



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

# Annual Report

## 2024



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# From the Principal

Mr Peter Clague

2024 was a balance of affirmation and realignment at St Leonard's College. A series of reviews confirmed the effectiveness of key elements of our successful educational offering. This then allowed attention and resourcing to be focussed upon ensuring the College remains adaptable and able to thrive in the dynamic environment in which we operate. Along with restructuring and renovation, a number of new initiatives and detailed future planning contributed to an energising and highly successful year at the College.

## Key Elements of a St Leonard's College Education

### Academic Achievements

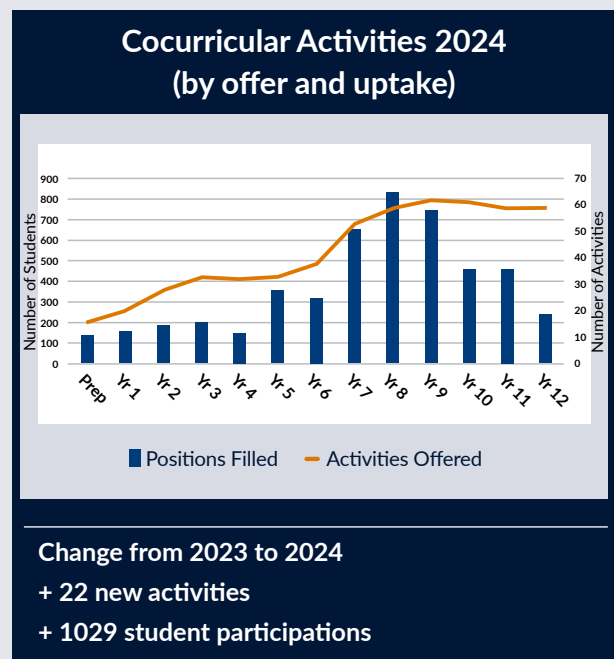
2024 saw a continuation of the trend of consistently strong results in external examinations, with top-end performances in both VCE and the International Baccalaureate Diploma being particularly noteworthy. Highlights from the Class of 2024 included:

Combined VCE and IBDP 2024	
Median ATAR	89.05
ATAR 90+	47.4%
ATAR 80+	74.5%
Seven students awarded the highest possible ATAR (99.95)	
Four VCE students achieved perfect Study Scores of 50	
Two VCE candidates received the prestigious Premier's Award	
A record six IBDP graduates attained a perfect score of 45	
Eight renowned scholarships were awarded to students by The University of Melbourne, alongside numerous scholarships granted both locally and interstate	

2024 also saw the successful completion of the College's 5-yearly review of the International Baccalaureate Primary Years and Diploma Programmes, bringing high praise for our delivery and outcomes.

### Cocurricular Opportunities

The phasing in of the Club Sport model at St Leonard's College was completed during 2024, with Swimming the final code to transition to the new structure. Accordingly, all school sport is now under the direct control of the College, ensuring better equity, consistency of expectations, stronger brand control and, most importantly, universal application of child safe standards. When added to the wider suite of activities available across all year levels within the College, the addition of Club Sport has taken the breadth and depth of cocurricular opportunities to new levels.



## Experiential Education

The philosophy of Experiential Education continued to deepen its reach into all aspects of St Leonard's College during 2024. The importance of student agency and genuine engagement in their learning underpins our approach to teaching and learning and this was evidenced inside the classroom and beyond. The appointment of a Head of Experiential and Outdoor Education signalled the increasing focus upon this pedagogy, and our desire to harmonise and scaffold the experiences children have as they move through the four sub-schools.

## Restructuring

In response to demonstrable changes in need and growing external pressures in the operational environment facing Independent Schools, a number of significant restructures were completed within the College during 2024. These restructures included:

### Finance

Continued increases in compliance and regulatory demands over the past decade underpinned a realignment in the Finance Team as follows:

- Redistribution of roles and responsibilities amongst existing staff
- Creation of a Financial Projects Manager role
- Expansion of the Finance Office

### People and Culture

The existing "Human Resources" department was rebranded to a more apposite title of "People and Culture" and roles were redefined as follows:

- Appointment of a new Director of People and Culture with significant industry experience

- Creation of a Head of People and Capability role
- Creation of a Risk and Compliance Manager role
- Comprehensive review of all current employment protocols and practices
- Expansion of the People and Culture office

## Wellbeing

Having established the Wellbeing Centre in the previous year, the structure of our pastoral provision was further refined by:

- Creation of a Head of Wellbeing, tasked with overseeing the development and implementation of Personal Development Programs in each school and increasing wellbeing initiatives for staff, student, and parents.
- Embedding College counsellors into each of the four sub-schools, allowing greater access for students and improved engagement with senior leadership teams.
- Changes were made to student use of digital devices, in line with advances in technology and pedagogic research.

## Renovation

### Swimming Pool Upgrade

The closure of St Leonard's College swimming pool facilities over Term 4 and the Christmas break allowed for a major renovation, including retiling of the entire pool surface and deck, as well as improvements to lighting, sound systems, fixtures and fittings, and the changing facilities. The investment has given the entire complex an extended lease of life without losing its identity or functionality as an iconic element of the campus.





### Redevelopment of Years 5 and 6 Building

Identified as a priority in the Facilities Masterplan, a substantial renovation at the end of the year gave the Years 5 and 6 building a new lease of life whilst also visibly affirming the ethos and unique character of that sub-school. Better utilisation of space and the addition of embedded specialist offices and work areas were incorporated into a more harmonious layout of the building, and further tied together through an oceanic theme adorning the corridors and classrooms.

### Property Acquisitions

Working from the mandate inherent in the Facilities Masterplan, the purchase of property in streets adjacent to the College boundary will allow for future development on the school site. In particular, the masterplan aspires to move traffic and parking to the extremities of the site, away from children. Hence, the acquired sections offer scope to relocate existing carparks and also better spread traffic flows during peak pick-up and drop-off times.

### Initiatives

Two new initiatives were added to the College's operation in 2024, both designed to reflect our commitments beyond the classroom.

### Sustainability

With sustainability now a key focus for both Council and the Executive, the following roles were instituted:

- Formation of a Sustainability Lead Group, in which a number of current parents who work in key areas of sustainable practice are able to advise College staff on best practice in their respective fields.
- The appointment of a Social Responsibility Coordinator, tasked with responsibility for the initiation, development, and maintenance of social action and sustainability initiatives and programs across the whole school.

### Community Engagement

Following the establishment of Community House on the College boundary, further initiatives included:

- The appointment of a Head of Engagement, intended as a wide-ranging position that aims to promote engagement of, and with, the College beyond the school gates.
- The hosting of an inaugural Foundation Ball as a fundraising event to support the College's Aspire Scholarships, intended as a biennial initiative and an alternative to the Annual Giving Day in 2024.

### Future Planning

#### Development of a Facilities Masterplan

As noted above, 2024 saw the drafting of a College-wide Facilities Masterplan, intended to guide development on-site over the coming years. The plan is predicated upon a strategic decision not to grow the student roll any further, despite waitlist pressures. Hence, aspirations for the development or refurbishment of facilities were driven by a desire to refine, rather than expand. Whilst the document offers guidance to the Executive in terms of building and budgeting priorities, it is also dynamic in nature and able to respond to changes in immediate need or alternative options that still achieve the desired ends.

In summary, 2024 saw St Leonard's College further strengthen its traditional core competencies, whilst also restructuring to meet changing demands and developing plans to best prepare us for a dynamic future.

Peter Clague  
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.

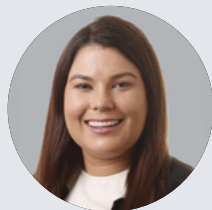
## Council Members



**Chair of College Council  
& Chair of the Foundation**  
**Jen Neate**  
MAICD



**Deputy Chair**  
**Paul Gower**  
BCom, CA



**Amy Burgin**  
BEng (Hons), CA



**Stephen Evans**  
BCom, CA



**Alistair Jack**  
BBus



**Cara Kuramoto**  
BA (Criminology/  
Psychology)



**Paul Lasky**  
PhD, BSc (Hons)



**Melissa Marcus**  
BA/LLB (Hons),  
LLM (Cantab)



**Katya Pellicano**  
BPD (Arch), M Arch



**Paul Stern**  
BBus (Marketing),  
GAICD

### Company Secretary

**Georgina Moore**  
BEc (Accounting), CA ANZ

### Principal

**Peter Clague**  
BA, MBA

### Deputy Principal

**Lisa Slingsby**  
BEd Studies, BA, MEd

### Retiring Members

**Kate Eriksson**  
BBus (Technology), MAICD

**Emma Masterman**  
BCom (Mkt & Mgt)

# St Leonard's College

## Over a Century of Educational Excellence

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

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

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

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

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

### Characteristics of the Student Body

On Census Day 2 August 2024, St Leonard's College had an enrolment of 1,591 students (Prep – Year 12) of whom 811 were boys, 780 were girls and zero non-binary students who do not identify as a boy or girl. ELC enrolment was 81 students, of whom 38 were boys and 43 were girls.

There were four Indigenous students and 28 International full-fee paying students.

### Student Attendances in 2024

The average student attendance rate from Year 1 to Year 10 was 93%.

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.

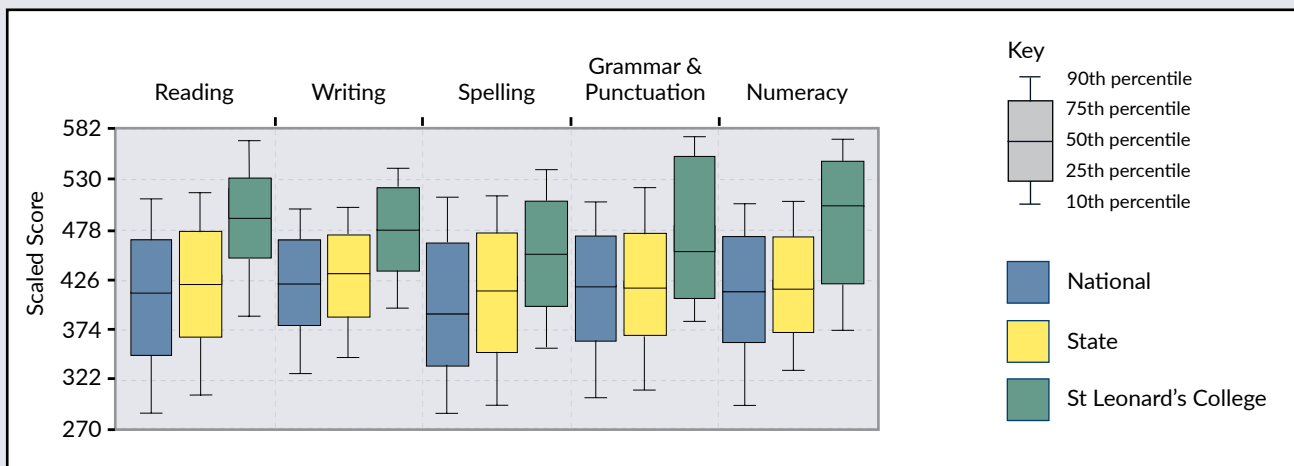
# Student Outcomes 2023

## NAPLAN Year 3

### Year 3: National Assessment Program Literacy and Numeracy Tests 2023

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

		Students	10th	25th	50th	75th	90th	Median	Mean
Reading	National	307,079	286	348	410	465	510	410	405
	State	78,353	303	362	421	473	518	421	416
	School	42	385	445	486	529	558	486	477
Writing	National	304,296	323	376	422	466	501	422	416
	State	77,563	342	386	428	470	502	428	424
	School	42	395	433	469	497	533	469	468
Spelling	National	305,173	286	346	408	467	514	408	404
	State	77,855	298	352	413	471	517	413	410
	School	42	350	405	440	500	538	440	442
Grammar and Punctuation	National	305,173	294	355	415	470	517	415	411
	State	77,855	309	365	422	475	523	422	419
	School	42	378	403	454	552	572	454	468
Numeracy	National	304,914	310	358	408	457	503	408	407
	State	77,965	324	369	417	466	511	417	418
	School	41	373	425	491	543	572	494	481



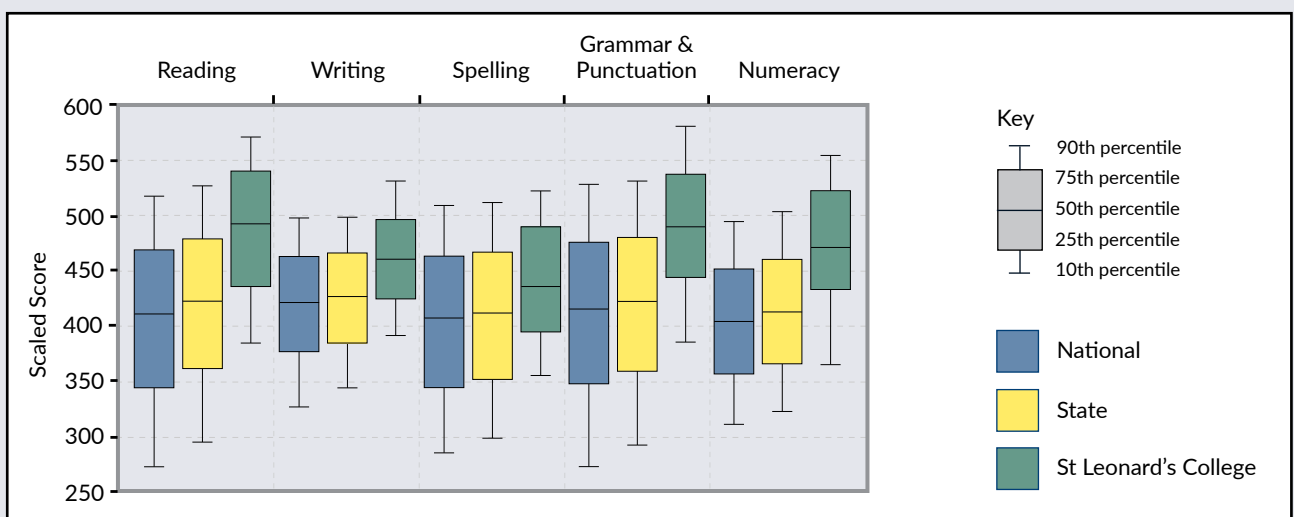
# Student Outcomes 2024

## NAPLAN Year 3

### Year 3: National Assessment Program Literacy and Numeracy Tests 2024

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

		Students	10th	25th	50th	75th	90th	Median	Mean
Reading	National	324,674	273	345	411	469	517	411	404
	State	82,955	296	362	423	479	527	423	418
	School	42	385	436	493	540	571	493	483
Writing	National	324,652	327	378	421	463	498	421	416
	State	82,947	345	386	425	466	498	426	423
	School	42	392	425	461	496	531	461	454
Spelling	National	324,666	286	345	407	463	509	407	401
	State	82,955	299	353	412	466	511	412	408
	School	42	356	395	436	490	522	436	445
Grammar and Punctuation	National	324,666	273	348	416	476	528	416	409
	State	82,955	293	360	422	480	531	422	417
	School	42	385	444	489	537	580	489	483
Numeracy	National	324,659	312	357	404	452	494	404	404
	State	82,955	324	367	413	460	504	413	413
	School	42	365	433	471	522	554	471	467



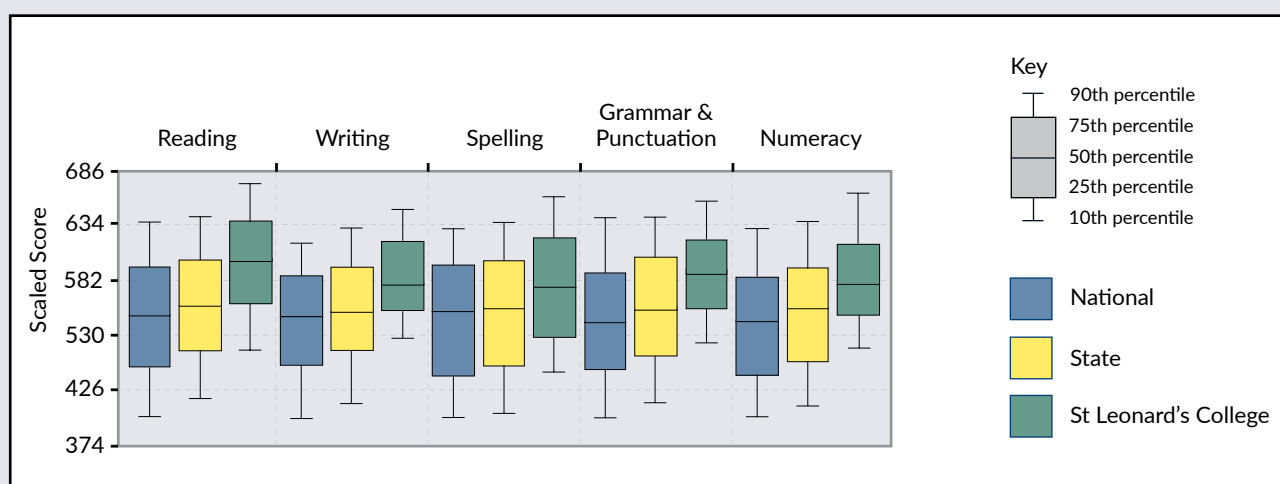
# Student Outcomes 2023

## NAPLAN Year 5

### Year 5: National Assessment Program Literacy and Numeracy Tests 2023

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

		Students	10th	25th	50th	75th	90th	Median	Mean
Reading	National	314,987	395	449	499	547	591	499	496
	State	79,620	415	462	509	555	597	509	507
	School	91	465	500	549	586	623	547	545
Writing	National	313,925	386	438	487	533	577	487	483
	State	79,417	412	457	499	543	585	499	498
	School	91	461	491	522	568	599	521	527
Spelling	National	313,187	385	439	493	543	587	493	489
	State	79,190	395	445	497	546	589	497	494
	School	91	434	469	519	568	613	518	521
Grammar and Punctuation	National	313,187	395	448	499	549	595	499	497
	State	79,190	411	457	504	550	595	504	503
	School	91	462	496	533	576	605	535	535
Numeracy	National	312,703	389	437	487	537	587	487	488
	State	79,202	399	444	492	543	592	492	494
	School	91	450	486	529	568	622	529	532



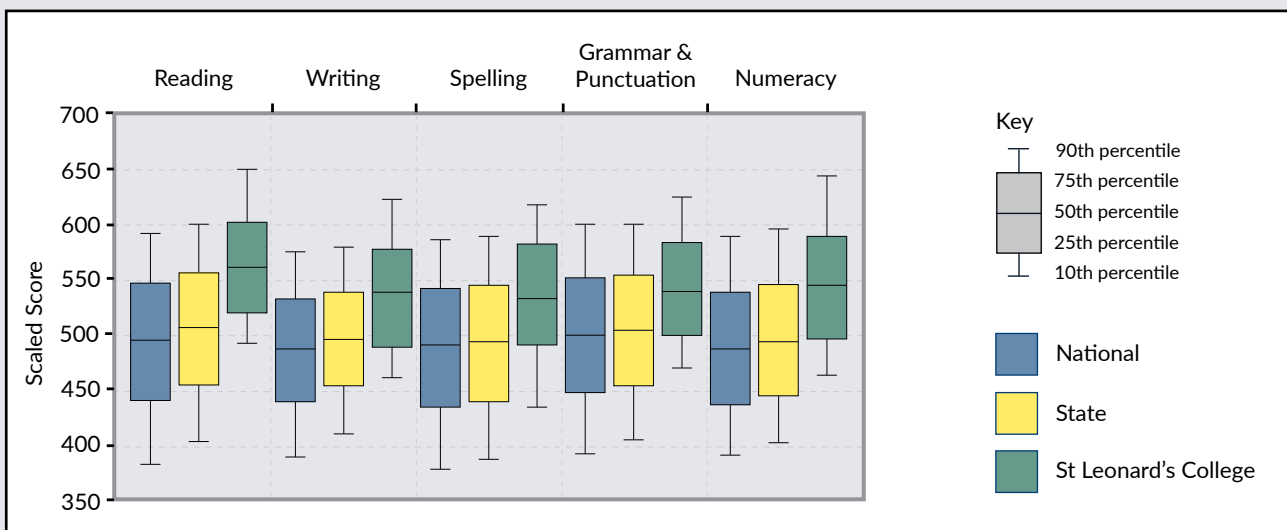
# Student Outcomes 2024

## NAPLAN Year 5

### Year 5: National Assessment Program Literacy and Numeracy Tests 2024

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

		Students	10th	25th	50th	75th	90th	Median	Mean
Reading	National	328,482	384	442	496	547	592	496	492
	State	82,815	405	456	507	557	601	507	505
	School	98	494	521	562	602	650	562	563
Writing	National	328,489	391	441	488	534	576	488	485
	State	82,815	411	455	497	540	580	497	496
	School	98	463	490	539	578	623	534	542
Spelling	National	328,474	380	436	492	543	587	492	486
	State	82815	389	441	495	546	590	495	492
	School	97	436	492	534	582	618	535	533
Grammar and Punctuation	National	328,474	394	449	501	552	599	501	498
	State	82,815	407	456	505	555	601	505	504
	School	97	472	500	540	584	625	541	544
Numeracy	National	328,459	392	438	487	539	589	487	489
	State	82,815	404	446	494	546	596	494	497
	School	96	465	498	546	590	644	546	548



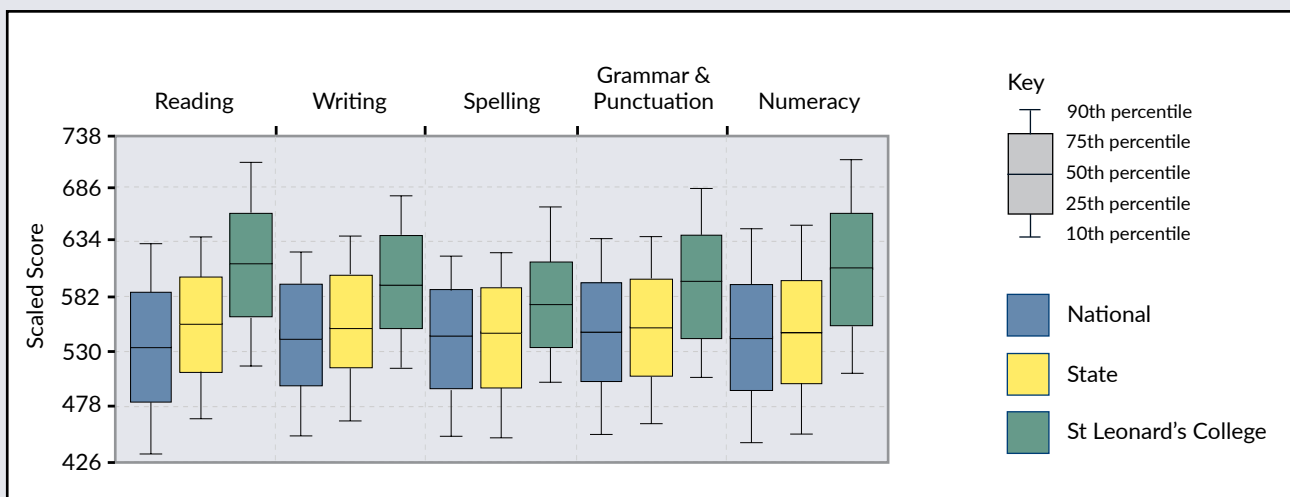
# Student Outcomes 2023

## NAPLAN Year 7

### Year 7: National Assessment Program Literacy and Numeracy Tests 2023

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

		Students	10th	25th	50th	75th	90th	Median	Mean
Reading	National	304,722	435	487	538	589	634	538	536
	State	76,422	450	497	545	595	639	545	545
	School	193	517	555	603	655	700	603	604
Writing	National	305,591	433	486	537	587	633	537	534
	State	76,457	457	500	549	596	640	549	547
	School	195	509	546	587	635	677	586	592
Spelling	National	302,350	444	494	544	589	629	544	539
	State	75,864	448	496	544	589	629	544	541
	School	194	493	530	576	621	664	576	578
Grammar and Punctuation	National	302,350	440	491	541	590	635	541	539
	State	75,864	453	498	544	591	634	544	543
	School	194	508	536	589	633	686	589	592
Numeracy	National	301,616	434	484	537	593	645	537	538
	State	75,724	444	490	541	597	649	541	544
	School	195	513	546	599	665	713	599	608



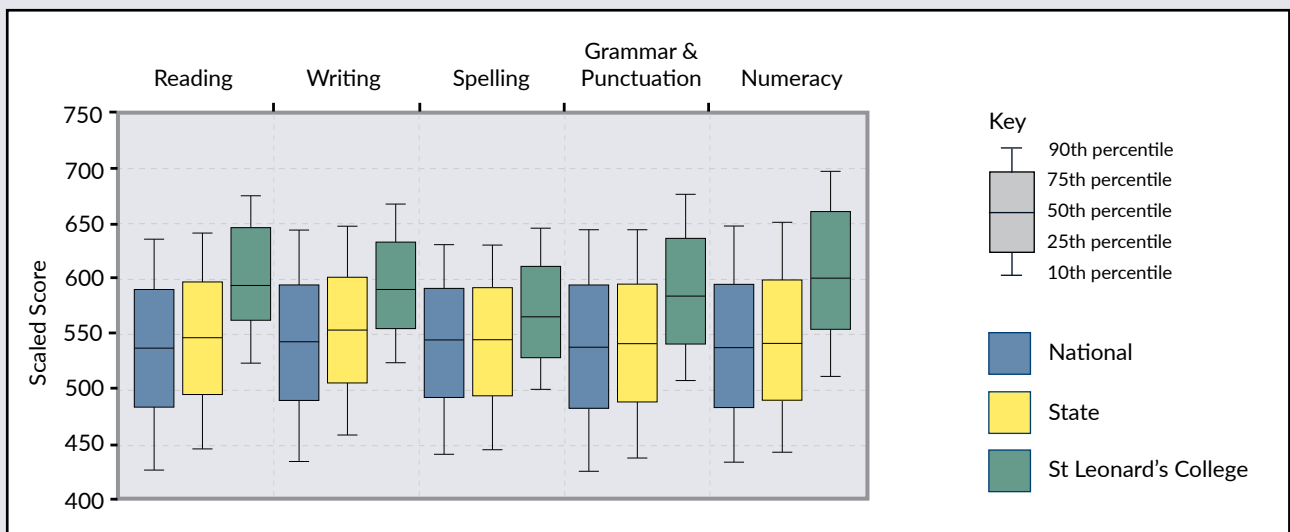
# Student Outcomes 2024

## NAPLAN Year 7

### Year 7: National Assessment Program Literacy and Numeracy Tests 2024

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

		Students	10th	25th	50th	75th	90th	Median	Mean
Reading	National	326,431	428	484	538	591	637	538	535
	State	81,192	447	496	547	598	642	547	545
	School	184	523	563	594	647	676	594	600
Writing	National	326,441	436	491	544	595	644	544	540
	State	81,192	460	506	555	602	648	555	552
	School	185	525	556	591	634	669	586	594
Spelling	National	326,426	441	493	545	592	632	545	540
	State	81,192	446	495	546	592	631	546	541
	School	182	500	529	567	611	646	567	569
Grammar and Punctuation	National	326,426	426	483	539	594	645	539	537
	State	81,192	438	489	542	595	645	542	541
	School	182	508	541	585	637	677	585	589
Numeracy	National	326,425	433	484	538	595	649	538	540
	State	81,192	444	491	542	600	652	542	546
	School	185	512	555	602	661	698	602	602



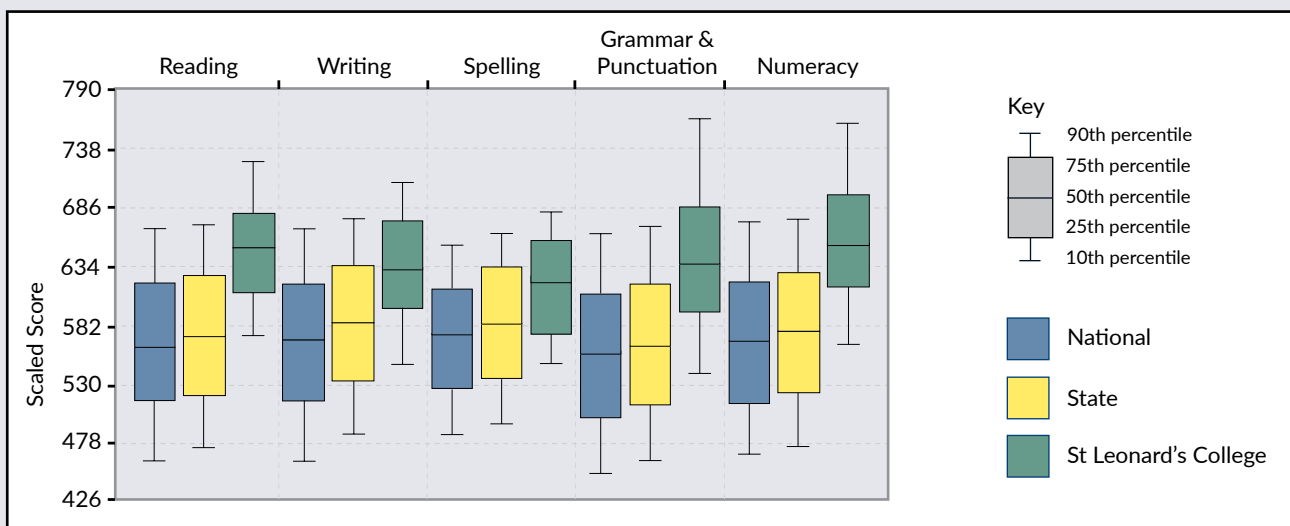
# Student Outcomes 2023

## NAPLAN Year 9

### Year 9: National Assessment Program Literacy and Numeracy Tests 2023

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

		Students	10th	25th	50th	75th	90th	Median	Mean
Reading	National	287,709	460	513	568	620	663	568	564
	State	72,743	474	523	574	624	666	574	572
	School	185	573	606	646	678	717	646	640
Writing	National	289,001	456	515	572	626	677	572	567
	State	72,862	479	530	582	634	679	582	579
	School	186	540	585	622	661	697	627	618
Spelling	National	284,621	480	526	571	613	650	571	568
	State	71,898	485	528	573	614	652	573	570
	School	185	546	569	605	642	673	606	608
Grammar and Punctuation	National	284,621	444	502	560	615	665	560	557
	State	71,898	460	511	564	618	667	564	564
	School	185	532	589	632	685	751	632	638
Numeracy	National	283,767	461	513	567	621	674	567	568
	State	71,997	472	520	572	625	677	572	574
	School	185	562	603	643	692	748	643	648



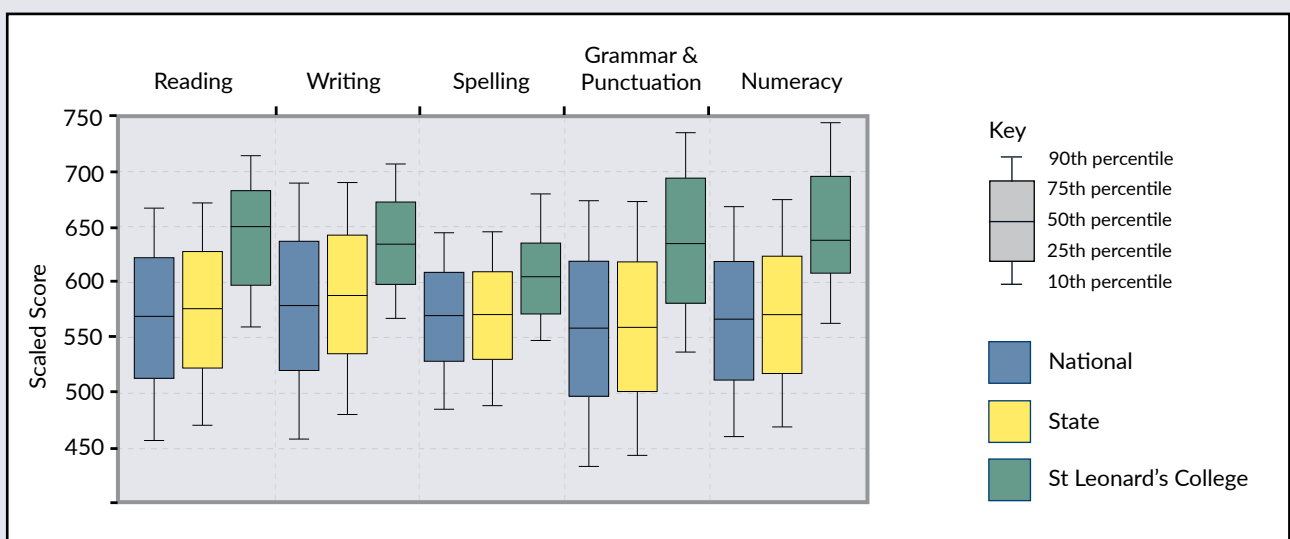
# Student Outcomes 2024

## NAPLAN Year 9

### Year 9: National Assessment Program Literacy and Numeracy Tests 2024

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

		Students	10th	25th	50th	75th	90th	Median	Mean
Reading	National	326,308	457	513	569	622	667	569	565
	State	80,740	471	522	576	628	672	576	573
	School	193	559	597	650	682	714	650	641
Writing	National	326,308	458	520	579	637	689	579	574
	State	80,740	481	535	588	642	690	588	585
	School	194	567	598	634	672	706	634	636
Spelling	National	326,300	485	529	570	609	644	570	567
	State	80,740	488	530	571	609	645	571	569
	School	190	548	571	605	635	679	605	606
Grammar and Punctuation	National	326,300	434	497	558	619	673	558	555
	State	80,740	444	501	559	618	673	559	558
	School	190	537	581	634	694	735	634	637
Numeracy	National	326,297	460	512	566	619	668	566	565
	State	80,740	469	517	571	623	674	571	571
	School	191	563	608	638	695	744	638	650



# 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 2024 were Inès Bescond, Hannah Chruszcz, Richie Huang, Amelie Iles, Owen Moxham and Jeremy (Qianjun) Weng who each received an IBDP score of 45 (ATAR 99.95).

- 81.5% of students achieved an ATAR of 90 or above.
- 94.5% of students achieved an ATAR of 80 or above.
- Median IBDP ATAR of 96.60.

### Victorian Certificate of Education

The Victorian Certificate of Education (VCE) Dux for 2024 was Toby Owen with an ATAR of 99.95.

- Median VCE ATAR of 85.28.

### Combined IBDP and VCE

Our combined VCE and IBDP results highlight the wonderful achievements of the Class of 2024.

- 47.4% of students achieved an ATAR of 90 or above.
- 74.5% of students achieved an ATAR of 80 or above.
- Median Combined ATAR of 89.05.

## Vocational or Trade Training

In 2024, 7.1% of Year 12 students completed a VET subject as part of the VCE program.

## Tertiary Destinations

The most popular universities for our VCE and IBDP graduates were Monash University (38.7%), The University of Melbourne (31.3%), RMIT University (15.2%), Deakin University (7.8%) and Swinburne University of Technology (4.6%). Other destinations, including interstate, overseas, TAFE and other colleges, accounted for the remaining 2.4% of offers received.

## Student Retention

- In 2024, 23% of students in Year 12 commenced at the College in a Junior School year (ELC3 to Year 4).
- In 2024, 12% of students in Year 12 commenced at the College in Year 5 or Year 6.
- In 2024, 48% of students in Year 12 commenced at the College in Year 7.
- In 2024, 10% of students in Year 12 commenced at the College in Year 8 or Year 9.
- In 2024, 7% of students in Year 12 commenced at the College in Year 10 or Year 11.

Year 12 Combined ATAR				
	Dux	Median	90+	80+
<b>2024</b>	99.95	89.05	47%	75%
<b>2023</b>	99.80	91.65	56%	81%
<b>2022</b>	99.95	87.00	40%	66%
<b>2021</b>	99.95	89.65	49%	79%
<b>2020</b>	99.75	90.85	55%	74%
<b>2019</b>	99.95	86.65	38%	66%
<b>2018</b>	99.95	90.50	52%	71%

# Teacher Professional Learning

In 2024, St Leonard's College continued to invest in the professional growth of its teachers, reaffirming its commitment to evidence-based, high-impact teaching practices. Our approach to professional learning is deliberately cyclical, ensuring that all staff, including those new to the College, are immersed in our pedagogy and shared culture of thinking. Inspired by the work of Dr Ron Ritchhart from Harvard University's Project Zero, our professional learning strategy foregrounds the development of classrooms where thinking is visible, valued, and actively cultivated. Throughout the year, teachers engaged in structured and self-directed learning opportunities that built on prior initiatives and encouraged the exploration of new ideas. Heads of Learning and Section Leaders played a pivotal role in guiding staff through tailored development pathways, supporting both individual goals and collective priorities. This sustained focus on professional inquiry, collaboration, and innovation ensures that our teaching practice continues to evolve, enriching the educational experience of all students.

## Innovative Learning Communities

A key driver of professional growth at St Leonard's in 2024 has been the continued success of our Innovative Learning Communities (ILCs). These small, collaborative groups provide a structured yet flexible framework for teachers to engage deeply with shared pedagogical priorities. Grounded in a clear project design cycle, including stages of research and development, ideation, collaboration, implementation, and evaluation, ILCs empower teachers to explore, trial, and refine classroom practice in meaningful and sustainable ways.

In 2024, ILCs focused on three learning priorities. First, teachers explored strategies for differentiating learning for all students, with particular emphasis on formative assessment and adaptive teaching. Second, communities reviewed and reimaged the role of technology, including AI, to enhance both academic learning and students' executive functioning. Third, teachers embraced the concept of lifeworthy learning, curating curriculum content that expands students' thinking and fosters deep, transferable understanding. These projects ensure that innovation remains embedded in everyday teaching practice.

## Lifeworthy Learning

In 2024, the Academic Directorate also continued to deepen the College's engagement with the concept of lifeworthy learning. Drawing on leading educational research, particularly from Monash University, the team examined how emerging pedagogical ideas could be meaningfully applied within the St Leonard's context. Through ongoing analysis, discussion, and translation of research into practice, the Directorate provided staff with accessible strategies to enrich curriculum design and promote deeper, more relevant student understanding.

## Technology in Learning

Alongside this, the rapid evolution of generative Artificial Intelligence shaped much of the professional conversation throughout the year. Both the Academic Directorate and multiple Innovative Learning Communities investigated the implications of AI for teaching and learning, with a focus on ethical integration, student empowerment, and enhanced teacher efficiency. These early explorations laid the groundwork for further development in 2025, as we continue to consider how AI can be thoughtfully embedded into educational practice to support high-impact learning.

## Differentiation

Differentiation was a central theme of professional learning in 2024, enriched by a visit from Dr Sam Vlček of RMIT University, whose insights into ADHD and neurodiversity helped deepen teachers' understanding of diverse learner needs. Building on this expertise, staff across the College engaged in thoughtful reflection and collaborative inquiry to refine their instructional approaches. In the Junior School, this work culminated in the development of a "Differentiation Placemat", a practical, visual tool to support classroom planning and responsive teaching. Across all year levels, teachers examined their curriculum and pedagogy through multiple lenses, ensuring that learning experiences were appropriately scaffolded and accessible for every student. This focus on inclusive and adaptive teaching continues to shape a culture where all learners are challenged, supported, and inspired to thrive.

## The Next Generation of Teachers

St Leonard's College remained committed to nurturing the next generation of educators by hosting eight pre-service teachers across a combined total of 120 placement days in 2024. These future teachers were supported through structured mentoring and guided observation, ensuring they gained valuable insight into high-quality, student-centred practice. The College partnered with leading institutions including Monash University, RMIT, Australian Catholic University, the University of Canberra, and Queensland University of Technology to provide a rich, practice-based learning environment. These partnerships not only contribute to the professional development of aspiring teachers but also strengthen the broader educational community through collaboration, reflection, and the exchange of ideas.

## Engaging with external expertise

While the College continues to benefit from the deep expertise of its own staff, a strength that underpins the success of our Innovative Learning Communities, we also maintain a strong outward focus, actively seeking high-quality external professional learning opportunities. In 2024, teaching and general staff participated in over 200 external workshops, courses, and conferences. These ranged from discipline-specific training in VCE, IB PYP and IBDP programs to broader professional development in areas such as student wellbeing, inclusive practice, and effective communication. Our staff also contributed to the broader educational landscape, presenting at national conferences and continuing collaborative work with international groups, including the OECD's Future of Education and Skills 2030 initiative. These outward-facing engagements not only build individual and collective capacity but also ensure that our practice remains informed by global perspectives and emerging research.

# Teaching Staff

## Workforce Composition

In 2024, 73.0% of teachers were female and 27.0% were male. There were no Indigenous employees.

## Teacher Standards and Qualifications

The following teachers were engaged in either full time equivalent or part time employment at St Leonard's College in 2024. Casual teachers are not included in this summary. All are registered with the Victorian Institute of Teaching.

<b>Leanne Akers</b>	BA (RMIT), MATEach (Melb)
<b>Greg Anderson</b>	BEd (VicCol), DipTeach(Prim) (Monash)
<b>Lauren Anderson</b>	MEdLead (ACU), BA (RMIT), PGCertEd (ACU)
<b>Vaughan Anderson</b>	BBus (VU), GradDipEd (VU)
<b>Tim Antoniou</b>	BEd (MONASH)
<b>Margot Anwar</b>	HDTs (Melb SC)
<b>Nathan Armstrong</b>	BA (Deakin), BEd (Deakin)
<b>Natalie Baker</b>	BA (Monash), BTeach (UTAS), GradCert (Deakin)
<b>Tim Barlow</b>	BSc (Monash), DipEd (Monash)
<b>Camilla Bar-Ness</b>	MTeach (Swinburne), BBus (UTAS)
<b>Belinda Barton</b>	BBehavSc (LTU), BTeach (Melb)
<b>Lisa Barton</b>	MHumNutr (Deakin), BSc (LTU), BEng (LTU), BTeach (Deakin)
<b>Victoria Bedwell</b>	BA (Monash), BEd (Monash)
<b>Lauren Binge</b>	BBiomedSc (Monash), PhD (Monash), GradDipEd(Sec) (Monash)
<b>Tracey Blunden</b>	BSc(Hons) (UoR), PGCertEd (Soton)
<b>Michelle Booth</b>	BA(Hons) (LTU), GradDipEd(Prim) (LTU)
<b>Alison Bracher</b>	BA(Hons) (Melb), GradDipEd (Melb)
<b>Mark Bradley</b>	BSc (Monash)
<b>Michelle Brent</b>	BEd (ACU), DipTeach(Prim) (ACU)
<b>Sun Buntine</b>	MEd (CU), BA (UC)
<b>Norman Burke</b>	BInfoTech (Monash), AdvDipLibArt (Chisholm), GradDipEd(Sec) (Monash)
<b>Elvira Caballero</b>	BA (UCV)
<b>Katie Callery</b>	BA (Deakin), GradDipPsychSc (Deakin), GradDipPub&Edit (RMIT), GradDipECE (RMIT), GradDipArtThera (MIECAT)
<b>Natasha Campbell</b>	BHSc(Hons) (UoA), LLB(Hons) (UoA), GradDipEd(Sec) (ACU)
<b>Chris Carey</b>	BHlthPhyEd (FedUni)
<b>Andrew Caris</b>	BEd (LTU), BSc (Monash), DipEd (Monash)
<b>Brendan Carroll</b>	BContempArts (Deakin), GradCertEdRes (Monash), PGradDipTeach (Melb)
<b>Victoria Chappell</b>	MTeach (UniSA), BoEP (UoA)
<b>Daniel Charles</b>	MTeach (Melb), BEcon (Monash)
<b>Rachel Charles</b>	MA (EHU), BA (UOM), PGCertEd (EHU)

Jia Su Chen	MTeach (Melb), BSc (Melb)
Jess Chirnside	GDipEd (FedUni)
Charlie Choi	BSc (UQ), BEd(Sec) (UQ)
Peter Clague	MBA (Massey), BA (Akl), TTC (DoEd (NZ))
Steph Conroy	MTeach (Monash), BA (Monash)
Jacinta Conway	MLI (Melb), BEd(Prim) (Melb)
Sophie Cooper	BA (SHU), PGCertEd (MMU)
Emily Costello	BTeach (ACU)
Bianca Crawford	LLB (Monash), BA (Monash), Grad DipES (Monash)
Penelope Creagh	MTeach (UNSW), GradCert (UNSW)
Jane Cuttler	MInclEd (CSturt), BEd(Prim) (VicCol), DipEd (VicCol)
Clare Dalton	MTeach (Melb), BA (UQ)
Louise Daniels	BEd (UTAS)
Natalie De Fazio	BA (Monash), GradDipEd (ACU)
Onella De Zilva	BEd (Monash), BA (Monash)
Tim Delaney	MTeach (Deakin), MDes (Swinburne), BDes (Swinburne), Cert IV TAE (Swinburne)
Conor Doran	MEd (UCD), BA(Hons) (UCD)
Holly Downes	MTeach (Melb)
Jasmine Duncan	BTeach (ACU), BESC (ACU)
Sam Eason	BEd(Prim) (Deakin)
Nadia Elkin	BEd(Hons) (Monash)
Julie Emerson-Drake	BBus (Monash), DipEd (Monash)
Kate Esler	BA(Hons) (Melb), DipEd (RMIT)
Megan Fallon	MEd (Melb), BBehavSc (Monash), GradDipEd(Sec) (Monash)
Kylie Federici	GradDipEd(Prim) (Monash)
Susan Ferguson-Brown	MSc (AFIT), BA (ANU), BEc (LTU), DFP (Deakin), GradCert (Melb), GradDipEd(Sec) (Monash)
Caitriona Ferrer	BA(Hons) (WatIT), GradCert (Monash), PGradDipEd (NUI)
Belinda Fitzpatrick	BA (LTU)
Candice Fitzpatrick	BEd(EarChlhd) (VU)
Ryan Fogarty	MTeach (Melb), BSc (Melb)
Mark Ford	BEd (Melb)
Emma Forte	MTeach (Melb), BA (Melb)
Georgie Forte	BECE (Melb)
Fiona Fowler	MEd (Monash), BA (RMIT), DipEd (Melb)
Linda Francis	BMus (USYD)
Aimee Fraser	BPA (Monash), GradDipEd(Sec) (Monash)
Shaun French	BHM (UTAS)
Belinda Frew	BEd (ACU)
Sue Gadler	BEd (Melb)
Angie Gilchrist	BCom(Hons) (Melb), GradDipEd(Sec) (Monash)
Renee Gloury	MTeach (Melb), BSc (Melb)
Jess Goulding	BPhysEd (Deakin)
Stephanie Graham	BEd (Melb)
Mary Grande	MA (RMIT), BFA (VCA), BEd (MelbCAE), C4 (AISV), CIVTASESS (TAE)
Sam Gray	BA (UOS), Grad DipES (Aberd)
Ben Green	BSc (Melb), PhD (Melb), PGradDipTeach (Melb)
Ella Gregory	BA(Hons) (Exon), PGradCEd (Warw)

Lynn Griffen	MEdSt (ACU), BA (QMU), TG (Glas)
Katrina Gu	BEd(Hons) (Monash), BSc (Monash)
Jenn Guillen Y Villalba	MTeach (VU)
Susanne Haake	MEd (Monash), BA (Melb), Cert (Monash), GradCert (UNE), GradDipEd (Monash), PGradDA (Melb)
Sam Haines	BA (Swinburne), ADip (RMIT), GradDipEd (Melb)
Megan Hall	MVA (Monash), BFA (Melb), GradDipEd (Melb)
Greg Hamilton	MTeach (Deakin), BMus (Melb)
Emma Harkin	BSc (Melb), DipEd (Melb)
Jane Harrison	BEd (Melb)
Fabienne Harte	BA (UBO), PGradDipEd (UniNewTyne)
Jayne Hayter	BEd (VicCol)
Georgina Hearnden	BEd (Melb)
Chloe Hicks	BESc (ACU), BTeach (ACU)
Hazel Ho	MEd (Melb), BA (NUS), PGradDipEd (NTU)
Mark Hodges	PhD (LTU)
Lydia Holmes	BA (CSturt), GradDip (ECowan)
Sarah Hubbard	BEd (Monash), GradDipEd (UWA)
Nicole Hutchinson	MTeach (Melb), BAMus (BHI)
Tess Hutchinson	BSc (RMIT), GDipEd (RMIT)
Felicity Hutton	MEd (Monash), BEd (Deakin)
Chris Hyde	BSc (Deakin), BTeach (Deakin)
Sam Islip	BA (Monash), BEd(Sec) (Monash)
David Jennings	BA (ACU), BTeach (ACU)
Mari Carmen Jimenez Victoria	BA (UniR), GradDipEd (RMIT)
Sarah Johnston	BECE (Monash)
Melissa Jones	BBus (Deakin), BTeach (Deakin), BApSc (Deakin)
Phil Cairns	MEd (Melb), BBiomedSc (Monash), GradDipEd (ACU)
Jason Kam	BEd (Deakin)
George Katris	MInsLead (Melb), BEd(Sec) (Melb), CIVTASESS (VocPath)
Amanda Keir	BECE(Hon) (Melb)
Alan Kennedy	BSc(Hons) (NUI)
Pat Kenny	MEdAdmin (Deakin), DipOEd (Monash), DipTeach (ACU)
Amanda Kidson-Page	MEd(SpeLearnDi) (Melb), BA (Deakin), GradDipEd(Sec) (Melb)
Greg Kirby	MA (UWAR), BA (UniSheff), PGradDipEd (UniBirm)
Christina Klopfer	BEd (ACU), DipEd (CCE)
Anna Koehne	BA (Deakin), BTeach (Deakin)
Bella Kourdoulos	BEd(Hons) (Monash)
Edwige Kozinski	MTeach (Melb)
Hayley Kuperholz	MGEEd (Monash), BAMus (BHI), GradDipEd(Sec) (Monash)
Shardae Larner	BEd (UTAS)
Ann Le	BSc (Monash), BEd (Monash)
Brianna Lee	BEd(Prim) (Monash)
Magill Lee	BEd (UNDA), GradCert (UNDA)
Cassie Leeson	MTeach (Monash), BSc (Monash)
Louise Lennard	MTeach (Melb), PGradDipTeach (Melb), GDipHumNutr (Deakin), Cert (Melb), BApSc (RMIT)
Claire Leonard	BEd (ATU)
Jessica Linares Cuervo	Bach (NPU)

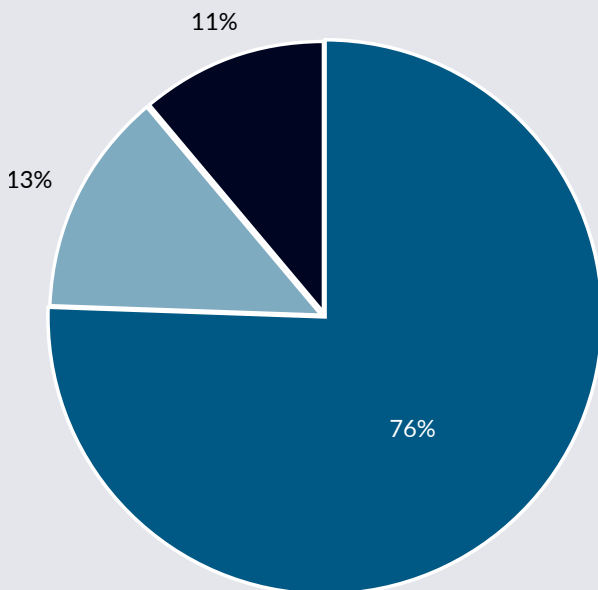
Rosa Liu	BEdh (Monash)
Susana Lojko	MEd (LTU), BEd(Prim) (UNLZ), BEd (UNLZ)
Annie Ly	MTeach (Melb), BSc (Melb), GrDipT (Melb)
Georgia Lynch	BoSOR (Monash), BEd (Monash)
Renata Machado	BA (Deakin), BTeach (Deakin)
Coleen Malik	MEd (Deakin), BTeach (Deakin), BApSc (Deakin)
Maria Mangisch	MEd(EdLeadPol) (Monash), BTeach (UCA), BEd (UNSAM)
Robyn Marshall	MEd (Deakin), BEd (CCAIE)
Dianne McCaughey	BSc (ANU), GradDipEd (CCAIE)
Danielle McGaughey	MEd (Deakin), BA (ACU), BTeach (ACU)
Nicole McGrath	BTeach (Melb), BA (Melb)
Cameron McKenzie	MEd (CSturt), BSc (Melb), GradDipEdAdmin (Melb), GradDipEd (Melb)
Tess McSly	BECE (Monash)
Vanessa Meehan	BA(Hons) (LTU), ADPSD (TCL), DipEd (Melb), PerfC (TCL), PGradCTS (Melb)
Prudence Meggitt	MEd (Melb), BA (LTU), GradDipEd (Melb)
Jane Moore	MEd (NUI), BA (NUI)
Jason Moore	BA (Deakin), BTeach (Deakin)
John Moore	MEdLead (Monash), BA (LTU), GradDipEd (Monash)
Michelle Moore	BEd (Melb)
Jessica Morehouse	BECE (Swinburne)
Laz Moutafis	BE (Melb), BBus (Monash), GradDipEd(Sec) (Monash)
Phil Murray	BCom (Deakin), MATeach (ACU)
Charles Neave	MST (UoL), BA (Monash), GradED (Monash)
Sam Nichols	BHPE (Deakin)
Sarah Nieuwkerk	MMus (Melb), BA (Melb), BMus (Melb), Grad DipES (LTU)
Sally Northcroft	BSed (JMU), BSc (BSU)
Kieran O'Grady	BA (VU), GradDipEd (UNE)
Justin Ordon	BSc (Monash), BEd (Monash), MaEd (Monash)
Jordan Orr	BA (LTU), GradDipEd (LTU), GradDipPsych (Monash), GradDipPsychAdv (Monash)
Sarah Patterson	BTeachH (Melb), BMus (Melb)
Justin Peat	MEd (Melb)
Luis Pereira Geraldes	MA (Monash), GradDipEd (VicCol), GradDip (Monash)
Emma Pfeiffer	BA(Hons) (UoN), PGCertEd (Cantab)
James Phoenix	MTeach (Melb), BFA (Melb), BHlthSc (SSNT), DipVisArt (RMIT)
Brooke Picot	BA (LTU), CIVOutdoorRec (TafeSA), GradDipEd(Sec) (LTU)
Brooke Plymin	GDipEd (RMIT), BHS (Deakin)
Ryan Potter	BEd(Hons) (Monash)
George Presnell	BEd (Deakin)
Emily Price	BFoodSc (RMIT), BPubHealth (Deakin), GradDipEd(Sec) (RMIT)
Adam Quayle	MEd (Melb), GradDipEd(Sec) (LTU)
Suzie Race	BSc(Hons) (OU), Cert (OU), PGCertEd (MMU)
Estelita Rae	MTeach (Monash), BVA (ANU), BMus (ANU), BMus(Hons) (Monash), PhD (Monash)
Chris Raudys	BA (BCAE), GradDipEd (Melb)
Mark Roberts	BEd(Sec) (Deakin)
Caroline Robinson	BECE (Monash)
Craig Rodgers	MEd (Melb), BScEd (Melb), PGDipPSt (Melb)
Vince Rossignolo	BEd(Sec) (Melb)

Kellie Ryan	BEd (Melb)
Alex Saffigna	BA (Melb), GradDipEd (Melb)
Marietta Sansom-Gower	BA (UTAS), BTeach (UTAS), CEEd (UniNEW)
Janene Santo	MEd (Penn), BA (SJC)
Robyn Schiller	BEd (Deakin), D (ASCA)
Meg Scott	BA (UOM), PGCertEd (OBU)
Jiani Sheng	GradCertMH (LTU), GradDipEd(Prim) (RMIT), GradDipEdLead (RMIT)
Tarko Sibbel	MMus (VCA), BMus (Melb), GradDipEd(Sec) (Monash)
Anit Singh	BAppSc (BCAE), DipEd (UB)
Lisa Slingsby	MEd (Melb), BEdSt (UQ), BA (UQ)
Kate Slorach	BTeach (Monash), DipTeach (VicCol)
Nicole Smith	BEd(Prim) (Monash)
Karen Smyth	DipTeach EC (CIT)
Sarah Spring	BEd (UPEI), BA (SMU)
Vanessa Stevens	BA(Hons) (Monash), GradDipEd (MelbCAE)
Sam Stone	BA (Monash), DipEd (RMIT)
Hayley Tagell	BESc (ACU), GradDipEd (ACU)
Mimma Tamborriello	BEd (Melb), DipTeach (Melb)
Deane Toohey	BA (UCAN), GradDipEd (UCAN)
James Townsend	MTeach (ACU)
Alex Treloar	MEd (Melb), BScN (LaT Uni), BTeach (Deakin), PGCertEdRes (Melb), PhD (Monash)
Emily Trenchard	BECE (Melb)
Soriya Ung	MTeach (LTU), BA (ULHN)
Silvia Vallejo (Moraleda)	MST (USAL), MEd (UV), Bach (UPV/EHU)
Dave Vaughan	BTech(Aviation) (SWIN), GradDipEd(Sec) (Monash)
Kimberley Verstedden	MLI (UMELB), BEd (Monash), GCertED(SLD) (Melb), DipTeach(EC) (Chisholm)
Margaret Walsh	BA (UCant), DipEd (CTC)
Steve Walters	BEd (UCAN)
Emily Wassink	MEd (Melb), BA (Monash), GradDipEd (Monash)
Judith Watkins	BA(Hons) (Monash), BD(Hons) (MCD)
Kim Webb	BSc (Monash), PGCertEd (UQ)
Juliette Wegdam	BA (AHK)
Justine Werba	BBiomedSc (Monash), GradDipEd (Melb)
Jon Wever	MEd(EdMgt) (Melb), BSc (Melb), DIP (OED), GradDipEd (Melb)
Amanda White	MEd (CSturt), BTeach (Deakin), BAppSc (Deakin)
Donnah White	MEd(SpecEd) (Monash), BA (VCA), DipEd (LTU), GradDipCLit (ACU)
Tanya White	DECEC (TafeSA)
Gaya Wignarajah	MTeach (Melb), BSc (Monash)
Robyn Woinarski	BSc (Melb), BSc(Hons) (Flin), GradDipEd (Melb)
Ashley Wood	MEd(StudAsia) (Flin), BEd(Sec) (Melb), GradDip (Monash)
Ben Woolhouse	BAppSc (Deakin), BTeach (Deakin), Cert (Swinburne), C4
Sara Woolley	BSc (UTAS), GradDipEd (Melb)
Effie Wright	MTeach (Deakin), BBus (VU)
Mandy Xu	MTeach (UniSA)
Evelyn Yang	BEd(Hons) (Monash)
Jun Yang	MTeach (UniSA), BBus(BA) (HNU)
Jodie Yemm	BMus (Melb), BMusEd (Melb)
Frankie Zhang	MTeach (Melb), MMusPerf (Melb), BMus (Melb)
Jessie Zhang	MTeach (Melb), MA (CUHK)

# Financial Overview

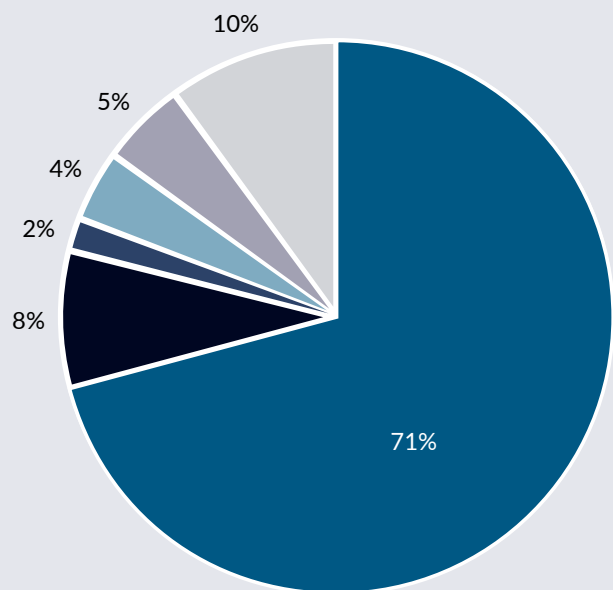
## 2024 Actual Financial Results

Income Sources Actual 2024



- Fee (net) income (76%)
- Government grants - recurrent (13%)
- Other Income (11%)

Expenditure Actual 2024



- Salaries and related (71%)
- Teaching and materials (8%)
- Administrative and clerical (2%)
- Building and grounds (4%)
- Sundry administration (5%)
- Depreciation and amortisation (10%)



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