



**St Leonard's College**  
An education for life.

# Annual Report

## 2022





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# From the Principal

Mr Peter Clague

## Post-Pandemic Rebound

2022 was the year in which the global pandemic slowly receded, and the world began to emerge from a long period of dislocation. Young people were especially impacted by extended lockdowns, with schools bearing an extra responsibility in maintaining a point of stability and connection, even when online.

Therefore, as restrictions eased, the St Leonard's community actively embraced the chance to reconnect at last, and the campus soon resounded with its familiar pace and positivity. Although cases of COVID spiked following the return to on-site learning, effective strategies to prevent transmission remained in place, allowing teaching and learning to progress quickly. The last significant impediment, the compulsory wearing of masks, was lifted in the final term, allowing the year to end with its usual celebrations and traditional festivity.

Following the return to their classrooms, the progress of students at all levels was assessed. Pleasingly, few had suffered any academic lag during the lockdowns, due largely to the commitment of staff in delivering the remote learning provision which had been implemented at the outset of the pandemic. However, a degree of deficit in socialisation was apparent, as

children returned face-to-face after long periods apart from their peers. In response, attention was swiftly focussed upon re-establishing opportunities for engagement and social exchange.

The College theme for the year, "Care, Courage, Connection" became an effective rallying cry in this regard. In responding to those ideals, all students were encouraged to focus upon restoring connections and reigniting the customs and culture that underpin the St Leonard's identity.

## Commemorative Year

Assisting in the re-establishment of our culture and connections was the fact that 2022 marked a year of multiple commemorations. Throughout the year, we celebrated:

- 50 years of Coeducation,
- 50 years of Outdoor Education,
- 40 years as an IB World School, and
- 10 years of The Hart Theatre Company.

Each of these was a significant milestone for the College and provided opportunities to reflect upon our proud reputation that has been established, both in the city and State, over many years.





## Leadership Changes

The end of the pandemic years also saw a changing of the guard in the College's leadership. Following the retirement of long-standing and highly successful Principal, Mr Stuart Davis, at the end 2021, the Head of Middle School, Mr Pat Kenny, took over the helm as Acting Principal. Mr Kenny navigated the challenges of the first three terms and the return from lockdowns with passion and dedication, ultimately handing over a happy and stable ship to the new Principal, Mr Peter Clague, in September.

The transition period between Principals also ran smoothly thanks to the commitment of the Deputy Principal and all in the Executive team. The leadership of the College Captains was also worthy of note, with the mantra of "Care, Courage and Commitment" setting the tone for student re-engagement.

## Articulating the St Leonard's College Offer

The arrival of a new Principal in the final term presented an opportunity to review the College's core offer and to clearly restate its strengths. The breadth and depth of both the academic and cocurricular programs is expansive, and when combined with our commitment to the ethos of experiential learning, produces the signature St Leonard's education that remains highly sought-after in the Bayside area. Accordingly, strategic discussions towards the end of the year focussed upon further strengthening that unique flavour and building upon the proven successes of past decades.

## Academic Achievements

The academic momentum maintained through online learning allowed for another year of excellent VCE and International Baccalaureate Diploma Programme results from the graduating year 12 cohort (as detailed later in this report). Annual NAPLAN results also confirmed high levels of attainment throughout the College. In the Junior School, term 4 saw the welcome return of the IB PYP Exhibition, with younger students once again enthusiastically demonstrating the outcomes of their Units of Inquiry.

## Cocurricular Programme

Whilst academic courses had been maintained online during the pandemic, the vast majority of the College's rich cocurricular offering had been curtailed. It was encouraging therefore, that so many activities were able to be restarted during the course of 2022, with high levels of participation being shown across the board. Weekly sports training and matches resumed, music and performing arts flourished once more, and inter-House competitions provided multiple opportunities for students to re-engage with one another. Likewise, the enthusiasm of students for social action activities, long a hallmark of St Leonard's College, returned quickly, proving that the pandemic years had proved no deterrent to altruistic ideals.

## Stronger Still

As 2022 drew to a close, the College community took time to reflect upon their collective accomplishment in weathering the turbulent years of the global pandemic, emerging in strong heart and with renewed loyalty and passion for the future. If anything, the crisis reaffirmed the strength of our core values and was testimony to the enduring bond shared by all Leonardians. This Annual Report bears witness to what was achieved through unity and shared beliefs.

# College Council

St Leonard's College is a registered company limited by guarantee. It is a not for profit organisation; all revenue is used for the operations and development of the College.

The St Leonard's College Council is constituted by a board of directors (known as the Council) and is responsible for the setting of strategic goals consistent with the vision, values and mission statement of the College.

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

The operation and management of the College is delegated to the Principal.

## Council Members

### Chair of College Council and Chair of the Foundation

Jen Neate

### Deputy Chair

Paul Gower

BCom, CA

### Members

Kate Eriksson

BBus (Technology), MAICD

Stephen Evans

BCom, CA

Alistair Jack

BBus

Cara Kuramoto

BA (Criminology/Psychology)

Paul Lasky PhD

BSc (Hons)

Melissa Marcus

BA, LLB (Hons), LLM (Cantab)

Emma Masterman

BCom (Marketing & Management)

Katya Pellicano

BPD (Arch), M Arch

Paul Stern

(Marketing), GAICD

### Retiring Council Members in 2022

Darryn Inns

BBus (Accounting),

F CPA, FCSA, GAICD

### Company Secretary

Georgina Moore

BEC (Accounting), CA ANZ

### Acting Principal

Pat Kenny

DipTeach, GradDip (Outdoor Ed),

MEd

### Principal

Peter Clague

BA, MBA

### Deputy Principal

Lisa Slingsby

BEd Studies, BA, MEd

# St Leonard's College

## Over a Century of Educational Excellence

Founded in 1914, St Leonard's College is an independent coeducational school situated in Melbourne's Bayside. From early learning to year 12, we offer a diverse range of academic and cocurricular opportunities to our students. We believe in a holistic approach to education; our unwavering commitment lies in nurturing the whole child, and supporting their spiritual, emotional, physical, and intellectual growth.

Our programs cater to the unique needs of each student, enabling them to explore and cultivate their talents, interests, and passions.

St Leonard's College embraces experiential education, providing students with hands-on learning opportunities that go beyond the classroom, allowing them to engage in real-world experiences and develop essential skills for their future success.

Our College actively contributes to social action programs at local, national, and international levels, instilling in our students the values of equality and global citizenship.

We empower our students to thrive academically and reach their full potential through a combination of diverse programs, exceptional teachers, the WISE Wellbeing framework, and advanced scholastic models, fostering growth in all aspects of their being.

### Characteristics of the Student Body

On Census Day 5 August 2022, St Leonard's College had an enrolment of 1,571 students (Prep – year 12) of whom 792 were boys, 778 were girls and one non-binary student who does not identify as a boy or girl.

ELC enrolment was 78 students, of whom 38 were boys and 39 were girls.

There were five Indigenous students and 24 International full-fee paying students.

### Student Attendances in 2022

The average student attendance rate from Prep to year 12 was 87.52%.

Student attendance is taken several times per day and recorded electronically on the College database. Parents are given an absentee phone line and email address to report student absences. The College has an SMS system to notify parents of unexplained student absences and pastoral care staff work closely with parents if school attendance is identified as an issue.

# 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.



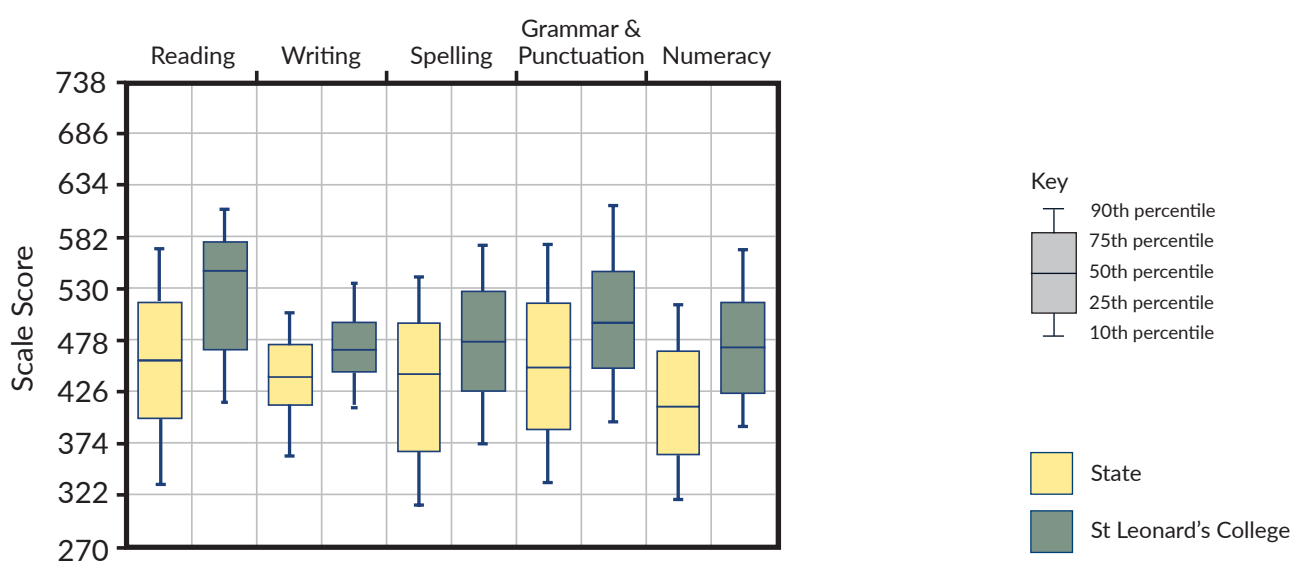
# Student Outcomes

## NAPLAN Year 3 2022

### Year 3: National Assessment Program Literacy and Numeracy Tests 2022

This table displays scale scores. The percentiles displayed in the table are interpolated values.

		Students	10th	25th	50th	75th	90th	Median	Mean
Reading	State	74,610	329	391	453	518	576	453	454
	School	64	416	468	542	577	607	542	527
Writing	State	72,007	360	396	434	472	500	431	430
	School	64	403	442	467	494	531	472	463
Spelling	State	73,751	306	366	431	488	539	431	426
	School	64	372	424	476	521	574	476	475
Grammar and Punctuation	State	73,751	327	381	441	505	570	441	446
	School	64	390	444	487	538	605	487	496
Numeracy	State	73,824	316	359	407	462	518	407	413
	School	64	384	423	463	516	560	463	468





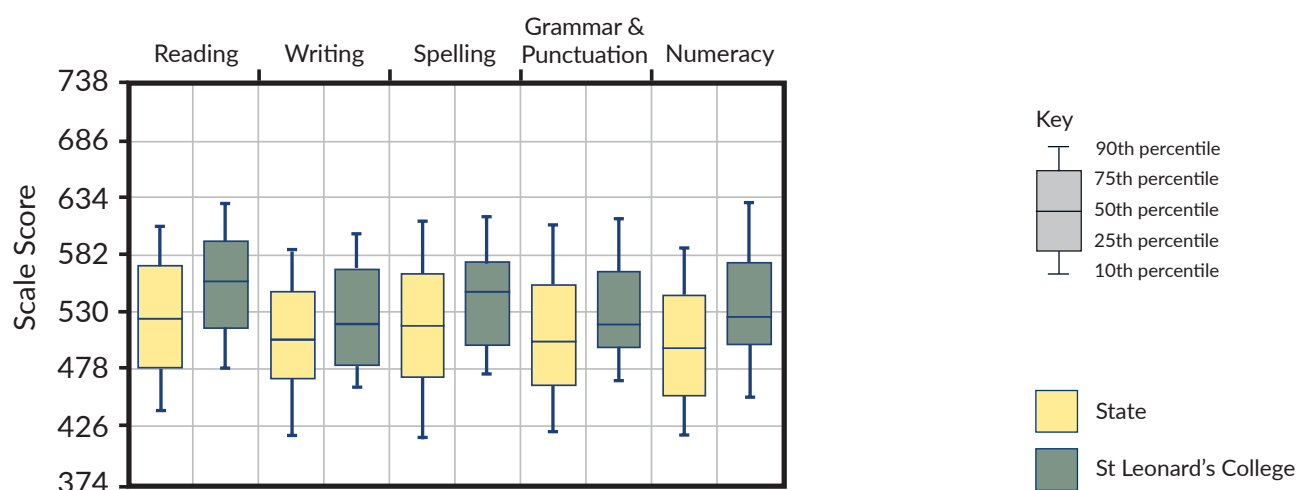
# Student Outcomes

## NAPLAN Year 5 2022

### Year 5: National Assessment Program Literacy and Numeracy Tests 2022

This table displays scale scores. The percentiles displayed in the table are interpolated values.

		Students	10th	25th	50th	75th	90th	Median	Mean
Reading	State	73,877	432	476	523	566	604	523	520
	School	110	476	509	555	594	628	555	552
Writing	State	73,125	415	461	497	542	583	497	498
	School	111	456	479	517	561	596	523	520
Spelling	State	72,932	416	464	512	557	598	512	509
	School	109	470	496	546	577	609	546	540
Grammar and Punctuation	State	72,932	418	455	500	550	600	500	506
	School	109	461	485	517	560	609	517	530
Numeracy	State	72,857	415	449	491	539	585	491	496
	School	107	454	494	524	572	617	525	531



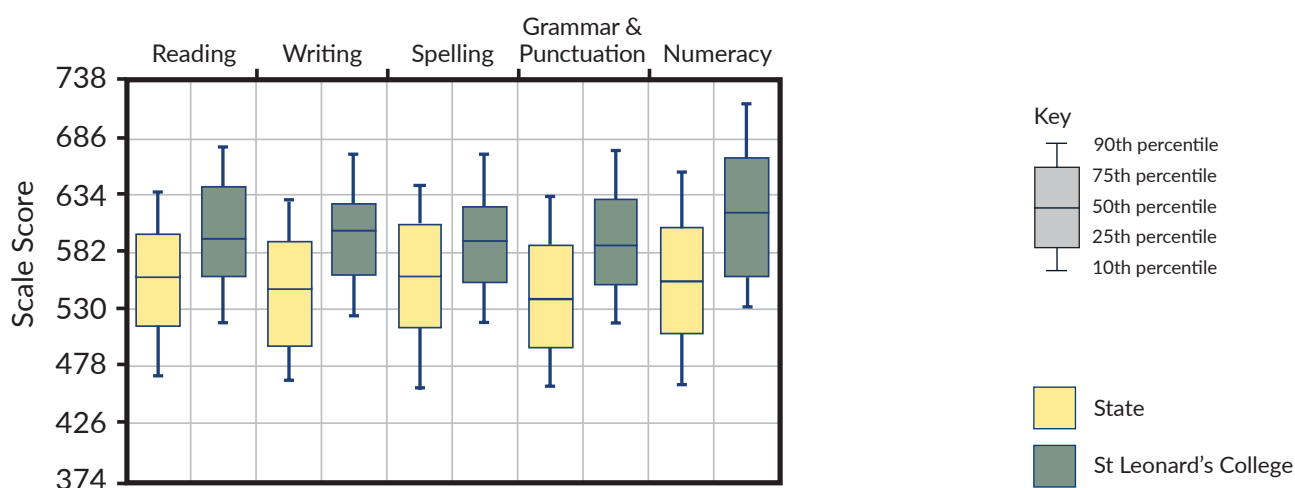
# Student Outcomes

## NAPLAN Year 7 2022

### Year 7: National Assessment Program Literacy and Numeracy Tests 2022

This table displays scale scores. The percentiles displayed in the table are interpolated values.

		Students	10th	25th	50th	75th	90th	Median	Mean
Reading	State	72,647	467	508	550	595	637	550	551
	School	180	521	550	596	637	678	596	597
Writing	State	71,947	458	496	545	590	630	547	542
	School	173	522	555	592	624	660	598	589
Spelling	State	70,897	453	502	557	601	636	557	550
	School	179	512	550	589	622	667	589	587
Grammar and Punctuation	State	70,897	451	493	538	585	633	538	540
	School	179	508	548	585	628	669	585	592
Numeracy	State	70,863	452	500	550	606	658	550	554
	School	173	530	559	614	663	707	614	618



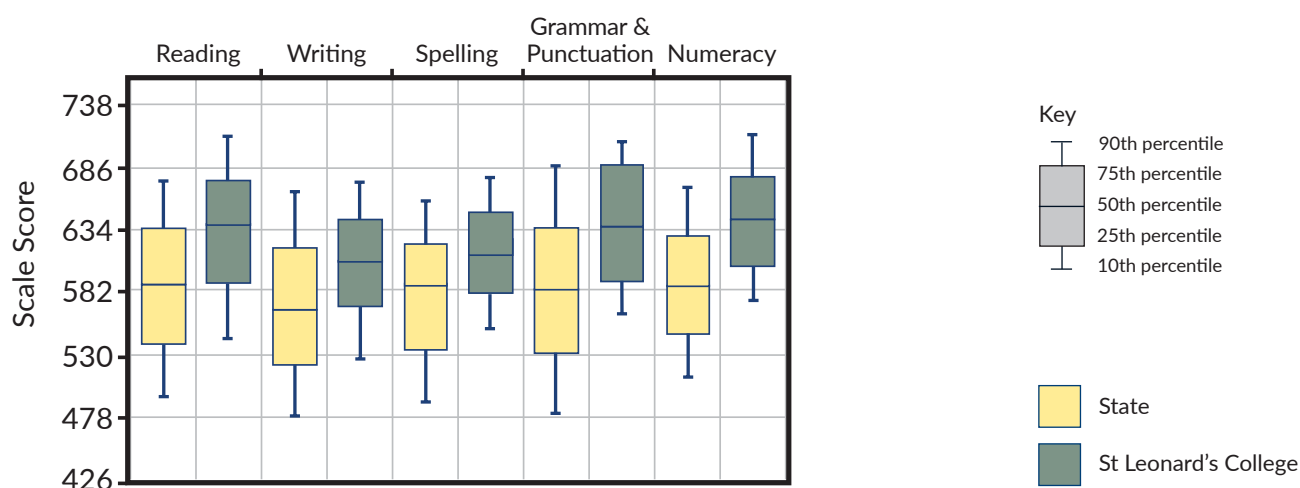
# Student Outcomes

## NAPLAN Year 9 2022

### Year 9: National Assessment Program Literacy and Numeracy Tests 2022

This table displays scale scores. The percentiles displayed in the table are interpolated values.

		Students	10th	25th	50th	75th	90th	Median	Mean
Reading	State	69,480	492	542	590	635	674	590	586
	School	167	558	590	640	677	713	640	634
Writing	State	68,796	478	527	577	623	663	573	570
	School	166	528	573	613	646	670	609	607
Spelling	State	67,482	496	543	586	625	659	586	580
	School	163	557	581	611	645	676	611	615
Grammar and Punctuation	State	67,482	480	532	582	636	688	582	582
	School	163	556	588	635	688	710	636	635
Numeracy	State	67,703	513	547	587	632	675	587	591
	School	161	575	599	640	677	712	640	643



# Senior Secondary Outcomes

## Year 12 Results

Our Senior School curriculum offers the highly sought after choice of the International Baccalaureate Diploma Programme (IBDP), Victorian Certificate of Education (VCE), and Vocational Education and Training (VET).

### International Baccalaureate Diploma Programme

The International Baccalaureate Diploma Programme (IBDP) Duxes for 2022 were William Maxwell and Ian Rachinsky who each received an IBDP score of 45 (ATAR 99.95).

- 76% of students achieved an ATAR of 95 or above.
- 84.1% of students achieved an ATAR of 90 or above.
- 98% of students achieved an ATAR of 80 or above.
- Median IBDP ATAR of 97.60.

### Victorian Certificate of Education

The Victorian Certificate of Education (VCE) Duxes for 2022 were India Eyears and Xavier Maruff with an ATAR of 98.70.

- Median VCE ATAR of 83.50.

### Combined IBDP and VCE

Our combined VCE and IBDP results highlight the wonderful achievements of the Class of 2022.

- 25% of students achieved an ATAR of 95 or above.
- 40% of students achieved an ATAR of 90 or above.
- 66% of students achieved an ATAR of 80 or above.
- Median Combined ATAR of 87.00.

Year 12 Combined ATAR				
	Dux	Median	90+	80+
2022	99.95	87.00	40%	66%
2021	99.95	89.65	49%	79%
2020	99.75	90.85	55%	74%
2019	99.95	86.65	38%	66%
2018	99.95	90.50	52%	71%
2017	99.95	87.40	42%	70%
2016	99.85	85.58	43%	63%

### Vocational or Trade Training

In 2022, 6% of students completed a VET subject as part of the VCE program.

### Tertiary Destinations

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%), Swinburne University of Technology (8.0%). Other destinations, including interstate, overseas, TAFE and other colleges, accounted for the remaining 8.1% of offers received.

### Student Retention

- In 2022, 14% of students in year 12 commenced at the College in a Junior School year (ELC3 to year 4).
- In 2022, 18% of students in year 12 commenced at the College in year 5 or year 6.
- In 2022, 47% of students in year 12 commenced at the College in year 7.
- In 2022, 14% of students in year 12 commenced at the College in year 8 or year 9.
- In 2022, 7% of students in year 12 commenced at the College in year 10 or year 11.



# Teacher Professional Learning

## Building on our Strengths

The effective cessation of external teacher professional development through 2020 and 2021 provided the ideal opportunity to start afresh and introduce a new focus for professional learning at the College. Having rightfully focused on wellbeing initiatives through the COVID years, 2022 provided the opportunity to realign staff and have a renewed focus on pedagogical initiatives. With the appointment of Charles Neave in late 2021 as the new Director of Pedagogy and Professional Learning, the College committed to developing teachers to use world class best practice.

### Our *Learning Spotlights* in 2022 were:

1. Encouraging and Developing Global Competence, through innovative concept-based curriculum design; inter-disciplinary learning initiatives; social action; and co-curricular activities.
2. Encouraging and Developing Student Agency, Resilience and Wellbeing, through metacognitive initiatives; Cultures of Thinking from Harvard University's Project Zero; inter-disciplinary and concept-based learning; differentiated curriculum design; high potential learner strategies; and targeted pastoral initiatives.
3. Encouraging and Developing Lifelong Literacy, through refinement and consolidation of literacy in the primary years; and analysis and development of literacy across the curriculum in the College.

## Innovative Learning Communities

In 2022, all teachers joined small groups called 'Innovative Learning Communities' (ILCs) and were taken through a process of innovation using face-to-face Learning Forums in the Leonardian, and online YouTube-based instruction. Teachers aligned with the College's Learning Spotlights and followed a design thinking process which first asked them to identify an area of need; ideate a solution; implement the solution; and finally assess their initiative's success. There were over 50 ILC initiatives. They were teacher-led and explored a wide array of topics, including:

- Literacy in the middle years: strategies to teach literacy across the curriculum.
- The Creative Curriculum: how we initiate the creative process at the College.
- Embedding Global Competence: using the OECD definition to enhance our pedagogy.
- Effective Differentiation: using questioning and other best practice to meet the needs of all students.
- Using Effective Feedback: writing rubrics and ensuring all our students know how to take the next step.
- Embedding Aboriginal and Torres Strait Islander Perspectives into the ELC Curriculum.
- Using effective strategies to cater for our High Potential Learners.
- Primary Literacy: Investigating a direct instruction approach to improve literacy skills in P-4.
- Learner Resilience: using the language of the PYP to improve resilience in our P-4 students.
- Maths Problem Solving: using authentic problems to improve Maths skills.

Many ILCs took a practical approach, directly trialling strategies with students and sharing their results. Some ILCs worked across schools and across faculties, others focused in on specific subject-based challenges.

### Celebrating Success

In December 2022 all ILCs came together in the Merton Examination Centre to celebrate and share. Academics from the Education departments at Melbourne, Monash and RMIT Universities also visited, discussed the research staff had conducted and their 'solutions' to problems, and connected for future initiatives.

### Harvard University Graduate School of Education: Project Zero

In March 2022, St Leonard's College hosted the online conference *Leading Learning That Matters*. Over 40 St Leonard's staff attended and connected with teachers from around the world, sharing best practices in educational leadership and innovation.

St Leonard's also continued our relationship with Dr Ron Ritchhart. In June 2022, he visited the College and presented to our Academic Directorate on using his cultures of thinking not just in the classroom, but also with our staff communication and innovation. His cultures of thinking framework continues to be a basis of our pedagogical thinking and our induction of all new staff at the college.

Dr Ritchhart's presentation on Leadership formed a part of what was a wider leadership course developed for our Academic Directorate across 2022. Heads of Learning attended sessions on:

- Having difficult conversations.
- Managing *Blockers*.
- Effective communication strategies.
- New staff induction.
- Effective Lesson observation.

Heads of Learning were also given access to an online learning platform: *Education Changemakers by Go 1*, described as a "Netflix of Teacher Professional Learning", which supplemented their face-to-face learning.

### OECD: Future of Education and Skills 2030

St Leonard's College continues to be one of the only Australian schools to contribute to the OECD Future of Education group. We participate in a number of teacher-based discussion forums, and we attended their conference online in July. The OECD Learning Compass is almost complete and has been used in ILCs in draft form, whilst we continue to contribute to the planning of the Teaching Compass in the Digital Era.

### Providing our Teachers the Tools to Succeed

The College continues to generously provide teachers with access to the best professional learning available. Throughout 2022, teachers attended subject-based conferences, IBDP and PYP training sessions, keynote speakers at Principal meetings and learning forums (such as Dr Judith Locke – clinical psychologist), a diverse, curated library of online and book-based resources, informal 'teach-meet' sessions over lunch, and more formal pedagogical induction sessions with new staff. The Innovator, our teaching and learning e-newsletter, is also published once each term to direct staff to the most up to date research on pedagogical developments (like ChatGPT).

### Looking Ahead to 2023

The ILC program served two key purposes in 2022:

1. To encourage and provide space for teachers to innovative new learning and pedagogical strategies that improve our College.
2. To get teachers, after two years of individualised work, back working together face-to-face and enjoying their colleagues' ideas and company.

In 2023, our focus will return to the individual. We will be asking each staff member to consider their own individual goals for improvement, work with their manager or coach, and set some realistic goals to ensure that every teacher at St Leonard's is constantly improving and developing.

# Teaching Staff

## Workforce Composition

In 2022, 67.0% of teachers were female and 33.0% were male. There were no Indigenous employees.

## Teacher Standards and Qualifications

The following teachers were engaged in either full time equivalent or part time employment at St Leonard's College in 2022. Casual teachers are not included in this summary. All are registered with the Victorian Institute of Teaching.

<b>Anna Adams</b>	MEdSt (Monash), BEd (TTC), DipTeach (TTC)
<b>Thomas Allott</b>	BSc (ULou), PGCE (USheff)
<b>Gregory Anderson</b>	DT (Monash), BEd
<b>Lauren Anderson</b>	MEd (ACU), BA (RMIT), PGCE (ACU)
<b>Vaughan Anderson</b>	BBus (VU), GDipEd (VU)
<b>Nathan Armstrong</b>	BA (Deakin), BEd (Deakin)
<b>Timothy Barlow</b>	BSc (Monash), DipEd (Monash)
<b>Belinda Barton</b>	BTeach (Melb), BBS
<b>Sophie Bernadeau-Short</b>	GDES (VU)
<b>Lauren Binge</b>	BBiomedSc (Monash), PhD (Monash), GDipEd Sec
<b>Michelle Booth</b>	GDipEd (LTU), BA (LTU), CEd (Monash)
<b>Alison Bracher</b>	BA (Melb), DipEd (ULB)
<b>Michelle Brent</b>	DipTeachP (ACU)
<b>Sun Buntine</b>	BA (UCal), MEd (Colombia)
<b>Norman Burke</b>	GDipSecEd (Monash), BIT (Monash), AdDip LibArts (CIT)
<b>Elvira Caballero</b>	BA ModLang (UCVenez)
<b>Katie Callery</b>	BA (Deakin), GDip (RMIT), GDipEd (RMIT)
<b>Christopher Carey</b>	BHPE (UFed)
<b>Andrew Caris</b>	BSc (Monash), DipEd (Monash), BEd (LTU)
<b>Katherine Cavnoudias</b>	BSc (Monash), BEd (Monash)
<b>Tori Chappell</b>	BEnvPM (UAdel), MTeach (UNISA)
<b>Daniel Charles</b>	BEcon (Monash), MTeach (Melb)
<b>Jess Chirnside</b>	GDipEd Sec
<b>Lydia Chisholm</b>	BEd (VC)
<b>Chanhee Choi</b>	BEdSec (Qld), BSc (Qld)
<b>Peter Clague</b>	BA (UAuck), MBA (UMassey)
<b>Emily Costello</b>	MSocSci (RMIT), BEd (ACU)
<b>Bianca Crawford</b>	BA (Monash), LLB (Monash), GDES (Monash)
<b>Jane Cuttler</b>	BEd, DipEd
<b>Louise Daniels</b>	BEd (UTAS)
<b>Simon Daniels</b>	GDip (Monash), BSc (Monash)

<b>Michael Day</b>	BEd (Monash), DipTeach (ICE), GDES (Melb)
<b>Natalie De Fazio</b>	BA (Monash), DipEd (ACU)
<b>Onella De Zilva</b>	BEd (Monash), BA (Monash)
<b>Amanda Derham</b>	MTeach (Deakin)
<b>Jasmine Duncan</b>	BESc (ACU), BTeach (ACU)
<b>Tom Ellis</b>	BA (Deakin), BEd (Sec) (Deakin)
<b>Julie Emerson-Drake</b>	BBus (Monash), GDipEd (Monash)
<b>Kate Esler</b>	BAh (Melb), DipEd (RMIT)
<b>Megan Fallon</b>	GDipES (Monash), MEd (Melb), BBSc (Monash)
<b>Kylie Federici</b>	GDEP (Monash)
<b>Susan Ferguson-Brown</b>	GDipEd (Monash), BA (ANU), BEcon (LTU), MSc, DFP (Deakin)
<b>Belinda Fitzpatrick</b>	BAEd (Latrobe)
<b>Barry Fleming</b>	PhD (UON), BScH (UON), GDipEd (Monash)
<b>Ryan Fogarty</b>	BSc (Melb), MTeach (Melb)
<b>Mark Ford</b>	BEd (Melb)
<b>Emma Forte</b>	BA (Melb), MTeach (Melb)
<b>Georgie Forte</b>	BECE (Melb)
<b>Fiona Fowler</b>	MEd (Monash), DipEd (Melb), BA (RMIT)
<b>Linda Francis</b>	BMusicEd (Syd)
<b>Ian Fraser</b>	BA (Monash), DipEd (Monash)
<b>Shaun French</b>	BHumMove (UTas)
<b>Belinda Frew</b>	BEd (ACU)
<b>Sue Gadler</b>	BEd (Melb)
<b>Jessica Goulding</b>	BPhysEd (Deakin)
<b>Stephanie Graham</b>	BEd (Melb)
<b>Maria (Mary) Grande</b>	M (RMIT), BEd (MelbCAE), BFA (VCA), C4 (AISV)
<b>Ben Green</b>	BSc (Melb), PHD (Melb), MTeach (Melb)
<b>Lynn Griffen</b>	BA (QUN), TG (GLAS), MEdSt (ACU)
<b>Susanne Haake</b>	BA (Melb), PGradDA (Melb), GDipEd (Monash), GCert (UNE), Cert (Monash), MED (Monash)
<b>Megan Hall</b>	MVisArts (Monash), BFA (VCA), GDipEd (Melb)
<b>Greg Hamilton</b>	BMus (Melb)
<b>Emma Harkin</b>	BSc (Melb), DipEd (Melb)
<b>Stephen Harris</b>	BCom (Deakin), GDipEd (ACU)
<b>Jane Harrison</b>	BEd (Melb)
<b>Fabienne Harte</b>	BA (France)
<b>Georgina Hearnden</b>	BEd (Melb)
<b>Chloe Hicks</b>	BESc (ACU), BTeach (ACU)
<b>Seraphim (Hazel) Ho</b>	MEd (Melb), BA (US), PGDE (NanTech)
<b>Mark Hodges</b>	PhD (LTU)
<b>Anne Hostein</b>	BEdPri (Melb)
<b>Tian Hu</b>	MTeach (Monash), GDES (Monash)
<b>Sarah Hubbard</b>	BEco (Monash), GradDipEd (UniWA)
<b>Rupert Hunt</b>	BA (Melb), GradDipEd (Melb), MEd (UniSyd)
<b>David Huntley</b>	BA (LTU), DipEd (Monash), BLitt (Melb)
<b>Nicole Hutchinson</b>	BAMus (BOX), MTeach (Melb)



<b>Tess Hutchinson</b>	BSc (RMIT), GDipEdSec (RMIT)
<b>Felicity Hutton</b>	BEd (Deakin), MEd (Monash)
<b>Christopher Hyde</b>	BSc (Deakin), BTeach (Deakin)
<b>Phillip Hyde</b>	MBA (Monash), MTeach (Monash), Bbus (Monash)
<b>Samuel Islip</b>	BA (Monash), BEd (Monash)
<b>Sabeeha Jabeen</b>	MA (OU), BSc (OU), BEd (OU)
<b>Caroline Jansen</b>	DEUG AppForeignLang (UNS), PGradCEd (UniSA)
<b>David Jennings</b>	BA (ACU), BTeach (ACU)
<b>Amy Jeong</b>	MTeach (Monash), BA (UniAKLD)
<b>Marie Carmen Jimenez Victoria</b>	BA (UniR), GDES (RMIT)
<b>Sarah Johnston</b>	BEd (Monash)
<b>Julian Jom</b>	BA (Monash), BEd (Monash), MEd (Melb)
<b>Anna-Maria Jones</b>	BEd (UniWales)
<b>Melissa Jones</b>	BEd (Deakin), BAppSci (Deakin), MSprtMng (Deakin)
<b>Jason Kam</b>	BEd (Deakin)
<b>George Katris</b>	BEd (Melb), CIVTASESS
<b>Tracie Kellock</b>	BMus (UNSW)
<b>Pat Kenny</b>	DipTeach (ACU), GradDipOutdoorEd (Monash), MEd (Deakin)
<b>Christina Klopfer</b>	DipEd (CCE), BEd (ACU)
<b>Michael Knuppel</b>	BEd (VC)
<b>Edwige Kozinski</b>	MTeach (MELB)
<b>Shardae Larnier</b>	BEdPri (Tas)
<b>Mirella Lauretta</b>	MEd SE (Deakin)
<b>Ann Le</b>	BSc (Monash), BEd (Monash)
<b>Brianna Lee</b>	BEd (Monash)
<b>Cassie Leeson</b>	BSci (Monash), MTeach (Monash)
<b>Susana Lojko</b>	BEd (UNLZ), MEd (Latrobe)
<b>Jane Lukaitis</b>	GDipEd (Deakin)
<b>Annie Ly</b>	MTeach (Melb), BSci (Melb), GDipEd (Melb)
<b>Renata Machado</b>	BA (Deakin), BTeach (Deakin)
<b>Lucinda Malgas</b>	MA (Melb), DipEd (Monash)
<b>Coleen Malik</b>	BTeach (Deakin), BAppSc (Deakin), MEd (Deakin)
<b>Maria Mangisch del Rosario</b>	MEdLeadership (Monash)
<b>Robyn Marshall</b>	BEd (CC), MEd (Deakin)
<b>Dianne McCaughey</b>	BSc (ANU), GDipEd (CC)
<b>Danielle McCaughey</b>	BA (ACU), BTeach (ACU), MEd (Deakin)
<b>Nicole McGrath</b>	BA (Melb), BTeachPri (Melb)
<b>Cameron McKenzie</b>	BSc (Melb), DipEd (Melb), GDipE (Melb), MEd (CSU)
<b>Grace McMahan</b>	MITS (Monash), BA (UQ), GDipE (UQ)
<b>Vanessa Meehan</b>	AssocDip (Performance) (TCL), BA (Hons) (LTU), DipEd (Melb)
<b>Prudence Meggitt</b>	BA (Latrobe), GDipEd (Melb), MEd (Melb)
<b>John Moore</b>	BA (LTU), GDipEd (Monash)
<b>Michelle Moore</b>	BEd (Melb)
<b>Lazaros Moutafis</b>	BBus (Monash), BEng (Melb), GDipEd (Monash)
<b>Charles Neave</b>	BA (Monash), GDipEd (Monash), GDipMus (RCM), MA (London)
<b>Nathan New</b>	BSc Hons (NSW), GDipEd Sec (CSU)

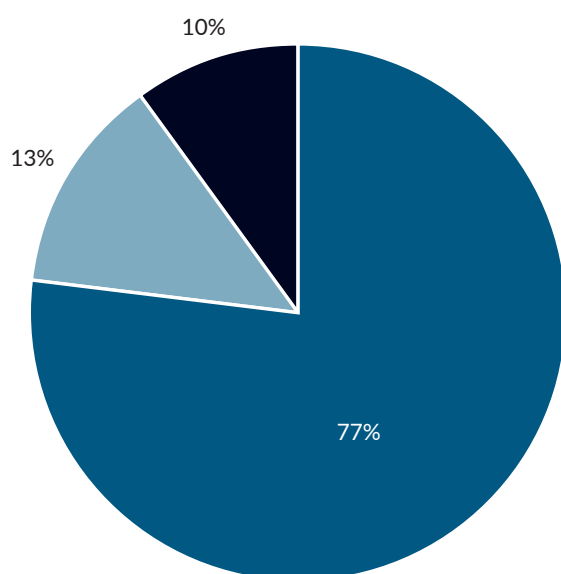
<b>Sarah Nieuwkerk</b>	GDipES (LTU), MMus (Melb), BMus (Melb), BA (Melb)
<b>Sally Northcroft</b>	BSc (BSU)
<b>Kieran O'Grady</b>	BA (VU), GDipEd (UNE)
<b>Scott Pankhurst</b>	BSc (UNSW), DipManage (UNSW), GDipEd (UNSW)
<b>Victoria Papaioannou</b>	BA (Monash), BEd (Monash)
<b>James Pheonix</b>	MTeach (Melb), BFA (Melb), BHSc (SSNT), DipArts (RMIT)
<b>Karen Pino-Leyton</b>	BA (Monash), GDipEd (Monash)
<b>Brooke Plymin</b>	BHSc (Deakin), GDipEd (RMIT)
<b>George Presnell</b>	BEd (Deakin)
<b>Emily Price</b>	BPHHP (Deakin), GDipEd (RMIT)
<b>Adam Quayle</b>	GDip (LTU), MEd (Melb)
<b>Suzie Race</b>	BSci (OU), CertTeach (MMU)
<b>Christopher Raudys</b>	BA (BendColAE), GDipEd (Melb)
<b>Eleanor Richards</b>	BEdSC (Melb), PGrad DE (Melb)
<b>Jonathan Ricketson</b>	BA Hons (Melb), BA Laws (Melb), GDipTeach (Melb)
<b>Mark Roberts</b>	BEd (Deakin)
<b>Caroline Robinson</b>	BECE (Monash)
<b>Craig Rodgers</b>	MEd (Melb)
<b>Vince Rossignolo</b>	BEd (Melb)
<b>Kellie Ryan</b>	BEd (Melb)
<b>Marietta Samson-Gower</b>	BA (UTAS), BTeach (UTAS), CertEd (UON)
<b>Janene Santo</b>	MEd (UPenn), BA (SJC)
<b>Ailish Saunders</b>	MTeach (Monash), BA (Monash)
<b>Megan Scott</b>	BA (UMW), GCertEd (Oxon)
<b>Jiani Sheng</b>	DipEd (RMIT), GDipEdLead (RMIT)
<b>Tarko Sibbel</b>	BMus (Melb), MMus (VCA)
<b>Anit Singh</b>	BApSc (BCAE), DipEd (UB)
<b>Michael Slinger</b>	BBuiltEnviro(QUT), DiplndDes (QUT), GDipEd (GRIF), MEd (Monash)
<b>Lisa Slingsby</b>	BEd (UQ), BA (UQ), MEd (Melb)
<b>Kate Slorach</b>	DipTeach (VC), BTeach (Monash)
<b>Nicole Smith</b>	BEdPri
<b>Adam Starr</b>	BA (Deakin), BTeach (Deakin)
<b>Vanessa Stevens</b>	BA Hons (Monash), GDipEd (MelbCAE)
<b>Christopher Stickman</b>	BA (Murdoch), GDipEdPri (Murdoch)
<b>Samantha Stone</b>	BA (Monash), DipEd (RMIT)
<b>Hayley Tagell</b>	BExSci (ACU), GDipEd (ACU)
<b>Rosanna Tait</b>	GDipEd (LTU), BSc (LTU)
<b>Mimma Tamborriello</b>	DipTeach (Melb), BEd (Melb)
<b>Susan Tickner</b>	BEd (UON), GDip (QUT), MHealthSc (QUT), MEdLS (Qld)
<b>Rocco Toce</b>	BEd (Melb)
<b>Deane Toohey</b>	BA (UC), GDipEd (UC)
<b>Yvonne Tran</b>	BSci (Monash), GDipEd (ACU)
<b>Emily Trenchard</b>	BEEEd (Melb)
<b>Soriya Ung</b>	BA (ULeH), MTeach (Latrobe)
<b>Silvia Vallejo</b>	B (Bas), MEd (Val), M (Sal), BTeachSpan
<b>Margaret Walsh</b>	BA (UCant), DipEd (CHRTC)

<b>Steven Walters</b>	BEd Sec (Can)
<b>Emily Wassink</b>	BA (Monash), GDipEd (Monash), MEd (Melb)
<b>Judith Watkins</b>	BA (Monash), BDiv (MCD)
<b>Kim Webb</b>	BSc (Monash), PGrad DE (UQ)
<b>Juliette Wegdam</b>	BA (AHK)
<b>Justine Werba</b>	BBioSc (Monash), DipEd (Melb)
<b>Jonathan Wever</b>	BSc (Melb), DipOutEd (OED), GDipEd (Melb), MEdMan (Melb)
<b>Amanda White</b>	BTeach (Deakin), BAppSc (Deakin), MEd (CSU)
<b>Donnah White</b>	BA (VCA), DipEd (LTU), DipEd (ACU), MSpecEd (Monash)
<b>Jitske Wiersma</b>	BA (RMIT), GDES (ACU)
<b>Gayathirie Wignarajah</b>	BSc (Monash), MTeach (Melb)
<b>Robyn Woinarksi</b>	BSc Hons (UOF), BSc (Melb), GDES (Melb)
<b>Ashley Wood</b>	BEd (Melb), GDip (Monash), MEd (UOF)
<b>Benjamin Woolhouse</b>	BTeach (Deakin), BAppSc (Deakin)
<b>Oliver Woollett</b>	BA (UELON), MTeach (Melb)
<b>Sara Woolley</b>	BSc (UTas), GDipEd (Melb)
<b>Man Xu</b>	MTeachSec (SA)
<b>Yuntain Yang</b>	BEd (Monash)
<b>Jodie Yemm</b>	BMus (Melb), BMusEd (Melb)
<b>Jie (Jessie) Zhang</b>	MArts (ChiUni), MTeach (Melb)

# Financial Overview

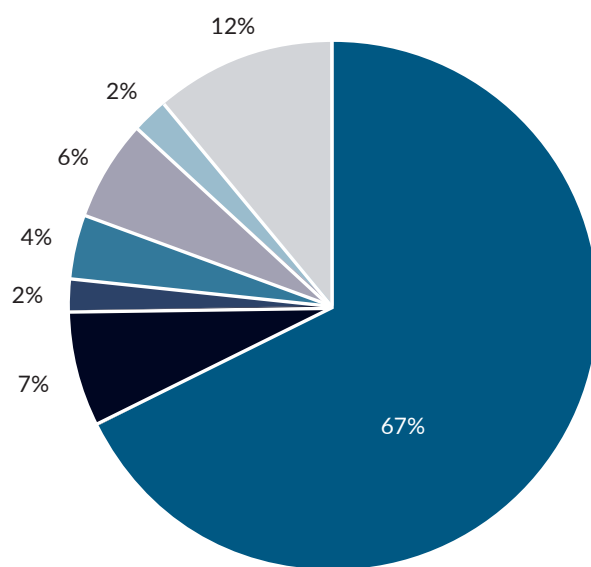
## 2022 Actual Financial Results

Income Sources Actual 2022



- Fee (net) income (77%)
- Government grants - recurrent (13%)
- Other Income (10%)

Expenditure Actual 2022



- Salaries and related (67%)
- Teaching and materials (7%)
- Administrative and clerical (2%)
- Building and grounds (4%)
- Sundry administration (6%)
- Financial (2%)
- Depreciation and amortisation (12%)





## St Leonard's College

An education for life.