



Annual Report 2025



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Theme 1 Context

A Message from the Board



**Emeritus Professor
Glenn Wightwick**
Chair
SCECGS Redlands Limited

Redlands is a place where curiosity thrives, resilience is built and students discover that the most important lessons aren't just found in the classroom – they're also found through teamwork, on the Year Group Camps and in the School Musical, to name a few examples.

As the Chair of Redlands, and now in my second year in the role, I am delighted to reflect on a year marked by outstanding academic achievement, transformative learning experiences and the enduring strength of our people and culture.

2025 Academic Achievements

We have much to be proud of and to celebrate at Redlands, especially the exceptional academic achievements of the Class of 2025. They demonstrated a level of commitment and dedication which has been inspirational to our school community, achieving significant academic growth while also making tremendous contributions across all areas of the School:

- 11 students achieved an ATAR of 99 or more
- 22 students achieved an ATAR of 98 or more
- 42 students achieved an ATAR of 95 or more
- 82 students achieved an ATAR of 90 or more
- 247 HSC Band 6s and IB Grade 7/As were awarded
- 61% of students qualified for the HSC Distinguished Achievers List or were IB top grade achievers
- 1 student achieved a perfect 99.95 ATAR and another was named on the HSC All-Rounders List
- 24 students received 35 nominations for HSC Showcases for their major works
- The Class of 2025 received 168 early offers to universities, both nationally and globally

We are incredibly proud of the Class of 2025 and their many achievements.

There have been so many highlights during the year, from academic excellence to success on the sporting field, from our performing arts through to some incredible overseas experiences for our students.

Moonbah Residential Experiential Learning Program

I wish to highlight one incredibly exciting initiative that I think demonstrates the culture of innovation we are renowned for.

Last year I updated our community on our plans for the Moonbah program which provides our Year 9 students the opportunity to spend a term living in community and on country at the School's High Country Campus outside Jindabyne. At the time, work was underway to build additional student and staff accommodation and facilities, and complete preparations to welcome our incoming Year 9 students.

This year, I would like to report and reflect on the successful launch of Moonbah and the experience for our Year 9 students, half of whom attended in Term 1 and half in Term 2.

In 2022 the School acquired an adjacent 214 ha property which coincided with the development of the Moonbah program. Having acquired the original 56 ha site in 1990, many people have subsequently contributed to its ongoing growth and development, including our very successful Winter School.

The Moonbah program dramatically expands the School's utilisation of High Country Campus and provides a fantastic opportunity for Year 9 students to live on country, learn about the environment, build new friendships and experiences and develop a deeper level of personal resilience.

Our Redlands staff took the Year 9 syllabus and re-imagined and overlaid it on the local landscape. Consequently, students undertook real environmental science, learnt what paddock to plate is all about and gained valuable insights into renewable energy by visiting and studying the Snowy Mountains Hydroelectric Scheme.

Towards the end of March, I had the opportunity to spend two days at our High Country Campus before the Official Opening of the Moonbah program and High Country Campus expansion, which was held on the most perfect Saturday morning with students, their parents, staff and members of the local community in attendance.

To see our students learning, working and living together was really inspiring. Students told me of their joys of learning in a different environment; of seeing kangaroos, wombats and an emu wandering through the campus; and of not feeling the pressure of being on devices.

The response from our inaugural cohort of Year 9 students and their parents has been overwhelming and incredibly positive.

Students reflected that "Working on real-world projects showed me how learning can be purposeful and impactful", and "I learned that I can do hard things ... I have more in me than I thought."

Year 9 parents have described noticeable changes in independence and self-management, improvements in social navigation in their children, not to mention amazement at their children's ability to help with everyday housework when they returned home

I don't think we yet fully understand the true value that the Moonbah program will deliver for our students, but I know that at various times in their lives, when faced with whatever challenges are thrown at them, students will be able to dig deep and recall some experiences and lessons from their time in Jindabyne that will help them move forward.

The Moonbah program is a brilliant example of the culture of innovation that has always been part of the Redlands DNA and I am excited for our Year 8 students and their families preparing to embark on this journey in Terms 1 and 2 2026, and for all our families in years to come.

I acknowledge the vision of our Principal, Mr Corcoran and the team of people who conceived and built the Moonbah program, particularly our Head of Secondary School, Ms Van de Peer and the Head of High Country Campus, Mr Atkins for their hard work and dedication.

I would also like to thank our Year 9 parents and students who placed enormous trust in us. You are our inaugural Moonbah families and we are incredibly grateful for your engagement and support.

2026-2030 Strategic Plan

Another critical area of focus for us this year has been working on our new five-year Strategic Plan to be launched in early 2026. There has been an enormous amount of work undertaken, led by the School Executive and supported by the Redlands Board, thinking deeply about the direction for the School, reflecting on the challenges and opportunities we are facing in a world that is feeling incredibly disrupted.

I am very confident that our new Strategic Plan will be embraced by our entire community, especially as at its core is our culture of innovation and a deep and unwavering commitment to nurturing and supporting every student to pursue their passions – literally “to let their light shine”.

At Redlands, we're not trying to make our children conform to some ideal model of a Redlands student – we respect and celebrate our students for their individuality.

Operational Update

From Monday to Friday, across our three campuses, 1,800 students, 400 teaching, professional and casual staff and numerous volunteers come together at Redlands, teaching and learning and running and supporting our School.

Running a school is a very complex endeavour - from what goes on every day in each classroom, through to maintaining our buildings and equipment; from organising school excursions and cocurricular activities, through to making sure that the School is on a sustainable financial footing; from ensuring that we are compliant with our regulatory obligations, to making sure our IT environment is safe from cybersecurity attacks.

I am pleased to report that our School is very well run. We have an outstanding Executive team and a Board with a diverse range of relevant skills that provides strategic guidance and oversight.

While we are in a healthy financial position, we have all been challenged since COVID with escalating costs which have placed pressure on the school budget, just as they have on household budgets.

During the last 12 months, under the leadership of our CFO Mr Glenn Ollerton, there has been continued focus on managing the School's finances, ensuring that our costs are managed to budget and identifying savings and efficiencies across the School. We also need to ensure that we can attract and retain our outstanding staff, which means ensuring they are competitively compensated. And we also have to carefully manage our revenue – from school fees paid by families, the grant funding we receive from the state and Commonwealth, and the money we raise through fundraising and philanthropy.

The Board and the Executive are very conscious of the need to keep school fee increases to a minimum however the reality is that grant funding from the government has not kept up with inflation. Furthermore, the amount of grant funding the School receives is based on the Commonwealth government's assessment of our school community's “capacity to contribute” to the ongoing costs of running the School. Because Redlands ranks equal third in this measure across 2,675 non-government schools nationally, we receive the lowest level of funding available per student.

This brings me to the role of philanthropy. Each year, the School generates a modest surplus which we accrue and utilise for capital programs. However, we do not receive any government funding for capital works and school fees essentially cover just the running costs of the School.

Throughout our School's history, we have benefited from the enormous generosity of parents and alumni whose philanthropy has played a key role in building the learning facilities which are essential in delivering a Redlands education to our children. In 2024, the Redlands community generously contributed to building new facilities at our High Country Campus, and the direct impact of that generosity is evident with the success of the Year 9 Moonbah program.

Looking forward, we are working hard on the planning for our first major works under our three Campus Master Plan – the Sports, Wellness and Performing Arts Centre to be built in the Monford Place precinct. And, as we have in the past, we will be looking to our community to contribute generously – investing in the education of our children today and for generations to come.

Thank You

There are so many people who contribute to the success of Redlands.

Firstly, to our parents, guardians and carers who entrust Redlands to care for, nurture and educate your children. Redlands would not be the school that it is without you. We are very aware of the sacrifices and contributions that you make throughout the school year to ensure the best education for your family. Thank you for choosing Redlands.

Thank you to all those who chose to volunteer their time in service of the School – the Friends of Groups, the Foundation Advisory Committee, the newly formed Alumni Advisory Committee, the Second Hand Uniform Sales, the Class and Year Parents Groups through to the wonderful readers and scribes who support our students during their exams – thank you.

Thank you to the Redlands Parents and Friends Association Executive and Committee members who helped organise more than 60 events this year. A special note of thanks for outgoing RPFA President Brittne Whitelaw for her leadership of our volunteer community since late 2023, and to our other departing RPFA Executives Carrie Taylor and Jennifer Mast.

I especially thank all of our Redlands staff for your contributions this year. Whether you are teaching our students, supporting students in their cocurricular activities, managing our campuses or helping to keep the School running smoothly in the background, your hard work, dedication and commitment are deeply appreciated.

Our sincere thanks must also go to the Executive Leadership of the School: Mr Corcoran, Ms Partington, Ms Van de Peer, Mr Quach, Mr Castelli, Mr Birse, Ms O'Brien, Ms Cook and Mr Ollerton.

Special thanks to Mr Castelli and Ms Partington who will be leaving Redlands at the end of 2025. Mr Castelli's contributions to Redlands over the last 14 years are deeply appreciated, especially his leadership as Director of Learning and Growth. Ms Partington has been appointed to the role of Principal of Lauriston Girls' School in Melbourne and we also deeply appreciate her service as Deputy Principal to the School and engagement with the Board over the last three years.

Finally I thank my fellow Board Directors who give their time in the service of Redlands. Special thanks to two Directors who resigned from the Board this year – Kylie Binnekamp and Peter Gold. We have also welcomed two new Directors, Jennifer Mast and Andrew Smith, and I thank them for volunteering their time and expertise.

As we conclude 2025, Redlands is well positioned to continue thriving in an increasingly complex and changing world. Grounded in our values, strengthened by innovation and supported by a deeply committed community, the School remains focused on providing exceptional educational experiences for every student. With confidence in our people, our culture and our strategic direction, we look to the future with optimism and purpose.



A Message from the Principal



Sean Corcoran

MEd (Loyola), BA (Yale), DipEd (Yale), GAICD
Principal

It is my great privilege to be Principal of Redlands and share my reflections on the 2025 year, while also looking ahead to the exciting future for our wonderful School.

Thank You

I would like to start in a spirit of gratitude and share my appreciation for the many people who made 2025 such a special year at Redlands.

Firstly, to the Board of Directors, thank you for your steady governance, guidance and support. The voluntary service and expertise you give to Redlands are invaluable.

To our parents and carers, thank you for partnering with us to fulfil our vision of inspiring young people to achieve life-readiness and to let their light shine. Whether through visible volunteering or quiet support behind the scenes, your efforts are deeply appreciated.

To our staff – both professional and operational, and teaching – thank you for your deep commitment and ongoing dedication to the education of our students. Over the past few years, I have been meeting individually with each staff member, and asking them, “What’s your why at Redlands?” The overwhelming response has been that their greatest fulfilment comes from working with and for our students, which speaks volumes about our staff’s passion and purpose.

And finally to the students, thank you for your love of learning, for living our values and for your vibrant involvement in school life. I am so proud of the positive school culture you help to create at Redlands every day.

A special mention to the student leaders of the Class of 2025 and in particular, Secondary School Captains, Aneke and Liam. Thank you for showing us what it means to live, learn, lead, play, perform and serve “with heart”. And to Kira, Lachie and the new student leaders from the Class of 2026, we look forward to being “All In” with the initiatives you will lead next year.

2021-2025 Strategic Plan

This year we have been concluding our 2021 to 2025 Strategic Plan while shaping the new plan for 2026 onwards. This process has allowed me to reflect on the past five years, and I believe it is worth pausing to celebrate what we have achieved over this time.

Nurturing and deepening a **Culture of Innovation** has been a key strategic driver, and pleasingly, Redlands is now recognised as a leader in innovation throughout the education sector through our *Ignite* program across Years 5-10. We have also forged strong partnerships, including a Memorandum of Understanding with Macquarie University, and our Round Square membership now connects us with over 250 schools worldwide.

For the strategic pillar of supporting students to achieve **Personal Excellence**, our leading iGrow data analytics platform is now embedded across the School, allowing for impactful growth coaching conversations with students. We have also recently introduced our dynamic feedback and reporting tool across Years 6-12, and have revamped our P-12 Learning Support and High Potential Learning Programs to ensure students are supported and/or stretched in their learning.

And of course, this year we launched our transformative Year 9 Moonbah Program at High Country Campus.

In support of our driver of **Quality Staff**, we have also continued to invest in our most important asset – our staff – through an award-winning Professional Learning program. When evaluating the data from recent surveys, the positive impact of our teachers is stronger than ever, so it is not surprising that individual teachers are also being recognised with noteworthy awards.

Deepening and promoting a positive and supportive **Culture of Wellbeing** has been a central focus over the past five years. Our P-12 Student Wellbeing Framework, recognised this year with an Educator Award, articulates our whole school approach to social and emotional learning, and we have embedded age-appropriate respectful relationships and mental health programs across the Secondary School.

And finally, our focus on integrating **Sustainable Best Practices** saw Redlands named the NSW Sustainable School of the Year in 2023. We have also continued to upgrade the sporting facilities at Macquarie University, securing them for the next 30 years, and developed a Master Plan across the Senior, Junior and High Country Campuses which we will continue to share in more detail in 2026.

As a community, we have achieved much over these past five years. But, as I often say, we are “too good not to be better”, and our next Strategic Plan will build on these firm foundations and set a bold path for the future.

Curiosity

As we have been developing our new Strategic Plan this year, I have been reflecting deeply on how Redlands can best equip students for an increasingly uncertain world. There are, of course, many essential skills and attributes they will need; however, one keeps standing out to me as crucial for their future success – and that is the value of curiosity.

I believe that curiosity is and will continue to be more important than ever for students to truly thrive in our changing world.

Pleasingly, as a school, curiosity, like innovation, is a part of our DNA, and our continued willingness to ask questions, to explore different avenues and to envision a new future, sets us apart from many other schools.

But why do I believe curiosity is now so vital for our students?

Firstly, curiosity is the spark that lights the fire of learning. Just three years ago, ChatGPT was released to the public. The transformative impact of Generative AI over this time has shown us that our true superpower as humans lies not in producing answers that can now be generated in just a few keystrokes, but in the formation of questions.

Yet, curiosity is more than just asking questions. It’s about daring to explore, to learn and to imagine new possibilities. Every great idea or invention or breakthrough in history began with a simple question: ‘What if?’ So, I challenge our students to keep questioning, keep exploring and never stop being curious – because that’s how they will change the world.

Secondly, curiosity strengthens our ability to adapt, evolve and be resilient. In times of rapid change, our strength lies not in having all the answers, but in staying open to learning.

Life is full of uncertainty, and that can sometimes feel daunting. But curiosity allows us to turn uncertainty into opportunity. When people are curious, they’re never stuck – instead they’re learning, adapting and growing. Changing the mindset of ‘I don’t know,’ to ‘I wonder’ will help students to better navigate change and thus build resilience.



And finally, curiosity deepens our connections with each other and makes us more human. When we ask questions about others – their experiences, their ideas, their feelings – we show we care by demonstrating respect, compassion and understanding.

Being curious starts from a place of humility; it's about recognising that I do not have all the answers and can learn from you. At its heart, asking questions and being willing to listen challenges close-mindedness and intolerance. As the fictional football coach Ted Lasso says, "Be curious, not judgemental."

So, I challenge our students to embrace curiosity as it will spark deeper learning, will build their resilience and will ensure they keep an open mind and form deeper connections with others.

In 2026 I look forward to speaking more about curiosity and its importance at Redlands as a new school value.

Staff Acknowledgements

I acknowledge three Executive staff members who have made a significant contribution to Redlands in their roles at the School.

The first is Ms Van de Peer, who will be moving from her current role as Head of Secondary School to the Deputy Principal role in 2026. For the past five years Ms Van de Peer has led the Secondary School with a strong moral compass and an unwavering commitment to our students. As one who was once in the role, I personally know the many highs and lows of the job, and wish to thank her for the tremendous positive impact she has had on the Secondary School.

Mr Ben Castelli has worked at Redlands for the past 14 years in a variety of roles and since 2023, he has been a part of the Executive team as the Director of Learning and Growth. In this role, he has led the implementation of many teaching and learning initiatives that have had a profound impact on both the academic achievement and growth of students at Redlands. Mr Castelli will be moving to the AIS Leadership Centre next year and we thank him for his many contributions to Redlands.

Finally, our Deputy Principal, Ms Sabine Partington leaves us at the end of 2025 to take on the Principal role at Lauriston Girls' School in Melbourne. When I first met Ms Partington in the spring of 2022, I knew that it would only be a matter of time before her career trajectory would take her to a suitable principal role. In her three years at Redlands, Ms Partington has led a number of key strategic drivers of improvement across the School, in particular in areas of wellbeing. I especially thank her for the tremendous support she has provided me as Principal over the past three years and I wish her every success as she moves into her principal role next year.

At the end of the 2025 year, I extend my sincere thanks to every member of the Redlands community for their commitment, trust and partnership that continue to shape our School. The achievements celebrated in this report reflect a community that is values-driven, forward-thinking and united in its purpose.

As we look ahead to 2026 and beyond, we do so with optimism, confidence and a shared belief in the power of curiosity, innovation and care for one another. Together, we will continue to build on these strong foundations, ensuring that Redlands remains a place where young people are inspired to grow, to lead and to let their light shine.

A handwritten signature in blue ink that reads "A.J. Corcoran".



A Message from the Secondary School Captains

Aneke Golowenko and Liam Petersen

Congratulations to everyone, including teachers, staff and parents, on finishing the year! The last 12 months have been full of major events and exciting changes in the Redlands community collectively, and also many more individual milestones, so hopefully even in the excitement of finishing the school year, students can reflect on some of their personal moments of achievement this year with pride.

A special shout out to the new Year 12 cohort, and particularly Lachie and Kira and the student leadership team. We have complete confidence that they will lead With Heart over the next 12 months and we are very excited to see the positive impact they will have as cultural leaders of our school community.

In contemplating the incredible year we've had, and to truly highlight all the strengths of the Redlands community, we have structured our reflection through the three pillars of With Heart; empathy, passion and authenticity.

Firstly, empathy. For us, empathy is about listening to and looking out for each other and our broader community. It ties into the school values of compassion and respect, and is fundamentally about showing kindness to one another. Collectively, empathy creates a community where every single member has a voice, has an opinion and has a place where they feel they are truly appreciated and accepted for who they are.

A powerful example of this this year was the incredible success of the Festival on the Fahl in Term 3. We came together as a school in one lunchtime to support the local organisation Mary's House, who work with women and children who are victims of domestic violence in the lower north shore, impressively raising \$10,000. As a school, we got behind our local community and demonstrated true empathy. Perhaps most memorable is the moment our Head of Secondary School Ms Van de Peer outbid some keen competition to give a Year 12 student in the face for \$150, in front of a packed Fahl Garden to finish the afternoon. The Festival was truly a moment of collective empathy for the whole of the Redlands community, and a powerful demonstration of the values of With Heart as a school, of which we feel so proud.

Passion is the second pillar of With Heart. Passion is everywhere at Redlands, and our favourite example in the arts is always our annual musical, which this year was Disney's *High School Musical*. Upon reflection, it's moments like this, when over 100 hard-working students join together to pull off a full musical in seven weeks, that are true examples of living With Heart. While we will certainly miss performing in Redlands musicals, you can absolutely guarantee we will be back in 2026 to watch *The Little Mermaid*!

Passion is one of the most central strengths of the Redlands community, and we couldn't be prouder to help further facilitate that this year.

The passion of the Redlands community is demonstrated perfectly through the consistent dedication of students, teachers and parents. We regularly reflect upon the 2024 Touch Football finals, where the Boys 1sts battled to win a double overtime match. From one point behind, the team worked as a unit, showing up for each other, and for themselves, as they pushed through the heat, the tiredness and the disappointment of conceding a try, a display of grit that led the team to victory. And while the win was a great outcome, experiencing the supportive atmosphere, with the support of students, teachers and parents alike encouraging the team and witnessing their sheer determination, passion and genuine joy shared at each line break, is a testament to the passionate spirit embedded in our community.

And with this spirit in mind, the final pillar and point of reflection - authenticity. In his book *The Psychology of the Unconscious*, psychiatrist Carl Jung explores the role of mythology and dreams in generating collective, unconscious archetypes we feel we need to fulfil. Jung examines how these archetypes often limit the discovery of oneself and encourages authenticity in the everyday remarking, "the privilege of a lifetime is to become who you truly are." This privilege, however, is only afforded to those who are brave enough to share their true selves with their community and trust that they will be accepted and celebrated for being nothing but themselves. Authenticity is the most powerful tool in creating a positive and uplifting culture - the genuine relationships forged as we let go of the fear of not being accepted allows us to grow as individuals, and as a community. And with this authenticity, and the celebratory spirit we have seen this year, we have no doubt that Redlands will keep growing and keep thriving, along with its members.

To conclude with a few lasting tips for students: stay present and enjoy the moment. Your time at Redlands will fly by so while you are here, capitalise on all the opportunities you are afforded, whether it be academically or by engaging in cocurricular activities. Secondly, be kind, and live with heart. Compassion is a simple but extremely impactful choice you can make to lift up those around you. And of course, be kind to yourself. Accept feedback and acknowledge the entirety of the situation, not just the outcome.

Thank you

A Message from the Redlands Parents and Friends Association

Ben Dunnet, RPFA President

Parents and carers remain a vital part of the Redlands school community. In 2025, the Redlands Parents and Friends Association (RPFA) continued its mission to foster connection, encourage parent participation and engagement among families, students and the wider school community. It has been a truly remarkable year, made possible by the incredible generosity of time and effort made by hundreds of volunteer parents. We are very proud of the collaboration, initiative and heartfelt personal contributions from parent volunteers across all year groups of the School.

A Year of Connection and Celebration

Throughout the year, the RPFA supported over 200 community-building events, an increase of 25% over 2024. From coffee mornings, playdates and book club meetings, to trivia nights, parent dinners and group walks on local tracks, each occasion was a chance to bring people together. Our ever-popular "Friends Of" events, alongside Second Hand Uniform and Book Sales, helped foster connections while also raising important funds for school programs and scholarships. We also encouraged Redlands' participation in local community charity events such as the Balmoral Beach school teams relay, the Mother's Day Classic and the Balmoral Burn fun run. These important events provide the opportunity for Redlands to be "on show" and demonstrate to the local community the Redlands' spirit of active participation and support to local society.

We proudly hosted Twilight in the Garden and supported the Gala Ball, Melbourne Cup Lunch, 20 Friends of Groups events and 13 Year Group events through the year.

Community Support and Fundraising

Thanks to the generosity of our families and the commitment of our volunteers, the RPFA continued to support critical fundraising initiatives. Our five Second Hand Uniform Sales raised \$8,160 for the Means-tested Scholarship Fund, with an additional \$580 generated from the Second Hand Book Sale. \$2,734 was raised for Breast Cancer Research from the Mother's Day Fun Run and Walk, and \$3,160 raised for Kids Giving Back, with the School ranked #1 on the school leaderboard.

Valuing Our Teachers

We again prioritised recognising our teachers; demonstrated by the organising of morning teas, giving of individual and centralised gifts and by thoughtful personalised acknowledgements for Winter School and Moonbah staff. These expressions of gratitude remain a cornerstone of our community spirit.

Operations Improvements

The RPFA continued to improve internal operations through the use of Xero, a cloud based financial reporting system and improve information sharing by utilising various technology platforms to encourage better communication and collaboration.

The RPFA have worked with the School to add RPFA events to the Pulse calendar; have launched a 20-member parent group to foster constructive dialogue with the School to support digital wellbeing of the students; and established preferred vendor relationships for community events.

Supporting Parent Contact Groups (PCGs)

Great leadership and communication to parents were shown by the Junior and Secondary School PCG Coordinators, and the Junior School Class Parents, who facilitated a vibrant calendar of social events encouraging closer connections between families and the school.

A Warm Thank You

None of these achievements would be possible without the dedication of our parent volunteers. Our parent leaders selflessly step up on a voluntary basis and dedicate their valuable time and expertise in the interest of improving the school, and ultimately the education experience for our children.

In addition, special recognition is due to our Secondary School students who mentored Junior School students and supported Friends of Groups activities throughout the year.

As we look back on 2025, we do so with gratitude and pride. The RPFA is more than a committee – it is a reflection of the incredible spirit of community at Redlands, which has a very strong history of parent participation. Thank you again to all who gave their time, creativity and heart. We look forward to building on this momentum in 2026.



Contextual Information About the School and Characteristics of the Student Body

Redlands is a leading contemporary and innovative coeducational school inspiring students from Preschool to Year 12 to adapt, create and thrive in our global community. We provide an extensive range of academic, visual and performing arts, sporting, outdoor education, leadership and service opportunities designed to inspire holistic educational excellence and confidence for life.

Established in 1884 in the Anglican tradition, our rich and balanced education program aims to develop well-rounded, confident and compassionate young people who are encouraged to let their light shine brightly – within and beyond our School gates.

Our Redlands Learning Platform defines our teaching and learning framework. It is based on research developments in educational theory and practice from Harvard University. This school-wide common approach to teaching and learning supports exceptional foundations in literacy and numeracy and enhances the development of important skills including critical thinking, problem solving, creativity and collaboration.

Our students enjoy strong results in both the International Baccalaureate Diploma Programme (IB) and NSW Higher School Certificate (HSC). This choice of HSC or IB offers students the flexibility to develop their individual pathway to academic success. We have offered the IB Diploma Programme for 35 years and approximately half of our senior students study this programme, guided by trained IB teachers.

Each student is further challenged and supported to achieve personal excellence through our:

- *iGrow* Personalised Student Data Tree, which holistically tracks and fosters their academic growth and wellbeing
- *Ignite* Innovative and Enterprise Learning program, which embeds entrepreneurial thinking and real world problem solving
- High Potential Learning Program, which offers tailored enrichment, extension and acceleration opportunities to translate high potential into high performance.

Our Redlands Student Wellbeing Framework fosters the holistic development of our students, ensuring that their social and emotional growth is nurtured alongside their academic performance. This whole school approach to social and emotional learning (SEL) is a continuous curriculum which is supported across our P-12 pastoral and wellbeing programs. The framework provides a clear continuum with specific outcomes for each stage of a child's development, addressing the five key areas of SEL: Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decision-Making. We firmly believe that a strong foundation in SEL is essential to nurturing young people towards "life-readiness", empowering them to navigate challenges and embrace opportunities with resilience and empathy.

Our vibrant and dynamic coeducational learning environment encourages mutual respect between all students and develops emotional intelligence, maturity and inclusiveness – critical attributes for contemporary life. This environment prepares our students for a modern society which values gender equity and reflects the post-school coeducational setting in all areas of future life.

Redlands is an international school for Australian families and an Australian school for international families. We have students from over 50 different countries, with students on a visa representing approximately 10% of the cohort, with the main home countries being the USA, UK, Canada, France, Germany, the Netherlands, Denmark, China, Japan, South Africa and New Zealand. Redlands is a warm and welcoming community that values and celebrates the diversity of our local and global network. Each year, around 5% of our graduating class pursued tertiary study and post-school opportunities internationally. Our international Alumni chapters continue to grow and strengthen year on year through increased activity and engagement.

Redlands is one of more than 250 Round Square schools across 50 countries and six continents that connect and collaborate to offer world-class programs and experiences, developing leadership and global competence, character and confidence in students. Exciting international opportunities include conferences, service learning trips, exchanges and collaborations with students from like-minded schools.

Experiential and Outdoor Education programs are a vital part of a Redlands education aiming to enhance students' perceptions of their abilities, improve self-confidence, add to essential life skills and develop a deep respect for the natural environment through our annual Year Group camp program.

The Redlands High Country Campus in Jindabyne in the Snowy Mountains region offers the greatest array of possibilities for both curriculum fieldwork and experiential learning. In Year 9, students spend a term at the High Country Campus in the Moonbah experiential learning program and in Year 10 students may also elect to attend Winter School at the High Country Campus during Term 3, where they combine snowsports training with the academic studies. In Year 10, students travel to North-East Arnhem Land in a week-long indigenous cultural immersion program with the Yolngu people, run by Culture College.

We offer an extensive range of cocurricular programs across the visual and performing arts, sports and service learning, providing students with the opportunity to explore new experiences and develop personal interests and passions. Highlights include the comprehensive Snowsports and Sailing programs and the Redlands Dance Academy.



Theme 2 Outcomes and Results

Standardised Testing

2025 NAPLAN results indicate all year groups who participated (3, 5, 7 & 9) are performing well above the national average in all domains (reading, writing, spelling, grammar and numeracy). Year 3 Numeracy and Year 5 Reading, Writing, Grammar and Numeracy are also above the average of schools with a similar background. These results are visible in the following chart and available on the My School website: <http://www.myschool.edu.au>

Redlands NAPLAN Outcomes Compared With National Average					
	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	471	454	454	496	472
Year 5	557	543	531	563	563
Year 7	607	597	583	610	628
Year 9	642	644	608	643	660

Senior Secondary Outcomes

In 2025, 158 students completed their Senior Secondary education at Redlands with 75 students (47%) undertaking the NSW Higher School Certificate and 83 students (53%) undertaking the IB Diploma Programme.

Redlands students enjoyed very strong results across both programs, with 52% of students achieving an ATAR of 90 or more and an overall median ATAR of 90.6. These results were the third highest in the past 20 years.

For the HSC, 35 students (47%) qualified for the Distinguished Achievers List, earning a Band 6 or E4 in at least one of their subjects. For the IB, 61 students (73%) were IB Top Grade Achievers, earning a Grade 7 in one of their subjects or an A in either their Extended Essay or Theory of Knowledge.

As per the table on the following page, Redlands students exceeded the State (HSC) and Global (IB) results in the majority of their subjects in the percentage of students in the top two bands.

In 2025, 100% of Year 12 students attained a senior secondary qualification through either the HSC or IB Diploma Programme.

No students in 2025 undertook vocational training or trade training leading to an AQF Certificate III qualification.

The Class of 2025 received 168 University Early Offers prior to achieving their HSC or IB results, and 443 offers in total, with many of these later taking up their first preferences for university admission.

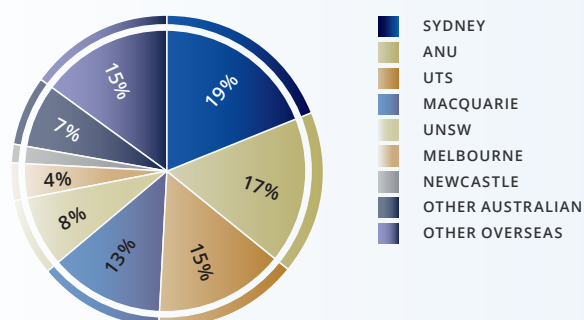
2025 HSC and IB Highlights

- 11 students 99+ ATAR (7%)
- 22 students 98+ ATAR (14%)
- 42 students 95+ ATAR (27%)
- 82 students 90+ ATAR (52%)
- 126 students 80+ ATAR (80%)
- 144 students 70+ ATAR (91%)
- 1 student was named on the HSC All-Rounders List
- 24 students received 35 nominations for HSC Showcases: CALLBACK (Dance), ONSTAGE (Drama), SHAPE (Design and Technology), ARTEXPRESS (Visual Arts)
- 31 students were awarded IB Distinctions for earning 40+ points (out of 45) in the IB

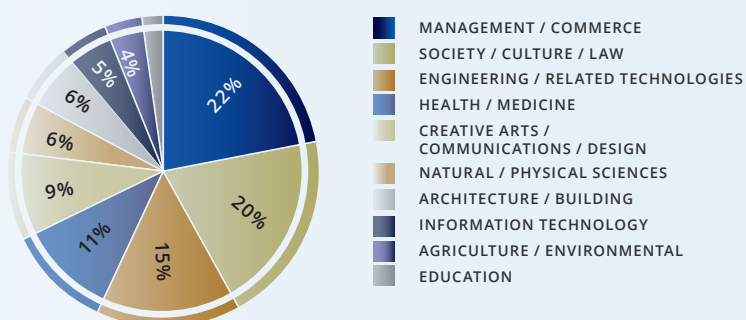
Post-School Destinations

Of the graduating class of 2025, the vast majority (approximately 99%) continued into tertiary study. 88% of students continued directly onto tertiary study and 11% of students elected to take a Gap Year. Approximately 96% of the students who are continuing onto tertiary study headed to Australian universities and approximately 4% proceeded to an overseas university. Approximately 1% of students are not planning on tertiary study at this stage.

Redlands Year 12 University Offers



Redlands Year 12 Course Types



HSC/IB Percentage of Students in the Top 2 Bands

The HSC awards Bands from 1-6 for students in each subject, with Band 6 being the highest.

The IB awards Grades from 1-7 for students in each subject, with Grade 7 being the highest.

These tables recognise the percentage of HSC students who were awarded a Band 5 or 6 by subject and the percentage of IB students who were awarded a Grade 6 or 7 by subject.

Higher School Certificate Top 2 Bands			
Course Name	# of Students	Bands 5 & 6 (%)	
		Redlands	State
Ancient History	8	75	35
Biology	24	71	36
Business Studies	30	77	37
Chemistry	10	50	38
Dance	4	100	70
Design & Technology	22	64	49
Drama	17	100	59
Earth and Environmental Science	10	90	37
Economics	8	50	53
English Advanced	63	62	65
English Ext. 1	5	100	95
English Ext. 2	3	67	88
English Standard	12	17	13
Enterprise Computing	8	50	29
French Continuers*	1	100	63
French Extension*	1	100	87
German Continuers*	1	0	60
Italian Beginners*	1	100	49
Japanese Continuers*	2	100	56
Geography	13	100	41
Legal Studies	3	33	44
Mathematics Standard	40	73	30
Mathematics Advanced	20	50	51
Mathematics Ext. 1	15	67	77
Mathematics Ext. 2	10	60	84
Modern History	13	85	36
History Ext.1	6	100	87
Music 1	4	100	67
PDHPE	16	44	35
Physics	11	36	38
Science Ext.	16	81	76
Studies of Religion 1	5	100	46
Textiles & Design	10	80	48
Visual Arts	6	100	64

Note: Extension 1 Bands E4 and E3 are included in Bands 6 and 5 above
*School of Languages

International Baccalaureate Top 2 Grades			
Course Name	# of Students	Grades 6 & 7 (%)	
		Redlands	Global
Group 1			
English Language & Literature	76	55	34
English Literature	7	71	34
Hungarian Literature (May)	1	0	37
Group 2			
French B	11	55	49
Spanish B	11	45	58
Japanese B	2	100	71
Chinese B	9	56	90
German B	6	100	46
Latin	1	100	48
French Ab Initio	16	88	32
Spanish Ab Initio	28	71	47
Group 3			
Business Management	49	90	25
Economics	27	59	48
Geography	26	77	44
History	17	94	12
Group 4			
Biology	24	63	15
Chemistry	15	60	39
Physics	18	83	29
Computer Science	6	50	21
Design Technology	12	42	20
Sports, Exercise and Health Science	17	76	39
Groups 3/4 Interdisciplinary			
Environmental Systems & Societies	11	100	12
Group 5			
Mathematics Analysis	54	70	27
Mathematics Applications	29	41	14
Group 6			
Dance	4	100	87
Music	5	100	38
Theatre	8	88	64
Visual Arts	8	33	9

Theme 3 Staffing

Redlands is committed to fostering a positive, inclusive and high-performing workplace culture in which staff are supported to grow professionally and contribute meaningfully to the life of the School. Aligned to the School’s strategic priorities and values, we continue to invest in staff development, wellbeing, leadership and inclusive practice to ensure all employees feel valued, respected and empowered in their work.

Our commitment to diversity, inclusion and gender equality remains an important focus across all areas of School life. Redlands recognises the important role schools play in modelling inclusive practices for students and the wider community. Through our Gender Equality Strategy, aligned with Workplace Gender Equality Agency (WGEA) standards and targets, the School continues to strengthen equitable practices across recruitment, leadership development, remuneration, flexible work and employee experience.

In 2025, Redlands continued to foster a diverse workforce across teaching and professional and operational staff roles, with women representing the majority of employees across the School. Redlands also continued to participate in annual WGEA reporting processes, using this analysis to identify areas of progress and opportunities for continued improvement.

Professional learning and growth remain central to the Redlands staff experience. Staff are supported through a range of professional learning opportunities, leadership pathways and collaborative initiatives designed to enhance teaching excellence, innovation and student outcomes. The School continues to attract and retain highly qualified teaching and professional staff committed to educational excellence and student growth.

Teacher Accreditation	
Accreditation Level	Number of Teachers
Conditional	4
Provisional	14
Proficient	164
Highly Accomplished (Voluntary Accred.)	3
Lead Teacher (Voluntary Accred.)	1

Workforce Composition - 2025	
Teaching Staff	189
FTE of Teaching Staff	181.8
Non-Teaching Staff	139
FTE of Non-Teaching Staff	125.3

Workforce Composition - December 2025	
Teaching Staff	186
FTE of Teaching Staff	179.8
Non-Teaching Staff	148
FTE of Non-Teaching Staff	134.5

Redlands’ commitment to inclusion and belonging extends beyond compliance obligations and reflects the School’s broader commitment to ensuring all staff are able to contribute, develop and thrive within a respectful and supportive professional environment.



Theme 4 Attendance

Register of Daily Attendance

In 2025, the overall attendance rate across the School was 94%, indicating consistent student attendance across all year groups.

Attendance Monitoring and Support

Student attendance is monitored daily through the School's student information system. Parents and carers are required to provide explanations for absences, and follow-up communication occurs where explanations are not received.

Redlands works in partnership with students and families to support regular attendance and student wellbeing. Where concerns arise regarding attendance, appropriate support strategies and follow-up processes are implemented in line with School policy.

Attendance monitoring processes include:

- daily attendance recording by teaching staff
- follow-up communication regarding unexplained absences
- ongoing monitoring of attendance patterns and lateness
- escalation of concerns to relevant School leaders where appropriate.

Student Attendance	
Year Level	Attendance Rate %
Kindergarten	95
Year 1	95
Year 2	94
Year 3	96
Year 4	95
Year 5	95
Year 6	94
Year 7	94
Year 8	93
Year 9	95
Year 10	94
Year 11	95
Year 12	94
Whole School	94



Theme 5 School Policies

Redlands maintains a comprehensive suite of policies and procedures to support the effective operation of the School and to ensure a safe, respectful and supportive learning environment for all members of the community.

Key policies, including the Student Discipline Policy, Student Anti-Bullying and Harassment Policy, Child Safeguarding Policy and Complaints Handling Policy, are reviewed regularly and align with relevant legislative and regulatory requirements.

All key School policies and procedures are publicly available on the [Redlands website](#) and are accessible to students, parents, carers and staff.

Key publicly available policies include:

- **Child Safeguarding Policy**
- **Procedures for Handling Child Safeguarding Matters**
- **Student Anti-bullying and Harassment Policy**
- **Student Discipline Policy**
- **Complaints and Allegations Handling Policy**
- **Conditions of Enrolment**

This Annual Report is also publicly available on the [Redlands website](#).



Theme 6 Stakeholder Satisfaction

Stakeholder satisfaction remains an important indicator of the School's success in delivering on its strategic priorities and fostering a culture of wellbeing, engagement and continuous improvement across the Redlands community.

Feedback is gathered through a range of formal and informal channels, including student and staff surveys, parent feedback, community engagement opportunities and the 2025 AIS NSW Perspectives Survey.

Student Satisfaction

Student voice continues to be highly valued at Redlands, with students provided with regular opportunities to share feedback and contribute to school improvement. This includes structured forums such as the Student Representative Council, Peer Support initiatives and regular engagement with Heads of School, pastoral staff and counsellors.

Student satisfaction is measured through a range of formal surveys conducted across the year, including the annual Student Voice Survey and the 2025 AIS NSW Perspectives Survey. Feedback reflected strong levels of student engagement, wellbeing and belonging across both Junior and Secondary Schools.

Students identified strengths in supportive relationships with teachers, engaging and well-structured learning experiences, opportunities for collaboration and real-world learning, and a strong sense of safety and inclusion within the School community.

Staff Satisfaction

Redlands maintains a strong focus on staff engagement, professional growth and wellbeing, supported by regular opportunities for staff feedback and consultation. In 2025, staff participated in both an internal Staff Engagement Survey and the AIS NSW Perspectives Survey.

Survey feedback reflected strong alignment with the School's values and strategic direction, with staff reporting positive perceptions of professional learning, collaboration, student wellbeing and community culture. Staff also expressed confidence in child safeguarding practices and the School's commitment to continuous improvement.

Areas identified for ongoing focus included workload, flexibility and staff wellbeing support. These findings continue to inform strategic priorities and targeted initiatives designed to strengthen staff experience and maintain Redlands as an employer of choice.

Parent Satisfaction

Redlands values the strong partnership between home and school and provides regular opportunities for parents and carers to engage with the School through both formal and informal channels. The Redlands Parents and Friends Association (RPFA), Parent Contact Groups (PCGs) and Friends of Groups (FoGs) continue to provide important opportunities for connection, involvement and feedback.

Parent feedback gathered through the 2025 AIS NSW Perspectives Survey and other communication channels reflected strong levels of satisfaction with the School's sense of community, learning environment, communication and commitment to student wellbeing and safety.

The School continues to value stakeholder feedback as an important part of ongoing reflection, improvement and strategic planning.





Theme 7 Summary Financial Information

The total reportable income including Government recurrent per capita funding for the year ended 31 December 2025 was \$84.6M. School income was 5.0% higher than 2024 due to tuition fee increases and charges for new experiential learning programs.

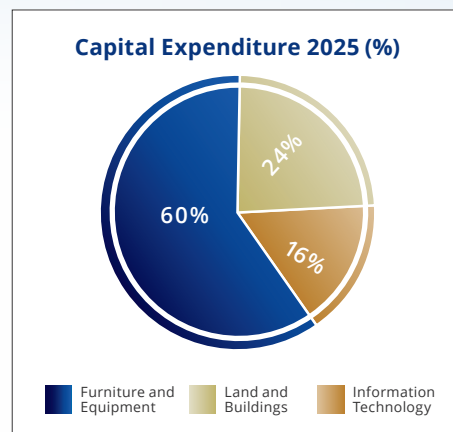
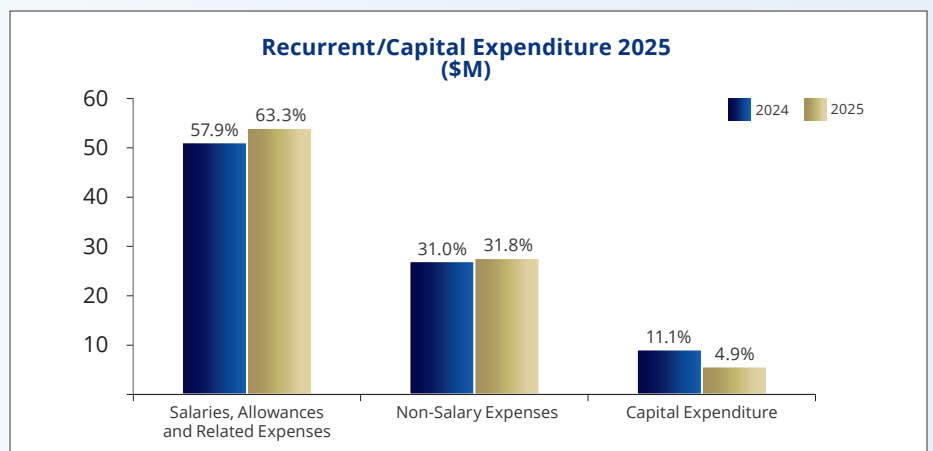
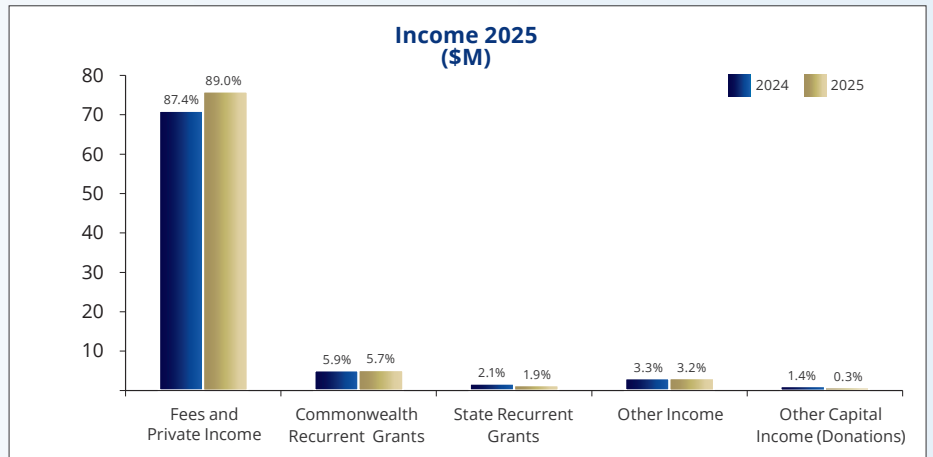
Operational expenses increased by 5.4% in 2025 to \$82.2M. This was primarily attributable to higher employee staffing expenses resulting from the new Staff Industrial Agreement and new experiential learning program expenses.

For the 2025 year, the School generated \$7.7M in net cash from operating activities and continues to recognise the importance of further action required to effectively manage increasing pressure on School revenue and expenses.

Capital Expenditure of \$4.4M during 2025 included the remaining \$0.95M for the High Country Campus Building additions, \$1M for the Macquarie University Oval and Pavilions, \$0.5M for the Peter Cornish Building refurbishment works, \$0.6M for the Redlands Hall and Peter Cornish HVAC upgrades, \$0.7M for ICT related enhancements including classroom AV, student and staff device upgrades and other upgrades to ICT infrastructure, \$0.15M for the High Country Campus Solar Project and the acquisition of various furnitures and fixtures.

In 2025 \$0.3M was received from donations and \$0.03M from interest income. Separate to this, the SCECGS Redlands Scholarship Fund received \$0.301M from donations and \$0.292M from investment and interest income; and the end balance of Assets Under Management as of 31 December 2025 was \$4.37M.

Maintaining diligent fiscal management will be important in the coming years, as the School focusses on the strategic objectives within the new Strategic Plan and the execution of the three campus Master Plan.



Appendix

Curricular/Cocurricular Achievements

English

Stanton Library Young Writers' Award

- 1 Senior girl placed 2nd
- 1 Senior boy awarded Merit

Mosman Youth Awards in Literature

- 1 Senior boy awarded Highly Commended in Junior Poetry

The Ethics Centre's Young Writers' Competition

- 1 Senior girl placed 1st

John Locke Institute Global Essay Competition

- 1 Senior girl shortlisted for the Junior Category

Book Week

Premier's Reading Challenge

Mathematics

Australian Mathematics Competition

- 2 High Distinctions, 32 Distinctions

ICAS Mathematics Competition

- 1 High Distinction, 27 Distinctions

Computational and Algorithmic Thinking Competition

- Junior students awarded 2 Distinctions and 41 Credits

Science/Technology

Science and Engineering Challenge

- Redlands team placed 2nd

ICAS Science Competition

- 1 Senior boy placed 1st in Year 9 category

National Science Week

Year 8/10 Science Symposiums

Innovation/Entrepreneurship

Year 11 Industry Day

Year 10 Commercialisation Challenge

Year 10 Biotech Futures Challenge

Year 9 Intrapreneurship Program

Year 9 Market Day

Year 9 Ocean X Challenge

Year 8 Circular Economy

Year 7 STEAM - Bee-yond the Hive

Year 7 Day of AI

Year 6 UNICEF Collaboration

Year 5 Day of AI

Year 5 Shark Tank

StartUp Bootcamp

Debating

FED Competition

- Yr 7 team won the Grand Final

ISDA Competition

- Primary A and Primary B teams reached the Octo Finals

SDN Debating Competition

- Year 9 team placed 1st

Re:Solved International Public Speaking Competition

- 1 Senior boy placed 5th
- 4 Senior students named in the 32 global finalists

Rostrum Voice of Youth

- 1 Senior girl awarded Junior Division Runner Up
- 1 Senior boy awarded Senior Division Runner Up

House Debating Competition

da Vinci Decathlon

- Year 11 team - 9th in Science, 10th in Legacy
- Year 10 team - 5th Overall, 1st in Creative Producers, 2nd in Legacy, 4th in Ideation, 5th in Cartography, 8th in Art & Poetry
- Year 9 team - 6th in Engineering, 6th in Science, 8th in Ideation, 10th in Legacy
- Year 8 team - 5th in Creative Producers, 6th in Code Breaking
- Year 7 team - 4th in English, 6th in Engineering, 7th in Science
- Year 5 team - 6th in Cartography, 9th in Science

Australian Economics Olympiad

- 1 Senior boy placed 1st

Ethics Olympiad

- Senior team placed 1st
- Year 6 team placed 3rd
- Year 5 team placed 8th

Tournament of Minds

- Arts team placed 1st
- STEM team placed 2nd

ICAS Competitions

- Junior students achieved 5 High Distinctions and 54 Distinctions in English, Mathematics, Science and Spelling

UNICEF Australia Operation Earth Action

- Redlands Kai Pak team placed 1st

Visual Arts

HSC

- 1 student was nominated for ARTEXPRESS

HSC Art Exhibition

IB Art Exhibition

Innovative Design

HSC

- Design and Technology: 1 student was nominated for SHAPE

HSC Design and Technology, Textiles and Design and Computing Science Showcase

Drama/Theatre

HSC

- 17 students received 26 nominations for ONSTAGE

Shakespeare Carnival

- Redlands team placed 1st in Ensemble Category and selected to compete in the NSW Finals

Theatresports

- Year 8 team won the Semi Finals
- Senior team placed 3rd in the Semi Finals

Sydney Youth Musical Theatre

- 1 Senior girl performed in *Billy Elliot*

HSC Drama/IB Theatre Showcase

Year 11 Drama - Physical Theatre

Year 10 Drama - Multidisciplinary Theatre

Year 9 Drama - *Docudrama*

Year 8 Drama - *Australian Landscapes*

Music

HSC/IB Performance Showcases

Australian School Band and Orchestra Festival

- Combined String Ensemble won Gold
- Advanced Concert Band won Gold
- Intermediate Concert Band won Gold
- Junior Performance Band won Gold
- Junior String Ensemble won Gold
- Advanced Stage Band won Silver

Sydney Eisteddfod

- Senior Voices awarded Highly Commended

Opera Australia

- 1 Senior girl and 3 Junior students selected to perform in Opera Australia productions

Cantabile Music Festival

- 3 Senior girls performed with Symphonia Jubilate at the Sydney Opera House

Sydney Sings

- 1 Senior Girl and 1 Junior Girl awarded scholarships to perform in the Showcase

AMEB Exams

- 16 A+ High Distinctions, 42 A Honours/ Distinctions in Piano, Voice, Cello, Flute, Clarinet, Trumpet, French Horn, Trombone, Euphonium, Saxophone, Musical Theatre, Musicianship, Rock Band Vocals, Rock Band Guitar, Rock Band Bass

Dance

HSC

- 4 students received 5 nominations for CALLBACK

HSC/IB Showcase

RAD Exams

- Senior - 21 students awarded: 7 High Distinctions, 9 Distinctions, 4 High Merits, 1 Merit
- Junior - 32 students awarded: 16 Distinctions, 16 High Merits
- Junior Class Awards - 13 students awarded

Youth America Grand Prix

- 1 Senior girl performed in the Finals

Hollywood Bound Nationals

- 1 Senior boy won Dancer of the Year

World Dance Movement Competition

- 1 Senior boy placed 2nd in Ballet, qualified for the Semi Finals of Contemporary World Dancer of the Year and won a 2025 WDM Scholarship and a scholarship to attend the New York City Dance Alliance Regional Convention

Australian Ballet

- Ms Revie performed in *Manon and Sleeping Beauty*

Victoria State Ballet

- 2 Senior students performed in *Snow White*

Bolshoi Ballet

- 1 Junior girl attended a workshop in Japan

Ballet Collective Junior Group

- 1 Senior girl selected to perform at the Sydney Opera House

Isobel Anderson Awards

- 1 Senior girl placed 2nd and 1 Senior boy qualified for the Finals

Joan and Monica Halliday Awards

- 2 Senior girls and 1 Junior girl qualified for the Semi Finals

Cechetti Medal Awards

- 1 Senior girl placed 1st in Intermediate and was selected to represent NSW at the Lucie Saranova Award in Adelaide

AICD NSW Ballet Awards

- 1 Senior girl awarded 1st place in 11-12Y section

Sydney Dance Company

- 1 Senior girl selected for Pre-Professional Year Workshops

Sydney Eisteddfod

- Sydney Contemporary Performers placed 3rd
- Senior Jazz Performers placed 3rd
- 1 Senior Girl placed 3rd in Open Contemporary
- 1 Senior Girl awarded Highly Commended in 14Y Classical Ballet
- 1 Senior girl was a Semi Finalist in the 14/15Y Junior Ballet Scholarship

SPACE

- Senior Baller Performers 1 placed 1st
- Junior Ballet Performers 2 placed 1st

Extreme Dance Competition

- Senior Jazz Performers awarded Highly Commended
- J Senior boy placed 1st in Ballet Solo
- 1 Senior girl placed 2nd in Contemporary Solo

Carnival Eisteddfod

- Senior Baller Performers placed 2nd in Dance Schools section
- Senior Contemporary Performers placed 1st in High Schools section
- Senior Jazz Performers placed 1st in High Schools section

- 1 Senior boy placed 1st in Ballet, 1st in Contemporary, 2nd in Lyrical



Platinum Dance Competition

- Senior Ballet Performers 2 placed 1st in Open Age Classical Ballet, won a Golden Ticket to the Finals and won the Outstanding 15Y/O Choreography Award
- 1 Senior Girl placed 1st in 15Y/O Jazz Duo, 2nd in 15Y/O Lyrical, Highly Commended in 15Y/O Contemporary Traditional
- 1 Senior Girl placed 1st in 15Y/O Jazz Duo
- 1 Senior girl placed 3rd in 15Y/O Contemporary Traditional, Highly Commended in 15Y/O Classical Ballet
- 1 Senior girl awarded Highly Commended in 13Y Classical Ballet
- 1 Senior boy placed 3rd in 13Y Contemporary
- 2 Senior girls placed 2nd in Open Jazz/Hip Hop

IRBD

- 1 Senior boy placed 2nd in Classical Solo, 2nd in Contemporary Solo

Energy Express Eisteddfod

- 1 Senior girl placed 1st in Modern Lyrical Solo, Highly Commended in Contemporary Solo

Expressions Dance Competition

- 1 Senior girl placed 2nd in 16U Open Classical Solo, 2nd in 16U Open Contemporary Solo

Ultimate Dance Challenge

- 1 Senior girl was a finalist in Senior Ballet Scholarship

Adrenaline Dance Competition

- 1 Senior girl placed 1st in Ballet, 2nd in Contemporary, Top 5 in High Point Score Overall in Senior Elite Division

Talent Tribe

- 1 Senior girl placed 3rd

Events

Performing Arts

Musical - *High School Musical*
 Gala Arts Festival
 Dance End of Year Performance - *Alice Play - Clue*
 Senior Music Festival - *Music That Changed the World*
 Junior Music Festival - *A Celebration of Cocurricular Music*
 Music Performance Competition
 Battle of the Bands
 Jazz in the Garden
 Choral Celebration
 Music Scholars Concert
 Red Factor
 HICES Music Festival
 MIP Concert
 K-12 Strings Concert
 Shakespeare Under the Stars
 Theatresports Competition
 Junior Musical Theatre - *Finding Nemo Jr*
 End of Year Soirees

Leadership

Burn Bright Leadership Training
 yLead Altitude Day
 National Young Leaders Day
 North Sydney Council Voice of Youth Workshop
 Peer Support Leadership Program
 Student Representative Council
 U N International Women's Day
 National Reconciliation Week
 House Spirit Fair
 Harmony Day
 World Ocean Day
 Duke of Edinburgh

Service

Matthew Talbot Hostel
 Breast Cancer Research
 Mother's Day Classic Fun Run and Walk
 Anglicare Toys 'n' Tucker Appeal
 UNICEF Australia
 CMRI - Jeans for Genes Day
 Children's Cancer Institute
 Kids Giving Back
 Raise Foundation
 Wayside Chapel
 Mary's House
 Heart Kids
 Indigenous Literacy Foundation
 Country As Teacher
 Humpty Dumpty Foundation
 Hope in a Suitcase
 WWF Australia
 Relove
 One Meal
 Year 12 Give Back Day
 Bougainvillea Retirement Village
 Clean Up Australia
 ANZAC Day Services
 Remembrance Day
 Greenlands Week

Sport Achievements

Athletics

NSW All Schools Championships

- 3 Senior students represented CIS

NSW PSSA Championships

- 2 Junior students represented CIS
- 1 Junior girl placed 4th in the U11 100m Final and was selected for the NSW team for the National Interschools

CIS Championships

- 1 Senior boy placed 3rd in 17Y 1500m
- 1 Senior boy placed 3rd in 17Y Javelin
- 1 Senior girl placed 3rd in 17Y 100m
- Senior team achieved 10 other Top 10 places
- 1 Junior girl placed 2nd in 100m and 2nd in 200m
- 1 Junior girl placed 3rd in Long Jump and 6th in 100m
- 2 Junior boys placed 5th and 9th in 100m

ISA Carnival

- Redlands team achieved 15 podium places - 4 1st places, 6 2nd places, 5 3rd places
- Girls team placed 3rd Overall: 2nd in Girls 12-14, 3rd in Girls 17
- 1 Senior girl placed 1st in 100m, 2nd in 90m Hurdles, 3rd in 800m
- 1 Senior girl placed 1st in 13Y High Jump, 2nd in 13Y Long Jump
- 1 Senior girl placed 1st in 16Y Discus
- 1 Senior girl placed 2nd in 12Y 800m and 12Y 400
- 1 Senior girl placed 3rd in 15Y 400m and 15Y 800m
- 1 Senior boy placed 1st in 16Y Javelin
- 1 Senior boy placed 2nd in 17Y Javelin
- 1 Senior boy placed 2nd in 18-19Y High Jump
- 1 Senior girl placed 3rd in 17Y 400m
- 1 Senior girl placed 3rd in 18-19Y 400m
- 17 Redlands athletes selected for the ISA team to compete at the CIS Championships

IPSHA Carnival

- 43 Junior students represented Redlands
- 3 Junior students selected to represent IPSHA at CIS

AFL

- 1 Senior girl selected for the CIS Girls 15/U team to compete at the NSW All Schools Championships
- 2 Senior girls and their QBE Swans Academy U13 and U14 teams were undefeated at the Super 24 Tournament
- 1 Senior boy appointed Co-Captain for the Multicultural U17 Academy in Melbourne
- Year 6 Girls team won the Paul Kelly Cup, qualifying for the Regional Finals

Basketball

- Boys 15B were runners up in the ISA Grand Final
- Boys 1sts, 17A and 13B contested the ISA Semi Finals
- 1 Senior girl and her Norths U18 Rep team won the NSW Metro D2 Basketball Championships
- 1 Senior girl was selected to attend the Basketball NSW Talented Athlete Program
- 4 Senior students represented North Sydney in 3 x 3 Basketball at the International Children's Games in Estonia

Cross Country

NSW All Schools Championships

- 1 Senior boy, representing CIS, placed 26th

NSW PSSA Championships

- 1 Junior boy placed 5th in U11 Boys and qualified to represent NSW at the National Championships

CIS Carnival

- 15 students represented Redlands and ISA, with 13 students finishing in the Top 40, and 4 in the Top 20
- 1 Senior Boy placed 9th in the Boys 14 4km, qualifying for the NSW All Schools Championships
- 7 Junior students represented IPSHA, with 1 Junior boy placing 3rd in 11Y Boys, qualifying to represent CIS at the NSW PSSA Championships, and 1 Junior boy placing 7th in 10Y Boys

ISA Carnival

- Girls team placed 3rd Overall: Senior Girls 2nd, Inter Girls 2nd
- 1 Senior boy placed 3rd in Boys 14Y 4km, 1 Senior girl placed 3rd in Girls 14Y 4km

IPSHA Carnival

- 33 Junior School students represented Redlands at the IPSHA Carnival
- 1 Junior Boy placed 2nd in 11Y Boys, 1 Junior boy placed 4th in 10Y Boys, and 2 Junior students placed 10th in 10Y Girls and 12Y Boys

Mini-Mos

- 1 Senior girl placed 1st in the U20 division and 3rd in the Total Female division.

Football

- Girls 1sts and Junior Cs were runners up in the ISA Grand Finals
- 5 Girls teams and 3 Boys teams contested the ISA Semi Finals
- 3 Senior girls were selected for the ISA team
- 1 Senior boy was selected to represent the New Zealand U16s Open team in the FIFA Youth Series in Zurich, with his team qualifying for the Finals
- 1 Senior girl was invited to play in the East Mallorca Cup in Spain

Hockey

- Girls 1sts and 3rds contested the ISA Semi Finals

Netball

- Junior E won the ISA Grand Finals
- Senior 3rds and Inter Bs were runners up in the ISA Grand Finals
- 5 teams contested the ISA Semi Finals
- 3 Senior Girls were selected for ISA Opens and U15 teams

Rowing

Australian Rowing Championships

- 20 Redlands rowers competed at the National Championships
- Schoolboy Coxed Quad won Bronze in A Final
- Mens U19 Coxless Quad placed 6th in A Final
- Schoolgirl Coxed Quad placed 5th in B Final
- Schoolgirl U17 Coxed Quad placed 7th in B Final
- Schoolboy U17 Coxed Quad placed 8th in D Final

NSW Championships

- 6 crews qualified for the Finals and 4 crews achieved the Semi Finals

Head of the River

- Redlands crews won 3 Gold, 7 Silver, 4 Bronze

NSW Small Boat Regatta

- Girls U17 Double Scull won Gold

ACT Junior Championships

- Redlands crews placed 4th Overall, winning 3 Gold, 7 Silver and 4 Bronze

Gold

- Boys U19 Quad
- Girls U17 Double Scull
- Girls U17 Single Scull

Silver

- Girls U19 Quad
- Girls U19 Double Scull
- Girls U17 Quad
- Girls U17 Double Scull
- Girls U15 Quad
- Girls U15 Single Scull
- Boys U15 Double Scull

Bronze

- Boys U19 Double Scull
- Boys U 15 Quad
- Boys U15 Single Scull
- Girls U15 Single Scull

ACT Head of the Lake

- Redlands crews placed 5th Overall, winning 4 Gold, 4 Silver and 7 Bronze

Gold

- Schoolboy Coxed Quad, Div 1
- Schoolboy Coxed Quad, Div 2
- Schoolgirl Single Scull
- Schoolboy Yr 8 Single Scull

Silver

- Schoolboy Single Scull
- Schoolgirl Yr 10 Quad
- Schoolboy Yr 10 Single Scull
- Schoolboy Yr 8 Single Scull

Bronze

- Schoolgirl Quad
- Schoolboy Quad
- Schoolgirl Single Scull, Div 1
- Schoolgirl Single Scull, Div 2
- Schoolboy Single Scull, Div 2
- Schoolboy Single Scull, Div 3
- Schoolboy Yr 10 Single Scull

Roseville Regatta

- Girls crews achieved 4 1st places, 5 2nd Places, 8 3rd places

Rugby

- Boys 14s won the ISA Grand Finals
- Boys Opens were runners up in the ISA Grand Finals
- 1 Junior boy represented Northern Suburbs U10 at the NSW Championships

Sailing

NSW Schools Racing Championships

- 12 Senior students represented Redlands
- Redlands A placed 10th
- Redlands B placed 16th
- 1 Senior girl placed 1st in the Optimist NSW Championships female division and was selected to represent Australia at the Optimist European Championships in Turkey
- 2 Senior students representing the Royal Sydney Yacht Squadron won their division in the NSW Teams Racing Pre-State Regatta
- 1 Senior girl finished 7th Overall and 2nd Girl in the Intermediate fleet at the Georges River Regatta; and placed 2nd Overall and 1st Girl in the Intermediate fleet at the Woollahra Interclub Regatta Series

Snowsports

Redlands Cup

- Redlands team achieved 8 podium finishes - 2 Gold, 2 Silver, 3 Bronze

Sydney Interschools

- Redlands team achieved 16 podium finishes - 5 Gold, 5 Silver, 6 Bronze - and 60 Top 10 finishes

NSW Interschools

- Redlands team achieved 12 podium finishes - 3 Gold, 5 Silver, 4 Bronze
- Bronze in Secondary Coed Pointscore, 4th in Primary Coed Pointscore

National Interschools

- Div 1 Girls Alpine team won Gold
- 1 Senior girl won Silver in Div 1 Girls Alpine
- Redlands team achieved 10 Top 10 placings - 6 team and 4 individual

Ameia McGuiness Trophy

- Redlands team achieved 4 podium finishes - 2 Gold, 2 Silver

Swimming

Australian Swimming Championships

- 1 Senior girl placed 5th in 50m Butterfly, 5th in 100m Butterfly, 7th in 50m Backstroke and with her team won Silver in 15-16 50m Freestyle Relay, Bronze in 17-19 50m Freestyle Relay and Bronze in 15-16 50m Medley Relay

NSW Senior Championships

- 1 Senior girl competed in 7 individual events and 3 relays, achieving 3 Top 10 placings, and was selected for the NSW Girls 12-15 Sharks Squad, ranking Top 8 in NSW



NSW All Schools Championships

- 1 Senior girl placed 1st in 100m Butterfly, 3rd in 50m Butterfly and 3rd in 50m Backstroke, and was selected to represent NSW at the National Championships

CIS Carnival

- 3 Senior students represented ISA
- 1 Senior girl placed 2nd in Girls 16Y 50m Butterfly and 3rd in Girls 16Y 50m Backstroke, qualifying for the CIS team to compete at the NSW All Schools Championships

ISA Carnival

- Girls team won Div 2 Championship Shield: Senior Girls 1st, Inter Girls 1st, Junior Girls 3rd
- Boys team placed 9th Overall: Senior Boys 8th, Junior Boys 9th
- 1 Senior girl competed in 6 events and broke the 16 Girls 50m Butterfly record

Senior Swimming Carnival

- 2 records were broken
- 1 Senior girl won 16 Girls Backstroke, breaking a 31-year record
- 1 Senior boy won Junior Boys 50m Butterfly, breaking a 35-year record

Tennis

- Redlands 4, 5 and 6 won the ISA Finals
- Redlands 10 and 12 were runners up in the ISA Finals
- Redlands 1 and 24 won the NSTA Finals
- Redlands 2, 3, 6, 14, 20 and 23 were runners up in the NSTA Finals
- 1 Junior boy was selected for the IPSHA team to compete at the CIS Championships
- 1 Senior boy won the U14 Macarthur Winter Tennis Tournament

Touch Football

- Girls 2nds and Girls 5ths won the ISA Grand Finals
- Boys Junior A were runners up in the ISA Grand Finals
- 12/13 teams qualified for the ISA Semi Finals
- 6 Senior Girls and 1 Senior Boy were selected for the ISA team to compete at the NSW CIS Championships.
- 6 Senior Girls and their teams competed in the NSW Cup Finals
- 1 Senior girl and her Sydney Scorpions 18 team were runners up at the NSW Junior Regional Championships, and she was also selected for the Sydney Scorpions U20 team to compete at Nationals
- 2 Junior boys were selected for the IPSHA team for the CIS Trials

Cricket

- 1 Junior boy was selected for the Div 1 CIS Boys Cricket team to represent both Redlands and CIS at the NSWPSA Championship in 2026
- 1 Junior girl was selected for the CIS team to compete at the NSW Championships

Equestrian

- 1 Senior girl placed 3rd in the Senior 105cm Combined Training at the NSW Interschool Championships and was selected as Combined Training Captain to represent NSW at the National Interschool Championships

Fencing

- 1 Senior girl won Gold in the Girls Sabre division at the Australian Youth Championships, and placed 2nd with her team at a National Fencing competition

Gymnastics

- 1 Junior boy achieved 2 1st places, 2 2nd places and 3 3rd places in Level 2-3 division at the IPSHA Gymnastics Championships
- 1 Senior girl and her team placed 1st Overall and 1st in Balance and 1st in Dynamic in Level 4 Senior Trio at the NSW Acrobatic Gymnastics Championships; and were crowned National Champions with 1st in Balance and 1st in Dynamic at the National Championships

Indoor Hockey

- 1 Senior boy captained the U14 team at the Nationals
- 1 Senior Girl and her Northern Beaches team won the U14 Indoor NSW Championships

Softball

- 1 Senior girl and her NSW team were crowned U16 Champions at the National Championships, and represented Australia at the World Baseball Softball Confederation (WBSC) U15 Softball World Cup, where her team placed 8th

Volleyball

- 1 Senior girl was selected for the CIS team to compete in the Tri-Series

Donors

The following is a list of the names of families, friends and Alumni who financially supported the means-tested Redlands Scholarship Fund and Building Fund during 2025. Their generosity is appreciated and on behalf of the School community we thank you sincerely for your support. The following list of donors excludes a number of generous donors who have requested to remain anonymous.

New Governors

Gidwitz / Brandjes, Alex & Marlien
Grinham, Angus & Catherine
Williams / Gardner, Christopher & Felicity

Scholarship Fund

Allen, Samuel & Sharleen
Angus / Davila, Troy & Iris
Arnold, Stephen & Kirsty
Auld, Christopher
Bain, Douglas & Gillian
Baker, Richard
Bardwell, Maitland & Amanda
Barnes / Monaghan, Gregory & Jill
Barnes, Lachlan & Shirley
Barter, Chris & Trine
Beeton, Scott & Sally
Bellini / Babbi, Pietro & Giulia
Bhansali / Mehta, Kunal & Nasha
Birse, Grant & Janaya
Bishop / Nicodemus, Christopher & Amy
Boger, Eric & Amy
Bond, Jim & Mara
Borsa / Vernaza, Jacopo & Andrea
Brooks / Smith, Daniel & Courtney
Bryan, Tim & Victoria
Buncombe / Neilson, Todd & Paris
Bunten, Robert & Samantha
Burton / Stillone, Chris & Anna Maria
Cadman, Duane & Jennie
Cai / Duan, Xueming & Angela
Cai, Joanne
Carr, Jeremy & Kristy
Casimaty, Dana & Peter
Chandra / Duignan, Anthony & Sarah
Chapman, Murray
Chen / Wang, Angus & Wen-Huan
Child, Marcus & Jennifer
Chin / Li, Eu Wai & Denise
Clendenny / Morgan, Matthew & Clare
Cook, Victoria
Corcoran, Sean
Crennan, Angus & Monika
Daily / Speechly, Christopher & Catherine
Davies, Martin & Christine
Dawson-Damer, Henry & Alexandra
De Gray / Davidson, Christopher & Vicki
De Jager, Jenni
den Hartog / Swaager, Bram & Patrice
Done, Yvette
Doree, Gary & Nicola
Duivenbode, James
Duivenbode, Sam
Durney / Auriemo-Durney, James & Ana
Eade, Thomas & Edwina
Farris, Caroline
Fielding, Ben & Karalee
Fransen, Alexandra
Frylinck / Kumarasinghe, Leon & Gayathri
Gait, David & Rebecca
Gallego, Tamia & Justin
Garvey / Lee-Joe, Robert & Jaclyn
Gasmus / Davis, Oliver & Geraldine
Genocchio, Edward & Nicole
Gidwitz / Brandjes, Alexander & Marlien
Golowenko / Connors, Anthony & Lisa
Gordon / Lofthouse, Luke & Helen
Gregory / Williams, Hamish & Phoebe
Grinham, Angus & Catherine
Grossman / Hughes, Stephen & Amanda

Gu / Qiu, Gary & Ziyi
Gunasinghe / Luepuwakitakul, Keshan & Pratchayane
Gyoshev / Bumbarova, Vasil & Denitsa
Halliday, Matthew & Jaqui
Hanly, Eva
Harrison, John & Jane
Harvey, Philip & Veronica
Haworth, Grant & Belinda
Haynes, David & Kylie
He / Wang, Pu & Jie
Heller / Robb, Josh & Kylie
Hemming, Andrew & Jane
Hepple / Tempest, Nathan & Sarah
Hoang, Huong & Yen
Horry / Thew, Michael & Penelope
Howard, Jeffrey & Sarah
Huang / Wan, Chun & Wenjin
Humphreys / Naylor, Michael & Nadia
Hunter, Michael & Kimberlee
Hurley, Peter & Genevieve
Hynes / Ishii, Justin & Sachiko
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Jackson, Andrew & Jenny
Jennings, Adam & Deborah
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Kaye, Maxim & Anita
Kehlet, Jimi & Kristina
Kemp, James & Josephine
Khanthiphaisansakun / Chuluthai, Subin & Utumporn
Killin / Wright, Christian & Marnie
King / Robinson, Christopher & Tamara
Kittle, Graham & Anna
Klineberg / Burke, Daniel & Sarah
Krallis, Demostanies & Jennifer
Kramer / Stevens, Robert & Joanna
Kraus, Thomas
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Lennox, Peter & Sandra
Li / Wong, Shu & Kai-Bun
Liang / Zhao, Dan & Wei
Liu / Cheung, Crystal & Alex
Lo / Hsu, Jie-Yin & Albert
Loop, Matthew & Katrina
Lorentz / Vaughan, Marcus & Kristin
Louis, Justin
Love, Lachlan & Sally
Luby / Kassab, Cameron & Natalie
Ma / Chen, Lee & Ling
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Mair, Gareth & Nicole
Markiewicz, Nicholas & Alice
Marsden, Timothy & Claudia
Masters, Paul & Sheridan
Meagher, Tobin
Mendel, Charles & Rebekah
Mills / Clifford, Andrew & Olivia
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Muto / Slowikowski, Madoka & Marcin
Naqvi, Kamal & Sabiha
Natarajan / Molina, Madhu & Diana
Natilli, Stephen & Susan
Niu / Li, Xueqiang & Jingwen
Okhovat, Pejman & Emma
Paul, Brendan & Sheridan
Pavlov, Denis
Peck, Robert & Christie
Peng / Ye, Alfred & Jenjen
Petersen, Grahame & Martina
Pham / Nguyen, Phuong & Quynh Anh

Pickering, Daniel & Holly
Potter / Allen, Stephen & Emma
Punt, Bastiaan
Ressas, Nazmi
Richardson, Amy & Michael
Richardson, Lisa
Rodda, Brendon & Rebecca
Rowe, Jake & Elizabeth
Roy / O'Lone, David & Emma
Russo, Joe
Rye, Declan & Jo-Ann
Ryrie, Elizabeth
Salmon, Toby & Alice
Scott, Katrina
Seckold Bowler / Bowler, Rani & Christopher
Serra Chinchilla / Curran, Antoni & Elizabeth
Shibanuma, Akira & Chifumi
Shoukroun / Jerah, Koren & Vanessa
Sibold, Cynthia
Simpson, Scott & Aimee
Smith / Healy-Smith, Scott & Kate
Smith, Karen
Steinfort / Hurley, Brendan & Camilla
Sun / Zhan, Bill & Jan
Tahuil Ochoa / Gonzalez Ramirez, Carlos & Isaura
Vallelonga, Adrian & Corinne
Walters, Alfred & Grace
Wang / Liu, Hao & Clare
Wang / Zhang, Dake & Yiwen
Wanzare, Manoj & Anjal
Ward, David & Kristie-Anne
Watters, Brendan & Lisa
Way / Jones-Way, Andrew & Felicity
Wells / Barker Wells, Andrew & Clare
Wheeler / Miechel, Lyndon & Bree
Williams / Gardner, Christopher & Felicity
Williams, Andrew & Danielle
Willis / Sheldon, James & Mia
Wong / Wang, Wesley & Mandy
Woodhouse / Dean, Scott & Leila
Wu / Yang, Alex & Tiffany
Yeo / Xiaofei, Bernard & Faye
Yuan, Annie
Zhang / Bassingthwaighe, Bo & Yolande
Zhang / Ling, Hai & Selina

Building Fund

Angus / Davila, Troy & Iris
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Auld, Christopher
Bain, Douglas & Gillian
Baker, Richard
Bardwell, Maitland & Amanda
Barnes, Lachlan & Shirley
Barter, Chris & Trine
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Bojanovic, Ivan & Jovana
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Bowler / Gregory, Christopher & Hamish
Brooks / Smith, Daniel & Courtney
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Buncombe / Neilson, Todd & Paris
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Cadman, Duane & Jennie
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 Liang / Zhao, Dan & Wei
 Liu / Cheung, Xiaoxiao & Kin Ping
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 Markiewicz, Nicholas & Alice
 Mast, Darren & Jennifer
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 Meagher, Tobin
 Mendel, Charles & Rebekah
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 Muto / Slowikowski, Madoka & Marcin
 Natarajan / Molina, Madhu & Diana

Natilli, Stephen & Susan
 Niu / Li, Xueqiang & Jingwen
 Paul, Brendan & Sheridan
 Pavlov, Denis
 Peck, Robert & Christie
 Pecora Lauria / Francisci, Francesco & Cassandra
 Peng / Ye, Alfred & JenJen
 Petersen, Grahame & Martina
 Pham / Nguyen, Phuong & Quynh Anh
 Potter / Allen, Stephen & Emma
 Punt, Bastiaan
 Ressas, Nazmi
 Richardson, Amy & Michael
 Richardson, Lisa
 Rowe, Jake & Elizabeth
 Roy / O'Lone, David & Emma
 Rule / Yuan, Matthew & Joyce
 Russo, Joe & Liz
 Rye, Declan & Jo-Ann
 Salmon, Toby & Alice
 Scott, Katrina
 Seckold Bowler / Williams, Rani & Phoebe
 Serra Chinchilla / Curran, Antoni & Elizabeth
 Shibamura, Akira & Chifumi
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 Simpson, Scott & Aimee
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 Willis / Sheldon, James & Mia
 Wong / Wang, Wesley & Mandy
 Yeo / Xiaofei, Bernard & Faye
 Yuan, Annie
 Zanello, Mel
 Zhang / Bassingthwaighe, Bo & Yolande
 Zhang / Ling, Hai & Selina

Alumni

Anderson, Jane
 Anderson, Jennifer
 Brown, Robyn
 Diekman, Valerie
 Farrell, Jennifer
 Ferns, Judith
 Greenwood, Jannette
 Howard, Anne
 Jones, Margaret
 Keridge, Elizabeth
 Kerr, Jennifer
 Kiely, Tracey
 Kvisle, Vicky
 Laverty, Susan
 Luikens, Sylvia
 Markworth, Thomas
 Mulligan, Tracy
 Ryrie, Thomas
 Skelly, Susan
 Sleigh, Marilyn
 Tomi, Janet
 Tunbridge, Jill



The Board



Emeritus Professor Glenn Wightwick

BSc, FTSE, FRSN
Appointed April 2020
Chair

Glenn was the Deputy Vice-Chancellor of Enterprise at the University of Technology Sydney. He has worked in research and innovation in higher education for ten years and has more than 30 years' experience in information technology. He has three children who graduated from Redlands in 2020, 2022 and 2025. Glenn is Chair of the Board and also a member of the Nominations and Governance and Physical Resources Committees, and is keen to support the development of innovation and entrepreneurship at Redlands.



Jane Anderson

MMgmt, PGDipBank
Appointed May 2018
Deputy Chair

Jane is currently employed by Australia Post as Executive General Manager, Community, Sustainability and Stakeholder Engagement. She has more than 30 years' corporate affairs experience in financial services including insurance, banking, superannuation and asset management. She has one child currently attending Redlands and another who graduated in 2024. In addition to her role as Deputy Chair, Jane is Chair of the Nominations and Governance Committee and a member of the Risk Oversight Committee. Jane's focus is on supporting Redlands to continue to thrive as a first class coeducational school that recognises the unique needs of each student.



Patricia (Paddy) Carney

BSc (Hons), FCA, GAICD
Appointed August 2020

Paddy is a senior partner at PwC Australia. She has over 35 years' experience providing assurance and related services to listed companies, private companies and multi-nationals in the UK, Australia and Asia-Pacific. She has extensive director experience, was a member of the Global Board of the PwC network for eight years and is currently a Director of the Committee for Economic Development of Australia (CEDA). She has two children who graduated from Redlands in 2022 and 2024 and is Chair of the Risk Oversight Committee and a member of the Finance and Audit Committee. Paddy is keen to ensure that Redlands operates in a sustainable way in all aspects of its operations such that it is still thriving in another 140 years' time.



Amy Cheung

MBA, BMedSc
Appointed April 2021

Amy is a senior executive with over 28 years' experience in innovation, management consulting, digital marketing and general management. She is the founding director of Con Moto, a management consulting company focusing on helping start-ups, entrepreneurs and businesses grow in the digital age, and previously held senior roles in Telstra and AAPT. Amy is a member of the Finance and Audit Committee and the Board representative on the Sustainability Working Group. As a Redlands alumna, Amy is passionate to help her school to be known as a world class school with many unique educational offerings.



Megan Coall

LLB, BComm, GAICD
Appointed February 2024

Megan is a lawyer with over 15 years' experience working in law firms in Sydney and London. She currently heads up the legal advisory division of Tiger & Bear Partners, advising clients on mergers and acquisitions and other corporate and commercial transactions. Megan is a member of the Risk Oversight Committee.



Christian Cooksley

BScArch, B.Arch
Appointed March 2024

Christian is a Director of an Architecture firm based in Sydney. He has over 20 years' experience working on the design and delivery of both multi-unit residential and large commercial projects in Australia, New Zealand and the United Kingdom. He is Chair of the Physical Resources Committee and has two children currently attending Redlands. Christian's focus is to help Redlands provide its students with exceptional educational facilities.



Josh Heller

BComm, GAICD
Appointed August 2024

Josh has 22 years' experience in the financial services industry, with senior executive positions in banking, funds management, strategy and risk management. He is currently a Senior Vice President at PIMCO, a global asset manager. He is a director of The Manta Foundation and previously held a directorships of an AFSL holder and a trustee company. Josh is a director of the Redlands Scholarship Foundation, Chair of the Foundation Advisory Committee and a member of the Finance and Audit Committee. He has two children currently attending Redlands. Josh is passionate about continuing to help make Redlands a local school with an International school viewpoint and creating pathways through scholarship for students who wouldn't otherwise get those opportunities.



Jennifer Mast

MBA, MA, BA (Hons)
Appointed August 2025

Jennifer is a public affairs and national security executive with over 25 years' global experience in risk mitigation, strategic communications, crisis management and government relations. She has held senior leadership roles at Edelman and Oshkosh Corporation, as well as in government. Jennifer has lived and worked in the USA, China, Europe, Japan and Australia, and is engaged in several community organisations. She has two children currently attending Redlands, is a member of the Risk Oversight Committee, the Board Appointee to the Redlands Parents and Friends Association and a member of the Foundation Advisory Committee.



Grahame Petersen

BA, GradDipSIA, FAICD, FCSI
Appointed March 2020

Grahame has 35 years' experience in the financial services industry, with senior executive experience in banking, strategy, risk management, investment, technology and cultural change. He has been a director of a number of financial services companies since 1999 and is engaged in coaching and community roles. Grahame has one child currently attending Redlands and two who graduated in 2024 and 2025. Grahame is Chair of the Finance and Audit Committee and a member of the Physical Resources and Foundation Advisory Committees. Grahame is committed to ensuring strong governance at Redlands to enable the School to deliver a contemporary real world education offering academic excellence and diverse life learning experiences within a coeducational environment.



Andrew Smith

LLB, BComm, CA
Appointed November 2025

Andrew has more than 25 years' experience in financial services and capital markets, predominantly through investment banking and financial advisory. As Chief Operating Officer of Pepper Global, he is responsible for a broad range of activities including legal and company secretarial, compliance, HR, risk, IT, cyber, brand and taxation. Andrew has experience as a director of a number of companies across both APAC and Europe/UK. He currently serves as a member of the Finance and Audit Committee. Andrew is also a Redlands alumni.



Greg Webster

B App Sc, B Theol, MEd (Ed Psych), GradDipEd
Appointed November 2024

Greg is currently Rector of Christ Church Lavender Bay. He has over 30 years' experience in education at both tertiary and secondary level. He has served in academic and pastoral leadership positions in the independent schooling sector. His current research interest is in neuroscience, feedback and metacognition in learning. Greg is a member of the Risk Oversight Committee.



Juliet Wenden

BAcc, DipSupMgt, AMusA, FASFA
Appointed November 2023

Juliet is the General Secretary of the Anglican Church in Australia. She has 25 years' experience working in the superannuation industry and is the Chair of Anglican Super. Juliet is a member of the Nominations and Governance Committee, is the daughter of a Redlander and has one daughter currently attending Redlands.

Retiring Directors



Kylie Binnekamp

BBus, DipLaw (LPAB),
GradDip Legal Practice
Appointed May 2017
Retired April 2025



Peter Gold

B Comm
Appointed April 2017
Retired June 2025

Governance

SCECGS Redlands Limited School Governance Statement

SCECGS Redlands Limited operates as a public company limited by guarantee.

Members do not have an economic interest in the assets or operating surplus of the company or the School and are not entitled to any dividends or other payments. Any surplus must be applied for the benefit of the School.

The operation of the School is overseen by a Board of Directors who do this in accordance with the purposes and objectives of the School as set out in the Constitution.

The role of the Board is to effectively represent and promote the interests of the School with a view to adding long term value to the School as an educational enterprise.

The Board operates within a highly regulated environment and complies with governance requirements of the following:

- The Corporations Act 2001
- The NSW Education Standards Authority (NESA)
- The Australian Charities and Not-for-Profits Commission (ACNC) Act

The following provides a summary overview of the approach to corporate governance taken by the Board.

The Board has established sound foundations for School Governance and Management oversight

The Board has adopted a Board Charter which describes the role of the Board, Board procedures, the role of the Chair and Deputy Chair and the functions of Board Committees.

The Board is responsible for setting and reviewing the strategic direction of the School, as well as monitoring the implementation of that strategy by management. The Board is responsible for:

- the appointment and removal of the Principal
- establishing policies that seek to strengthen the School
- monitoring the performance of the Principal
- reviewing and protecting the School's reputation
- protecting the School's financial position
- ensuring that the School's financial statements are true and fair and conform with the law
- ensuring that the School adheres to high standards of ethical and corporate behaviour
- ensuring that the School has appropriate risk management and regulatory compliance policies in place.

The Principal is responsible for the day-to-day management of the School.

The Board has established the following standing Committees:

- Nominations and Governance
- Finance and Audit
- Risk Oversight
- Physical Resources.

The Board uses its best endeavours to familiarise itself with issues of concern to stakeholders. In doing so, the Board regularly evaluates economic, social, reputational and regulatory issues and changes that may affect the development of the School or the interests of stakeholders.

The Board is structured to add value

Under the Company Constitution, the Board is comprised of not less than seven, nor more than twelve Directors. Not more than four Directors are nominated by Sydney Diocesan Services (SDS) and not more than eight Directors are elected by the members of SCECGS Redlands Limited. Directors are proposed who have the ability to make a contribution to the School through their experience, qualifications, talents and commitment to the School.

The maximum number of Board members is twelve who are all non-executives. All elective and SDS appointed Directors hold office initially for three years. Elective Directors retire by rotation in accordance with the School's Constitution. It is not generally expected that a Director would hold office for more than ten years or be nominated for more than three consecutive terms, whichever is the longer. Each triennium, the Board appoints a Chair and Deputy Chair from among the Directors.

Board Directors receive no remuneration for their services, but may be reimbursed for reasonable expenses (other than time) such as special travel, conferences and accommodation specifically for School business. The School provides Directors with indemnity and insurance cover to the extent permitted by the Corporations Act.

The Board normally holds meetings in each month of the year except outside of school term times and may hold additional meetings as the occasion requires.

The Board is comprised entirely of Independent Non-Executive Directors who, together with management, have the appropriate balance of skills, knowledge, experience and independence to meet the obligations of the Company. During 2025, the Board comprised twelve Directors, whose biographical details can be found on the previous pages.

New Directors have the benefit of an induction program aimed at deepening their understanding of the School and the environment in which the School operates.

All Directors are entitled to obtain independent professional advice relating to the affairs of the School or their responsibilities as a Director, provided that the expense is reasonable and the Director has received written approval of this expense from the Chair.

Each year the Board critically evaluates its own performance, and every third year the performance of individual Directors is evaluated by an external expert.

Director skills, experience and attributes

The Redlands Board and its Nomination and Governance Committee work to ensure that the composition of the Redlands Board has the right balance necessary to fulfil its responsibilities.

The Board aspires to reflect the community that we serve and aims to be diverse in terms of gender, personal and professional skills. The Board aims to comprise Directors with a balance of experience and expertise to administer an independent School such as Redlands. All Directors are expected to comply with the School's Code of Conduct and to be considered a "fit and proper" person able to comply with their responsibilities as Responsible Persons under the Education Act NSW (1990).

The Board skills matrix identifies the skills and experience that the Board needs to ensure effective governance of the School and to assist the School in developing strategies to respond to its changing external environment.

The Board promotes ethical and responsible decision-making

In forming its decisions, the Board aims to make sensible business and governance decisions, to contribute to the purpose of the School, to apply sound practical sense and to adhere to high ethical standards which are aligned to the School's values.

To inform this decision making, the Board has adopted a formal code of conduct which sets out expectations with respect to acting with reasonable care and diligence, behaviour, confidentiality, the interests of stakeholders, independence of judgement and acting honestly and fairly in the best interests of the School. In addition, the Board has adopted policies with respect to the following areas:

- conflicts of interest
- notification of related party transactions
- delegations
- confidentiality
- whistleblowing.

The Board safeguards the integrity of the corporate financial reporting

A Finance and Audit Committee reports to the Board. The committee regularly examines and makes recommendations to the Board regarding:

- approval of annual budgets
- financial risk management policies
- processes, frameworks and insurances
- compliance with financial risk policies
- accounting principles in the School's accounts
- the appointment of the external auditor and any internal audit activity.



Redlands, Sydney Church of England Coeducational Grammar School
272 Military Road, Cremorne, NSW 2090
P: 02 9909 3133 www.redlands.nsw.edu.au
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