



St Leonard's College

An education for life.

Annual Report

2020



Contents

From the Principal	3
College Council	6
St Leonard's College in 2020	7
Statement of Democratic Principles	8
Student Outcomes: NAPLAN 2020	9
Senior Secondary Outcomes	10
Teacher Professional Learning	11
Teaching Staff	14
Satisfaction Surveys	18
Financial Overview	20

From the Principal



2020 College Theme



Our College Theme for 2020 sought to focus the attention of our community on the many and varied ways that communities fail to be inclusive, respectful and equitable in their treatment of others. Whilst it is never easy to recognise or admit to one's prejudices, any prerequisites to changing cultural norms must include an acknowledgement of imperfection and a

conscious belief that we all have a moral obligation to create a more inclusive, supportive and humane community.

When initially sharing the theme, it was heartening to learn of the overwhelming support to audit ourselves in relation to issues of inequity and disrespect regarding gender, race, religion, cognitive development, physical appearance and sexual identity. Whilst we overcame inertia, the limitations imposed by COVID-19 made evident the importance of being face-to-face when seeking to effectively challenge those behaviours and commentary that define a culture. A decision was made early in 2020 to continue to pursue this important theme in 2021, when it is anticipated that we will spend more time face-to-face and be more cognisant of our growth.

Whilst COVID-19 proved to be disruptive for many Australian school students in 2020, it was in Victoria that school aged children suffered the most adverse conditions. Evidence of this impact appeared in the IBO's analysis of the data measuring the relative achievement of Victorian International Baccalaureate Diploma Programme (IBDP) students compared to their peers in other states over the past six years. This was an important acknowledgement, because it led to consideration for Victorian IBDP students and addressed the evident disadvantage they had experienced. In contrast, our VCE students were informed early in the year of the changes that would be made in recognition of the impact of long periods of online learning, which proved to be advantageous to their wellbeing.

If academic outcomes are deemed to be a measure of success, then 2020 was a remarkably successful year, one in which our most senior students achieved the College's highest ATAR metrics on record.

Year 12 Combined ATAR						
	Dux	Median	90+	80+	70+	Lower quartile
2020	99.75	90.85	54.70%	76%	85.50%	81.55
2019	99.95	86.65	38%	66%	84%	76.70
2018	99.95	90.50	52%	71%	85%	78.24
2017	99.95	87.40	42%	70%	84%	76.97
2016	99.85	85.58	43%	63%	79%	73.06
2015	99.95	81.55	33%	57%	74%	68.92

These remarkable achievements reflect our continued success in attracting quality staff who are committed to developing their knowledge and pedagogical skills. Our strong partnership with Harvard, formed in 2014, continues to inform our professional learning model as is evident in the table above. Whilst disappointed to postpone the Harvard 2020 Conference – *Education that Matters* – we remain hopeful that it will occur in March 2022.

In reviewing 2020, we have given due recognition to the need to remain vigilant in considering the potential long-term impact of the many disruptions of this most challenging of years. We will continue to consider its impact on the development of conceptual understandings that form the foundation for future learning and the implications for those with weaker social networks caused by social isolation. Irrespective of the implications of missed learning experiences, what has been agreed upon by experienced educators, is the importance of remaining focused on the social-emotional development of each child. The potential gaps in knowledge may amount to nothing more than those gaps evident in children who regularly join the College midyear from diverse backgrounds and experiences. Our skilled and compassionate teachers understand that each child brings a different array of knowledge, skills and competencies into the classroom, which can be shaped and complemented far more easily than where a child's social-emotional development has been compromised, and they will respond appropriately.

I trust that this makes clear most undoubtedly, that the real heroes – 'Leonardians' – of 2020 were our brilliant staff, which includes a newly defined category of teacher, 'parents of Prep to year 2 children learning online!' The early preparation and creation of a brilliant online learning model, in conjunction with a preparedness to support each other professionally and socially, made all the difference.

Throughout the year, parents and students remained united in their overt praise for the unflagging commitment of staff who deftly sought to normalise the experiences of our young people by ensuring that special events such as the Valedictory Assembly, hikes and camps were not missed. These outpourings of gratitude helped feed the cycle of reciprocity made evident when staff were called upon to extend the academic year, to which they gave a unanimous response of being both willing and able to support their charges.

The leadership of a College of more than 1,600 students, 400 staff and 2,000 parents in times of a pandemic created many challenges. That we have not only survived but flourished and strengthened our bonds of connection reflects the brilliant leadership of our College Executive and the guidance and leadership we continue to enjoy from our highly professional, committed and talented College Council, led by Jen Neate.

I would also like to acknowledge the role that the Government's JobKeeper stimulus program played in providing a stable and supportive environment, guaranteeing our commitment to retain and not furlough staff. This was especially true in a year which commenced with the dual blow of the arrival of COVID-19 and the announcement that our Federal Government funding was to be reduced. The ability to reassure all staff, especially casuals, undoubtedly lifted spirits, enhanced engagement and our ability to seamlessly 'pivot' from onsite to online and back to onsite learning with a full complement of sport, theatre, music, camps and the plethora of other activities that would have been compromised. The benefit of the continuity of programs and consistency of care that we have been able to administer to protect the wellbeing and optimism in our young people cannot be understated, which is why we are so appreciative to the Government for their \$6,187,500 contribution when providing economic confidence to businesses, including not-for-profit independent schools that qualified for the JobKeeper program. It is important to note that in recognition that the purpose of these funds was to stimulate the economy, all funds were used to continue to pay and retain staff who were unable to provide services to the College during lockdown, provide rebates to parents in December 2020 and defer scheduled fee increases for a further year.

The Executive and College Council remained mindful throughout 2020 that the financial impact of COVID-19 will not be felt in 2020, but in the years ahead when the compounding effect of no fee rise for 2021, plus reduced Federal Government funding is realised. Through a review of intended projects and tight fiscal management, the College has ensured a strong financial outcome for 2020 which will ensure stability and confidence for the future.

Nulla dies sine linea.

Stuart Davis
Principal

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.

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 Bennett Eriksson

BBus (Technology), MAICD

Stephen Evans

BCom, CA

Darryn Inns

BBus (Accounting)

F CPA, FCSA, GAICD

Alistair Jack

BBus

Ken Lark

BA (Economics) JD, MBA

Paul Lasky PhD

BSc (Hon)

Melissa Marcus

BA, LLB (Hons), LLM (Cantab)

Katya Pellicano

BPD (Arch), M Arch

Kim Visek-Johnson

BCom

Retiring Council Member in 2020:

Cameron Frazer

BArch, BEng, MAICD

Company Secretary

Georgina Moore

BEd (Accounting), CA ANZ

Principal

Stuart Davis

BEd (Hons), MEd

Deputy Principal

Lisa Slingsby

BEd Studies, BA, MEd

St Leonard's College in 2020

Located in Melbourne's Bayside, St Leonard's College is an independent coeducational school, offering educational opportunities for students from early learning through to year 12. With a history that spans over 100 years, St Leonard's College is renowned for providing wonderfully diverse opportunities for students to thrive. These opportunities are provided in an unrivalled atmosphere of love and an unwavering commitment to developing the whole child – head, heart and soul.

How does St Leonard's College add value to the curriculum?

St Leonard's College takes a holistic approach to the education of its students. The College provides an outstanding array of opportunities for excellence across a broad selection of pursuits both in and out of the classroom. The breadth and depth of programs cater to the needs of all students and ensure our young people are able to discover their unique passions and interests. Through the College's advanced scholastic models, diverse programs, and brilliant teachers, St Leonard's College students are developed to believe in their ability to succeed if they give of their best. Consequently, our students thrive academically.

Characteristics of the student body

On Census Day 7 August 2020, St Leonard's College had an enrolment of 1,552 students (Prep – year 12) of whom 771 were boys and 781 were girls.

ELC enrolment was 72 students, of whom 40 were boys and 32 were girls.

There were 7 Indigenous students and 43 overseas full-fee paying students.

Student attendances in 2020

The average student attendance rate from Prep to year 12 was 97.00%.

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 National Assessment Program Literacy And Numeracy (NAPLAN) 2020

Due to the severity and scholastic impact of the COVID-19 pandemic, the Australian government's education ministers decided to cancel the National Assessment Program Literacy and Numeracy (NAPLAN) Tests in 2020.

Consequently, our St Leonard's College students in years 3, 5, 7 and 9 in 2020 did not undertake this assessment in 2020 and are not required to undertake a 'catch-up' assessment in 2021.

Those in years 3, 5, 7 and 9 in 2021 will sit the NAPLAN assessments in 2021.



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 2020 were Peter Caddaye, Stephen Kanavoutsos, Ellie McTigue, Adelyne Scally-Leprevost and Zhuliye Shen who each received an IBDP score of 44 (ATAR 99.75).

In the IBDP, 89.4% of students achieved an ATAR of 90.00 or higher and the median ATAR was 96.88, placing 50% of students in the top 3.12% of students nationally.

Victorian Certificate of Education

The Victorian Certificate of Education (VCE) Dux for 2020 was Lihao Zhou with an ATAR of 99.65.

Combined IBDP and VCE

Our combined VCE and IBDP results highlight the wonderful achievements of the class of 2020:

- 54.7% achieved an ATAR of 90 or above, placing them in the top 10% nationally.
- 76% of students achieved an ATAR of 80.00 or above, placing them in the top 20% nationally.
- Median ATAR of 90.85, placing 50% of students in the top 9.15% nationally.

Vocational or Trade Training

In 2020, 9.1% of students completed a VET subject as part of the VCE program.

Tertiary Destinations

Of the students who applied through VTAC in 2020, and completed their assessments, 100% received an offer. Monash University was the most popular destination for our IBDP and VCE graduates, with 36.2% offered a place in a course at Monash University. Many students also gained places at the University of Melbourne (24.7%), RMIT University (14.9%), Swinburne University (9.2%), Deakin University (5%) and interstate universities (3.4%). Other destinations accounted for the remaining 6.6%.

Student Retention

- In 2020, 19% of students in year 12 commenced at the College in a Junior School year (ELC3 to year 4).
- In 2020, 30% of students in year 12 commenced at the College in year 6 or earlier.
- In 2020, 68.5% of students in year 12 commenced at the College in year 7 or earlier.
- In 2020, 87% of students in year 12 had been at the College since year 9.
- In 2020, 12% of students in year 12 commenced at the College in year 10 or 11.

This suggests that St Leonard's College is increasingly becoming the school of choice for those entering their final years of study.

Teacher Professional Learning

Becoming a Learning Organisation

More than any other year, 2020 necessitated the need to adapt and respond to a changing landscape as the COVID-19 Pandemic impacted every aspect of life, including the ongoing professional learning of College staff. Our commitment to building staff capacity, both individual and collective, continued to be a focus of the College as a learning organisation. The new reality that 2020 presented required this commitment to be realised in new forms and with greater agility to respond to changing opportunities.

Individual and Collective Capacity Building

Our professional learning program allows staff the opportunity to be engaged in both individual and collective capacity building. Both as individuals and as members of teams, it is essential that staff identify and deepen their understanding of essential knowledge and concepts. This not only demonstrates a commitment to lifelong learning but ensures that staff continue to reflect on their own practice to ensure that their teaching is informed by world's best practice. Throughout the 2020 Academic Year staff were provided with a range of opportunities to continue to build both individual and collective capacity.

Individual Capacity Building: At the commencement of each academic year, individual staff members reflect on their own practice to identify areas that they would like to develop further. In 2020, staff were asked to specifically consider the Learning Priorities for the year and in which of these three areas they wished to further develop their capacity and competency. The Learning Priorities for 2020 were:

- Encouraging and Developing Global Competence
- Encouraging and Developing Student Agency, Resilience and Wellbeing
- Encouraging and Developing Lifelong Literacy

The model for this individual capacity building is TRIAD Action Learning Groups. The groups are made up of three staff members who teach across age groups and disciplines but who have all chosen the same Learning Priority as their focus for the year.

Other areas for individual capacity building relevant to particular subsets of the teaching staff are:

- **New staff Induction Mentors:** All teaching staff who are new to the College work closely with an Induction Mentor throughout their first year of employment. They are enrolled in an online Induction Course and are guided through this by an Induction Mentor. They engage in conversations about their practice with their Induction Mentor receiving guidance and constructive feedback designed to move them forward towards smooth transition into the organisation's culture and expectations.

- **New staff 6 months performance review:** All new teaching staff to the College take part in a performance review between 5 and 6 months that will determine their ongoing tenure.
- **Graduate Teacher Mentors (Victorian Institute of Teaching – VIT):** All graduate teachers – new to the teaching profession – are assigned a trained VIT Mentor to assist them through the process of achieving “proficiency”. All graduate teachers who applied for full registration in 2020 did so successfully.

Collective Capacity Building: As well as opportunities to work on individual areas of development, all staff work collaboratively in pastoral, faculty, and leadership teams to learn with and from each other, sharing knowledge, practices and expertise.

Opportunities for reflection and feedback – Core to our Professional Learning program

Reflection on data: Access to student learning data through our learning management systems – Track One and Schoolbox – allows teachers to reflect on patterns of evidence, and intervene in student learning where it is appropriate to do so.

Student Feedback: Using Student Voice Surveys, students in years 7-12 provide feedback to staff using a feedback tool that identifies 35 elements of effective teaching. The survey results assist teachers to reflect on their own practice and form the basis of professional conversations with their Heads of Learning.

Leadership feedback: Heads of Learning and Curriculum Leaders observe faculty members across the year and provide feedback on discipline knowledge, student engagement and approaches to teaching and learning.

Opportunities for Leadership Building and Growth

Academic Leadership Professional Learning programs:

Explicit focus on developing the leadership skills of the members of the Academic Directorate is now in its fifth year. In addition to regular meetings, this group, which represents academic leaders from Early Learning Centre (ELC) to year 12, have explored contemporary research about what it means to lead learning in the 21st Century. Over the last 5 years members of the Academic Directorate have engaged in focussed study of the following seminal texts:

- Creating Cultures of Thinking (Ritchhart)
- Making Thinking Visible (O Ritchhart, Church and Morrison)000
- Future Wise (Perkins)
- Transitioning to Concept-Based Curriculum and Instruction (Erickson, Lanning)
- Concept Based Curriculum and Instruction for the Thinking Classroom (Erickson, Lanning and French)
- The Innovator’s Mindset (Couroso)

Opportunities to engage with local and global educational research and thinkers

Guest keynote speakers at annual staff conference days included:

- Queer Town speakers on LGBTIQ+ Young People (January 2020)
- Andreas Schleicher on “What Matters Most: what remote learning has taught us” – recorded keynote address (July 2020)

Building ongoing partnerships with Melbourne and Monash Universities, the research team from Project Zero, Harvard Graduate School of Education, and with the Organization for Economic Cooperation and Development (OECD) Education 2030 Project was an ongoing focus in 2020. This led to engagement with the work and practices of global thought leaders including:

- Ron Ritchhart – Research Associate, Harvard Graduate School of Education.
- Andreas Schleicher – Director for Education and Skills, and Special Advisor on Education Policy to the Secretary-General at the OECD in Paris.

Targeted professional learning for all staff aligned to the College strategic direction and focused on pedagogies that underpin effective student learning regardless of the age or stage of learning. Mindfulness and Wellbeing, Leading Thinking and Learning, Making Thinking Visible, Building Cultures of Thinking, Teaching for Understanding, Concept-Based Curriculum and Instruction, Quality Teaching, Data Analysis, Differentiation, Approaches to Learning all featured as part of the professional learning opportunities that staff had access to.

Core Professional Readings: An essential element of our professional learning program was access to and discussion of carefully curated educational research papers that align with the College strategic direction.

2020 Specific professional readings for 'Remote Working Teaching and Learning' included topics such as:

- Staff Wellbeing and Health
- Remote Teaching and Learning Basics
- Best Practice in Remote Teaching and Learning
- Concept-Based Teaching and Learning and Using Thinking Routines in Online Environment
- Online Mentoring
- Staff Working from Home While Home-Schooling

Other professional readings available to staff focus on:

- Agency
- Assessment
- Building Teams and School Cultures
- Concept-Based Learning
- Creativity
- Cultures of Thinking
- Differentiation
- Educational Leadership
- Global Awareness
- Global Competence
- Growth Mindset
- International Comparative Studies of Curriculum Frameworks
- Learning from COVID
- Literacy and Digital Literacy
- OECD constructs
- Peer Observations
- Quality Teaching
- Questions
- Resilience
- Respect, Equity, Diversity
- Student Engagement
- Teaching Boys
- The Future of Learning
- Wellbeing
- 21st Century Teaching and Pedagogy

Teaching Staff

Workforce Composition

In 2020, 68% of teachers were female and 32% 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 2020. Casual teachers are not included in this summary. All are registered with the Victorian Institute of Teaching.

Anna Adams	MEdSt (Monash), BEd (TTC), DipTeach (TTC)
Thomas Allott	BSc (ULou), PGCE (USheff)
Gregory Anderson	DT (Monash), BEd
Kimberly Anderson	DipEd (Melb), BA (UORE)
Vaughan Anderson	BBus (VU), GDipEd (VU)
Nathan Armstrong	BA (Deakin), BEd (Deakin)
Timothy Barlow	BSc (Monash), DipEd (Monash)
Belinda Barton	BTeach (Melb), BBS
Elizabeth Bawden-Nixon	DipTeach (IECD), BEd (Melb)
Kyle Biller	BEd (UWit)
Lauren Binge	BBiomedSc (Monash), PhD (Monash), GDipEd Sec
Michelle Booth	GDipEd (LTU), BA (LTU), CEEd (Monash)
Alison Bracher	BA (Melb), DipEd (ULB)
Michelle Brent	DipTeachP (ACU)
Sun Buntine	BA (UCal), MEd (Colombia)
Norman Burke	GDipSecEd (Monash), BIT (Monash), AdDip LibArts (CIT)
Tom Burns	BA (Melb), BSc (Melb), GDipEd (UWA), MEd (Melb)
Elvira Caballero	BA ModLang (UCVenez)
Christopher Carey	BHPE (UFed)
Andrew Caris	BSc (Monash), DipEd (Monash), BEd (LTU)
Tori Chappell	BEnvPM (UAdel), Mteach (UNISA)
Daniel Charles	BEcon (Monash), MTeach (Melb)
Jess Chirnside	GDipEd Sec
Lydia Chisholm	BEd (VC)
Jacqueline Coker	BEd (Monash)
Monica Costa	BA (RMIT), BEd (Melb), MA (RMIT)
Emily Costello	MSocSci (RMIT), BEd (ACU)
Jane Cuttler	BEd, DipEd
Louise Daniels	BEd (UTAS)
Simon Daniels	GDip (Monash), BSc (Monash)
Stuart Davis	BEd Hons (London), MEd (Monash)
Frances Devine	BA (ANU), GDipEd (UCAN), GDipSpEd (VC), MEdSt SE (Monash)
Natalie De Fazio	BA (Monash), DipEd (ACU)
Onella De Zilva	BEd (Monash), BA (Monash)
Tom Ellis	BA (Deakin), BEd (Sec) (Deakin)

Kate Esler	BAh (Melb), DipEd (RMIT)
Tom Evans	MEng (UniLeeds), Cert.Edu (UniBris)
Julie Emerson-Drake	BBus (Monash), GDipEd (Monash)
Megan Fallon	GDipES (Monash), MEd (Melb), BBS (Monash)
Susan Ferguson-Brown	GDipEd (Monash), BA (ANU), BEcon (LTU), MSc, DFP (Deakin)
Belinda Fitzpatrick	BAEd (Latrobe)
Barry Fleming	PhD (UON), BScH (UON), GDipEd (Monash)
Barry Fletcher	BE (VC), AMusA (AMEB)
Mark Ford	BE (Melb)
Emma Forte	BA (Melb), MTeach (Melb)
Georgie Forte	BECE (UMelb)
Fiona Fowler	MEd (Monash), DipEd (Melb), BA (RMIT)
Ian Fraser	BA (Monash), DipEd (Monash)
Shaun French	BHumMove (UTas)
Belinda Frew	BE (ACU)
Elizabeth Furman	MEdSt (Monash), BMusEd (Melb), AMusA (AMEB)
Sue Gadler	BE (Melb)
Jo Geary	BE (UMelb)
Benjamin Gooding	BA (UEx), GDipEd (King's)
Jessica Gourley	BPhysEd (Deakin)
Stephanie Graham	BE (UMelb)
Maria (Mary) Grande	MA (RMIT), BE (MelbCAE), BFA (VCA), C4 (AISV)
Ben Green	BSc (Melb), PHD (Melb), MTeach (Melb)
Lynn Griffen	BA (QUN), TG (GLAS), MEdSt (ACU)
Susanne Haake	BA (Melb), PGradDA (Melb), GDipEd (Monash), GCert (UNE), Cert (Monash), MED (Monash)
Megan Hall	MVisArts (Monash), BFA (VCA), GDipEd (Melb)
Greg Hamilton	BMus (UMelb)
Emma Harkin	BSc (Melb), DipEd (Melb)
Stephen Harris	BCom (Deakin), GDipEd (ACU)
Jane Harrison	BE (Melb)
Fabienne Harte	BA
Andrea Hayes	BA (Monash), BSEd (Monash), GradCert (Holm), MEdStudies (Monash)
Georgina Hearnden	BE (Melb)
Mark Hodges	PhD (LTU)
Sarah Hubbard	BEco (Monash), GradDipEd (UniWA)
Rupert Hunt	BA (UMelb), GradDipEd (UMelb), MEd (UniSyd)
David Huntley	BA (LTU), DipEd (Monash), BLitt (Melb)
Nicole Hutchinson	BAMus (BOX), MTeach (Melb)
Felicity Hutton	BE (Deakin), MEd (Monash)
Christopher Hyde	BSc (Deakin), BTeach (Deakin)
Vanessa Irving	BTeach (UniWaikato)
Samuel Islip	BA (Monash), BE (Monash)
Caroline Jansen	DEUG App Foreign Lang (UNS), PGradCEd (UniSA)
Rob Jenkins	BA (Monash), GDipEd (Melb), MstLead (Monash), MBA (RMIT)
David Jennings	BA (ACU), BTeach (ACU)
Sarah Johnston	BEc (Monash)
Julian Jom	BA (Monash), BE (Monash), MEd (Melb)

Melissa Jones	BEd (Deakin), BAppSci (Deakin), MSprtMng (Deakin)
Aretha Kakerissa	BA (Monash), GradDipEd (Sec) (Monash)
Jason Kam	BEd (Deakin)
Hind Karim	GDipEd (Monash)
George Katris	BEd (Melb), CIVTASESS
Tracie Kellock	BMus (UNSW)
Emma Kelly	BMus (ANU), CertIV Assessment & Training (CanInt), GradDipEd (UCAN)
Pat Kenny	DipTeach (ACU), DipEd (Monash), MaEA (Deakin)
Christina Klopfer	DipEd (CCE), BEd (ACU)
Karen Koch	BA (Melb), GDipEd (Melb), GDipMedStu (Deakin)
Elizabeth Langford	MTeach (Melb)
Ping Wai Lau	BFoodSc (Deakin), BSc (RMIT), GDipEd (ACU)
Mirella Lauretta	MEd SE (Deakin)
Brianna Lee	BEd (Monash)
Cassie Leeson	BSci (Monash), MTeach (Monash)
Bianca Lenarcic	BEd (Monash)
Emmanuel Liu	BBioMed(UMelb), MTeach (Sec) (UMelb)
Susana Lojko	BEd (UNLZ), MEd (Latrobe)
Annie Ly	MTeach (Melb), BSci (Melb), GDipEd (Melb)
Coleen Malik	BTeach (Deakin), BAppSc (Deakin), MEd (Deakin)
Elise Mallalue	BAppSci (Deakin), BTeach (Sec) (Deakin)
Danielle McGaughey	BA (ACU), BTeach (ACU), MEd (Deakin)
Robyn Marshall	BEd (CC), MEd (Deakin)
Andrew McAree	BAppSc (FIT), GDipEd (Melb), MA (VU)
Robert McArthur	BA (Melb), BAHon (Melb), PhD (Melb), GDipEd (Melb)
Dianne McCaughey	BSc (ANU), GDipEd (CC)
Nicole McGrath	BA (Melb), BTeach Prim (Melb)
Cameron McKenzie	BSc (Melb), DipEd (Melb), GDipE (Melb), MEd (CSU)
Tess McSly	BECE (Monash)
Vanessa Meehan	Assoc.Dip(Performance) (TCL), BA (Hons) (LTU), DipEd (Umelb)
Prudence Meggitt	BA (Latrobe), GDipEd (Melb), MAEd (Melb)
John Moore	BA (LTU), GDipEd (Monash)
Michelle Moore	BEd (Melb)
Remy Morris	BEd (Sec) (CUTIN)
Stephanie Morrison	BECE (UMelb)
Marjan Mossammaparast	BTeachH (Melb), BA (Melb), MstEd (Melb)
Lazaros Moutafis	BBus (Monash), BEng (Melb), GDipEd (Monash)
Sarah Nieuwkerk	GDipES (LTU), MMus (Melb), BMus (Melb), BA (Melb)
Kieran O'Grady	BA (VU), Grad.Dip.Ed (UNE)
Leah O'Toole	BA (Monash), DipEd (Monash), GDipICTinE (Monash)
Christine Palmer	GDipLang(French) (Monash), GDipEd(Sec) (Monash)
Scott Pankhurst	BSci (UNSW), DipManage (UNSW), GDipEd (UNSW)
Sarah Patterson	BMus (UMelb), BTeach (Hons) (UMelb)
Catherine Phillips	BEd (Monash)
Karen Pino-Leyton	BA (Monash), GDipEd (Monash)
Brooke Plymin	BHSc (Deakin), GDipEd (RMIT)
George Presnell	BEd (Deakin)
Emily Price	BPHHP (Deakin), GDipEd (RMIT)
Adam Quayle	GDip (LTU), MstEd (Melb)

Suzie Race	BSci (OU), Cert.Teach (MMU)
Christopher Raudys	BA (BendColAE), GDipEd (Melb)
Eleanor Richards	BEdSC (Melb), PGrad DE (Melb)
Michaela Richards	MTeach (Melb), GDipTeachEC (Melb)
Caroline Robinson	BECE (Monash)
Craig Rodgers	MEd (Melb)
Vince Rossignolo	BEd (Melb)
Marietta Samson-Gower	BA (UTAS), BTeach (UTAS), CertEd (UON)
Megan Scott	BA (UMW), GCertEd (Oxon)
Denise Seymour	BEd (MelbSC)
Jiani Sheng	DipEd (RMIT), GDipEdLead (RMIT)
Tarko Sibbel	BMus (Melb), MMus (VCA)
Anit Singh	BAppSci (BCAE), Dip.Ed (UB)
Michael Slinger	BBuiltEnviro(QUT), Dip.Ind.Des (QUT), Grad.Dip.Ed (GRIF), MEd (Monash)
Lisa Slingsby	BEd (UQ), BA (UQ), MEd (Melb)
Kate Slorach	DipTeach (VC), BTeach (Monash)
Nicole Smith	BEd Prim
Vanessa Stevens	BA Hons (Monash), GDipEd (MelbCAE)
Christopher Stickman	BA (Murdoch), GDipEdPri (Murdoch)
Samantha Stone	BA (Monash), DipEd (RMIT)
Hayley Tagell	BExSci(ACU), Grad.Dip.Ed (ACU)
Rosanna Tait	GDipEd (LTU), BSC (LTU)
Mimma Tamborriello	DipTeach (Melb), BEd (Melb)
Marianne Tattersall	BEd (Deakin), MCD (ECU)
Rocco Toce	BEd (Melb)
Virginia Tonc	BScEd (Melb), DipEA (HIE), PGDip Mgmt (AHRI)
Deane Toohey	BA (UC), GDipEd (UC)
Yvonne Tran	BSci(Monash), Grad.Dip.Ed (ACU)
Deborah Trengove	PhD (Melb), BA (Melb), MEd Psych (Melb), DipEd (SCVM)
Victoria Turnbridge	BCom (RMIT), GCertArts (Melb), MTeach (Melb)
Soriya Ung	BA (ULeH), Mteach (LaTrobe)
Margaret Walsh	BA (UCant), DipEd (CHRTC)
Martin Wareham	BSc (NCL), MSc (NCL), PGCertEd (KU)
Emily Wassink	BA (Monash), GDipEd (Monash), MEd (Melb)
Judith Watkins	BA (Monash), BDiv (MCD)
Kim Webb	BSc (Monash), PGrad DE (UQ)
Juliette Wegdam	BA (AHK)
Justine Werba	BBioSc (Monash), DipEd (Melb)
Jonathan Wever	BSc (Melb), DipOutEd (OED), GDipEd (Melb), MEdMan (Melb)
Amanda White	BTeach (Deakin), BAppSc (Deakin), MEd (CSU)
Donnah White	BA (VCA), DipEd (LTU), DipEd (ACU), MSPECed (Monash)
Gayathrie Wignarajah	BSc (Monash), MTeach (Melb)
Ashley Wood	BEd (Melb), GDip (Monash), MEd (UOF)
Catriona Woodford	BA (Monash), BEd (Monash)
Benjamin Woolhouse	BTeach (Deakin), BAppSc (Deakin)
Oliver Woollett	BA (UELON), MTeach (Melb)
Sara Woolley	BSc (UTas), GDipEd (Melb)
Jun Yang	DipBusAd (China), MTeach (UISA)
Yuntain Yang	BEd (Monash)

Satisfaction Surveys

St Leonard's College participates in the full range of surveys conducted biennially by Independent Schools Victoria (ISV). The Listen, Evaluate, Act, Delivery (LEAD) surveys benchmark St Leonard's College against other independent schools.

The full suite of surveys was conducted in 2019. Parents, staff and students were invited to partake in the survey.

The Executive of the College have reviewed and incorporated feedback in their strategic and operational planning. It was very pleasing to receive a much better response rate than in previous survey years.

Parents, staff and students will be invited to partake in the next ISV LEAD satisfaction surveys which will be conducted in August 2021.

We look forward to an even stronger response in 2021 which will enable the College to strategically plan for the future.

Information was captured on the following categories:

Parent

- Curriculum/academic program
- Quality of teaching
- Learning outcomes
- Pastoral care
- Discipline and safety
- Resources
- Parent involvement
- Year transition
- Overall satisfaction
- Willingness to recommend the school to others

Student satisfaction

- Academic program
- Learning outcomes
- Pastoral care
- Personal development/leadership
- Discipline and safety
- Resources
- School ethos and values
- Peer relationships
- Transition
- Academic rigour
- Feedback
- Teacher knowledge
- Teacher practice
- Teacher/student rapport
- Overall satisfaction

Staff satisfaction

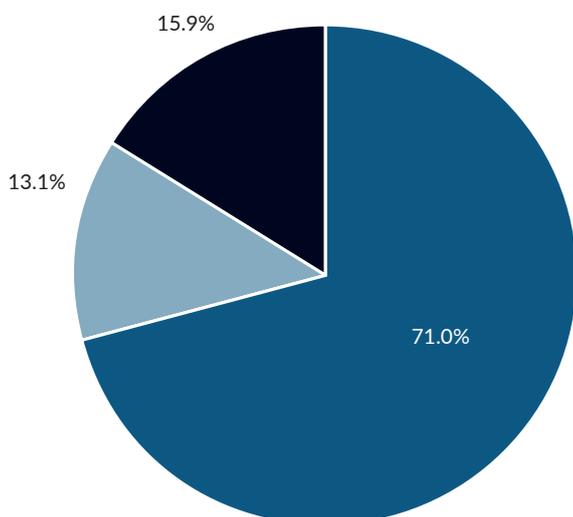
- Resources and offerings
- Technology
- School ethos and values
- Student behaviour
- Discipline
- Learning support
- Pastoral care
- Parent involvement
- Quality of teaching and learning
- Teaching practice
- Feedback
- Goal alignment
- Leadership and morale
- Staff collaboration
- Professional development
- Overall satisfaction



Financial Overview

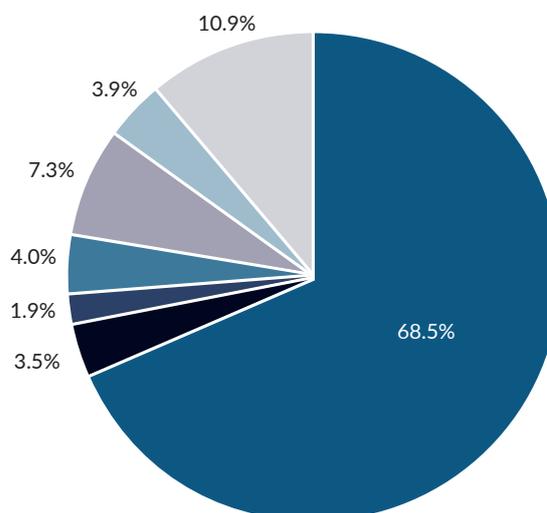
2020 Actual Financial Results

Income Sources Actual 2020



- Fee (net) income (71.0%)
- Government grants - recurrent (13.1%)
- Other Income (15.9%)

Expenditure Actual 2020



- Salaries and related (68.5%)
- Teaching and materials (3.5%)
- Administrative and clerical (1.9%)
- Building and grounds (4.0%)
- Sundry administration (7.3%)
- Financial (3.9%)
- Depreciation and amortisation (10.9%)



St Leonard's College
An education for life.