



St Leonard's College

An education for life.

Annual Report

2021



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From the Principal



2021 College Theme



In recognition that we were not able to provide a sustained focus on the all-important issues of *Diversity, Equity and Respect* we retained our 2020 College theme for 2021 with the additional ingredient of *Friendship*. This decision reflected the feedback of students, staff and parents from diverse backgrounds who felt that whilst they were warmly received and respected by their peers and the broader College community, it remained a challenge for them to be welcomed as an 'active' friend. The response has been humbling, with many members of our community overtly seeking to overcome any unintended lack of inclusivity and bring about societal change. *Thank you.*

There are also strong indicators that the College theme captured the awareness of those challenged by the frequent and lengthy lockdowns and who faced an existential crisis as they struggled to find meaning or purpose in their existence. The powerful benefit

of making a positive difference in the lives of others brought engagement across all four schools in the College Social Action program.

The Amiel Society has never been stronger, and the generosity of our College community in the final weeks of term 4 was quite overwhelming in such a brief timespan achieving:

- Nearly \$20,000 raised to support our three schools and ELC in Bangladesh
- Three fully funded Global Citizen Scholarships (via the Annual Golf Day and individual donations) for children who have recently arrived in the country under refugee status
- Hundreds of Christmas gifts to bring joy to local Bayside children

All of which reflects the understanding that our sense of wellbeing is determined by how we treat others and not how we self indulge or reward ourselves.

Thank you.

2021 was a year in which we were brilliantly led by a year 12 body whose leadership mantra - *Undeterred and Undefeated* – positively influenced our students to respond with great enthusiasm to every window of opportunity and in settings which included the classroom, mountains, valleys, camps, laboratories, stages, auditoriums and sporting environments to name a few. Our young people were also most fortunate to enjoy the ongoing support of a deeply caring and nurturing staff, who, despite their own personal challenges, kept raising their hands to support the many and varied opportunities that might otherwise have been denied to various cohorts. *Thank you.*

The development of a learning environment whilst constantly shifting between onsite and online was, once again, exhausting for parents and students as

well as staff, but our shared understanding of the importance for ongoing communication, contact and care ensured that we enjoyed a strong culture of learning and support for community. *Thank you.*

This is most evident in the results of the Class of 2021 who faced disruption for the entirety of their senior years. Congratulations to those who achieved at the highest level:

Duces	ATAR
IBDP: Crystal Lee and Luke Pan	99.95
VCE: Justin Lee	99.90
Proxime Accessits	
IBDP: Jack Chapman, Michelle Iskhakbaev, Yuvraj Malhotra and Jade Reade	99.75
VCE: Simon Wu	99.30

Whilst delighted by two perfect scores for the very first time and nearly 50% of our students gaining an ATAR ≥ 90, I am most proud of the fact that the Combined VCE and IBDP Lower Quartile has continued its upward rise from 68.92 in 2015 when we first commenced our professional learning partnership with Harvard, to a stunning 81.55 in 2021. I believe this metric provides the greatest evidence that we have successfully built a rich and positive culture of learning, one that reflects the mutual respect and support provided by parents, students and teachers.

Year 12 Combined ATAR						
	Dux	Median	90+	80+	70+	Lower Quartile
2021	99.95	89.65	49%	79%	92%	81.55
2020	99.75	90.85	55%	74%	86%	79.30
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

Median ATAR of 89.65*

39%* of all students gained an ATAR of 95 or above

49%* of all students gained an ATAR of 90 or above

79%* of all students gained an ATAR of 80 or above

92%* of all students gained an ATAR of 70 or above

Creating a physical environment that not only provides the opportunity for excellence, but which also creates an aesthetic that supports wellbeing and inspires innovation has been at the heart of our planning over the past decade. The recent completion of final elements of the Inspiring Innovations Project have created great excitement in our students and staff, who are thoroughly enjoying the opportunities and aesthetic pleasure they provide.

The Leonardian Centre has been road-tested with events such as the Victorian All-State Jazz competition and been found to be the envy of all schools for its acoustic and aesthetic qualities, whilst The Hart Theatre Company gave a brilliant performance of *Grease*, which informed our appreciation of its stage qualities. The designation of the Hawkes Sports Centre as a sporting environment has provided a permanent venue for gymnastics/aesthetic sports, table tennis, aerobics and volleyball. This development, in conjunction with the expanded play surfaces and quality grass areas has already greatly enhanced engagement. The recent redesign of the year 7 and 8 environment to provide more natural light, ventilation, space, colour and breakout work spaces was met with many squeals of delight by a student body that were delighted by both its functionality and its aesthetic impact on their psyche.

Projects such as those shared above would not happen without the support of Management by the College Board. I would like to acknowledge the remarkable work undertaken by our College Board, all of whom have been at the centre of the strategic developments that continue to enhance the experiences and opportunities of our community. They have continued to give freely of their time and expertise in further developing what is a most exciting future, and a key reason why we continue to be Bayside's school of choice. *Thank you.*

Collegium Sancti Leonardi Floreat

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, and early learning.

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

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

Paul Lasky PhD

BSc (Hons)

Melissa Marcus

BA, LLB (Hons), LLM (Cantab)

Emma Masterman

BCom (Mkt & Mgt)

Katya Pellicano

BPD (Arch), M Arch

Retiring Council Members in 2021

Ken Lark

BA (Economics) JD, MBA

Kim Visek-Johnson

BCom

Company Secretary

Georgina Moore

BEC (Accounting), CA ANZ

Principal

Stuart Davis

BEd (Hons), MEd

Deputy Principal

Lisa Slingsby

BEd Studies, BA, MEd

St Leonard's College in 2021

Established in 1914, St Leonard's College is an independent coeducational school located in Melbourne's Bayside, offering educational opportunities for students from early learning through to year 12. St Leonard's is renowned for providing exceptional learning environments for students to thrive across a diverse range of learning opportunities in an unrivalled atmosphere of love. This pedagogical excellence continued in 2021, despite the COVID-19 pandemic, as the College adapted in remarkable ways to the challenges presented. St Leonard's College remains unwavering in our commitment to developing the whole child – spiritually, emotionally, physically and intellectually.

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. We provide an outstanding array of opportunities for excellence across a broad selection of pursuits both in and out of the classrooms. The breadth and depth of programs cater to the needs of all students and ensure our young people can discover and explore their unique talents, interests and passions. Our local, national and international social action programs assist in developing global citizens who treat all others as equals. Through the College's diverse programs, nurturing teachers, WISE Wellbeing framework, and advanced scholastic models, St Leonard's College students are supported to reach their full potential in all aspects of their being, thereby enabling them to thrive academically.



Characteristics of the student body

On Census Day 6 August 2021, St Leonard's College had an enrolment of 1,551 students (Prep – year 12) of whom 759 were boys, 749 were girls and three non-binary students who do not identify as a boy or girl.

ELC enrolment was 80 students, of whom 40 were boys and 40 were girls.

There were 7 Indigenous students and 27 overseas full-fee paying students.

Student attendances in 2021

The average student attendance rate from Prep to year 12 was 96.91%.

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.



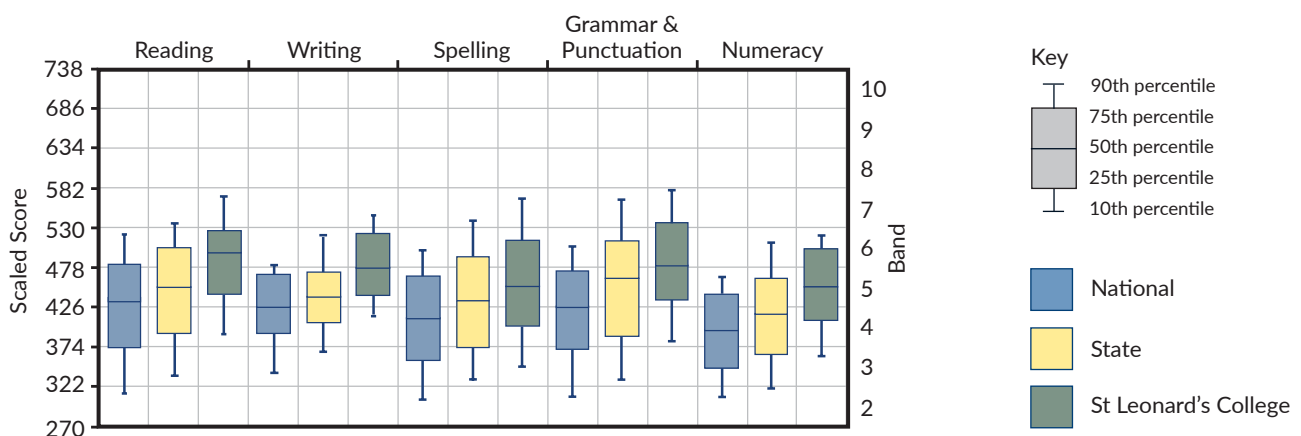
Student Outcomes

NAPLAN Year 3 2021

Year 3: National Assessment Program Literacy and Numeracy Tests 2021

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

		Students	10th	25th	50th	75th	90th	Median	Mean
Reading	National	305,247	317	373	430	480	517	440	438
	State	76,276	336	397	458	512	559	458	452
	School	48	392	443	495	527	570	498	485
Writing	National	302,960	341	387	425	457	479	431	425
	State	75,768	368	401	436	472	497	431	433
	School	46	411	439	470	505	537	472	470
Spelling	National	303,293	300	359	416	467	501	427	421
	State	76,070	328	374	434	488	537	434	431
	School	49	336	404	444	515	570	442	455
Grammar and Punctuation	National	303,936	310	370	426	475	511	436	433
	State	76,070	327	391	452	500	563	452	446
	School	49	377	431	478	532	581	476	474
Numeracy	National	302,702	306	349	394	436	468	402	403
	State	75,641	318	364	410	459	516	410	414
	School	49	359	414	448	493	524	447	451



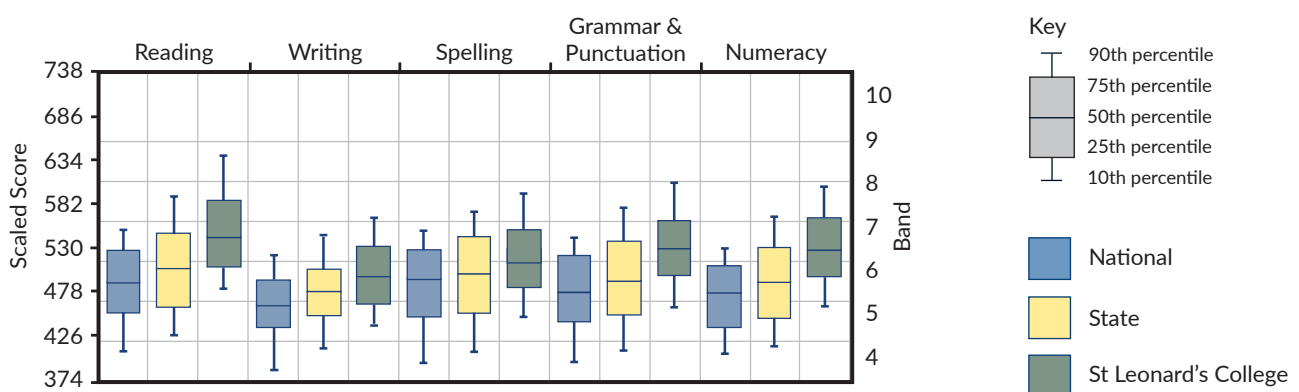
Student Outcomes

NAPLAN Year 5 2021

Year 5: National Assessment Program Literacy and Numeracy Tests 2021

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

		Students	10th	25th	50th	75th	90th	Median	Mean
Reading	National	301,824	416	462	507	546	575	515	511
	State	73,889	434	473	526	572	612	526	523
	School	90	489	524	557	600	663	560	566
Writing	National	300,916	397	438	476	509	536	482	480
	State	73,585	417	456	487	523	564	485	489
	School	91	449	475	510	546	585	510	513
Spelling	National	300,202	405	452	500	541	570	508	504
	State	73,659	410	463	512	552	592	512	506
	School	91	444	483	525	568	616	522	526
Grammar and Punctuation	National	300,513	404	450	496	538	568	504	503
	State	73,659	415	462	508	563	615	508	513
	School	91	470	504	540	582	633	530	546
Numeracy	National	298,703	407	446	487	526	555	495	495
	State	73,198	419	459	501	551	590	501	506
	School	88	470	497	543	584	629	543	546



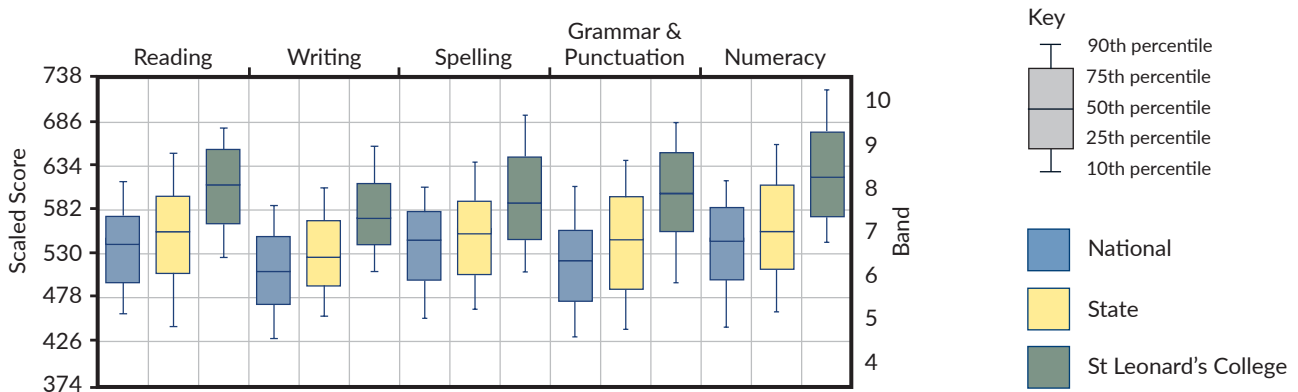
Student Outcomes

NAPLAN Year 7 2021

Year 7: National Assessment Program Literacy and Numeracy Tests 2021

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

		Students	10th	25th	50th	75th	90th	Median	Mean
Reading	National	295,233	451	494	536	575	604	543	542
	State	72,821	466	509	553	598	642	553	552
	School	182	528	569	608	648	680	606	607
Writing	National	294,757	427	473	516	557	587	524	522
	State	72,561	451	486	529	575	612	523	529
	School	180	499	542	572	610	651	573	574
Spelling	National	292,781	454	499	544	582	610	552	548
	State	72,715	462	505	552	601	639	552	552
	School	180	521	548	588	646	689	590	595
Grammar and Punctuation	National	293,300	428	477	525	569	603	534	533
	State	72,715	438	483	544	592	637	543	539
	School	180	502	546	595	643	686	591	594
Numeracy	National	290,576	448	494	542	585	619	550	550
	State	71,825	462	506	555	608	656	555	559
	School	179	541	572	607	660	700	608	617



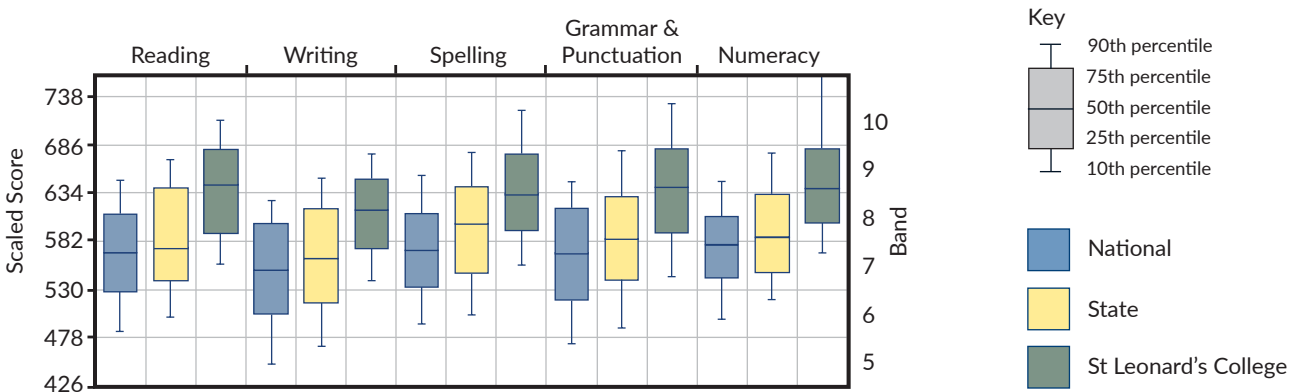
Student Outcomes

NAPLAN Year 9 2021

Year 9: National Assessment Program Literacy and Numeracy Tests 2021

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

		Students	10th	25th	50th	75th	90th	Median	Mean
Reading	National	277,008	480	527	572	612	641	580	577
	State	68,747	494	538	588	636	676	588	584
	School	174	553	586	637	684	713	636	635
Writing	National	277,263	445	497	547	591	621	556	551
	State	68,750	469	512	562	604	644	560	554
	School	172	537	568	605	640	672	609	604
Spelling	National	274,236	487	531	575	613	641	583	580
	State	68,717	491	541	592	636	672	592	586
	School	172	553	588	629	670	716	631	631
Grammar and Punctuation	National	275,017	469	520	568	610	641	577	573
	State	68,717	487	538	583	630	676	583	583
	School	172	539	585	636	680	727	636	634
Numeracy	National	271,445	505	541	578	614	643	585	588
	State	67,599	518	549	586	632	678	586	593
	School	169	565	595	639	684	758	639	649



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 2021 were Crystal Lee and Luke Pan who each received an IBDP score of 45 (ATAR 99.95).

In the IBDP, 89% of students achieved an ATAR of 95.00 or above and the median ATAR was 97.90, placing 50% of students in the top 2.10% nationally.

Victorian Certificate of Education

The Victorian Certificate of Education (VCE) Dux for 2021 was Justin Lee with an ATAR of 99.90.

Combined IBDP and VCE

Our combined VCE and IBDP results highlight the wonderful achievements of the class of 2021:

- 39% achieved an ATAR of 95 or above, placing them in the top 5% nationally.
- 79% of students achieved an ATAR of 80.00 or above, placing them in the top 20% nationally.
- Median ATAR of 89.65, placing 50% of students in the top 10.35% nationally.

Vocational or Trade Training

In 2021, 7.3% of students completed a VET subject as part of the VCE program.

Tertiary Destinations

Of the 2021 graduates who applied through the Victorian Tertiary Admissions Centre (VTAC), 100% received an offer. The most popular destination for our VCE and IBDP graduates was Monash University representing 36.8% of offers received, followed by the University of Melbourne (27.8%), Deakin University (13.5%) and RMIT University (11.2%).

Other destinations, including interstate and international, accounted for the remaining 10.7% of offers received.

Student Retention

- In 2021, 14% of students in year 12 commenced at the College in a Junior School year (ELC3 to year 4).
- In 2021, 12% of students in year 12 commenced at the College in year 5.
- In 2021, 55% of students in year 12 commenced at the College in year 7.
- In 2021, 10% of students in year 12 commenced at the College in year 8 or year 9.
- In 2021, 9% of students in year 12 commenced at the College in year 10 or year 11.

Teacher Professional Learning

Rising to the Challenge

The challenges in 2021 were like those faced in 2020, with on-site learning disrupted throughout the year, and staff having to quickly adapt to changes caused by the continuing COVID-19 pandemic. However, we maintained our commitment to developing the capacity of staff, both to adapt to the unprecedented circumstances, and to further develop their skills. In fact, the challenges created a more agile professional learning environment with staff addressing areas of need as they arose and directly responding to the needs of our students.

A Focus on Wellbeing

Throughout 2021, many of the Professional Learning opportunities pivoted to a focus on wellbeing. In both our January and July Professional Learning conferences (JanCon and JuloCon), staff concentrated on a series of topics that directly addressed many of the challenges that were facing our students due to the continued disruption of education caused by the global pandemic. Topics included:

- Effective restorative conversations, consequences and follow-up
- Friendology 101 Program – supporting children in making friends, keeping friends, and handling conflict
- Having difficult conversations with parents
- How to present relationships and sexuality education, facilitate good discussions and answer difficult questions
- Pornography – its implications and impacts on young people

- Responding to challenging social media situations – images, shaming, bullying and harassment
- Simple strategies for executive functioning with neurodiverse students
- Understanding gender diverse young people and how schools and teachers can support them

To accompany our wellbeing focus, our Head of Social Action, Global Citizenship and Engagement, Dr Zach Greig, also delivered the keynote address in January on Social Action, with a focus on the College themes for 2021: Diversity, Equity, Respect and Friendship. In July, this focus was continued with the support of students, training staff in the Active Bystander Initiative.

Staff Wellbeing

Whilst professional learning was understandably focused on how we nurture students through the difficult and ever-evolving challenges of the pandemic, we also recognise the importance of maintaining staff wellbeing, and organising specific initiatives that care for our staff and build their capacity for self-care. With that in mind in July, we offered several activities for staff to get involved in, build team culture and wellbeing. These included life drawing; spiritual care; short film; table tennis; walk and talk; yoga; campfire cooking; basketball; badminton; circuit class; free swim; and Zumba.

Working in Teams

Whilst we were fortunate to be able to run both our JanCon and JuloCon on site with only a few minor adaptations, the global pandemic caused us to pivot most professional learning (including our August curriculum day) to online. Following staff training in 2020, staff are now highly proficient in engaging in sessions online through the Microsoft Teams platform. Most external professional learning was either cancelled in 2021, or occurred on Zoom or Teams. Staff then shared what they had learnt in regular online Teams meetings with their faculty or mentor teams. Both regular, and issue-focused meetings were held on Teams at school, and staff continued through lockdowns to teach students using Teams.

Upskilling on Statutory Requirements

In August, staff engaged in online training with Skye Rose, Practice Leader at Moore's. She took all staff through many of the legislative requirements for being a teacher, which linked practically to much of the wellbeing focused training already completed during 2021.

The College also continues to provide access to training that is legally required, including in-house anaphylaxis training, child protection training, fire safety training, and first aid.

New Staff Induction

Dr Ron Ritchhart, from the Harvard Graduate School of Education 'Project Zero', co-developed an online new staff induction program with St Leonard's staff. The program took new staff through some of the basic pedagogies of cultures of thinking, introduced teachers to thinking routines, and encouraged them to share thinking experiences and best practice.

The program was delivered in three online sessions throughout 2021.

Opportunities for Reflection

St Leonard's College continues to use student voice surveys, ensuring that all staff survey their students on a series of questions to provide a reflective tool for staff on their own practice. Despite teaching online, teachers used student voice survey results as conversation starters for reflective conversations with their Heads of Learning. Teachers were also encouraged to reflect on data they were gathering about student growth and achievement. This was particularly important as we assessed online learning and the effects of lockdowns on our students. All staff were encouraged to reflect on how they could adapt curriculum, delivery, and assessment so that they meet students' needs; take into account student wellbeing; and continue to ensure learning and growth.

Opportunities for Leadership and Growth

Despite the challenges of 2021, our work was not entirely reactive and focused on meeting the online and wellbeing challenges the students faced. Heads of Learning and Heads of School working groups continued to move forward and develop innovative initiatives for education at the College. These included work on Literacy, with a particular focus on the Junior School; Inter-disciplinary Learning, with the working group already initiating inter-disciplinary units in years 5 and 6; Global Competency, with the group auditing how this is currently embedded in curricula; Assessment, with a focus on how we report attitudes to learning; and Wellbeing, with the wellbeing group completing the 'Towards a Self-Managing Student' guide.

Our Professional Readings web page continued to be updated around the core themes for 2021: literacy, global competency, and resilience and wellbeing. Staff were encouraged to read prescribed 'core' texts and the Academic Directorate and Heads of Learning discussed these readings with their teams.

Opportunities to Engage with Global Educational Research

St Leonard's College maintained our relationship with the Harvard Graduate School of Education 'Project Zero', initiating the 'Education That Matters' conference due to be held in March 2022. The College also continued to participate in the OECD Global Education Forum, with staff members participating in the working groups. Whilst many on-site events were cancelled due to the global pandemic, in some ways this meant that education institutions around the world pivoted more to an online delivery model, meaning that many events were, in fact, more accessible to teachers in Australia. As a result, College staff attended online events hosted around the world on a variety of topics including: IB Diploma and PYP Virtual Conferences, Culturally Responsive Pedagogy, Positive Schools; Australasian Wellbeing Conference; and Growth Mindset.

Looking Ahead to 2022

At DecCon the new 'Innovative Learning Communities' were introduced to staff by our new Director of Pedagogy and Professional Learning, Charles Neave. These form the backbone of our reimagined Professional Learning program for staff, upskilling them in change management and design thinking and continuing to encourage reflective practice.



Teaching Staff

Workforce Composition

In 2021, 65.3% of teachers were female and 34.7% 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 2021. 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
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)
Katie Callery	BA (Deakin), GDip (RMIT), GDipEd (RMIT)
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)
Chanhee Choi	BEdSec (Qld), BSc (Qld)
Monica Costa	BA (RMIT), BEd (Melb), M (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)
Natalie De Fazio	BA (Monash), DipEd (ACU)
Onella De Zilva	BEd (Monash), BA (Monash)
Amanda Derham	MTeach (Deakin)
Tom Ellis	BA (Deakin), BEd (Sec) (Deakin)

Julie Emerson-Drake	BBus (Monash), GDipEd (Monash)
Kate Esler	BAh (Melb), DipEd (RMIT)
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)
Ryan Fogarty	BSc (Melb), MTeach (Melb)
Mark Ford	BE (Melb)
Emma Forte	BA (Melb), MTeach (Melb)
Georgie Forte	BECE (Melb)
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 (Melb)
Benjamin Gooding	BA (UEx), GDipEd (King's)
Jessica Goulding	BPhysEd (Deakin)
Stephanie Graham	BE (Melb)
Maria (Mary) Grande	M (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 (Melb)
Emma Harkin	BSc (Melb), DipEd (Melb)
Stephen Harris	BCom (Deakin), GDipEd (ACU)
Jane Harrison	BE (Melb)
Fabienne Harte	BA (France)
Georgina Hearnden	BE (Melb)
Mark Hodges	PhD (LTU)
Anne Holstein	BE (Pri) (Melb)
Sarah Hubbard	BEco (Monash), GradDipEd (UniWA)
Rupert Hunt	BA (Melb), GradDipEd (Melb), MEd (UniSyd)
David Huntley	BA (LTU), DipEd (Monash), BLitt (Melb)
Nicole Hutchinson	BAMus (BOX), MTeach (Melb)
Tess Hutchinson	BSc (RMIT), GDipEdSec (RMIT)
Felicity Hutton	BE (Deakin), MEd (Monash)
Christopher Hyde	BSc (Deakin), BTeach (Deakin)
Samuel Islip	BA (Monash), BE (Monash)
Caroline Jansen	DEUG AppForeignLang (UNS), PGradCEd (UniSA)
Rob Jenkins	BA (Monash), GDipEd (Melb), MLead (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)
Jason Kam	BEd (Deakin)
George Katris	BEd (Melb), CIVTASESS
Amanda Keir	BEd Hons (Melb)
Tracie Kellock	BMus (UNSW)
Emma Kelly	BMus (ANU), CertIV Assessment & Training (CanInt), GradDipEd (UCAN)
Pat Kenny	DipTeach (ACU), DipEd (Monash), MEA (Deakin)
Christina Klopfer	DipEd (CCE), BEd (ACU)
Karen Koch	BA (Melb), GDipEd (Melb), GDipMedStu (Deakin)
Elizabeth Langford	MTeach (Melb)
Shardae Larner	BEdPri (Tas)
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)
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)
Robyn Marshall	BEd (CC), MEd (Deakin)
Andrew McAree	BAppSc (FIT), GDipEd (Melb), M (VU)
Robert McArthur	BA (Melb), BAHon (Melb), PhD (Melb), GDipEd (Melb)
Dianne McCaughey	BSc (ANU), GDipEd (CC)
Danielle McGaughey	BA (ACU), BTeach (ACU), MEd (Deakin)
Nicole McGrath	BA (Melb), BTeachPri (Melb)
Cameron McKenzie	BSc (Melb), DipEd (Melb), GDipE (Melb), MEd (CSU)
Tess McSly	BECE (Monash)
Vanessa Meehan	AssocDip(Performance) (TCL), BA (Hons) (LTU), DipEd (Melb)
Prudence Meggitt	BA (Latrobe), GDipEd (Melb), MEd (Melb)
John Moore	BA (LTU), GDipEd (Monash)
Michelle Moore	BEd (Melb)
Remy Morris	BEd (Sec) (CUTIN)
Marjan Mossammaparast	BTeachH (Melb), BA (Melb), MEd (Melb)
Lazaros Moutafis	BBus (Monash), BEng (Melb), GDipEd (Monash)
Charles Neave	BA (Monash), GDipEd (Monash), GDipMus (RCM), MA (London)
Nathan New	BSc Hons (NSW), GDipEd Sec (CSU)
Sarah Nieuwkerk	GDipES (LTU), MMus (Melb), BMus (Melb), BA (Melb)
Kieran O'Grady	BA (VU), GDipEd (UNE)
Leah O'Toole	BA (Monash), DipEd (Monash), GDipICTinE (Monash)
Scott Pankhurst	BSci (UNSW), DipManage (UNSW), GDipEd (UNSW)
Sarah Patterson	BMus (Melb), BTeach (Hons) (Melb)
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), MEd (Melb)
Suzie Race	BSci (OU), CertTeach (MMU)
Christopher Raudys	BA (BendColAE), GDipEd (Melb)

Eleanor Richards	BEdSC (Melb), PGrad DE (Melb)
Jonathan Ricketson	BA Hons (Melb), BA Laws (Melb), GDipTeach (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), DipEd (UB)
Michael Slinger	BBuiltEnviro(QUT), DipIndDes (QUT), GDipEd (GRIF), MEd (Monash)
Lisa Slingsby	BEd (UQ), BA (UQ), MEd (Melb)
Kate Slorach	DipTeach (VC), BTeach (Monash)
Nicole Smith	BEdPri
Vanessa Stevens	BA Hons (Monash), GDipEd (MelbCAE)
Christopher Stickman	BA (Murdoch), GDipEdPri (Murdoch)
Samantha Stone	BA (Monash), DipEd (RMIT)
Hayley Tagell	BExSci(ACU), GDipEd (ACU)
Rosanna Tait	GDipEd (LTU), BSC (LTU)
Mimma Tamborriello	DipTeach (Melb), BEd (Melb)
Marianne Tattersall	BEd (Deakin), MCD (ECU)
Susan Tickner	BEd (UON), GDip (QUT), MHealthSc (QUT), MEdLS (Qld)
Rocco Toce	BEd (Melb)
Virginia Tonc	BScEd (Melb), DipEA (HIE), PGDipMgmt (AHRI)
Deane Toohey	BA (UC), GDipEd (UC)
Yvonne Tran	BSci(Monash), GDipEd (ACU)
Emily Trenchard	BEEEd (Melb)
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)
Silvia Vallejo	B (Bas), MEd (Val), M (Sal), BTeachSpan
Margaret Walsh	BA (UCant), DipEd (CHRTC)
Steven Walters	BEd Sec (Can)
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)
Benjamin Woolhouse	BTeach (Deakin), BAppSc (Deakin)
Oliver Woollett	BA (UELON), MTeach (Melb)
Sara Woolley	BSc (UTas), GDipEd (Melb)
Man Xu	MTeachSec (SA)
Jun Yang	DipBusAd (China), MTeach (UISA)
Yuntain Yang	BEd (Monash)
Jodie Yemm	BMus (Melb), BMusEd (Melb)

Satisfaction Surveys

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

The full suite of surveys was conducted in 2021. Parents, staff and students were invited to partake in the survey.

The Executives 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 2023.

We look forward to using all responses to 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

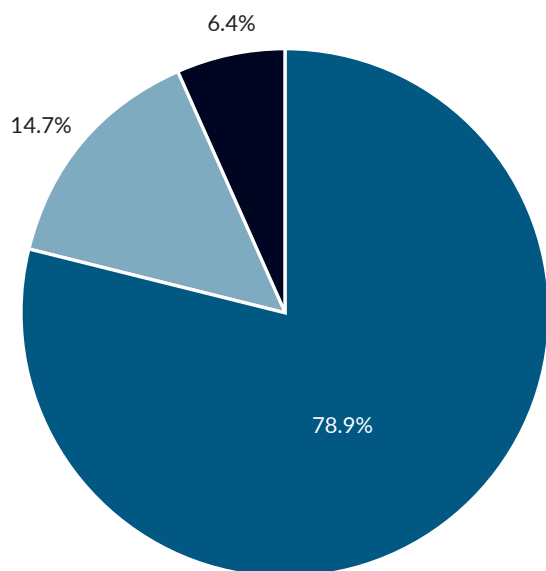
- Resources and offerings
- Technology
- School ethos and values
- Student behaviour
- Discipline
- Learning support
- Pastoral care
- Parent involvement
- Quality of teaching and learning
- Teaching practice
- Feedback
- Goal alignment
- Leadership and morale
- Staff collaboration
- Professional development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



Financial Overview

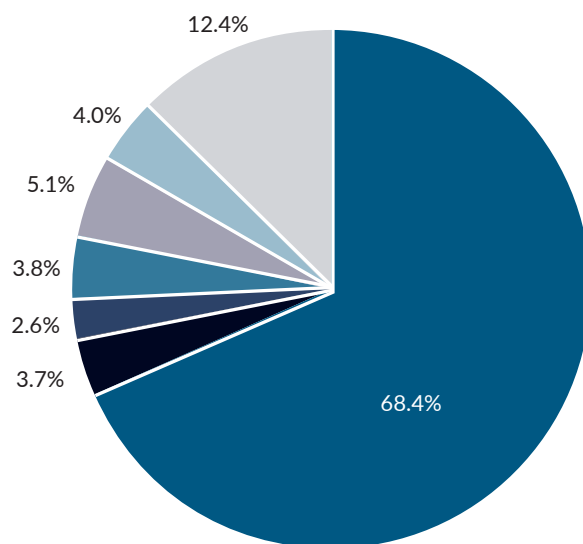
2021 Actual Financial Results

Income Sources Actual 2021



- Fee (net) income (78.9%)
- Government grants - recurrent (14.7%)
- Other Income (6.4%)

Expenditure Actual 2021



- Salaries and related (68.4%)
- Teaching and materials (3.7%)
- Administrative and clerical (2.6%)
- Building and grounds (3.8%)
- Sundry administration (5.1%)
- Financial (4.0%)
- Depreciation and amortisation (12.4%)



St Leonard's College
An education for life.