



St Leonard's College
An education for life.

Annual Report

2023



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From the Principal

Mr Peter Clague

With the disruption of the pandemic years put firmly behind us, St Leonard’s College welcomed a return to its familiar flourish once more in 2023. Reprising our normal routines soon saw us back to the levels of engagement and achievement, both individually and collectively, for which we are renowned.

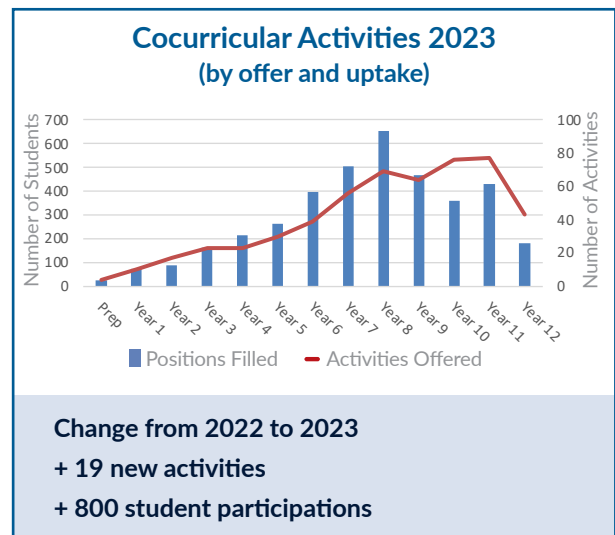
Academic Achievements

Perhaps most notable amongst the year’s highlights were the academic accomplishments of the graduating class of 2023. They attained the College’s best VCE results of the past 20 years, with a median ATAR of 87.05. Overall, 43% of students achieved an ATAR of 90+, and 20.20% of study scores were 40+. The VCE results were also the best in the Bayside region, a particularly noteworthy feat, given that approximately one-third of the Year 12 cohort sat the IB Diploma rather than the VCE. When those equally excellent IB Diploma 2023 results were combined with the VCE scores, the College’s overall averages were as follows:

Combined VCE and IBDP 2023	
Median ATAR	91.65
ATAR 90+	55.8%
ATAR 80+	80.8%

Cocurricular Program

As our students shone once again in their academic pursuits, so too did they excel outside the classroom doors. The College’s rich cocurricular offerings made a full return in 2023, with record numbers of students participating at every year level.



House Music

Foremost amongst the cocurricular highlights of the year was the welcome return of House Music. The evening was a great success, and the calibre of performance and conduct of the students were all the more remarkable given that over 40% of them had never experienced the event before. Notably, the event remains a fine showcase of genuine experiential learning, with the vast majority of leadership and administration sitting with the senior students who led each House.

Club Sport

Following the successful administrative models now employed in our Cocurricular and ACS sporting programs, the College took the opportunity in 2023 to align all other sporting activities conducted under our name to the same standards and expectations. The proven management model used for Swimming and Aesthetic Sports was extended to encompass the previously unaffiliated St Leonard's Basketball and Netball clubs. The new Club Sport model now provides a more acceptable level of rigour and compliance for all clubs that compete under our banner, overseen by a newly appointed Head of Club Sport.

Experiential Education

Alongside its academic and cocurricular offerings, the third key element of a St Leonard's College education is our commitment to the philosophy of experiential education. With a desire to further articulate and expand these practices, 2023 saw a comprehensive review undertaken. The final report identified that:

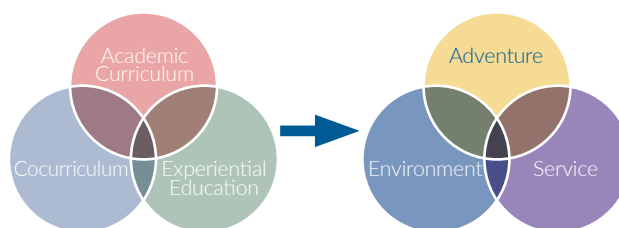
“Experiential Education activities are those that purposefully place young people in concrete situations, allowing them to feel authentic ownership and engagement in an event. Key to the success of experiential education is active participation, followed by thoughtful reflection.

Although grounded in theory, experiential education opportunities are intrinsically practical. Their aim is to facilitate the personal growth and insight that comes from being directly engaged in real-world experiences, whether they be outdoor adventures, social action initiatives, engaging with the natural world, or immersion in other cultures.

Carefully crafted and delivered by skilled educators, by their nature experiential education activities rely upon unpredictability of outcome. When activities feel genuine and a sense of personal agency prevails, young people grow in confidence and conviction. In practice,

that means accepting failure can be just as instructive as success, and the ability to change course just as admirable as perseverance.”

The review identified the three equally balanced core components of our experiential education activities; a quest for adventure, an appreciation of the environment (both natural and human), and a commitment to serving others.



A good example of genuine student agency was a panel discussion entitled 'Politics - Why Bother?' An initiative of the College Captains, this event saw a group of local, State, and National politicians invited to participate in a Q&A session around the theme of why young people should engage in political discourse. The event was extremely popular, with the Captains inviting student leaders from other schools as well, demonstrating thought-leadership within the wider community.

New Facilities and Initiatives

Three new service hubs were established within the College in 2023.

Wellbeing Centre

With a strong and highly regarded counselling team now in place, a need was identified to co-locate them and provide a more visible identity for the service. Accordingly, a wing of the historic Harefield House was refurbished as a Wellbeing Centre, incorporating individual counselling rooms for our psychologists, and a drop-in space for student groups involved in wellbeing and social action activities. Inside the centre, student artwork is showcased, and a green living-wall adds to a tranquil and affirming environment.

Community House

A recently purchased property adjacent to the College on Ratho Avenue was refurbished to create a hub for all aspects of our engagement with the community.

Accessible and welcoming to all, the Community House is now the base for our:

- Events Manager
- Community Liaison Coordinator
- Second-hand Uniform Sales
- Performing Arts Costumes and future Hire service
- Lennie's Van
- College Archivist

STL Futures

In a move to significantly bolster our existing provision of course and careers counselling in the Senior School, the "STL Futures" Department was created. Rebranding the traditional Careers Office, this initiative encompassed all aspects of preparation and guidance for life beyond the College. A Head of Futures was appointed to design and implement a co-ordinated program of future planning, course counselling, and life coaching, commencing in the Middle School, and continuing throughout the Senior School years and beyond, thus increasing the breadth, aspiration, and success of future options for St Leonard's graduates.

Reconciliation Action Plan

With great pride, the St Leonard's College Reconciliation Action Plan (RAP) was approved by Narragunnawali Reconciliation in December 2022, and formally launched to the College community at the "Having a Yarn" First Nations Awareness Breakfast in May 2023. The RAP outlines the specific actions we will take to promote reconciliation within the College, including:

- How we foster respectful relationships with First Nations Peoples in our learning environments and within our broader College community
- How we demonstrate acknowledgement of, and respect for, this ancient culture and authentically embed it in our classrooms and within our community

- How we identify and act upon opportunities that exist for us all to be involved in the ongoing development of reconciliation across the school and community.

Removal of Payroll Tax Exemption for Independent Schools

The only dark cloud in an otherwise bright, post-pandemic resurgence, was the unheralded announcement in the State Budget that the existing Independent School exemption from Payroll Tax was to be withdrawn from July 2024. This came as a significant shock to all in the Independent School sector within Victoria, with whom there had been no prior consultation.

Condemnation of the move was swift and resulted in a slight concession from the Premier over the fee threshold at which the new tax may be applied. However, St Leonard's College still remained within the targeted group. Exposure to the Payroll Tax also now opens us up to the Mental Health Levy and the COVID Debt Recovery surcharge.

Regrettably, the unforeseen additional impost came at a time of significant increases in other operational expenses, and in the cost of living for the wider community. Accordingly, extensive efforts were undertaken by the Council and College Executive to minimise the impact of the new taxes on our College families when setting fees for the coming year. Notwithstanding the external pressures of the post-pandemic economic landscape, St Leonard's College thrived on all fronts in 2023, testimony to the power of personal connection that schools such as ours offer. Restoring opportunities for creativity, adventure, challenge and social engagement have been the perfect antidote and have re-established the College's culture for the years to come.

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 and Chair of the Foundation

Jen Neate

Deputy Chair

Paul Gower

BCom, CA

Members

Kate Eriksson

BBus (Technology), MAICD

Stephen Evans

BCom, CA

Alistair Jack

BBus

Cara Kuramoto

BA (Criminology/Psychology)

Paul Lasky

PhD, BSc (Hons)

Melissa Marcus

BA, LLB (Hons), LLM (Cantab)

Emma Masterman

BCom (Marketing & Management)

Katya Pellicano

BPD (Arch), M Arch

Paul Stern

(Marketing), GAICD

Company Secretary

Georgina Moore

BEC (Accounting), CA ANZ

Principal

Peter Clague

BA, MBA

Deputy Principal

Lisa Slingsby

BEd Studies, BA, MEd

St Leonard's College

Over a Century of Educational Excellence

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

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

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

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

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

Characteristics of the Student Body

On Census Day 4 August 2023, St Leonard's College had an enrolment of 1,576 students (Prep – Year 12) of whom 803 were boys, 773 were girls and zero non-binary students who do not identify as a boy or girl.

ELC enrolment was 82 students, of whom 38 were boys and 44 were girls.

There were five Indigenous students and 22 International full-fee paying students.

Student Attendances in 2023

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.

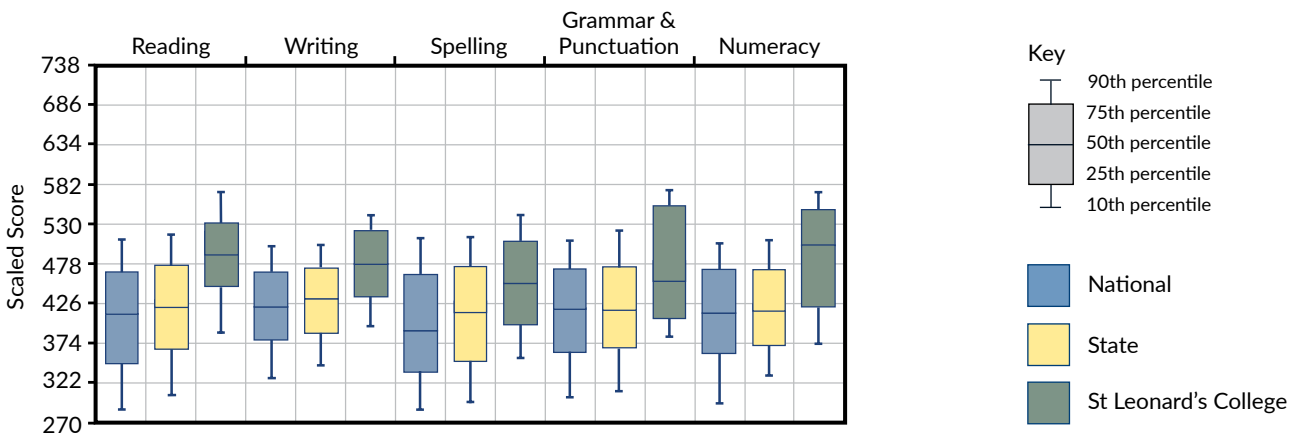
Student Outcomes

NAPLAN Year 3 2023

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



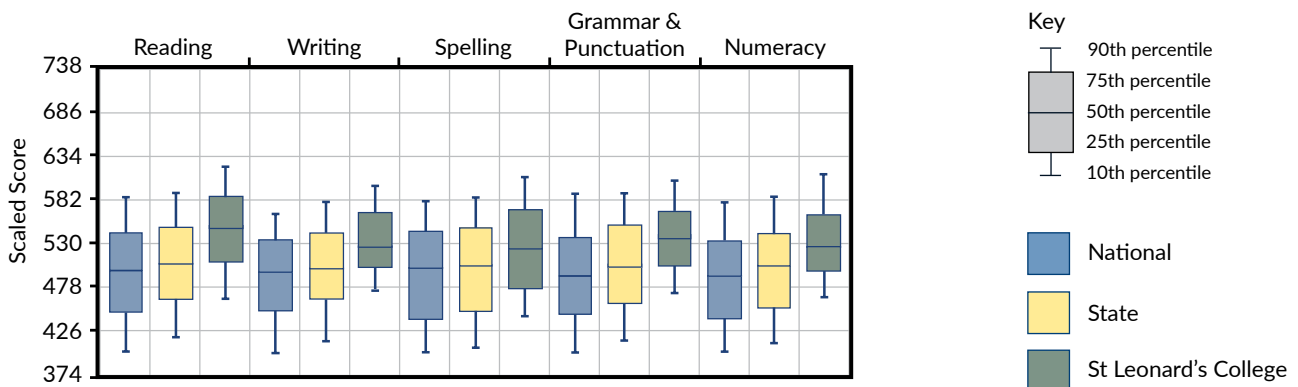
Student Outcomes

NAPLAN Year 5 2023

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



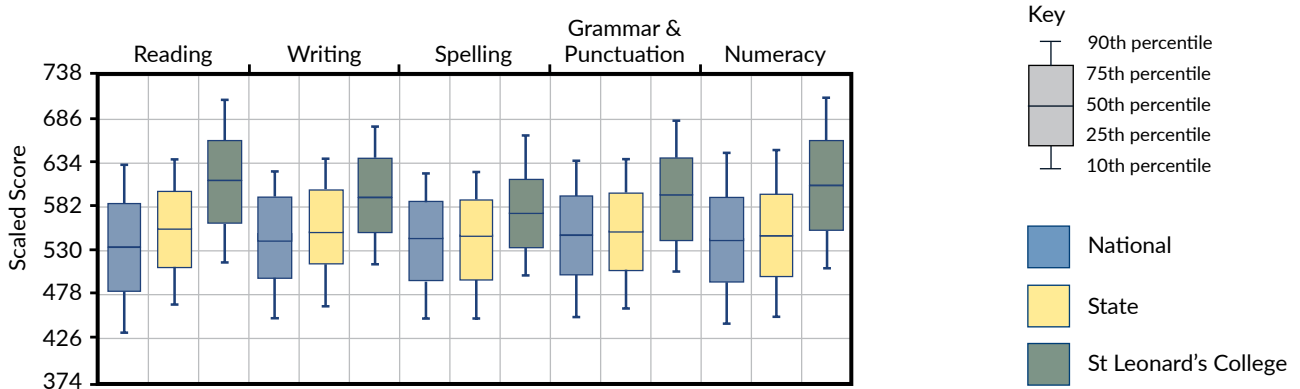
Student Outcomes

NAPLAN Year 7 2023

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



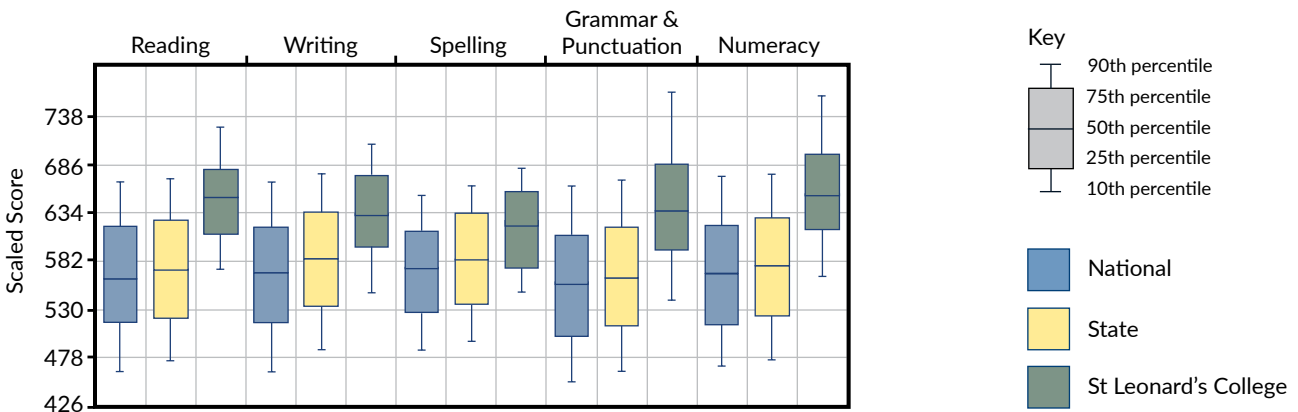
Student Outcomes

NAPLAN Year 9 2023

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



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 2023 were Fabian Bonacci, Liou (Leo) Wang and Callum Wilson who each received an IBDP score of 44 (ATAR 99.7).

- 83% of students achieved an ATAR of 90 or above.
- 98% of students achieved an ATAR of 80 or above.
- Median IBDP ATAR of 96.35.

Victorian Certificate of Education

The Victorian Certificate of Education (VCE) Dux for 2023 was Tiancong (Sam) Shen with an ATAR of 99.8.

- Median VCE ATAR of 87.05.

Combined IBDP and VCE

Our combined VCE and IBDP results highlight the wonderful achievements of the Class of 2023.

- 56% of students achieved an ATAR of 90 or above.
- 81% of students achieved an ATAR of 80 or above.
- Median Combined ATAR of 91.65.

Year 12 Combined ATAR				
	Dux	Median	90+	80+
2023	99.80	91.65	56%	81%
2022	99.95	87.00	40%	66%
2021	99.95	89.65	49%	79%
2020	99.75	90.85	55%	74%
2019	99.95	86.65	38%	66%
2018	99.95	90.50	52%	71%
2017	99.95	87.40	42%	70%

Vocational or Trade Training

In 2023, 8.6% of Year 12 students completed a VET subject as part of the VCE program.

Tertiary Destinations

The most popular destination for our VCE and IBDP graduates was Monash University representing (40.9%) of offers received, followed by the University of Melbourne (30.6%), RMIT University (11.3%), and Deakin University (9.1%). Other destinations, including interstate, overseas, TAFE and other colleges, accounted for the remaining 8.1% of offers received.

Student Retention

- In 2023, 16% of students in Year 12 commenced at the College in a Junior School year (ELC3 to year 4).
- In 2023, 19% of students in Year 12 commenced at the College in Year 5 or Year 6.
- In 2023, 47% of students in Year 12 commenced at the College in Year 7.
- In 2023, 13% of students in Year 12 commenced at the College in Year 8 or Year 9.
- In 2023, 5% of students in Year 12 commenced at the College in Year 10 or Year 11.

Teacher Professional Learning

Teachers Using Evidence-Based Best Practice

In 2023, the College reaffirmed its dedication to supporting teachers in adopting evidence-based best practices for teaching and learning pedagogies. Building upon the successes of 2022, where teachers collaborated on pioneering initiatives both in and out of the classroom, the College maintained its commitment to providing professional development opportunities. These initiatives offered teachers time and resources to explore their passions and cultivate inspirational learning environments. Additionally, Heads of Learning and Section leaders collaborated closely with teachers to map out professional development pathways, aimed at future-proofing our teaching staff and enriching our students' educational journey with innovative and motivational learning experiences.

In 2023, our Learning Spotlights were:

- Encouraging and developing Learning from Assessment; with a focus on formative assessment, feedback, learner agency, continuous assessment procedures and dialogic learning.
- Developing and understanding how learning is connected; using our curriculum planning and pedagogy to make better links in learning across subject areas, promoting an interdisciplinary curriculum.

Assessment for Learning

Throughout 2023, the College prioritised best practices in assessment, emphasising regular feedback to students to enhance their learning outcomes. Collaboration among teachers, Heads of Learning, students, and parents was integral as we reviewed our

assessment and reporting procedures. Our “continuous assessment” approach, facilitated through STL Link for transparent communication with parents and students, aimed to clarify individual learning objectives for students. Staff underwent ongoing training in formative assessment techniques and global best practices. Significant improvements were implemented in our reporting system, complemented by the development of online training modules for staff. Departments also worked closely together to refine assessments, ensuring they effectively fostered genuine learning opportunities.

The Inter-connection of Learning

The College acknowledges that as students progress to higher year levels, our education system often compartmentalises knowledge into distinct subject areas, or “silos”. This approach, reinforced by traditional examination methods, does not fully reflect real-world learning experiences. In response, the College focused its efforts in 2023 on fostering interdisciplinary connections within the curriculum. Teachers were allocated dedicated time to collaborate, explore, and create opportunities that bridge subjects.

A Year 8 curriculum initiative was introduced where students undertook a program to address United Nations development goals, integrating knowledge and skills from multiple subjects. This initiative aimed to break down barriers between subjects and provide a holistic learning experience.

Additionally, staff received training on our new ATLAS curriculum software, designed to streamline curriculum planning and facilitate cross-referencing of Australian Curriculum standards across all subjects. This software

enables teachers to better integrate and align learning objectives across disciplines, fostering a more cohesive educational experience for students.

Supported Professional Reflection

In 2023, the College shifted its focus from emphasising staff collaboration, which was pivotal in 2022 following the isolation of online learning during the COVID-19 pandemic, to prioritising individual personal development. Heads of Learning and Section leaders met individually with each staff member to facilitate reflection on professional growth, career advancement, and personal aspirations. Staff members documented their reflections in an online portfolio, setting clear, personalised goals for themselves.

While teachers continued to engage in small group “Innovative Learning Communities,” the targets for these groups were adjusted to better address the individual needs of staff members. Throughout 2023, teachers proactively explored and participated in 225 external professional learning sessions, enhancing their personal expertise and knowledge base. Teachers also engaged with the IBO, attending training on individual subjects (IB Diploma) and on the Inquiry Approach to Learning (Primary Years Programme), a creative counterbalance to the direct instruction approach. These efforts directly contributed to improving the overall learning experiences offered to our students.

Explicit Direct Instruction: Literacy

Our efforts in 2022 to establish a cohesive literacy strategy, culminating in the adoption of Macquarie University’s MaqLit phonics program, were further reinforced in 2023 with the full implementation of InitialLit across Prep, Year 1, and Year 2. Teachers underwent thorough training in this approach, which emphasises world-class practices in explicit, direct reading instruction. This methodology was recently endorsed by the Grattan Institute’s report on reading in Australian schools. Starting from 2023, the College has

committed funding to ensure all teachers receive this essential training.

Monash University Collaboration on Student Voice

The College maintains its strong collaboration with world-leading universities. In 2023, 22 teachers participated in a program with Monash University, focusing on the evaluation of our Student Voice surveys. Utilising student feedback to enhance teaching practices has long been integral to professional development at the College. In 2023, we conducted a thorough assessment of our student surveys and committed to enhancing them to ensure the gathered information is helpful and beneficial for improving teaching practices.

Monash University academics collaborated closely with the College to develop and change our surveys. This project has resulted in the introduction of an improved system, launching in 2024, aimed at further refining our approach to leveraging student feedback for continuous improvement.

Learning Forums

Teachers attended eight Learning Forums throughout 2023. At some forums, teachers were given time to explore, plan and develop their personal practice using our Learning Spotlights as a guide. At others, guest speakers were invited to explore, challenge and progress ideas in teaching and learning. Topics for our forums included:

- Formative Assessment – effectively differentiating feedback for all students
- Music Across the Curriculum – how to use sound and music to facilitate interdisciplinary learning
- Indigenous Voice and Experience
- Child Protection Obligations for Adults Working With Children
- Artificial Intelligence in Education



New Staff

New staff continued to undergo an organised induction program where they were introduced to the practical “workings” of the College, and also introduced to our Culture of Thinking pedagogy developed with Harvard University’s Graduate School of Education. The College continues to introduce all new staff to Dr Ron Ritchhart’s Thinking Routines, using his “Cultural Forces that define our classrooms” as our base pedagogical vocabulary to discuss and develop pedagogy in our classrooms.

Looking Forward to 2024

The changes to technology, particularly in the area of devices and artificial intelligence, warrant further staff exploration and training in 2024. Our work on feedback and formative assessment in 2023 also raised opportunities for development in differentiating learning for our students. In 2024, our learning spotlights will therefore focus on these two areas: technology and differentiation.

Teaching Staff

Workforce Composition

In 2023, 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 2023. Casual teachers are not included in this summary. All are registered with the Victorian Institute of Teaching.

Anna Adams	MEdSt (Monash), BEd (VicCol), DipTeach (VicCol)
Greg Anderson	BEd (VicCol), DipTeach(Prim) (Monash)
Lauren Anderson	MEdLead (ACU), BA (RMIT), PGradCEd (ACU)
Vaughan Anderson	BBus (VU), GradDipEd (VU)
Margot Anwar	HDTs (Melb SC)
Nathan Armstrong	BA (Deakin), BEd (Deakin)
Tim Barlow	BSc (Monash), DipEd (Monash)
Camilla Bar-Ness	MTeach (Swinburne), BBus (UTAS)
Belinda Barton	BBehavSc (LTU), BTeach (Melb)
Melanie Bayliss	BEd (Akld), PGradC (Unitec)
Victoria Bedwell	BA (Monash), BEd (Monash)
Sophie Benardeau-Short	GradDipEd(Sec) (VU)
Lauren Binge	BBiomedSc (Monash), GradDipEd(Sec) (Monash), PhD (Monash)
Fiona Bisko	BA (Melb), GradDipEd (Melb)
Tracey Blunden	BSc(Hons) (UoR), PGradCEd (Soton)
Michelle Booth	BA(Hons) (LTU), GradDipEd(Prim) (LTU)
Alison Bracher	BA (Melb), DipEd (ULiège)
Jasmine Brar	BEd(Sec) (UniBC), BA (Uni PJ), PGradDip (UniBris)
Kriss Brenners	BEnvSc(Hons) (Deakin), PGradDipTeach (Melb)
Michelle Brent	DipTeach(Prim) (ACU)
Sun Buntine	MEd (CU), BA (UC)
Norman Burke	BInfoTech (Monash), AdvDipLibArt (Chisholm), GradDipEd(Sec) (Monash)
Elvira Caballero	BA (UCV)
Katie Callery	BA (Deakin), GradDipPsychSc (Deakin), GradDipPub&Edit (RMIT), GradDipECE (RMIT), GradDipArtThera (MIECAT)
Natasha Campbell	BHSc(Hons) (UoA), LLB(Hons) (UoA), GradDipEd(Sec) (ACU)
Chris Carey	BHlthPhyEd (FedUni)
Andrew Caris	BEd (LTU), BSc (Monash), DipEd (Monash)
Brendan Carroll	BContempArts (Deakin), PGradDipTeach (Melb), GradCertEdRes (Monash)
Victoria Chappell	MTeach (UniSA), BoEP (UoA)
Daniel Charles	MTeach (Melb), BEcon (Monash)
Jia Su Chen	MTeach (Melb), BSc (Melb)
Jess Chirnside	GDipEd (FedUni)
Charlie Choi	BSc (UQ), BEd(Sec) (UQ)
Peter Clague	MBA (Massey), BA (Akld), TTC (DoEd(NZ))

Steph Conroy	MTeach (Monash), BA (Monash)
Jacinta Conway	MLI (Melb), BEd(Prim) (Melb)
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)
Lisa Czyczelis	BEd(Prim) (Monash)
Louise Daniels	BEd (UTAS)
Natalie De Fazio	BA (Monash), GradDipEd (ACU)
Tahlia De Silva	BA (ACU), BTeach (ACU)
Onella De Zilva	BEd (Monash), BA (Monash)
Amanda Derham	MATeach (Deakin)
Jasmine Duncan	BESc (ACU), BTeach (ACU)
Lucy Durrant	MAlead (UniColl), BA (UniLon), PGradDip (UniColl)
Nadia Elkin	BEd(Hons) (Monash)
Tom Ellis	BA (Deakin), BEd(Sec) (Deakin)
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), GradDipEd(Sec) (Monash), GradCert (Melb)
Caitriona Ferrer	BA(Hons) (WatIT), PGradDipEd (NUI), GradCert (Monash)
Belinda Fitzpatrick	BA (LTU)
Ryan Fogarty	MTeach (Melb), BSc (Melb)
Mark Ford	BEd (Melb)
Emma Forte	MTeach (Melb), BA (Melb)
Georgie Forte	BEd(EarlChildEd) (Melb)
Fiona Fowler	MEd (Monash), BA (RMIT), DipEd (Melb)
Linda Francis	BMus (USYD)
Andrea French	BMusEd (UQ), Dip (AMEB)
Shaun French	BHM (UTAS)
Belinda Frew	BEd (ACU)
Sue Gadler	BEd (Melb)
Renee Gloury	MTeach (Melb), BSc (Melb)
Jessica Goulding	BPhysEd (Deakin)
Stephanie Graham	BEd (Melb)
Mary Grande	MA (RMIT), BFA (VCA), BEd (MelbCAE), CIVTASESS (TAE), C4 (AISV)
Sam Gray	BA (UOS), Grad DipES (Aberd)
Ben Green	BSc (Melb), PhD (Melb), PGradDipTeach (Melb)
Lynn Griffen	MEdSt (ACU), BA (QMU), TG (Glas)
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)
Anne Hostein	BEd (Melb)
Sarah Hubbard	BEc (Monash), GradDipEd (UWA)
Rupert Hunt	MEd (USYD), BA (Melb), GradED (Melb)
David Huntley	BLitt (Melb), BA (LTU), DipEd (Monash)
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)
Sabeeha Jabeen	MA (OsmUni), BSc (OsmUni), BEd (OsmUni)
David Jennings	BA (ACU), BTeach (ACU)
Mari Carmen Jimenez Victoria	BA (UniR), GradDipEd (RMIT)
Sarah Johnston	BEd(EarlChildEd) (Monash)
Melissa Jones	BBus (Deakin), BTeach (Deakin), BApSc (Deakin)
Alice Jung	BTeach (Deakin)
Jason Kam	BEd (Deakin)
George Katris	MInsLead (Melb), BEd(Sec) (Melb), CIVTASESS (VocPath)
Amanda Keir	BECE(Hon) (Melb)
Tracie Kellock	BMusEd (UNSW)
Jarrod Kelly	BEd (UNSW), BSc (UNSW)
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)
Michael Knuppel	BEd (VicCol)
Edwige Kozinski	MTeach (Melb)
Hayley Kuperholz	MGEd (Monash), BAMus (BHI), GradDipEd(Sec) (Monash)
Shardae Lerner	BEd (UTAS)
Bronwen Lasky	MTeach (Monash), BSc (Monash), BA (Monash), DRP (Monash)
Ann Le	BSc (Monash), BEd (Monash)
Brianna Lee	BEd(Prim) (Monash)
Cassie Leeson	MTeach (Monash), BSc (Monash)
Louise Lennard	MTeach (Melb), PGradDipTeach (Melb), GDipHumNutr (Deakin), Cert (Melb), BApSc (RMIT)
Jessica Linares Cuervo	Bach (NPU)
Rosa Liu	BEth (Monash)
Susana Lojko	MEd (LTU), BEd(Prim) (UNLZ), BEd (UNLZ)
Annie Ly	MTeach (Melb), BSc (Melb), GrDipT (Melb)
Georgia Lynch	BEd (Monash), BoSOR (Monash)
Sue Mao	BEd (Deakin)
Renata Machado	BA (Deakin), BTeach (Deakin)

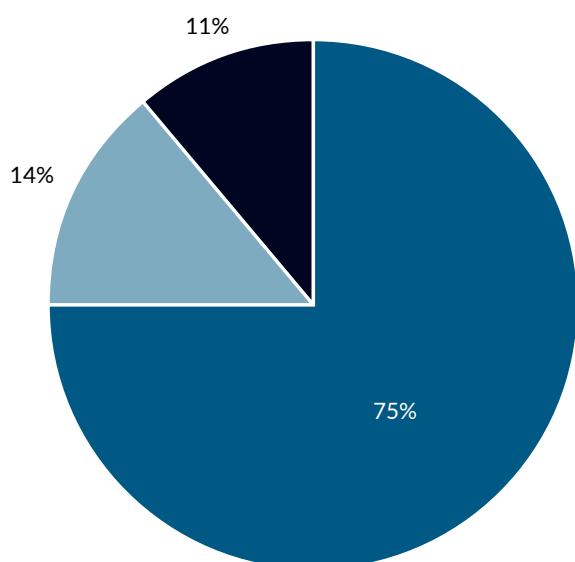
Lucinda Malgas	MA (Melb), DipEd (Monash)
Coleen Malik	MEd (Deakin), BTeach (Deakin), BApSc (Deakin)
Maria Mangisch	MEd(EdLeadPol) (Monash), BEd (UNSAM), BTeach (UCA)
Robyn Marshall	MEd (Deakin), BEd (CCAIE)
Eva Martin	BEd (Deakin), DA (RMIT), GradCert (UMELB)
Dianne McCaughey	BSc (ANU), GradDipEd (CCAIE)
Danielle McGaughey	MEd (Deakin), BA (ACU), BTeach (ACU)
Nicole McGrath	BTeach (Melb), BA (Melb)
Cameron McKenzie	MEd (CSturt), BSc (Melb), GradDipEdAdmin (Melb), GradDipEd (Melb)
Grace McMahan	MITs (Monash), BA (UQ), GradDipEd(Sec) (UQ)
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	BEd(EarlChildEd) (Swinburne)
Laz Moutafis	BBus (Monash), BE (Melb), GradDipEd(Sec) (Monash)
Charles Neave	MST (UoL), BA (Monash), GradED (Monash)
Sarah Nieuwerkerk	MMus (Melb), BA (Melb), BMus (Melb), Grad DipES (LTU)
Sally Northcroft	BSc (BSU)
Lucy O'Flaherty	MLI (Melb), BCom (UCC), GradDipEd (UL)
Kieran O'Grady	BA (VU), GradDipEd (UNE)
Sarah Patterson	BTeachH (Melb), BMus (Melb)
Justin Peat	MEd (Melb)
James Phoenix	MTeach (Melb), BFA (Melb), BHlthSc (SSNT), DipVisArt (RMIT)
Brooke Picot	BA (LTU), CIVOutdoorRec (TafeSA), GradDipEd(Sec) (LTU)
Brooke Plymin	BHS (Deakin), GDipEd (RMIT)
Ryan Potter	BEd(Hons) (Monash)
George Presnell	BEd (Deakin)
Emily Price	BFoodSc (RMIT), BPubHealth (Deakin), GradDipEd(Sec) (RMIT)
Rick Price	MFA (VCA), BA (Chisholm), DipMus (Monash), GradDipEd(Sec) (Monash)
Josh Purcell	BCom (Melb), GradDipEd(Sec) (Melb)
Adam Quayle	MEd (Melb), GradDipEd(Sec) (LTU)
Suzie Race	BSc(Hons) (OU), Cert (OU), PGradCed (MMU)
Estelita Rae	MTeach (Monash), BVA (ANU), BMus (ANU), BMus(Hons) (Monash), PhD (Monash)
Chris Raudys	BA (BCAE), GradDipEd (Melb)
Jon Ricketson	BA,LLB (Melb), BA(Hons) (Melb), GradDip (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)
Marietta Sansom-Gower	BA (UTAS), BTeach (UTAS), CEd (UniNEW)
Janene Santo	MEd (Penn), BA (SJC)

Robyn Schiller	BEd (Deakin), D (ASCA)
Meg Scott	BA (UOM), PGradCEd (OBU)
Jiani Sheng	GradDipEd(Prim) (RMIT), GradDipEdLead (RMIT)
Tarko Sibbel	MMus (VCA), BMus (Melb), GradDipEd(Sec) (Monash)
Anit Singh	BAppSc (BCAE), DipEd (UB)
Michael Slinger	MEd (Monash), Bach (QIT), GradDipEd (Griff), GradCert (QIT)
Lisa Slingsby	MEd (Melb), BEdSt (UQ), BA (UQ)
Kate Slorach	BTeach (Monash), DipTeach (VicCol)
Nicky Smith	BEd(Prim) (Monash)
Karen Smyth	DipTeach EC (CIT)
Nicole Spiegel	MEd(SpeLearnDi) (Melb), DipTeach(Prim) (Melb)
Sarah Spring	BEd (UPEI), BA (SMU)
Adam Starr	BA (Deakin), BTeach (Deakin)
Vanessa Stevens	BA(Hons) (Monash), GradDipEd (MelbCAE)
Sam Stone	BA (Monash), DipEd (RMIT)
Hayley Tagell	BESc (ACU), GradDipEd (ACU)
Rose Tait	BSc (LaT Uni), GDipEd (LaT Uni)
Mimma Tamborriello	BEd (Melb), DipTeach (Melb)
Susan Tickner	MST (UniQld), MHealth (QUofT), BEd (NCstl), GradDip(2) (QUofT)
Deane Toohey	BA (UCAN), GradDipEd (UCAN)
Yvonne Tran	BSc (Monash), GradDipEd (ACU)
Alex Treloar	MEd (Melb), BScN (LaT Uni), BTeach (Deakin), PGCertEdRes (Melb)
Emily Trenchard	BECE (Melb)
Soriya Ung	MTeach (LTU), BA (ULHN)
Silvia Vallejo (Moraleda)	MST (USAL), MEd (UV), Bach (UPV/EHU)
Elise Wackett	BA (Melb), GradDipEd (Melb), PGradDipH (LTU)
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)
Carole Weatherill	MEd (Monash), BEd (BurSC), PGradES (Melb)
Kim Webb	BSc (Monash), PGradCEd (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(Hons) (Flin), BSc (Melb), GradDipEd (Melb)
Ashley Wood	MEd(StudAsia) (Flin), BEd(Sec) (Melb), GradDip (Monash)
Benjamin Woolhouse	BAppSc (Deakin), BTeach (Deakin), Cert (Swinburne), C4
Sara Woolley	BSc (UTAS), GradDipEd (Melb)
Cate Worthington	BEd (QIT), BTeach (Griff)
Evelyn Yang	BEd(Hons) (Monash)
Jun Yang	MTeach (UniSA), BBus(BA) (HNU)
Jodie Yemm	BMus (Melb), BMusEd (Melb)
Frankie Zhang	MMusPerf (Melb), MTeach (Melb), BMus (Melb)
Jessie Zhang	MTeach (Melb), MA (CUHK)

Financial Overview

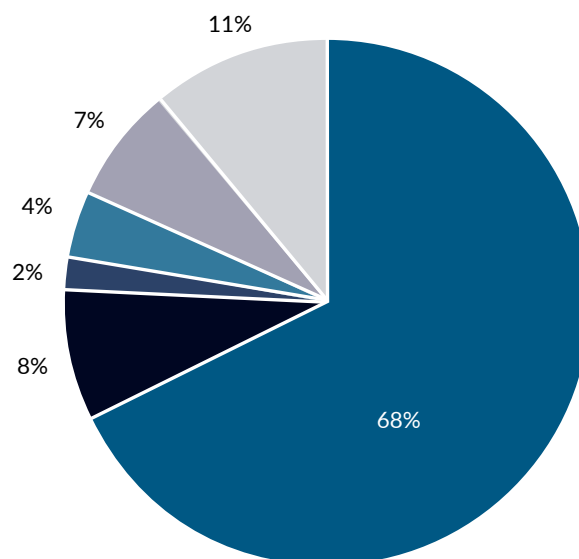
2023 Actual Financial Results

Income Sources Actual 2023



- Fee (net) income (75%)
- Government grants - recurrent (14%)
- Other Income (11%)

Expenditure Actual 2023



- Salaries and related (68%)
- Teaching and materials (8%)
- Administrative and clerical (2%)
- Building and grounds (4%)
- Sundry administration (7%)
- Depreciation and amortisation (11%)



St Leonard's College
An education for life.