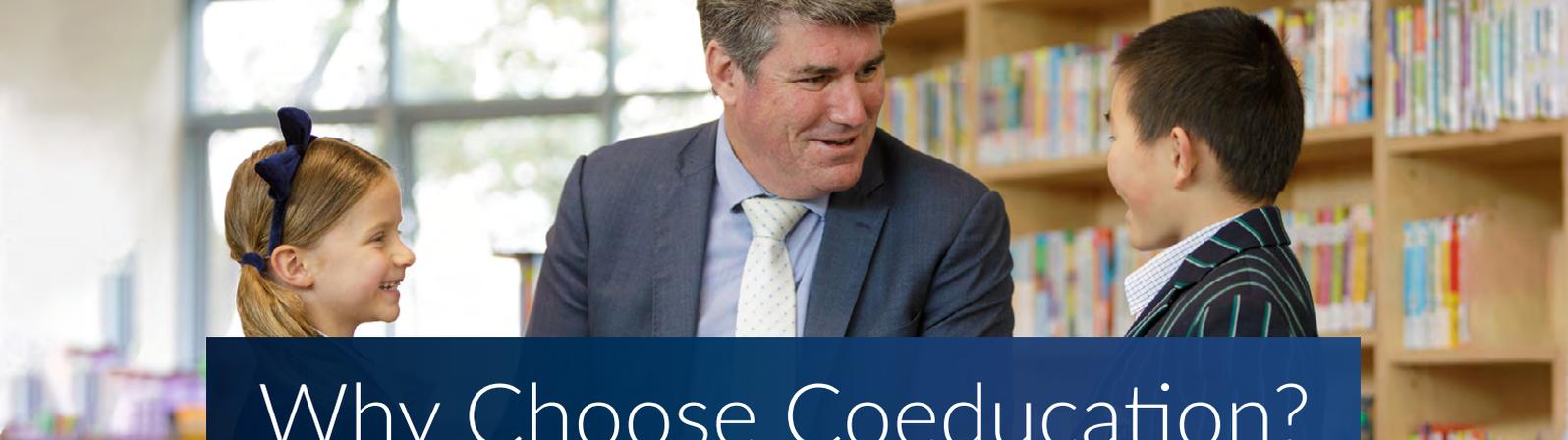
Write about coeducation, they said.

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.



Why Choose Coeducation?

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

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.

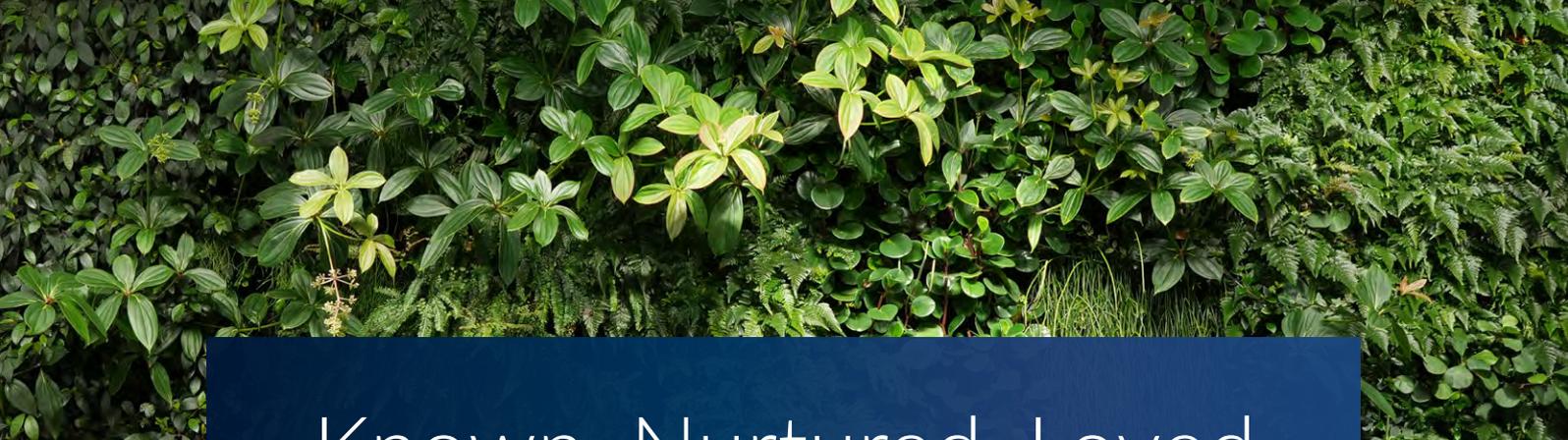
Our young people are encouraged through a myriad of social action opportunities to make valuable and meaningful contributions to society.

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.

WISE Wellbeing Program

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.





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.



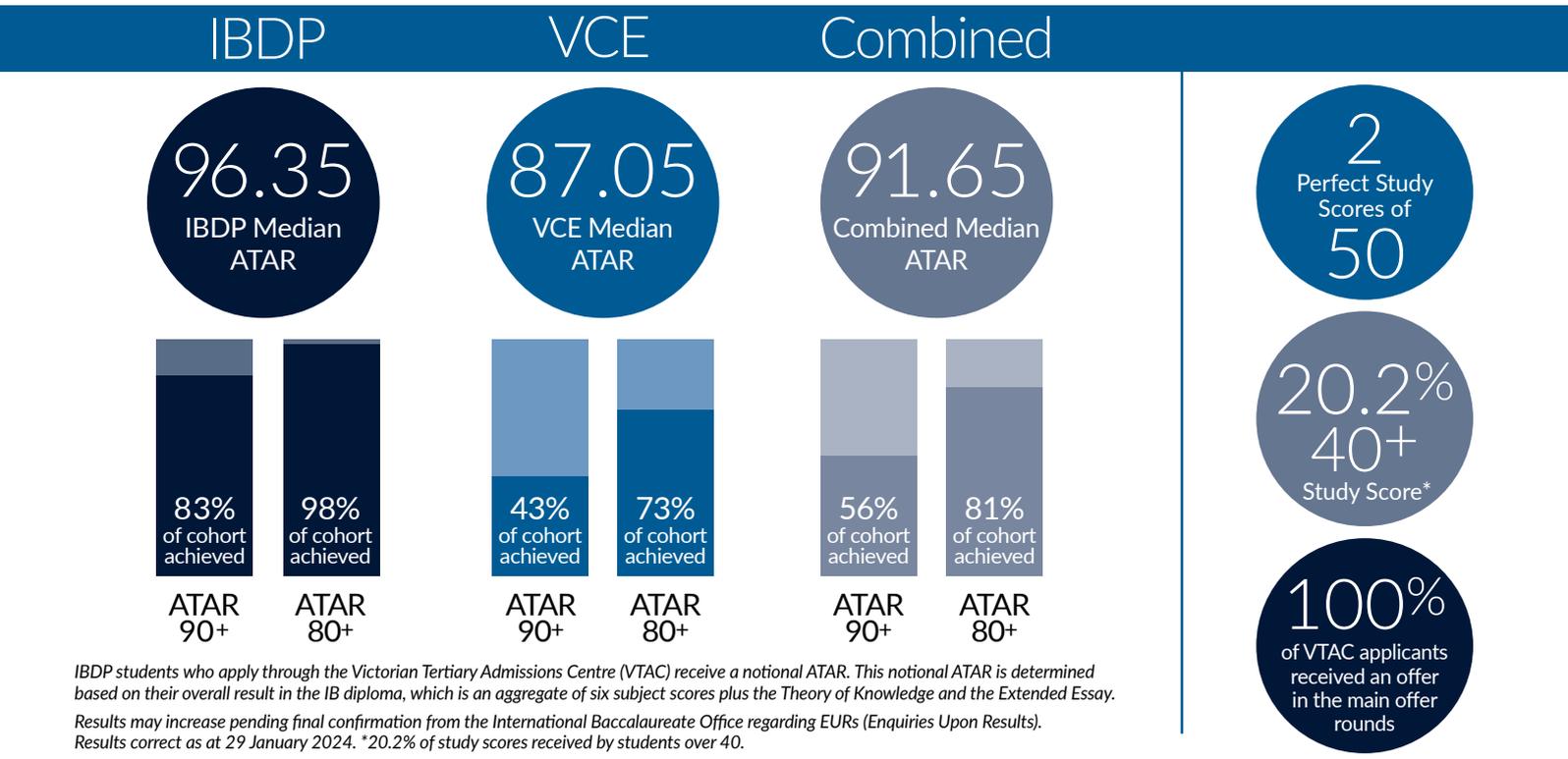
Academic Excellence

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 subject (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 150 countries for university entry including Australia. For further information on the IBDP please visit ibo.org/programmes/





Academic Excellence

Reflections from our Top Performing Students

My favourite thing about St Leonard's was the emphasis on mental health and the detailed, personalised care given to each student. I felt that the school valued me and every student.



Tiancong (Sam) Shen
VCE Dux
ATAR 99.8

St Leonard's teachers genuinely care about their students, ensuring they grasp the concepts taught whilst maintaining personal relationships with them. I'm grateful for the incredible support of the teachers who helped me grow to my fullest potential.



Aya Broshi
VCE Proxime Accessit
ATAR 98.9

We were always encouraged to find our own motivation and achieve highly for our own sake. I enjoyed playing ACS sport for both the sport itself and the camaraderie with teammates. Additionally, participating in Lennie's Van food service was incredibly rewarding and provided a unique experience.



Fabian Bonacci
IBDP Dux
44 (ATAR 99.7)

My favourite aspects of St Leonard's College are its diversity and welcoming nature, where all students with different passions can find their place and excel.



Liou (Leo) Wang
IBDP Dux
44 (ATAR 99.7)

The thing I loved most about St Leonard's College was its supportive culture. It was somewhere I always felt comfortable, respected and valued by all of the people I came into contact with, which meant I enjoyed every day that I spent there.



Callum Wilson
IBDP Dux
44 (ATAR 99.7)

St Leonard's provides opportunities in all areas, not only academic but also theatre, sport, music, and outdoor education, allowing all students to thrive and gain skills and connections that will aid them throughout their whole lives. I loved how every student was accepted into the College community and encouraged to be themselves.



Sacci Hoover
IBDP Proxime Accessit
43 (ATAR 99.35)



Academic Excellence

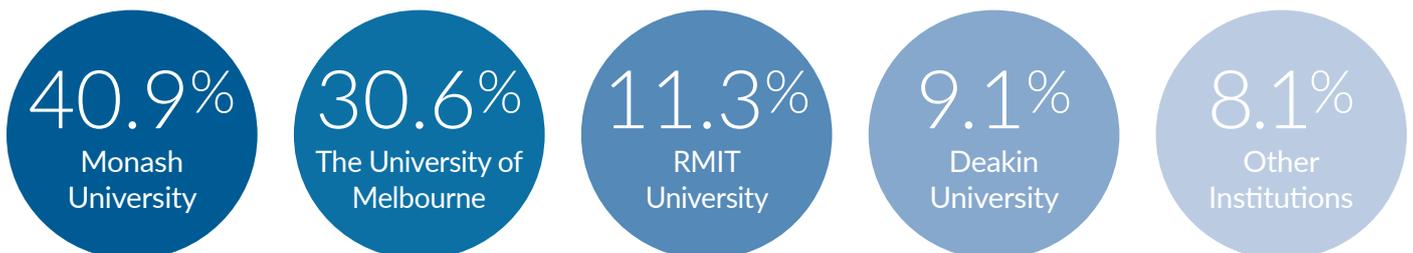
Offers by Institution

The most popular universities for our VCE and IBDP graduates were Monash University (40.9%), the University of Melbourne (30.6%), RMIT University (11.3%), and Deakin University (9.1%).

In addition to the local offers mentioned above, the Class of 2023 also received offers from various universities in other states. These include the Australian National University (ANU), Queensland Conservatorium Griffith University, the University of Queensland, the University of New South Wales (UNSW), the University of Sydney, and the University of Tasmania.

Furthermore, international offers were received from the University of Oxford (UK) and the National University of Singapore. We congratulate Callum Wilson for being accepted to study a Bachelor of Philosophy, Politics and Economics program at Brasenose College, Oxford University in England.

We congratulate Kiera McNally, who has been recognised by Monash University in two ways: through the Elite Student Athlete and Performer Entry Scheme for national or international athletes and the Elite Student Performer Support Program, providing support services and benefits for those excelling at an elite level in their sport or discipline. We also extend our congratulations to the students who received scholarships, as outlined on the following page.





Academic Excellence

Students Awarded Scholarships

Lilac Ma: Vice Chancellor's International Student Scholarship, Bachelor of Arts and Bachelor of Laws, University of Sydney

Sophie McMillan: Melbourne Principal's Scholarship, Bachelor of Arts, The University of Melbourne

Violette O'Farrell: Narm Scholarship, Bachelor of Science, The University of Melbourne

Caitlyn Pham: Monash Dean's Scholarship, Bachelor of Pharmacy (Honours) and Master of Pharmacy, Monash University Biomedicine Discovery Scholarship, Bachelor of Biomedical Science (Scholars), Monash University

Aidan Velten: Tuckwell Scholarship, Bachelor of Science and Bachelor of International Security, Australian National University (ANU)

Offers by Field of Study

The most popular fields of study selected were Law, Society, and Culture (25.5%), Management and Commerce (23.1%), Natural and Physical Sciences (13.9%), Engineering and Related Technologies (11.6%), Creative Arts (8.3%), Information Technology (6%), Health (5.1%), Architecture and Building (3.7%), and Education (2.8%).

