



St Leonard's College
An education for life.

College Prospectus

2026





Welcome to St Leonard's College



St Leonard's College is Bayside's school of choice and one of Melbourne's premier independent coeducational schools.

We offer a seamless education across the spectrum, from the youngest child entering our Early Learning Centre through to the seniors who graduate from Year 12. By implication then, we are a family school.

Our reputation for educational excellence and innovation is built upon a proud history that stretches back over 100 years. A defining hallmark throughout that time has been a willingness to innovate without ever losing the integrity of our core values. It is a mindset that has allowed the College to remain relevant and respected as the decades have changed.

We hope that is how you find us today; diverse, dynamic, and at the leading edge of educational best practice. However, innovative as we are, one thing has remained resolute at St Leonard's for over a century. That is, our determination to equip young people with an education that will serve them, not just to the College gates, but throughout their life beyond.

We offer a diverse curriculum and extensive cocurricular opportunities, all delivered by exceptional teachers in breath-taking facilities. Yet we believe our appeal runs deeper than that. One of our fundamental aims is for our young people to understand that with great privilege comes great responsibility. To realise that their education should not just advance their own lives, but those of others as well. That's the reason why opportunities for meaningful service are at the heart of what we call an education for life.



Our Mission and Values

Our vision is to provide all students with an education for life. We foster the personal qualities necessary for lifelong learning.

Our Mission

Through inspiring and caring professionals and in a physically, emotionally and spiritually safe coeducational environment, St Leonard's College provides an exemplary, innovative education for its students, enriched by the traditions of its heritage and the diversity of all humanity to develop global citizens who know and embrace all others as equals.

Our Values

Lifelong learning

We value and develop the essential personal qualities and skills for lifelong learning, including self-confidence, integrity, resilience and creativity. A St Leonard's education prepares students to take their place in the world and make meaningful contributions to society.

People

Our young people are encouraged to embrace diversity and individuality as well as collective responsibility.

Partnership

We consider education to be a partnership between students, teachers and parents, each with their separate roles and responsibilities.

Teachers

Our teachers are committed to continuing personal and professional development and embrace educational innovations. They are fully equipped to adapt to the rapid changes in education.

Community

Students become aware of the needs of the wider community and learn to engage in the world outside of the College community.

Environment

We are committed to protecting the environment as well as addressing the challenges that will face future generations.

Diversity

We welcome all cultures and celebrate diversity. Our students are encouraged to engage with people and cultures that are outside of their immediate world.



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.



Early Learning Centre

Our ELC offers an enriching and stimulating educational program for children aged three to five years.

Our program is inspired by the Reggio Emilia approach to early childhood education, a world-renowned teaching and learning philosophy. Widely recognised as best practice in early childhood education, the Reggio Emilia educational project offers an education that respects children and their rights as citizens. We see the child as competent, powerful and full of potential, and place each child at the centre of their own learning. Children are encouraged to brainstorm and discuss areas of interest as well as develop skills in problem solving, hypothesising, critical reflection and collaboration. Specialist activities include music, library, movement skills and creative arts.

The Reggio Emilia educational project also emphasises the importance of the physical learning environment to stimulate inquiry, and the centre itself is architecturally designed to inspire creativity, exploration and curiosity in young children. We also recognise the pivotal role parents play in their children's education and welcome their contributions as partners, collaborators and advocates.

Our highly qualified staff foster an environment where children begin to develop the skills and qualities necessary to become lifelong learners, and provide a rich environment for social, intellectual and physical development. The ELC program follows the Early Years Learning Framework and, following an assessment by the Australian Children's Education and Care Quality Authority, was rated as Exceeding National Quality Standards. This assessment confirmed what we already know to be true – our committed staff and leading educational practice provide young children with a stimulating program that enhances learning and development, and ensures every child is cared for and encouraged to thrive.



Junior School

McMillan House is the College's Junior School and caters for children from ELC to Year 4 in a friendly, caring environment.

In a modern learning environment, the Junior School fosters intelligence, innovation, and a global perspective. We aim to nurture responsible and compassionate leaders who place the welfare of others before their own and who are willing to embrace the challenges of our century as opportunities to make a difference. We firmly believe that every child should be a capable, competent, and engaged participant in their own learning journey.

Assemblies, buddy program, House activities, playground games, cross-age opportunities and special whole-College experiences foster authentic relationships where the children and staff in McMillan House are known to each other and a happy learning environment is created.

A variety of specialist staff provide a rich specialist program, including Librarian, Drama, Music, Art and Physical Education Teachers, School Psychologist, Learning Enhancement Teachers, and a Specialist STEM and Language Teacher (Spanish).

Our programs in McMillan House follow the International Baccalaureate Primary Years Programme (IB PYP). Expertly designed for children aged 3 to 12, the PYP is a curriculum framework that prepares students for the intellectual and emotional challenges of further education and employment on the global stage. The programme incorporates local and global issues into the curriculum, asking students to explore six related, transdisciplinary themes and to consider the links between them. These units of inquiry foster academic, social and emotional growth, and focus on international-mindedness and the development of strong personal values. Importantly, the PYP values independence, initiative and self-motivation, encouraging every student to take responsibility for their learning.



The Cove (Years 5 and 6)

The magic of The Cove lies in the energy and vibrancy of the young hearts and minds within it.

Through a deep understanding of the 10 to 12-year-old stage, St Leonard's College has created a safe harbour for the bold explorations of our Years 5 and 6 students. It is here that students build their metaphorical boat, shaping a strong sense of identity before continuing their journey into Middle School. As those who have lived a season or more with children of this age will understand, this stage is characterised by big questions, daring wonderings, and a growing awareness of the wider world and their place within it. Today's 10 to 12-year-olds are driven by a thirst for knowledge, shaped by instant access to information, and eager to learn in ways that feel relevant, challenging, and meaningful. In our quest to ensure every student is known, nurtured and loved, we honour the tensions that define this age – providing security *and* challenge, belonging *and* independence, protection *and* first-hand experiences.

St Leonard's College believes that every stage of a student's journey from ELC to Year 12 deserves an environment and model of learning curated for that age and stage. The Cove represents that commitment for Years 5 and 6. These students occupy a distinct developmental stage, one that deserves a model that stretches them academically while supporting them personally. Since 2017, this model has been refined through a global pandemic, rapid changes in technology, AI and social media, and a relentless focus on what this age group truly needs.

Our physical spaces have been purposefully designed to inspire curiosity, signal belonging and reflect the identity of our community. While we are proud of the environment our students learn in, the four walls are not the point. The most important work of The Cove happens in relationships.

In our secondary-style model, students are taught by specialist educators across English, Mathematics, Science, Humanities, Languages (Chinese, French or Spanish), the Arts, DigiSTEM, Physical Education and Wellbeing. Mentors know every student holistically – personally and academically – because they both mentor their class and teach them in at least one of their 12 specialist subject areas. This allows for strong pastoral care, academic challenge and early support when needed.

Central to The Cove's identity is experiential learning. Through programs such as Camp Ibis, the Canberra Study Tour and the Marine Ambassador Program, students take their learning beyond the classroom, developing confidence, critical thinking and a love of learning that will carry them into secondary school and beyond.



Middle School

The things learnt in Middle School can last a lifetime as students explore and discover interests that become lifelong passions.

Middle School (Years 7 to 9) is an important and sometimes challenging time of transition from child to adolescent. Students begin to explore their sense of identity, test their boundaries, and gain an understanding of their potential and place in the world.

Our Middle School programs, curriculum and environment have been specifically designed to assist students' academic and personal development during this exciting time of change and growth. Middle School staff understand that a balance between firm boundaries and risk taking is necessary in adolescence, and specialist staff, including a Middle School Counsellor, support students at every stage of their journey.

The curriculum options available gradually expand as students move through Middle School, with each individual asked to make choices regarding their own academic programs. In Years 7 to 9 a wide range of electives are offered, allowing students to tailor a program to their own interests and passions, and explore a wide range of subjects before they determine a course for their final years of schooling.

The Middle School experience culminates in the Year 9 Service Environment Adventure (SEA) program. This experiential learning program offers pastorally-led and academically-informed activities to enhance students' understanding of their local community, explore urban issues across Melbourne, and understand environmental sustainability. Students participate in out-of-classroom activities designed to develop independence, initiative and teamwork, and expose students to new experiences and points of view. They also develop an appreciation of Australia's great diversity via the culminating activity of the SEA program, the Big Experience, a two-week journey to varied Australian destinations. This Big Experience trip retains a strong focus on service and environmental sustainability.



Senior School

Our programs for students in Years 10 to 12 are designed to support their successful transition into the world beyond our school gates.

Within a strong academic and highly-supportive framework, our teachers challenge students to work outside their comfort zone, developing their courage and confidence to master the challenges of further study, work and life. We value critical and independent thinking and strive to build self-confidence in all of our students, which is crucial to the wellbeing of young people moving from adolescence into early adulthood.

Throughout the Senior School, the responsibility for the personal welfare of each student lies with their Mentor. Mentors share a strong connection with their students and monitor their progress and wellbeing. They spend time with students throughout every week, giving them a deeper understanding of their individual interests, personal circumstances, strengths, weaknesses and academic history.

Senior School students are encouraged to continue their participation in the diverse range of cocurricular offerings available to them. It is vitally important that young people maintain a healthy work-life balance, especially in the final years of their secondary education.

We offer both the Victorian Certificate of Education (VCE) and the International Baccalaureate Diploma Programme (IBDP), the tertiary entrance qualification most respected and widely recognised by the world's leading universities. St Leonard's College was the first Victorian school (1982) and the second school in Australia to introduce the IBDP. Since then the Programme has enjoyed increasing popularity, with approximately one third of our Year 11 and 12 cohort choosing the IBDP each year as their preferred pathway to university study. An extensive selection of subjects, and our highly qualified and committed staff teaching across both the VCE and IBDP, ensure our students enjoy the best support and tuition available.



Victorian Certificate of Education

The VCE is a flexible course, offering international recognition and pathways to future study and employment.

The Victorian Certificate of Education (VCE) is the qualification the majority of Victorian students receive on the successful completion of their Year 12 studies.

A VCE program consists of a series of subjects, typically taken over two years. St Leonard's College offers high-achieving students the opportunity to accelerate their VCE program, by taking a Year 11 subject in Year 10 and a Year 12 subject in Year 11. This head start allows students to better manage the demands of senior study by spreading the requirements of the VCE over three years rather than two.

The VCE is a flexible course, with the study of one 3 unit sequence from the English Group being the only compulsory subject. Students can specialise in a particular area or select a general course with subjects from a range of specialities. This flexibility also applies from year to year, allowing students to adjust their program to explore new interests or strengths. We offer a wide range of VCE subjects, enabling each student to design a course that best suits their own interests, strengths and future aspirations.

On the successful completion of their VCE program, students are awarded an Australian Tertiary Admission Rank (ATAR), which allows for entrance into universities in Australia and overseas.

Subjects offered in the VCE include:*

Accounting, Applied Computing, Art Creative Practice, Biology, Business Management, Chemistry, Chinese First Language, Chinese Second Language Advanced, Classical Studies, Data Analytics, Drama, Economics, English, English as an Additional Language, English Language, Food Studies, Foundation Mathematics, French, General Mathematics, Geography, Health and Human Development, History Revolutions, Legal Studies, Literature, Mathematical Methods, Media, Music Inquiry, Music Repertoire Performance, Outdoor and Environmental Studies, Philosophy, Physical Education, Physics, Psychology, Politics, Software Development, Spanish, Specialist Mathematics, Systems Engineering, Theatre Studies, Visual Communication Design.

**Subjects will be offered only if there are viable student numbers*



International Baccalaureate Diploma Programme

We were the first Victorian school to offer students the International Baccalaureate Diploma Programme as a pathway to tertiary education.*

The International Baccalaureate Organization (IBO) is an educational foundation whose mission is to create a better world through education. The underlying vision of the IBO is to offer students a balanced curriculum that fosters critical thinking and intercultural understanding. Its programmes aim to develop the intellectual, personal, emotional and social skills needed to live, learn and work in a rapidly globalising world.

Why choose the IBDP?

Studied by more than one million students across 162 countries and 5,800 schools worldwide, the IBDP's internationally-minded syllabus and assessment scheme offer students outstanding preparation for the challenges of tertiary education and futures in a interconnected world. Many universities offer advanced standing for IBDP graduates in recognition of the academic rigour of the program and graduates. Successful completion of the IBDP allows students entry to top domestic universities as well as the best universities around the world including Oxford, Cambridge, Harvard, Yale and the Sorbonne.

Course structure: Students are required to choose one subject from each of the 6 subject groups.*

Group 1: Language A (Studies in Language and Literature)	English Literature, English Language and Literature, Chinese Literature
Group 2: Language B (Language Acquisition)	Chinese B, French B, Spanish B, English B, and Spanish Ab Initio
Group 3: Individuals and Societies	Business Management, Economics, Geography, History, Psychology
Group 4: Sciences	Biology, Chemistry, Environmental Systems and Societies, Physics, Sports Exercise and Health Science
Group 5: Mathematics	Mathematics: Analysis and Approaches
Group 6: The Arts	Music, Theatre, Visual Arts. Students may elect another subject from Groups 2, 3 or 4

In addition to six subjects, students complete in three Core Components: Theory of Knowledge, a subject which examines knowledge and why people think differently; the Extended Essay, a 4,000 word research paper; and CAS (Creativity, Activity, Service) requiring them to participate, lead and learn from a range of cocurricular and community experiences.

For further information about the International Baccalaureate Diploma Programme please visit ibo.org/programmes/diploma-programme/

*Students choose either the VCE or the IBDP with both pathways providing Year 12 graduates with an Australian Tertiary Admission Rank (ATAR).

*Subjects will be offered only if there are viable student numbers





Languages

The study of languages other than English (LOTE) challenges students to develop their listening, speaking, reading and writing skills. Our aim is to develop a love and appreciation for the importance of language and cultural understanding to enable our students to travel or work abroad throughout their lives.

Languages offered by the College are Chinese, French and Spanish. Language study is undertaken by all students from Prep through to the completion of Year 9, becoming optional from Year 10 onward.

Eligible students from non-English speaking backgrounds are able to study English as an additional language in Years 7 to 12.

The table below outlines language offerings for 2026 by year level.

	Year level												
	P	1	2	3	4	5	6	7	8	9	10	11	12
Chinese						✓	✓	✓	✓	✓	✓	✓ VCE/IB	✓ VCE/IB
Chinese First Language												✓ VCE/IB	✓ VCE/IB
Chinese Background						✓		✓	✓				
French						✓	✓	✓	✓	✓	✓	✓ VCE/IB	✓ VCE/IB
Spanish	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓ VCE/IB	✓ VCE/IB
Ab initio Spanish*												✓ IB only	✓ IB only

* *Ab initio* Spanish provides an option for students to enter the International Baccalaureate Diploma Programme (IBDP) without a prior language study sequence or to change from a previous language study.



Cocurricular Program

Our cocurricular program is diverse, dynamic and offers an experiential activity for all students.

St Leonard's College provides a comprehensive cocurricular program as a part of our broad educational offering. Our programs provide opportunities in varied environments for students to discover and develop skills, interests and global awareness, unearthing passions and talents that will influence them for a lifetime.

By participating in our cocurricular program, students gain a sense of their place in the world and how they can make meaningful contributions to society. Every activity is carefully and considerately designed to further each individual's intellectual, personal, physical, social and emotional growth and development.

We are renowned for our depth and breadth of activities; from debating and chess to sport and the performing arts. Each year the College calendar is filled with a spectacular array of concerts, The Hart Theatre Company productions, grand finals and many more interschool competitions in snowsports and public speaking to name a few.

Our sporting teams enjoy success across a wide range of pursuits, benefiting both their physical health and fitness, but also providing opportunities for students to build new friendships, discover their potential and unearth new passions. We also offer a wealth of opportunities for students to experience the great outdoors, with camps and experiential learning facilitated at our permanent, waterfront campsite on the Banksia Peninsula.

Student leadership programs and personal development activities foster each student's social and emotional growth, skill development and maturity. Our cocurricular program also focuses strongly on service and social action. This helps students to understand the importance of respecting, supporting and caring for others, as well as challenging them to actively participate. Furthermore, our students are encouraged to consider their place in the world, and to understand that with great privilege comes great responsibility. At every age and stage students explore their gifts and how they can contribute to the world around them in a positive way.



Cocurricular Program

Groups, Activities and Competitions

- Art (Years 3 and 4)
- Australian Computational & Linguistics Olympiad (OzClo) (Years 9 to 12)
- Bicycle Maintenance Group (Years 7 to 9)
- Board Games (Prep to Year 4)
- Brain STEM Innovation Challenge (Years 7 to 9)
- Chess (Years 3 to 12)
- Chinese Board Games (Years 7 to 12)
- Chinese Culture Appreciation Society (Years 7 to 12)
- Computational and Algorithmic Thinking Competition (Years 9 to 12)
- Construction Group (Prep to Year 4)
- da Vinci Decathlon (Years 7 to 10)
- Debating (Years 5 to 12)
- DigiSTEM (Years 5 to 12)
- Duke of Edinburgh Award (Years 9 to 12)
- Ethics Olympiad (Years 6 to 12)
- French (Years 10 to 12)
- Future Problem Solving (Years 6 to 10)
- Hama Beads (Prep to Year 4)
- House-based Competitions (Prep to Year 12)
- Informatics (Years 5 to 12)
- Junior School Running and Fitness (Years 2 to 4)
- Lego Masters (Prep to Year 4)
- Minecraft EDU (Years 3 and 4)
- Model United Nations/EVATT (Years 9 to 12)
- Noble Park English Language School Activity (Years 11 and 12)
- Public Speaking (Years 4 to 12)
- Robotics (Prep to Year 4)
- Science Masterclass (Years 7 and 8)
- Speech and Drama Lessons (Years 3 to 12)
- Stop Motion Animation (Years 3 and 4)
- Student Literary Journal (Years 10 to 12)
- Tournament of Minds (Years 5 to 8)

Social Responsibility

- Environmental Action Group (Years 5 to 12)
- Junior School Social Responsibility Group (Years 2 to 4)
- Middle School Social Action – Interact Group (Years 7 to 9)
- Senior School Social Action Group (Years 10 to 12)
- Social Responsibility Council (Years 9 to 12)
- Years 5/6 Social Responsibility Group (Years 5 and 6)

Club Sport

Requires membership and/or participation fee

- Basketball Club (SBA) (Years 1 to 12)
- Cheer Sports (Year 1 to 12)
- Dance (Year 1 to 12)
- Gymnastics (Years 2 to 12)
- Interschool Sailing (Years 7 to 12)
- Interschool Snowsports Competition (Prep to Year 12)
- Sports Skills (Prep to Year 4)
- Netball Club (BDNA) (Years 1 to 12)
- Running and Fitness (Years 5 to 12)
- Sport Aerobics (Prep to Year 12)
- Strength and Conditioning (Years 7 to 12)
- Swimming Squads (Years 5 to 12)
- Taekwondo (Years 2 to 12)

Outdoor Education

- Overnight Year Level Core Programs (Years 2 to 10)



Cocurricular Program

Recreation Camps

Requires additional participation fee

- Bushwalking Camps (Years 10 to 12)
- Ibis Adventure Camps (Years 5 to 7)
- Mountain Biking Camps (Years 7 to 12)
- Snowsports Camps (Years 7 to 12)

Interschool Sport (ACS)

- Athletics (Years 3 to 12)
- Australian Rules Football (Years 7 to 12)
- Australian Rules Football 10s (Years 5 and 6)
- Badminton (Years 7 to 12)
- Basketball (Years 5 to 12)
- Cricket (Years 5 to 12)
- Cross Country (Years 3 to 12)
- Futsal (Years 10 to 12)
- Hockey (Years 5 to 12)
- Lawn Bowls (Years 10 to 12)
- Netball (Years 5 to 12)
- Soccer (Years 5 to 12)
- Softball (Years 5 to 12)
- Swimming (Years 3 to 12)
- Table Tennis (Years 5 to 12)
- Tennis (Years 5 to 12)
- Touch Football (Years 5 and 6)
- Volleyball (Years 5 to 12)

St Leonard's College – Swimming Program

- Adult Fitness Squad (18+ Years Old)
- Club-based Squad Training: Fitness and Competition (Years 3 to 12)
- Learn to Swim Program (ELC to Year 6)

Visual Arts

- Card Making (Years 10 to 12)
- Ceramics (Years 8 to 12)
- Drawing – Still Life and Portraiture (Years 9 to 12)
- Exhibitions (ELC to Year 12)
- Figure Drawing (Years 10 to 12)
- Open Studio (Years 5 to 12)

Music

- Bands Program (Years 5 to 12)
 - 3 Open Bands
 - 2 Auditioned Percussion Ensembles
- Chamber and Small Ensembles (Years 5 to 12)
 - String Quartets
 - Piano Trios
 - Brass Quintets
 - Saxophone Quartets
 - Flute Ensemble
 - Clarinet Ensemble
- Choral Program (Prep to Year 12)
 - 5 Open Choirs
 - 3 Auditioned Choirs
- Jazz and Contemporary Program (Years 6 to 12)
 - 2 Open Jazz Combos
 - 2 Open Guitar Ensembles
 - 1 Pop/Rock Ensemble
 - 3 Auditioned Jazz Bands
 - 1 Auditioned Jazz Vocal Ensemble
- Orchestra Program (Prep to Year 12)
 - 1 Symphony Orchestra
 - 3 Open String Orchestras
 - 1 Auditioned String Orchestra
- Private Lessons (Prep to Year 12)

Performing Arts – The Hart Theatre Company

- Backstage Crew (Years 7 to 12)
- Cast/Ensemble (Years 5 to 12)
- Hair and Makeup Crew (Years 7 to 12)
- Orchestra for Musicals (Years 6 to 12)
- Tech Crew (Years 5 to 12)



Why Choose Coeducation?

Like a Fish to Water – By Peter Clague, College Principal

Write about coeducation, they said.

I couldn't help thinking of that hackneyed joke about the swimmer on the shore, calling out to ask a fish "How's the water?" and the fish replying, "What is water?" Some things are so obvious, we are oblivious to their very existence.

As I toured St Leonard's College for the first time in August, coeducation seemed so fundamental to the school's ebb and flow, it was invisible. Ultimately, I want young people to be like that fish, not even consciously comprehending the water in which they swim. I want them to find respectful, easy relationships with all other children so normal that they don't even consider there might be any other alternative. To believe innately that all people possess equal possibility and potential. If the pandemic taught us anything, surely it was that? The COVID virus did not discriminate; no gender, race, religion, or political persuasion was spared. Equally, it was the cooperation of diverse people the world over that ensured human resilience triumphed in the end. You would hope that not only their intelligence, but also their ability to collaborate, was a function of their early education.

Our young people will leave us to enter universities, join the workforce, and ultimately contribute to societies that will – rightly – expect them to know how to interact easily and appropriately with others, including those of a different gender. From the feminist revolution of the Seventies to the #MeToo movement of recent times, the impetus for gender equality and mutual respect is at last reaching all corners of society. I'm not saying we are there yet; however, schools have been an engine of that momentum, hence my belief in coeducation.

The relative academic merits of coeducation vs single-sex teaching is one of the most heavily researched topics in Western education. The problem is often that initial bias in the sample can skew the results. For instance, some studies suggesting girls do better in single-sex schools don't account for the fact that a disproportionate number of those pupils may be predetermined to succeed academically, wherever they are taught. Often, parents who send their daughters to girls' schools do so because they already place a higher premium on academic attainment than other families. Hence, the population of the school may be predestined to perform well. That does not mean, however, that those girls would not have performed equally well in any other educational setting.



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Another consideration of an exclusively single-sex environment is that it can inadvertently end up perpetuating the very gender stereotypes it intends to counter. Non-traditional subject options can be harder to sustain outside of a coeducational setting. Think of Food Science for boys, or Computer Coding for girls. Yet in all the subjects they offer, coeducational schools like St Leonard's can (and do) regularly test for gender bias in academic outcomes, allowing teachers to immediately address any imbalance.

Ultimately though, it is not academic achievements that underpin my belief in coeducation. It may seem like sacrilege, coming from a professional educator, but I believe that the sum of a child's schooling is far greater than their final ATAR. Learning how to be comfortable in your own skin, and how to respect others doing the same, seems of equal importance to me. And that requires exposure from an early age to people whose perspectives and personalities differ from your own. That may be challenging at times, but so are most of the important lessons we learn in life.

For example, one argument often touted for sending girls to single sex schools is the opportunity to let them flourish without distraction, away from the perceived dominating influence of boys in a classroom. However, those same boys will still be in attendance at the first university lecture. Surely it is better to teach girls how to "lean in" (and boys how to dial it down) before either party becomes too set in their ways?

Even if different genders do occasionally jar as they learn to live alongside one another, there is plenty of research to show that sexism and stereotyping occurs just as frequently in single-sex environments (male or female) as in mixed settings. I would argue it is much easier to detect, debunk, and dispel those behaviours in a coeducational school. Just as racism tends to diminish in societies that become more multicultural, so too does it get harder for students to foster inappropriate attitudes about genders different to their own when living and working alongside each other.

Surely the same is true of all human differences? Diverse school communities that include a blend of sex and sexuality, race and religion, culture and creed, bodies and brains, aren't actually virtue-signalling bastions of the woke. They are just, well... normal.

A reflection of the society they serve. Like water to a fish. And where better for any child to learn to swim, than St Leonard's?

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Social Action Programs

One of the most endearing and enduring qualities of the St Leonard's College community is the sense of responsibility for those less fortunate.

Our young people are encouraged through a myriad of social action opportunities to make valuable and meaningful contributions to society.

Recognition of the importance of kindness in today's world is actively demonstrated and ingrained in the behaviour of our students. They understand that generosity manifests not only in financial giving but also in giving time and gestures inspired by love and compassion.

We have a range of core social action initiatives such as Lennie's Van, our Warruwi Indigenous Community Partnership, fundraising for our vitally important local, national and international social action activities to support disadvantaged youth.

Our St Leonard's College, Lennie's Van, delivers a food service program to disadvantaged members of our community who have been identified as 'food vulnerable' and who are often at a social and economic disadvantage. Launched in early 2018, Lennie's Van is an initiative founded on our strong sense of community. Our Senior School students and staff volunteer to assist at our Lennie's Van services which involve the delivery of breakfast, lunch and afternoon tea services, bread drops and the delivery of fruit and vegetables. All of these services have been provided to those in need in our local Bayside community. Recipients benefit not only from the food provided but also from the social interaction the service offers due to the social isolation they experience.

The College also has an extensive House social action program where each House partners with their selected charity to participate in engaging activities that build a sense of connection and community whilst raising funds and awareness for their chosen charity.



Known, Nurtured, Loved

The wellbeing of your child is
of paramount importance to us.

WISE Wellbeing Program

We know that health and happiness are fundamental to their success at school and for their future. Building strong and productive connections with their teachers and peers is pivotal to their capacity to deal positively with life's challenges.

From ELC through to Year 12, our students' wellbeing is enhanced by a safe and happy environment based on mutual respect, developing independent, resilient and responsible young people who have the self-confidence and commitment to make a positive contribution to society. We launched our WISE Wellbeing program in 2020 – Warm hearts, Inspired futures, Strong minds, Engaged beings. This program reflects the breadth of influence on a child's wellbeing – academic, social, emotional, physical and spiritual. The WISE Wellbeing program's success is founded upon the dedication of our mentors, classroom teachers, health and cocurricular program, specialist teachers, counsellors and extensive wellbeing initiatives.





Known, Nurtured, Loved

Mentor Program

Our academic programs, cocurricular activities, teaching staff and facilities exist for one purpose: to support each and every student to be the best they can be. We know that every student is an individual with unique talents, interests, experiences and learning styles, and that there is no such thing as a 'one size fits all' approach when it comes to education. Our mentoring program runs throughout a student's life at the College, from their first day of school to their final exam preparation in Year 12. It has been thoughtfully designed to support your child's individual interests, talents and needs.

In the Junior School, classroom teachers act as mentors for their students, looking out for their educational and emotional wellbeing, and creating a safe, nurturing and happy environment that encourages them to take risks, learn and grow. Transition programs provide new students, particularly in ELC and prep, with opportunities to meet their teachers and classmates, establish routines, and feel safe in their new school environment.

Every student in Years 5 and 6, Middle School and Senior School is allocated to a homeroom: a small group of students who have regular contact with one teacher, their mentor. Mentors have the important responsibility of monitoring the academic and pastoral progress of each student in their home room and establishing a strong partnership with parents.

In Years 5 and 6 and Middle School this involves encouraging students to become self-managing individuals who take responsibility for their own learning; challenging students' mindsets and comfort zones; fostering a culture of positivity; and empowering students to achieve their personal best. The Peer Support program connects Year 7 students with students in Year 11 who assist with the transition to secondary school and provide positive role models.

Senior School mentors meet regularly with the students in their homerooms, collectively and individually. Topics discussed include stress management, healthy habits and exam strategies, as well as one-on-one conversations about each student's progress and any issues relating to their wellbeing and academic performance. Mentors are in regular contact with parents, ensuring that each student is supported and equipped to reach their full potential.

We know that effective mentoring relies on building strong connections between staff, students and parents, and our mentors are committed to knowing each student; knowing their interests, personal circumstances, strengths, weaknesses, and academic history.

This highly personal approach ensures every St Leonard's student can be the best they can be.



Innovative and Progressive Teachers

St Leonard's College teachers value innovative practice, using new ideas in education to bring out the best in our students.

We value empowered, thinking learners, ensuring learner agency in our planning, teaching and assessment. We value authentic, caring relationships, understanding that at the basis of true learning is the love and care for our students.

To embed our core values, our College teachers engage in a wide variety of professional learning and partnerships with other institutions. All College teachers have trained with Dr Ron Ritchhart from Harvard University's Graduate School of Education using his Cultures of Thinking framework. Our aim is to go beyond the curriculum and to encourage our students to think deeply and conceptually. We also work closely with the OECD Education program, co-developing the Learning Compass and sharing ideas with schools across the world. The College also has forged strong links with local universities, working closely with Monash on research projects and new teacher learning.

All our teachers engage in Innovative Learning Communities, small groups that explore new educational concepts and try new and inspirational pedagogy in the classroom. An ILC symposium is held annually where ideas are shared with colleagues and with representatives from Australian Universities. Each year, many of our teachers receive direct training from the International Baccalaureate and VCAA specific to courses taught, and a high percentage of teachers have been trained as examination markers and bring that deep subject knowledge into their teaching.

Teachers come to St Leonard's College because they know it gives them the freedom to explore their craft and develop authentic and caring relationships with students, where they can inspire their students and bring out their best.

Academic Excellence

Class of 2025

St Leonard's College offers the Victorian Certificate of Education (VCE) and the International Baccalaureate Diploma Programme (IBDP) as pathways to tertiary education. Both pathways provide Year 12 graduates with an Australian Tertiary Admissions Rank (ATAR). The ATAR shows a student's achievement in relation to other students nationally, with 99.95 being the highest rank awarded.

The VCE is a flexible course with an English subject (English, Literature, English Language or English as Additional Language) the only compulsory subject. This allows students to tailor the course to meet their interests and future goals by allowing students to incorporate Vocational Education and Training (VET) and Higher Education Studies. For further information on the VCE please visit vcaa.vic.edu.au

The IB Diploma Programme (DP) curriculum is made up of six subject groups and the DP core. Students must study English, an additional language, a humanities subject, a science and mathematics. The sixth subject may be an arts subject: music, theatre or visual arts. Alternatively, students can select an additional language, humanities or science subject. The DP core includes: Theory Of Knowledge (TOK) – a study about knowledge and why people think differently; the Extended Essay – a 4,000-word independent research paper; and, Creativity, Activity, Service (CAS) – which promotes balance and student involvement and leadership in the arts, sports and serving the wider community.

St Leonard's College was the first Victorian school to introduce the IBDP in 1982. The IBDP is currently recognised in over 160 countries for university entry including Australia. For further information on the IBDP ibo.org/programmes/

Academic Excellence

Class of 2025 Highlights

Duces



IBDP Dux
Efan Dang
ATAR 99.7



IBDP Dux
Junhao (Frank)
Zheng ATAR 99.7

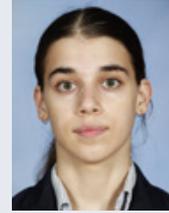


VCE Dux
Ruby Morgan
ATAR 99.35

Proxime Accessits



**IBDP
Proxime
Accessit**
Nina Canwell
ATAR 99.6



**VCE
Proxime
Accessit**
Bridgett McVilly
ATAR 99.15

IBDP Median ATAR

95.5

VCE Median ATAR

81.00

Combined Median ATAR

87.45

46% of Students Achieved

90+

79.62% of IBDP Students Achieved 90+
31.25% of VCE Students Achieved 90+

68.13% of Students Achieved

80+

100% of IBDP Students Achieved 80+
54.69% of VCE Students Achieved 80+

Perfect Study Score

50

Ruby Morgan achieved a perfect study score of 50 in Psychology

IBDP students who apply through the Victorian Tertiary Admissions Centre (VTAC) receive a notional ATAR. This notional ATAR is determined based on their overall result in the IB diploma, which is an aggregate of six subject scores plus the Theory of Knowledge and the Extended Essay.

Academic Excellence Highest Performing Students



One of my highlights at St Leonard's College was participating in school events and competitions. Whether it was sports, music, or academic challenges, getting involved outside the classroom taught me teamwork and perseverance, in addition to giving me some of my best memories.

I greatly value the lifelong friendships I formed at school, along with the leadership opportunities offered. I'm most grateful for how the school challenged and pushed me in all aspects, not just academically, while also helping me grow in confidence and independence.

Teachers at St Leonard's were supportive, knowledgeable, and approachable, which made classes really enjoyable. Towards the end of my schooling, I felt like some of my classes had become more like a family.

I'll miss the chats with my friends between classes the most, as well as interacting and collaborating with my peers.



Efan Dang
IBDP Dux, ATAR 99.7



One thing I really enjoyed about the IBDP course was the possibility it offered each student to explore within the two-year programme. This includes the Extended Essay (EE) and all the Internal Assessments (IA), which are mostly driven by students' interests and ideas. Meanwhile, the Creativity, Activity, Service (CAS) project enables students to collaborate and create something that not only genuinely fulfils a meaningful need within the school community but also allows them to enjoy themselves.

A key advantage of the IBDP course is that it's an all-rounded study design that requires students to study subjects across different disciplines, which gives students an opportunity to explore what they are really interested in and what they're good at. This can help students with choosing a suitable course for university as well as career planning for the future.

I am really grateful for how supportive all the staff members and my peers were at St Leonard's. Each one of us was treated with care and encouragement, which created a great environment where every student felt comfortable seeking help and asking for support whenever they needed it.

I loved the time I spent with my peers at school. A major highlight was the outdoor education program, including camps and hikes, as well as the Year 9 Big Experience, where we travelled with our peers for numerous weeks together. I also loved the times when a group of us would work together as a team to achieve the same goal; the feeling of striving together as a team is unforgettable.



Junhao (Frank) Zheng
IBDP Dux, ATAR 99.7

Academic Excellence Highest Performing Students



What I have loved most about my time at St Leonard's is the community and cohort: no matter how difficult or stressful each day was, I was surrounded by people who genuinely cared for one another and for the special opportunity we had to learn and grow.

The new connections I made outside of my usual circles within the IB became some of my strongest friendships, as we supported each other throughout the course, grew together over the two years, and built meaningful relationships with teachers who guided us through the course.

One of the advantages of the IB is being pushed outside your comfort zone through the rewarding challenges embedded in the programme, like learning a new language or tackling Internal Assessments and the Extended Essay, which in turn grows confidence, independence, and resilience.

I'm most grateful to St Leonard's for the platform to truly discover my passions, with teachers who supported me through the challenges of secondary school while continually pushing me to grow and strive for my best.

To me, 'an education for life' means I have had the chance to gain the skills, values, and resilience to thrive beyond simply exams, but rather for the challenges and opportunities of life.



Nina Canwell

IBDP Proxime Accessit, ATAR 99.6



For me, 'an education for life' means equipping students with the skills to navigate life after they have finished schooling, as well as providing opportunities for students to discover their passions that will inspire them and stick with them through life.

At St Leonard's College, I have loved the people and the relationships I have created with peers as well as teachers, creating support networks and meaningful connections.

I found the VCE offers more flexibility in subject choice, allowing you to tailor what you learn to what engages and interests you. The style of assessments also really helped with developing skills such as time management and independent learning, which are essential for life beyond school.

I enjoyed being able to focus on subjects I was genuinely interested in, which made learning more engaging and rewarding. The course also encouraged independence and helped me grow more confident in my own abilities.

I am most grateful for the support from teachers and peers at St Leonard's, and the environment of trust and respect created that makes students feel supported, especially during more stressful periods such as exams.



Ruby Morgan

VCE Dux, ATAR 99.35

Academic Excellence Highest Performing Students



I have loved the incredible teachers who breathe life into the school. They turn good moments into the best, and make the worst ones a little more bearable.

I am most grateful for the accommodating culture at St Leonard's College that accepts all kinds of diversity and difference. It provides an encouraging and safe space for everyone to succeed and achieve their full potential.

Studying VCE was very advantageous to me as I could complete a subject early, reducing the Year 12 workload and giving me study periods, which were invaluable for catching up on classwork.

To me, 'an education for life' means learning how to learn and instilling curiosity for lifelong learning.



Bridgett McVilly

VCE Proxime Accessit, ATAR 99.15

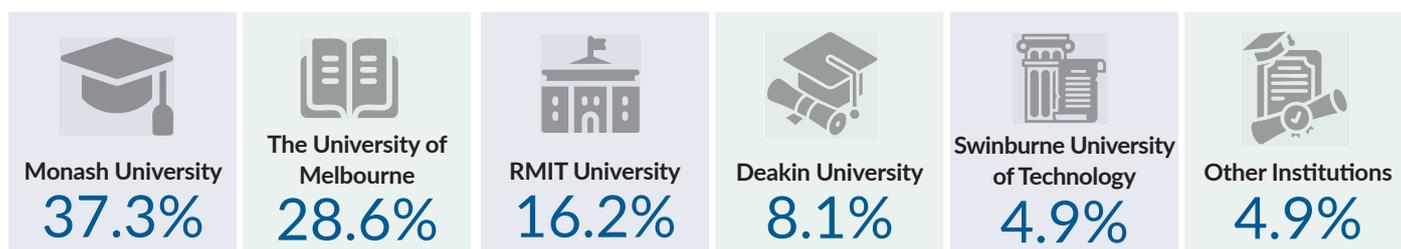
The University of Melbourne Scholarship Recipient

Offers by Institution

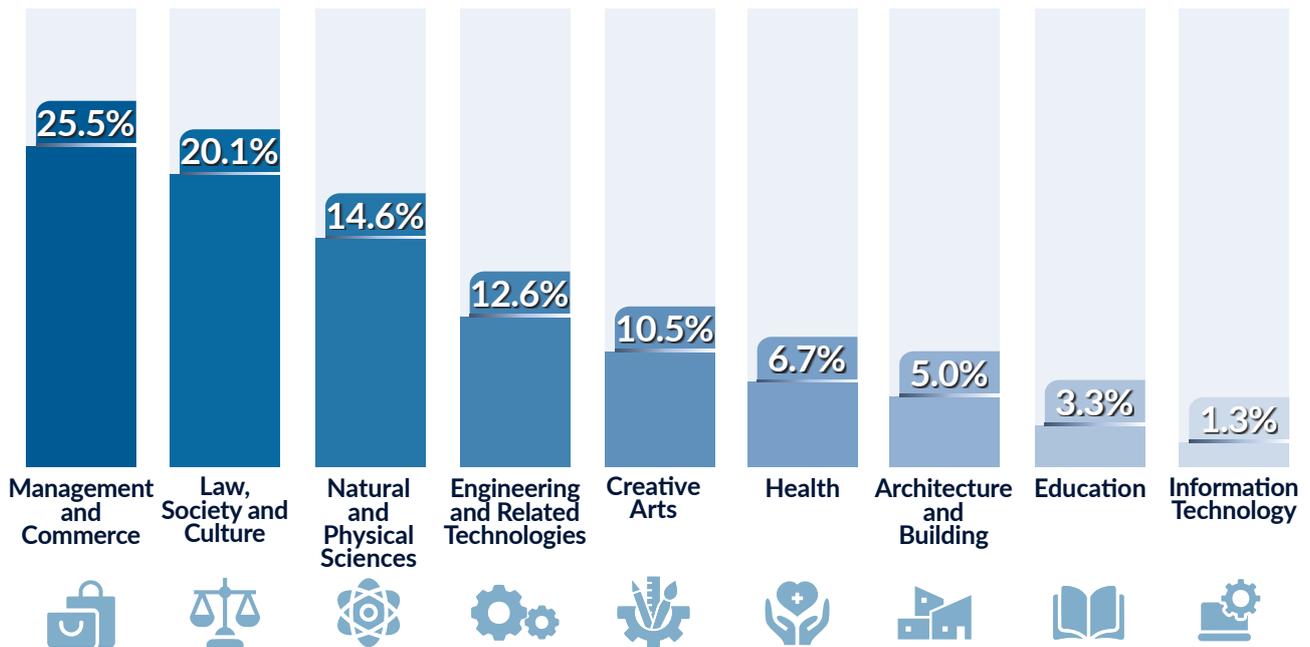
The most popular universities for our VCE and IBDP graduates were Monash University (37.3%), The University of Melbourne (28.6%), RMIT University (16.2%), Deakin University (8.1%) and Swinburne University of Technology (4.9%).

In addition to the local offers mentioned above, students also received interstate offers from leading Australian universities, including the Australian National University (ANU), Bond University, the University of New South Wales (UNSW), the University of Sydney and the University of Queensland.

Furthermore, international offers were received from prestigious institutions overseas, including the University of the Arts London and Harvard University. Further international offers are anticipated in the coming months.



Academic Excellence Offers by Field of Study



Scholarships

Teagan Dally

Bachelor of Laws (Honours) / Bachelor of Commerce

Monash University

Teagan has been accepted into Monash University's Elite Student Performer Support (ESPS) Program. The ESPS Program is dedicated to supporting Monash's elite student-athletes through the national Elite Athlete Friendly University agreement, which enables Australia's elite athletes to achieve academic excellence while pursuing a sporting career.

Bridgett McVilly

Narrm Scholarship
Bachelor of Science / Master of Engineering
Graduate Degree Package

The University of Melbourne

Cyan van der Merwe

Excellence Scholarship
Bachelor of Business

Bond University

Sierra Woolhouse

NCAA Div I Basketball Scholarship

Harvard University

Admitted to the Class of 2030 (formal letter pending 26 March)

ZiChong (Leo) Yu

Bright Horizons Scholarship
Bachelor of Arts / Bachelor of Science

Australian National University

Yichen (Michael) Zhang

Monash Dean's Scholarship –
Sir John Monash Scholarship for Distinction
Bachelor of Pharmacy (Honours) /
Master of Pharmacy (Scholars Program)

Monash University

Academic Excellence

Study Scores of 40 or Higher

Commerce



Accounting



Business Management



Economics

DigiSTEM



Applied Computing:
Data Analytics



Applied Computing:
Software Development



Systems Engineering

English

EN+

English as an Additional Language (EAL)



English



English Language

Health Sport and Exercise Science



Health and Human Development



Physical Education

Humanities



Geography



Outdoor and Environmental Studies (OES)

Languages



Chinese Second Language Advanced



French



Spanish

Maths



Maths: General



Maths: Methods



Maths: Specialist

Music



Music Inquiry



Music Repertoire Performance

Science



Biology



Physics



Psychology

Visual Arts



Media



Visual Communication Design (VCD)