St Leonard's College

An education for life.

Year 7 Course Guide

2024

Contents

Front cover
Jack Neill, Year 7, 2022

Introduction

Welcome to year 7 in 2024. This Course Guide provides details of the subjects available in 2024.

This course guide provides information about the subjects offered in year 7 that are common for all students. The aims of each core subject are included, as well as details of the content covered over the year, the learning and teaching methods used, and information regarding assessment. It is hoped that this guide will stimulate discussion between students and their parents about what is happening in the classroom throughout the year.

Year 7 is the first year of a two-year sequence. Students are introduced to the full range of learning opportunities over years 7 and 8 with minimum choice, before specialising in later years. Students will have some choice within a balanced program at years 9 and 10, and then free choice – within some requirements of either the Victorian Certificate of Education (VCE) or International Baccalaureate Diploma Programme (IBDP) – in years 11 and 12. Students and parents will be given information regarding year 8 and the choices available later in 2024. If you have any queries about future courses please contact the Director of Academic Development, Susanne Haake: susanne.haake@stleonards.vic.edu.au

Within the caring and supportive environment of Middle School, students are encouraged to become actively involved in a wide variety of activities, and to make the most of all opportunities presented to them throughout the year. As students involve themselves and as they mature, they will be able to participate fully in school and community life, making decisions with confidence and being aware of the outcomes and consequences of their decisions.

All students, as a class group and together with their mentor, participate in the Outdoor Education program at Camp Ibis, the College's camp site situated on the Banksia Peninsula. This opportunity allows students to get to know each other and build a sense of community whilst developing skills in outdoor pursuits.

All year 7 students are part of a Peer Support Group that meets regularly with selected and trained year 11 student leaders. These groups aim to ensure that year 7 students feel part of the school environment, and to encourage the development of social skills, self-discipline and self-responsibility. The Peer Support Program ensures that younger students build connections with older students, and benefit from their experience and understanding of the school system.

Each student has a digital school diary, which is an important means of communication and organisation. Students are encouraged to record all details of school commitments, home learning and results of assessments in their diary. As part of their pastoral role, mentors check the diary and parents are also asked to check and sign it each week.

Year 7 students are expected to have their own iPad and bring it to school daily. In year 7, students use the iPad across all subject areas.

Assessment is continuous and consists of a number of components. Classwork, assignment and project work, oral and dramatic presentations, and home learning all form part of the general assessment, together with class tests. Students are encouraged to prepare for tests by revising their work regularly, and to organise their time for assignments, thus establishing an effective study routine. Broadly, regular assessment is designed to enable students to demonstrate that they have reached the learning objectives associated with each course. These objectives will include, as indicated in this booklet, the skills developed and the processes involved in the completion of tasks, as well as the content matter and presentation of the finished product.

Student progress is regularly reviewed throughout the year. There will be formal opportunities for parents to discuss the progress of students through parent-teacher interviews held in terms 1 and 3. Should there be any matter for concern parents are encouraged to contact the Head of Year 7 to discuss the matter.

The subjects studied during the year are indicated below with the number of equivalent 80-minute sessions allocated to each class over the two week timetable cycle.

Subject	Equivalent 80 minute sessions per fortnight
English	6
Mathematics	6
Science	5
Geography/History	5 (one semester each)
Languages Other Than English	4
Sport	3
Visual Arts	3
DigiSTEM	2 (one semester only)
Drama	2 (one semester only)
Food Science	2 (one semester only)
Health and Physical Education	2
Music	2
Self and Society	2 (one semester only)

We encourage all students to do their best in all the opportunities presented to them in year 7. The first year of secondary education is a very exciting time, and we wish all well in their endeavours in 2024.

Susanne Haake,
Director of Academic Development
susanne.haake@stleonards.vic.edu.au

DigiSTEM

Technologies enrich and impact on the lives of people and societies globally. Australia needs enterprising individuals who can make discerning decisions about the development and use of technologies, and who can independently and collaboratively develop solutions to complex challenges and contribute to sustainable patterns of living. Technologies can play an important role in transforming, restoring and sustaining societies and natural, managed and constructed environments.

This semester-long course involves the intersection of science, technology, engineering and mathematics (STEM). Students will combine the use of new technologies such as 3D printing, Raspberry Pi micro-computers and robotics to build working solutions.

DigiSTEM will develop students' skills in problem-solving and critical thinking, digital literacy, creativity, innovation and collaboration. It aims to:

- Use computational thinking to create digital solutions
- Use digital systems to automate the transformation of data into information and to creatively communicate ideas in a range of settings
- Develop students' confidence as critical users of technologies and producers of designed solutions
- Use design and systems thinking to generate design ideas and communicate these to a range of audiences

Content

DigiSTEM encourages a diverse array of important new thinking skills. Students will be challenged via problem solving projects to develop their design, computational and creative thinking skills. They will:

- Make an interactive pixel-based pet by using the 'Python' programming language
- Construct 3D components produced using laser cutters and add to a simple motor to demonstrate force transfer in an engineering build whilst constructing an electric car

Learning and teaching methods

In DigiSTEM classes students will be given big questions and problems to solve and be expected to develop and design their own personalised solutions. In doing so, either individually or in small teams, students will gain an array of important 21st century skills.

Other classroom activities may involve simple logic puzzles, pattern recognition, analysing and visualising data, the design of user experiences and evaluating design ideas.

Assessment

- Class work
- Programming Test
- Project work

Drama: Mime and Melodrama

Aims

- To encourage and develop students' confidence and interest in drama
- To develop thinking skills, techniques and imagination in creating and making work
- To develop an understanding of artistic criticism, aesthetics and awareness of self and others
- To encourage and develop creative risk taking, curiosity and excellence
- To encourage consideration of social, cultural and historical influences of drama
- Develop Creativity
- Develop communication skills
- Develop confidence

Content

This year 7 semester-long course seeks to introduce students to the following components of drama:

- Dramatic method and ensemble skills: basic skills and terminology for individual and group work
- Mime: fixed point and snap techniques, mimed space, development of a routine
- Movement: basic movement skills and sequences, essential elements of shape, level, dynamics, rhythm and line to create meaning
- Dramatic creation: basic techniques and structures for developing scene work
- Image theatre: exploration of composition of dramatic images to communicate meaning
- Role and character: creating and building role, levels of role, the use of role in text, developing character from a real-life person
- Mime and Melodrama: exploration of conventions of the genre, creating a performance piece based on use of the style

English

Aims

This course aims for students to:

- Continue to develop the ability to use the conventions of written English
- Write in a variety of styles
- Listen carefully and speak clearly and coherently
- Read fluently and with perception
- Appreciate a variety of literature, including popular culture

Content

Students will explore conceptual questions using a variety of texts. English Skills Builder Book 1 will also be used throughout the year to develop skills in grammar, spelling, punctuation and vocabulary.

Term 1 How do we communicate our perspectives? (Writing Workshop)

Term 2 How do we make meaning from texts? (Short stories and poetry)

How do our environments shape us? (*Uglies*)

Term 3 What is the relationship between identity and belonging? (Film study)

Term 4 How can collaboration generate new insights? (Literature Circles)

Learning and teaching methods

Oral work: class discussions, group work, oral presentations and the Norm Fary Public Speaking Competition.

Written work: students are encouraged to try different styles such as narrative, personal writing, persuasive writing, analytical writing and imaginative writing.

Reading: a wider reading lesson in the library occurs once per cycle. English novels will be read in class and for home learning.

Assessment

A variety of short and long writing exercises in different genres

- Oral work in varied settings
- Collaborative work
- Assessment tasks each term

Food Science

Aims

Food Science at year 7 is a semester-long subject which aims to expand students' views of food and eating through the development of practical cooking techniques. The subject promotes healthy eating by gradually expanding students' food preferences and choices in line with The Australian Guide to Healthy Eating. In addition, the practical component of the course provides opportunities to gain skills in food preparation, time management, organisation, communication and team work. This subject contributes to life-long learning and students of all abilities are encouraged to participate and learn important skills that can be incorporated in the future.

Content

Topics covered in this unit include:

- Practical food skills and knowledge, which involves planning, food preparation, time management, safe use of equipment and appliances, and food hygiene:
  - simple meals: using vegetables, fruits, cereals and meat
  - quick and healthy snacks
- Nutrition – food nutrients and exercise levels required for optimal health and development
- Making healthy food choices – food selection models and their application

Students undertake a variety of practical tasks that serve to reinforce nutrition knowledge gained throughout the course whilst also developing food preparation skills.

Learning and teaching methods

- Production – practical application and management
- Skill in the use of equipment and appliances
- Group tasks

Assessment

- Practical cooking assessment
- Cook at home task
- Interpreting a recipe and completing evaluation tasks

Geography

Aims

Year 7 Geography is a semester-long subject. It is an introductory course and aims to provide students with the skills they will need for the study of Geography in secondary school.

Students will investigate mapping skills and answer the question 'what makes Geography different from any other subject?' The basic skills needed for presentation of work and gathering of data will be developed during this unit.

Content

This subject will include two units of study:

SPICESS

This unit introduces students to the geographical concepts for their study of Geography. They cover Space, Place, Interconnection, Change and Environment, Sustainability and Scale. Students also familiarise themselves with mapping conventions and concepts.

Water and our World

Water is all around us and is one of the world's most valuable resources. It is important that we understand how we can use and manage water as a resource. Understanding weather systems and reading warning signs can help us determine the best plan to manage and respond to extreme weather events.

Students are introduced to the nature of fieldwork through an analysis of sustainability in their homes.

Learning and teaching methods

Mapping skills are an integral part of any geography course, and students will undertake practical activities which will cover the skills of:

- Using latitude and longitude
- Topographic maps
- Flow charts and diagrams
- Aerial photographs
- Sketch maps
- Field sketches
- Overlay maps
- General mapping
- Weather maps
- Climate graphs
- Surveys
- Land use maps

Assessment

- Class work
- Case studies
- Fieldwork
- Tests

Health and Physical Education

Aims

Health and Physical Education (HPE) aims to develop and apply students' motor skills to game scenarios, aquatics, movement skills and athletics. Students will develop an understanding of and appreciation for physical, mental and social health. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

Content

Students have two periods of HPE per 10-day cycle. In each term a health concept will be explored in two to three lessons, with the remaining HPE lessons devoted to practical PE classes. Students will also participate in Sports Skills once per cycle, which links HPE concepts with their ACS sport of choice.

Health Component

Health concepts are explored in the following units:

- Dimensions of Health
- Growth and Development
- Food and Fitness
- Substance Abuse

Physical Education Component

Students will undertake six specific practical units:

- Invasion games
- Striking/fielding games
- Net/wall games
- Aquatics
- Athletics
- Movement skills

Sports Skills

Students will participate in a non-assessed sport program, which has one sport skills session per cycle, and, an ACS game or training every Tuesday.

Learning and teaching methods

The activities offered in Year 7 assume a competent level of fundamental motor skill development in the earlier years. Most games are taught using a game sense method approach, learning tactics and techniques through games. In addition, students will continue with an aquatics program, whereby they learn in small groups of approximately six students. Classroom-based sessions will involve individual, small group tasks and discussion.

Assessment

Assessment and reporting is based on a variety of assessment rubrics, including:

- Concept-based written tasks
- Participation in practical classes
- Aquatics
- Athletics
- Game Sense (Invasion, Net/Wall and Striking/Fielding Games)

History

Aims

Year 7 History is a semester-long subject involving the study of a number of societies that existed thousands of years ago. The course aims for students to understand how these societies developed and how ideas, people and events changed them. Students develop skills in categorising events, placing them on a timeline, and describing the motives and actions of people living in ancient societies from different points of view.

Content

Students examine how historical evidence is found, the role of archaeologists, the differences between primary and secondary sources, and the concept of chronology Students are introduced to these concepts through the study of early civilisations such as First Nations Australians and Mesopotamians, before examining societies around the Mediterranean and Asia, exploring their origins, cultures, and political and economic structures.

Learning and teaching methods

Each unit is designed to develop the students' knowledge and skills by using a variety of activities. Students deepen their understanding of the past through use of the six historical thinking concepts. They will establish historical significance, use historical sources, identify continuity and change, analyse cause and consequence, understand historical perspectives, and evaluate historical interpretations. Students use broad and transferable skills to synthesise their ideas into sophisticated and insightful responses to a variety of assessment tasks.

Assessment

- Research activities
- Source Analysis
- Class work
- Tests

Languages Other Than English

Aims

Learning a language other than English involves learning how to communicate in a new language and experiencing another culture. Students also learn the structure of the language, which enables them to reflect on how their own language works.

Language students have the opportunity to:

- Be active participants in the global village
- Become better communicators
- Expand their literacy skills
- Develop intercultural understanding and empathy
- Increase their cognitive flexibility
- Learn new languages and adapt to new cultures more easily
- Broaden their vocational options

Content

Students entering year 7 must choose to study one of Chinese, French or Spanish.

Chinese: There are two pathways in year 7 Chinese: Chinese Mainstream and Chinese Advanced.

Chinese Mainstream caters to students with no prior learning of Chinese language and script. The course introduces the basics of Chinese, including the written script, and develops vocabulary that allows students to express concepts from daily life, primarily through speaking and listening. Chinese Advanced is designed for students who have some background in the learning of Chinese. Both courses use the overarching theme of 'China everyday' to introduce or enhance students' knowledge of Chinese. The course focuses on the use of spoken and written Chinese in a range of contexts, as well as using a range of spoken and print sources to explore the topics of family, home and hobbies.

French: There are two pathways in year 7 French: French Mainstream and French Advanced.

French Mainstream is for students with no prior learning of French language. Students will learn the alphabet, how to pronounce sounds correctly, how to greet friends and family, how to ask about friends' places of residence and languages spoken, and the numbers up to 100. They also learn how to talk about their family, friends and pets. French Advanced is for students who have some background in the study of French. Students will be able to read aloud correctly, talk about sports, school, clothing, music, as they explore making calculations about an area and designing clothes and to express respect to cultural differences. Both groups learn how to ask and answer what the time is and talk about the various festivals and special celebrations.

Videos and project work introduce them to France and French-speaking countries.

Spanish: There are two pathways in year 7 Spanish: Spanish Mainstream and Spanish Advanced.

Spanish Mainstream aims to awaken students' interest in the language and culture through a communicative approach. The skills of listening, speaking, reading and writing are developed while learning about greetings (such as name, age and address),numbers up to 100, days of the week, the alphabet, school, housing, food, parts of the body, animals, likes and dislikes. Students will learn how to read aloud and to answer and ask simple questions. Spanish Advanced is designed for students who have some background in the study of Spanish. Students will be able to talk about family, school, leisure activities, the weather, calendar. Both groups learn about the many Spanish-speaking countries located in Latin America, Europe and Africa, and their cultures. Students will also learn how to ask and answer what the time is and talk about the various festivals and special celebrations.

Learning and teaching methods

Activities included in the study of language at year 7 include:

- Role plays to foster fluency, presentations and dramatic skills
- Repetition and game activities to establish good pronunciation and intonation habits, and to foster automatic language production
- Writing exercises to reinforce language learnt through listening and speaking
- Watching videos to learn about culture and practise language items
- Preparing brochures or posters to use language in creative ways
- Working in groups to practise speaking and writing skills and to develop cooperative learning
- Using iPads to practise language skills through games and in the preparation of assignments

Assessment

- Listening, speaking, reading and writing tasks
- Workbook and home learning exercises
- Assignments
- Tests

Please note, that placement into an advanced language class is based on ability and experience and is not guaranteed. Parents will be notified via email prior to the release of 2024 booklists as to which LOTE pathway their child will be placed in.

Mathematics

Aims

Mathematics provides students with access to important mathematical ideas, knowledge and skills.

The aims of mathematics education are to ensure students:

- Can apply knowledge and skills through learning and practising mathematical algorithms, routines and techniques, and using them to find solutions to standard problems
- Are confident, creative users of mathematics and communicators of mathematics, able to investigate, represent and interpret situations
- Develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes and are able to reason, pose and solve problems in the areas of content of each course

Content

The content of year 7 Mathematics is formed by topics from the strands number and algebra, measurement and geometry, and statistics and probability. Specifically, topics studied include directed number, whole number properties, algebraic expressions and equations, fractions, percentages, parallel lines, angles and polygons.

Learning and teaching methods

In mathematics, students expand and organise their thinking in more formal ways by becoming involved in processes such as critical and creative thinking and problem solving in addition to formal, explicit teaching of skills. Learning tasks will provide opportunities for students to work both independently and collaboratively with others. In the first year of secondary mathematics, it becomes increasingly important for students to monitor their own learning, identify areas that need further work and understand how to address these in positive ways.

At the end of each topic, time is set aside for a consolidation or extension phase based on student performance in the topic. These classes include either another opportunity to review the material and build on understanding or to cover course content to a greater depth and with a greater emphasis on problem-solving.

All year 7 students participate in the Australian Mathematics Competition. High achievers may be offered the chance to participate in the Australian Mathematics Challenge and the University of Melbourne Mathematics Competition.

Assessment

Formal assessment is based on students' achievements on graded assessment tasks such as topic tests and problem-solving tasks.

Music

Aims

Year 7 Music aims to develop students:

- Confidence to be creative, innovative, thoughtful, skillful and informed musicians.
- Knowledge and skill for listening with intent and purpose, composing and performing.
- Aesthetic knowledge and respect for music and music practices across a diverse range of cultures and musical traditions.
- Understanding of music as an aural art form as they aquire skills to become independent music learners.

Content

Term 1

In term 1 year 7 students will develop their singing, performance, creative thinking and music language skills through a practical and experiential curriculum.

All year 7 students will attend a cocurricular ensemble rehearsal before or after school every week:

- Students enrolled in Private Music lessons will attend either:
  - Middle School Choir
  - Pops/String Orchestra
  - Concert Band
- All other students will attend the Beginner Cocurriular Ensemble where they will explore and trial the beginner instruments on offer in 2024.

Term 2 and 3

In terms 2 and 3 year 7 Music students will continue to develop their singing, performance, creative thinking and music language skills through a practical and experiential curriculum.

- Students enrolled in Private Music lessons will experience the music curriculum on their instrument.
- All other students will Beginner Instrument Program. They will attend small group lessons on the instrument selected for them based on their preferences and the strengths they have shown during term 1.

All year 7 students will attend a cocurricular ensemble rehearsal before or after school every week:

- Students enrolled in Private Music lessons will attend either:
  - Middle School Choir
  - Pops/String Orchestra
  - Concert Band
  - Beginner String Ensemble
  - Beginner Band

Upon the conclusion of term 3, students who have completed the Beginner Instrument Program will be offered subsidized group lessons for term 4 only.

Term 4

In term 4 year 7 Music students will continue to develop their singing, performance, creative thinking

and music language skills through a practical and experiential curriculum. Students will experience this term through the instrument they are having cocurricular lessons on, the classroom keyboard and percussion instruments and music technology.

***Instrument Hire**
St Leonard's College will provide hire instruments at a reduced fee for the Beginner Instrument Program.

Assessment

- Performing
- Creating
- Music language and music literacy

Science

Aims

Science education develops students' abilities to ask questions and find answers about the natural and physical world.

The science curriculum at St Leonard's College encourages students to:

- Develop knowledge and skills central to biological, chemical, earth and physical sciences
- Apply knowledge of science and understanding of some key scientific theories, principles and ideas to explain and predict events in the natural and physical world
- Develop and use the skills of scientific investigation, reasoning and analysis to generate or refine knowledge, find solutions and ask questions

Content

This course introduces students to various aspects of science and the way scientists work. The topics listed below are used as a means to introduce and develop the skills and interests needed to be successful in further scientific studies. Important basic concepts are introduced and used to challenge the thinking and hypothesis-forming skills of students. Areas of study include:

- Introducing the science laboratory
- Water – mixtures, solutions and particle model and why water is so important
- Life and living – characteristics of life, classification and ecology
- Physical world – forces

Learning and teaching methods

A variety of learning activities will be used including:

- Research, library, internet, journal and practical based assignments
- Class discussions
- Digital simulations
- Home learning activities
- Guest speakers and excursions to scientific places of interest
- Applying the principles of scientific method to problems and challenges
- Formatting and manipulation of data, results and other information

Assessment

A range of tests, experiments, investigations and projects are used to assess the skills of collecting and using information through observation, measurement, experimentation, interpretation and problem solving.

Self and Society

Aims

Self and Society is a subject which enables students to think critically and rationally, to consider alternative perspectives from the world(s) we are a part of, and to consider themselves and their responses to the questions and concepts we explore.

The aim of the year 7 course is to develop our students' ability to ask and answer philosophical questions that link to the Christian perspective and their own worldview. We focus on the Socratic Method for students to delve into their opinion so that they can be confident in their perspective.

Students will be encouraged to:

- Formulate philosophical questions about religion and the wider world
- Practice the Socratic Method
- Reflect on, reason with, and consider their perspective in relation to the philosophical questions that we explore
- Examine, compare, and contrast different perspectives towards these debatable questions.

Content

Throughout each cycle, students will explore a different philosophical question. These include:

- What is religion?
- What is the relationship between religion and science?
- What do we mean by proof when we discuss God's existence?
- Does God exist? What 'God' are we talking about?
- Is evil a problem for believing in God?
- Can people change the world?
- Has Jesus changed the world?

Learning and teaching methods

Each lesson is designed to develop the students' knowledge and skills by using a variety of activities. These include:

- Journal entries
- Class discussions
- Research tasks
- Concept games
- Collaborative group tasks
- Preparing presentations

Assessment

- Journal Entries and other class work
- Socratic Dialogue
- Short written responses

Sport

St Leonard's participates in the Association of Coeducational Schools (ACS) for sport and participation is compulsory for students in years 7 to 11 (optional cocurricular year 12)

Year 7 ACS Sport is played every Tuesday afternoon. There are two seasons of sport – summer and winter. The summer season is in term 1 and 4 and the Winter season is term 2 and 3.

Students are required to play or train every Tuesday afternoon throughout the year. If a sport is oversubscribed, trials may be conducted at the start of the season to determine who makes the final team(s). Students who miss out on their preferred sport will be given another option for that season. Please note, students are expected to stay in the same sport for Year 7-9.

Match Times

Games start at 2.30pm (with the exception of cricket which starts at 2.00pm) and continue until completed. All sports finish by 4.00pm (4.30pm for cricket).

Students return to school at approximately 4.30pm on home games and 5.30pm on away games (with the exception of cricket). On training days, students will be finished by 3.35pm.

The main aims and outcomes of the Sports program include:

- Developing the student's skills, knowledge of the sport, fitness and team-work
- Students learning to work together with their coach and team-mates and become a reliable and valuable member of a team
- Students developing a life-long love of participation in sport, whereby they continue playing and being physically active after they leave the College.

	Girls	Boys
Summer	Soccer Softball Tennis Volleyball Mixed Touch Football	Basketball Cricket Hockey Softball Table Tennis Mixed Touch Football
Winter	Basketball Football Hockey Mixed Badminton Netball Table Tennis	Football Mixed Badminton Soccer Tennis Volleyball

Visual Arts

Aims

The Visual Arts program promotes the development of students' visual literacy through a variety of creative experiences. Students develop curiosity about themselves, others and the world to become effective and creative problem-solvers.

Students will experiment with visual arts conventions and techniques to represent themes, concepts and ideas through their artwork. They will design and create art in two and three-dimensional forms, giving due consideration to the exhibition and audience of their work. Students will explore, challenge and enrich personal identity and build awareness of the aesthetic in a real-world context.

Content

The program for year 7 consists of the following media:

- Two-dimensional forms: Drawing, Painting, Printmaking, Digital Technologies
- Three-dimensional forms: Sculpture, Ceramics

Visual Diary

Students are required to use their visual diary to enhance ongoing research, design and development in a range of journaling tasks. This will document the design processes undertaken in class in a sequential and organised manner and will include drawing, designing, experimentation and the annotation of creative and critical thinking, processes and ideas.

Responding to art

Responding to art stimulates imagination, challenges perception, and develops creative and analytical skills. Students will research a variety of artworks produced by artists from different times and cultures supporting the development of an empathetic world view.

Learning and teaching methods

Exploration of aesthetic, conceptual and technical skills and processes are fundamental to students' personal experiences and creative expression. They will also develop skills in project management as they address each area of study through:

- Research and experimentation
- Planning and annotation
- Technical skills and processes
- Concept resolution
- Visual literacy

Assessment

Assessment criteria will be provided at the beginning of each area of study. All areas of study will be combined to ascertain an overall grade at the end of the semester.

Year 7 Course Guide Contacts

Commerce
George Katris, Head of Learning - Commerce
George.Katris@stleonards.vic.edu.au

Digital Technologies
Vaughan Anderson, Head of Learning - DigiSTEM
Vaughan.Anderson@stleonards.vic.edu.au

Drama
Brendan Carroll, Head of Learning - Drama
Brendan.Carroll@stleonards.vic.edu.au

English
Maggie Walsh, Head of Learning - English
Maggie.Walsh@stleonards.vic.edu.au

Health, Sport and Exercise Sciences
Jason Kam, Head of Learning
- Health, Sport and Exercise Sciences
Jason.Kam@stleonards.vic.edu.au

Humanities
Bianca Crawford, Head of Learning - Humanities
bianca.crawford@stleonards.vic.edu.au

Languages
Elvira Caballero, Head of Learning - Languages
elvira.caballero@stleonards.vic.edu.au

Mathematics
Sara Woolley, Head of Learning - Mathematics
Sara.Woolley@stleonards.vic.edu.au

Music
Nicole Hutchinson, Head of Learning - Music
Nicole.Hutchinson@stleonards.vic.edu.au

Science
Lauren Binge, Head of Learning - Science
Lauren.Binge@stleonards.vic.edu.au

Visual Art
Margot Anwar, Head of Learning - Visual Arts
Margot.Anwar@stleonards.vic.edu.au

St Leonard's College

An education for life.

163 South Road, Brighton East VIC 3187
Bunurong Country

stleonards@stleonards.vic.edu.au
stleonards.vic.edu.au

P (+61 3) 9909 9300
ABN 52 006 106 556

CRICOS 00343K