REDLANDS
LET YOUR LIGHT SHINE

REDLANDS *Giving*

Our Culture of Generosity

Impact Report 2020-2025

Acknowledgement of Country

“As a Redlands student, I acknowledge the Aboriginal and Torres Strait Islander peoples as the Traditional Custodians of the lands and waters across Australia. I pay my respects to the Cammeraygal people of the Eora Nation, on whose land our school community gathers, and I honour their Elders past and present.

In 2025, our Year 10 journey to Arnhem Land deepened my understanding of what it truly means to acknowledge Country. Being welcomed onto Yolngu Country and learning from Elders about their culture, history and enduring connection to the land was a profoundly transformative experience. It strengthened my appreciation of the world’s oldest continuous culture and the responsibility we have to respect, protect and learn from it.

For me, an Acknowledgement of Country is not a formality - it is an expression of respect, gratitude and commitment to understanding Indigenous peoples’ rights, freedoms and stories, and to carrying that knowledge forward for future generations.”

Eleanor Longcroft, Year 11

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Our community – students, families, alumni, staff and friends – continues to shape a school where every young person is supported to explore, grow and discover who they can become.

Welcome from the Principal

Reflecting on 2020–2025, one thing is clear: the strength of Redlands lies in its people. Our community - students, families, alumni, staff and friends - continues to shape our School where every young person is supported to explore, grow and discover who they can become. As a school grounded in the Anglican tradition, we are guided by values that encourage each student to let their light shine, to use their gifts in service of others, and to contribute to a community where every person is known and valued.

Over these six years, the commitment of our families and volunteers has been extraordinary. From the Redlands Parents and Friends Association to the many Class and Year Group Parents and Friends of Groups, to classroom helpers, event supporters and those who quietly give their time and expertise, their contribution strengthens daily school life and reflects the heart of our community.

Philanthropy has also had a profound impact. Through the generosity of 947 donors, Redlands received more than $4 million in support, enabling revitalised facilities, contemporary learning spaces and growth in our Means-tested Scholarship endowment. Our Means-tested Scholarships program, now supported by an endowment of more than $4 million, continues to change lives, with six students being supported during this period.

We now enter one of the most significant eras in our School's history. The 30-Year Master Plan sets out a bold vision for a campus that supports innovative learning, deepens wellbeing, strengthens community connection and expands opportunities for young people. Central to this is the future Sports, Wellness and Performing Arts Centre, designed to bring learning, creativity and wellbeing together for every student.

This period has also seen the emergence of Redlands Giving - our renewed philanthropic identity that reflects who we are and what we value as a School. Every act of generosity, whether of time, talent or treasure, helps shape the Redlands of today and tomorrow.

To everyone who has supported Redlands in any way - thank you. Your generosity helps turn long-term vision into meaningful outcomes for our students, and strengthens Redlands as a forward-looking, globally minded and deeply connected community.

Together, we step into the future with clarity, purpose and confidence in what our students can achieve when they are supported to let their light shine.

Sean Corcoran
Principal

Pictured opposite: Celebrating 140 Years at the Festival of Redlands - Principal Sean Corcoran with our Means-tested Scholarship Ambassadors, Coralie Amos OAM (RL 1964) and Dr Sue Morey AM (RL 1959)

The history of service at Redlands isn't separate from our story. It is our story – people caring for one another, stepping forward and making a difference. For many long-connected families, these stories feel less like history and more like home.

School Fete, WWI

A History of Service at Redlands

Service has been part of Redlands from the beginning. Our founding Principals, Miss Liggins and Miss Arnold, created a School built on care and connection, even welcoming the first boarders into their own home in the 1890s. Looking out for one another wasn't a rule - it was simply how the community lived.

By the late 19th century, Redlands was already making an impact beyond its gates. The first Redlands bazaar in 1893 raised funds for the newly established Royal North Shore Hospital. The School also played a role in the early Free Kindergarten Movement, hosting the meeting that helped expand Early Childhood education for vulnerable children across Sydney.

Throughout World War I, students of all ages contributed in practical ways – knitting for soldiers, raising funds and supporting the Red Cross, YMCA and other essential organisations. Former students joined up to serve the country as nurses and volunteer nurses (VADS), including Gladys Hamson (RL 1913). Redlands also opened its doors to children displaced by war or who had lost parents during the Spanish Influenza epidemic, offering safety and a sense of belonging.

In the post war years, under Headmistress Mrs Isobel Humphery, families, staff, alumni and students worked together to rebuild and modernise the School. Many traditions that began then, such as the parent run Spring Fair, are still part of Redlands life today.

From the move to coeducation in 1978 through to now, Service has continued to grow, shaped by student passion and strengthened by the commitment of Redlands parents. Year Groups adopted their own charities, volunteer groups expanded and programs were developed to include Service experiences and partnerships in Cambodia and Arnhem Land and a wide range of student-led initiatives. Service continues to be part of who we are.

The history of Service at Redlands isn't separate from our story. It is our story - people caring for one another, stepping forward and making a difference. For many long-connected families, these stories feel less like history and more like home.

Learn more about the history of Service at Redlands.

Gladys Hamson, VAD, WWI

Cambodia Fundraising Hot Chocolate Stall, 2022

Behind every gift is a student whose life has opened up a new direction, a space that now invites deeper learning or a family who feels connected to something bigger than themselves.

Director of Philanthropy

Since joining Redlands in October last year, I have been moved by the generosity within this community. It is humble, steady and grounded in a shared belief in what young people can become.

Philanthropy, at its heart, is a love for humanity, a desire to make life better for others. In a school, that love is expressed through the opportunities we create for young people. Few forms of giving ripple further into the future than those that support education.

Before continuing I would like to acknowledge the contribution of former Director of Development Dana Casimaty. Over a decade Dana played a meaningful role in nurturing philanthropy at Redlands and in building the culture of generosity that is still felt so strongly across the School. I am grateful for the care and commitment she brought to this work and for the foundation it provides for our community today.

Between 2020 and 2025, philanthropy at Redlands has been strengthened by generosity and remarkable participation. Over this period, 947 donors chose to support Redlands in at least one way. Of these donors, 58% were current parents, 28% were past parents and 7% were alumni. Many families continued their giving year after year, with 240 donors making 10 or more lifetime gifts - a testament to the enduring service and loyalty that underpins our community.

This collective effort has supported both major capital developments and life-changing opportunities for students. Our community helped build a scholarship endowment that now stands at over $4 million, ensuring long-term access for students from a wide range of backgrounds and circumstances.

Behind every gift is a student whose life has opened in a new direction, a space that now invites deeper learning or a family who feels connected to something bigger than themselves. In the pages ahead, you will read stories that reflect this impact - personal glimpses into what your generosity makes possible. These stories remind us that philanthropy at Redlands is not simply about funds raised; it is about the pathways created, the sense of belonging strengthened and the future shaped for young people who will carry this experience with them long after they leave the School.

As we look ahead, our priorities remain clear: to steward every gift with care, to report meaningfully on the impact created, and to ensure support reaches both our capital developments and the Means-tested Scholarships that open doors for students who might not otherwise have access to a Redlands education. These principles are central to ensuring that students now and in the future can experience the full richness of a Redlands education.

Thank you for your generosity, and for the impact your giving continues to make. I am always available for a conversation with those who would like to understand more about philanthropy at Redlands or explore how their support can make a difference. My door is always open.

Mel Zanello
Director of Philanthropy

REDLANDS

2020-2025 *Giving* IN ACTION

The period from 2020 to 2025 marks an important chapter in the evolution of philanthropy at Redlands. Growth in giving, strengthened engagement and an expanding scholarship endowment have laid strong foundations for the years ahead. The Top 10 Progress Highlights that follow reflect the tangible results of this momentum.

$4.03M
TOTAL PHILANTHROPIC INCOME

947
INDIVIDUAL SUPPORTERS

240
LOYAL DONORS
10+ Lifetime Gifts

18
MAJOR DONORS
Contributing $25,000+

58%
CURRENT PARENT PARTICIPATION

$4.37M
SCHOLARSHIP ENDOWMENT

6 Scholarship Students
BENEFITTING FROM MEANS-TESTED SCHOLARSHIPS

28%
PAST PARENT PARTICIPATION

7%
ALUMNI PARTICIPATION

3 Major Capital Projects Funded
REDLANDS LEARNING HUB (2020), LIGGINS BUILDING RENOVATION (2023) AND HIGH COUNTRY CAMPUS (2025)

"Philanthropy is not about the money. It's about using whatever resources you have at your fingertips and applying them to improving the world."

Melinda Gates

How Philanthropy is Lived at Redlands

Philanthropy at Redlands is grounded in community and guided by purpose. It is not transactional, nor driven by short-term need, but shaped by a shared belief in education's power to change lives - now and well into the future.

Giving at Redlands begins with engagement. Families, alumni, staff and friends connect with the School through events, mentoring, volunteering, leadership involvement and shared experiences across the life of the School. From this sense of belonging grows a culture where giving is a natural extension of participation - expressed through time, talent and financial support.

Philanthropy is then carefully directed toward clearly defined priorities aligned to the School's strategic vision. These priorities are determined through leadership planning and informed by long-term educational needs, ensuring that every gift contributes to sustainable impact rather than short-term outcomes.

OUR PHILANTHROPIC PRIORITIES

PLANNING FOR THE FUTURE

Philanthropy plays a critical role in ensuring Redlands remains forward-looking and future-ready. Donor support enables strategic investment in contemporary learning environments, facilities and programs that enhance student wellbeing, creativity and educational excellence.

Current priorities include the next stage of the Senior Campus Master Plan - a Sports, Wellness and Performing Arts Centre - alongside new capital works for the Junior Campus and the expansion of the High Country Campus. These projects are intentionally staged and funded to support both current students and future generations.

EQUAL OPPORTUNITY

Philanthropy also extends the reach of a Redlands education to students who may not otherwise have access. The Means-tested Scholarship Endowment provides life-changing opportunities for exceptional students from low socio-economic backgrounds.

Growing this endowment remains a long-term commitment, enabling Redlands to offer these equal opportunities in perpetuity and enriching the School community through greater diversity, talent and lived experience.

MAJOR GIVING AND PLEDGES

Major gifts and multi-year pledges are transformational in nature. They allow the School to plan with confidence, undertake significant capital works and invest in educational priorities that require long-term commitment.

Donors who make these contributions are partners in Redlands' future. Their support is recognised through thoughtful stewardship, meaningful engagement and, where appropriate, naming opportunities that reflect the enduring impact of their generosity.

WAYS TO GIVE

Philanthropy at Redlands is intentionally flexible, allowing individuals and families to give in ways that suit their circumstances and aspirations. This includes major gifts and multi-year pledges, one-off or regular giving, gifts in Wills and corporate support.

All gifts are tax deductible and receipted at the time of giving.

Giving Day, 2024

What began as an ambitious vision is now a thriving, evidence-rich program that is making a measurable difference in the lives of Redlands students.

The Impact of Immersive Learning

MOONBAH: WHERE IMMERSIVE LEARNING COMES TO LIFE

Moonbah and the High Country Campus are purposefully designed so learning can be experienced as lived, relational and deeply connected to place. These environments have reshaped how students grow during a formative stage of adolescence, offering time, space and responsibility beyond the familiar rhythms of daily school life. What began as an ambitious vision is now a thriving, evidence-rich program that is making a measurable difference in the lives of young people.

A LEARNING ENVIRONMENT DESIGNED FOR GROWTH

2025 saw the High Country Campus welcome its first cohort of Year 9 students for the term-long Moonbah residential experience, immediately demonstrating strong impact across student learning, wellbeing and personal development. A rigorous mixed methods evaluation - including student surveys, Change Labs led by Professor Nick Hopwood (UTS), staff and parent feedback, and wellbeing metrics - confirms that this immersive model is a powerful driver of agency, independence and connection.

Students consistently reported significant growth in personal capability. Resilience, organisation and self-discipline emerged as meaningful areas of development, with nearly all students noting greater confidence in managing themselves, their time and responsibilities.

CONNECTION AND COMMUNITY

Living in close community is central to the Moonbah experience. Shared routines, dormitory life and collective responsibility help students deepen friendships and experience belonging in authentic ways. Many reflected that moments of affirmation, acceptance and connection were defining features of their time away.

LEARNING WITH PURPOSE

Learning at Moonbah is interdisciplinary and grounded in place. Students apply knowledge through real contexts - environmental learning, service, creative projects and community engagement - building pride in their work and confidence in presenting it. At the High Country Campus time outdoors and shared experiences such as hikes, camps and reflective activities strengthen students' connection to place and to one another.

DIGITAL FREEDOM

A defining element of Moonbah is that it is a smart device free environment. Students consistently linked reduced phone use to calmer interactions, greater social confidence and a renewed sense of presence. Many expressed a desire to carry these habits back home. To support this transition, students and families benefited from Redlands' partnership with psychologist Jocelyn Brewer, founder of Digital Nutrition, whose model provides practical tools for balanced, intentional media use.

2025 IMPACT IN NUMBERS

- 98% reported growth in independence
- 94% felt pride in their personal development
- 91% formed new or deeper friendships
- 87% improved social confidence
- 83% overall social and emotional wellbeing score
- 86% connection to community and place

A PROGRAM THAT LEARNS FROM ITSELF

Moonbah's success is shaped by a strong culture of feedback, ongoing reflection, iteration and community partnership. Insights from surveys, Change Labs, staff debriefs and parent focus groups directly inform continuous refinement - from learning progression to expanded support for transition back to campus life and non-technology study skills.

A LASTING IMPACT

Moonbah and the High Country Campus now stand as defining and unique expressions of Redlands' commitment to immersive, holistic education. This environment gives students the opportunity to be known more fully, challenged thoughtfully and supported to grow into confident, connected and capable young people. Their experiences endure long after they return to the city, shaping how they see themselves and the world.

Student Voices

"My main highlight is the gradual personal growth I've experienced… keeping a positive growth mindset."

Gabby Thomas

"I would like to keep as many of the habits here as possible like hanging out with friends, playing the piano and doing running training."

Hamish Hopkins

"Everyone in the girls' dorm was writing appreciation letters… that's when I realised how many amazing friends I'd made."

Michelle Byron

"Meeting and connecting with new people and making new friends."

Zac Fowler

Donor Profile *Nadia and Michael*

Photo credit:
Tania Niwa | Photographer

GIVING FORWARD: EDUCATION, ENVIRONMENT AND EXAMPLE

Nadia and Michael did not grow up surrounded by cutting-edge classrooms or state-of-the-art school facilities. Their own education, shaped in regional Queensland, came with limitations - defined more by what was missing than what was offered. Ageing buildings, overcrowded classrooms and teachers doing extraordinary work with very little. Their school years left a lasting impression. Not as resentment, but as clarity.

They know what it feels like when opportunity depends on circumstance.

When the time came for Nadia and Michael to choose a school for their children, Charlotte and Jackson, they were looking for something different. Not perfection, but possibility. A place that felt like a community, that understood education as something holistic, dynamic and human.

They found that at Redlands.

Nadia's background in education meant she recognised what others might not immediately see. Redlands wasn't just talking about progressive practice; it was quietly living it. Innovative pedagogy, pastoral care embedded into daily life, teachers who truly knew their students. When Nadia and Michael first toured the School, they arrived on an ordinary school day and were encouraged simply to look around, listen in and observe. What they found were classrooms humming with activity, teachers immersed in their work, students moving confidently through spaces that were clearly designed with learning, and people, in mind.

> "That openness mattered," she recalls. "The school was confident and open enough to demonstrate what it was, and not appear to be anything it wasn't."

Michael saw something else too: a school willing to evolve. A learning environment that understood the world their children were growing into would look very different from the one their parents had known. With a career that evolved from elite sport to global entrepreneurship, Michael valued the adaptability that Redlands embodied.

Redlands felt progressive, coeducational and deeply holistic. It didn't try to define success narrowly. Whether a student leaned towards academics, sport, creativity or leadership, there was space to explore and permission to grow, belong and just be themselves.

That alignment matters to Nadia and Michael. And it explains why giving back to the School feels natural rather than exceptional. Choosing Redlands meant choosing a community, and with that choice came a sense of responsibility to give back.

Much of their philanthropy has been directed to the Building Fund - a choice shaped by experience as much as principle. Nadia has worked in schools where the physical environment actively worked against learning: rooms that were too hot, too small, too rigid for modern teaching.

"Buildings can't replace experienced and engaging teachers," she says. "But they can either support them or make their role more challenging."

Nadia and Michael's giving is about creating spaces that support collaboration, adaptability and future-focused learning. Environments that reflect how students learn now and how they will need to learn in years to come. Sustainable, flexible spaces that respect both students and staff as whole people.

Importantly, Nadia and Michael know that many of the projects they support won't directly benefit their own children. That, to them, is the point.

"We chose to send our children here. So therefore, we made the choice that this would be our community and we believe strongly in giving back to the communities with which you are involved or which support or serve you."

Giving, for them, isn't about return. It's about continuity and connection, and is a strong part of their family values.

Their children see giving not as an abstract idea, but as a lived value - something intentional, thoughtful and purposeful.

The impact of that example is already visible. Charlotte's leadership in service, her commitment to volunteering beyond school, and Jackson's instinctive willingness to give his time and to be of support all reflect a shared understanding: generosity takes many forms.

"We want our children to see that generosity is intentional. Giving can feel good, but it also has to be purposeful."

Nadia and Michael's philanthropy is about strengthening a community they believe in. It's about perpetuating something they value deeply: an education that prepares future students – children they might never meet – to learn in spaces that encourage curiosity and growth.

"We've been lucky enough to benefit from those who've given before us, just as others will benefit from what we do. We need to let go of giving for return and give for the connection and for the continuity. I think it's a perpetuation of something that you value now and just because one day you may no longer be as involved or present, doesn't mean it should no longer be valued."

Our Vision for the future

HOW A CULTURE OF GENEROSITY SUSTAINS REDLANDS FOR GENERATIONS

At Redlands, giving has always been about more than philanthropy alone. It reflects a shared belief in building a School where every student can learn with purpose, grow with confidence and contribute with integrity. Our community understands that generosity strengthens the experience of every learner, today and into the future.

Redlands Giving focuses on two long-term priorities: strengthening the School's longevity through well-planned building initiatives and expanding equal opportunity through a growing Means-tested Scholarship endowment. These priorities are supported by a commitment to stewardship - ensuring every gift is managed transparently and used where it can make the greatest difference.

> "The spaces and opportunities our students experience today were made possible by those who believed in investing in the future of Redlands. As we embark on the next chapter of our Master Plan, it is now our responsibility to continue that legacy. Through philanthropy, we can create the environments and experiences that will inspire today's students and future student and strengthen our community for decades to come."
>
> **Emeritus Professor Glenn Wightwick**
> **Chair of the Board**

BUILDING INITIATIVES AND THE MASTER PLAN

Redlands families have always understood that students learn best in environments that honour their curiosity, nurture collaboration and support wellbeing. Over the past decade, the generosity of our community has helped create spaces where students can problem-solve, explore ideas, connect with others and develop the confidence to take responsible risks in their learning.

The Redlands Master Plan sets the direction for the next chapter. It provides a thoughtful, long-term framework aligned with our educational values and philosophy - learning environments designed with high expectations, shaped by research and responsive to the needs of young people growing up in a complex world. Each stage of the Master Plan reflects Redlands' commitment to creating contemporary and welcoming spaces that enhance both academic focus and personal growth.

Philanthropy is central to bringing this vision to life. Major gifts make it possible to build environments that will support thousands of students - spaces where curiosity, creativity, critical thinking and collaboration can be lived every day.

For donors, these gifts are a chance to shape something lasting: places where students learn with purpose, lead with integrity and discover their unique strengths.

THE MEANS-TESTED SCHOLARSHIP ENDOWMENT

Buildings shape the learning environment. Equal Opportunity Scholarships shape lives.

Redlands has long believed that potential, character and aspiration should open doors. Means-tested Scholarships have brought into the School remarkable young people whose perspectives deepen our community - students who demonstrate curiosity, compassion and moral courage, and who enrich the learning of those around them.

The Means-tested Scholarship Endowment is how Redlands protects this commitment for the future. Carefully invested capital provides stable, ongoing support each year, ensuring that access to a Redlands education is determined by talent, effort and promise - not by circumstance.

Major gifts to the Endowment create enduring impact. They enable Redlands to support more students every year, with the reassurance that these opportunities will remain for generations. Each contribution strengthens the path for students who simply need the chance to learn, grow and step into their potential with integrity and confidence.

A SHARED VISION FOR THE FUTURE

The Master Plan Building Initiatives and Scholarship Endowment together form a clear and grounded philanthropic vision for Redlands. They reflect a School that plans responsibly, acts with integrity and remains deeply connected to its values and its community.

These initiatives show what becomes possible when generosity is guided by purpose: a School that is strong, inclusive and ready for the future.

This is the impact of Redlands Giving - a community committed to nurturing our values of compassion, curiosity, integrity, moral courage, respect and responsibility in every student, and to leaving Redlands stronger for the generations who will follow.

Scholar Profile
Melissa Franco

MELISSA FRANCO, YEAR 11 PETER LENNOX SCHOLARSHIP RECIPIENT

When Melissa Franco learned she had been awarded the Peter Lennox Scholarship, she was still in Year 6 and already dreaming of Redlands. That moment transformed a hope into a reality and opened the door to an education that would shape her confidence, character and future.

Without the scholarship, Melissa would not have had the opportunity of a Redlands education. Yet it was not simply access that mattered. From her earliest days at the School, Melissa felt she belonged.

Now in Year 11, Melissa has embraced academic challenge through the International Baccalaureate while also pursuing her passion for the performing arts, taking part in high-quality school musicals, plays and Gala Arts performances. Leadership opportunities, strong friendships and a culture grounded in kindness and balance have helped her grow into a confident, thoughtful young woman.

Reflecting on the scholarship, Melissa speaks most powerfully about belief – knowing that someone she has never met trusted her potential enough to invest in her education.

"Their faith in me means I get to have all of these amazing opportunities I wouldn't have had otherwise", she says. "That's really important to me. That someone trusted me, trusted the school enough – it means a lot.
They have helped shape who I'm becoming."

For her mother, Patricia, the impact is profound. "This scholarship is giving Mel the opportunity to design a life that is right for her."

Melissa's journey reflects the enduring power of Means-tested Scholarships – creating opportunity, nurturing potential and shaping futures grounded in purpose, integrity and gratitude.

Hear from Melissa about the impact of a Means-tested Scholarship on her life.

The impact of Equal Opportunity

CREATING ACCESS AND OPPORTUNITY THROUGH PHILANTHROPY

Support for Means-tested Scholarships at Redlands creates opportunities for young people to flourish academically, personally and socially, and to contribute meaningfully to their communities.

Donor Generosity has been important in the following ways:

- Opens the door for capable students to access a Redlands education otherwise out of reach.
- Recognises values of integrity, kindness and responsibility alongside academic potential.
- Enables access to exceptional learning pathways across academics, arts, sports, leadership and service.
- Builds confidence and belonging, removing financial barriers to participation and aspiration.
- Creates lasting impact, supporting young people already giving back through leadership and volunteering.

Means-tested Scholarships are distinct from the School's merit scholarships for academic achievement, music, dance and all-round excellence. They focus on students with strong potential and personal character whose families are experiencing genuine financial disadvantage.

Melissa's story demonstrates that these scholarships are not only about access to education, but also belief in potential, investment in character and the enduring power of generosity.

GROWING OUR ENDOWMENT

The Scholarship Endowment now supports six students from Year 7 to Year 12, providing sustained and meaningful assistance throughout their Redlands journey. Guided by Dr Peter Lennox's founding vision, our goal is to significantly grow the Endowment by 2036 so that Redlands can offer multiple Scholarships each year, in perpetuity.

SELECTION AND PROCESS

As we continue to strengthen access to a Redlands education, these Scholarships support families experiencing financial hardship that is often unseen within our broad catchment. Disadvantage takes many forms and is often hidden. Our commitment to diversity and inclusion ensures that opportunities reach those who need them most.

Applicants sit the annual ACER examinations, submit an online application with supporting documentation, and shortlisted candidates are interviewed by the Principal. Financial information is confidentially assessed to verify demonstrated need, with the final decision made by the Principal.

While the calibre of applicants is consistently high, Redlands currently awards one Means-tested Scholarship each year to a student for whom this opportunity can be truly life-changing.

Scholar Profile

Stuart Plenderleith

STUART PLENDERLEITH (RL 2016) LUCY HILL SCHOLARSHIP RECIPIENT

When Stuart Plenderleith received the call confirming he had been awarded a Lucy Hill Scholarship, he thought the opportunity had already passed. Instead, that moment opened the door to a Redlands education that would shape his confidence, purpose and future.

Raised by his mother after the loss of his father at a young age, the scholarship removed financial barriers and made Redlands possible. From his first days on campus, Stuart felt a strong sense of belonging. Supported by dedicated teachers and a culture that encouraged curiosity, he was free to explore widely academically, creatively and socially and to learn without fear of failure.

At Redlands, Stuart discovered a love of science and medicine, supported by the flexibility and breadth of the curriculum. Leadership opportunities, strong peer connections and the global perspective of the International Baccalaureate helped build resilience, confidence and ambition.

After graduating, Stuart completed a Bachelor of Biomedicine and Honours at the University of Melbourne, undertook research in neurodegenerative disease, and is now in his final year of Medicine. He plans to complete a rural internship and pursue a surgical specialty, driven by a strong commitment to service and giving back.

Gratitude and responsibility are two things that Stuart returns to again and again.

Stuart speaks powerfully about what it means to know that someone he has never met believed in his potential enough to invest in his future. That belief, he says, is what fuels his desire to pay it forward – through teaching, mentoring and service. “I feel like I got opportunities that were absolutely incredible… and I really like sharing knowledge and seeing students pick that up as well.”

Whether through informal peer mentoring, future engagement with Redlands students, or his long-term vision of working in underserved communities, Stuart embodies the ripple effect of generosity.

Reflecting on the impact of the Lucy Hill Scholarship, Stuart describes it as a foundation - not just for academic success, but for life. It was belief in his potential at a critical moment, and that belief continues to shape his journey today.

WHAT YOUR *Giving* MAKES POSSIBLE

Through the Redlands Means-tested Scholarship Endowment, donor generosity:

- Removes financial barriers to a Redlands education
- Creates a safe environment for confidence, curiosity and growth
- Builds resilience, character and leadership
- Inspires a deep heart centred commitment to service and giving back

ONE SCHOLARSHIP. ONE STUDENT. A LIFETIME OF *opportunity.*

Hear from Principal Sean Corcoran on the transformative power of scholarships and how they can change the course of a young person's life.

Donor Profile

Madhu and Diana

MADHU AND DIANA: PASSING ON THE GIFT OF EDUCATION

Raised in South India, Madhu's early childhood was idyllic. Growing up in a small hill station in the Western Ghats, two thousand metres above sea level and surrounded by tropical montane forest, Madhu's childhood was grounded in nature. But for his family, money was tight and opportunities were limited, and those early years were shaped by constraint rather than choice. University, global travel, professional success - none of these were assumed outcomes.

In that same small hill station, a school originally set up for children of missionaries was growing and attracting families who sought an international education for their own children. The first school in India to offer the IB, Kodaikanal International School was developing into a prestigious (and expensive) school for India's elite – out of reach for Madhu's hardworking family. What changed the trajectory of Madhu's life was opportunity: not as an entitlement, but in the form of a gift. He was awarded a scholarship to study at Kodaikanal.

That gift arrived because someone he had never met believed in the power of education and its ability to change a young life. It opened doors Madhu hadn't known existed and gave him a sense of agency over his future. It took him from a hilltop town in India to university in the US and on to a successful career as the co-founder of a global technology company focused on asset finance. For him, education wasn't just about academic attainment, it was about possibility.

As a student of the International Baccalaureate, Madhu encountered an educational philosophy that asked more of him than grades alone. It encouraged curiosity, global thinking and ethical reflection. It taught him to see the world, and his place in it, differently. Long after leaving school, those lessons endured.

Education, he says, gave him confidence. But more than that, it gave him responsibility. That belief sits at the heart of why Madhu gives.

Diana's journey to philanthropy is different, but no less intentional. Growing up in the beautiful hills of Medellin, Colombia, she was lucky enough to attend an all-girls private school. Where Madhu speaks about education as a turning point, for Diana it's foundational - for character, for empathy, for community. She believes schools shape who children become, not just what they achieve. This was especially evident during her years as a Nutrition Educator, teaching public school children in economically challenged precincts in Philadelphia. Her experiences shaped her conviction that education is one of the most powerful levers for building empathy, dignity and opportunity.

Together, they are deeply aware that values are learned through example. Children absorb what they see. How adults show up matters.

So, when it came time to choose a school for their son, Redlands felt like alignment rather than coincidence.

For Madhu, the IB philosophy echoed the education that had shaped his own life, an approach that values inquiry, diversity of thought and global citizenship. To both Madhu and Diana, Redlands represented a community that genuinely lived its values: inclusive, curious, grounded and outward-looking. Redlands was both a place where their son would be taught as well as shaped.

Their giving to the School grew naturally from that belief. Philanthropy, for them, is about participation rather than recognition or obligation.

It's about investing in a community they believe in and helping ensure that opportunity remains open to others.

Madhu's decision to support scholarships at Redlands is deeply personal. He knows firsthand how transformative access can be. He understands that a single opportunity can alter the course of a life. Supporting Redlands is his way of honouring the education he received and extending that gift forward.

> "One of the things I like about Redlands is its diversity, not just cultural and ethnic, but also economic. So that's where the scholarship comes in, to help with that economic diversity. I think it makes for a better educational environment for everybody and also contributes towards making opportunity more equitable."

Madhu and Diana frame their giving in generational terms. What matters most is the message their son receives - quietly, consistently - through action. That generosity is normal. That success carries responsibility. That giving back is simply part of how you live in the world.

They want him to grow up understanding that privilege is not something to protect, but something to share.

Their philanthropy reflects a belief that when families invest in their school, they strengthen more than programs or buildings. They strengthen culture. They widen access. They help create a community where students from different backgrounds can learn alongside one another and be shaped by that diversity.

Madhu and Diana's story is a story of continuity - between past and future, gratitude and responsibility, opportunity received and opportunity given. There are no grand gestures in how Madhu and Diana give – it's just what they do.

Education changed everything for Madhu. Giving back is how that story continues.

Year 12 Student Legacy of Giving

Former Principal Dr Peter Lennox played a defining role in shaping the Year 12 Legacy program as it exists today. In 2019, he expanded student-led giving beyond individual awards, transforming it into a cohort-wide legacy that enables each graduating class to support future Redlanders through the Equity Scholarship Endowment. By formalising this contribution, Dr Lennox ensured generosity, service and social responsibility became a lived experience of leadership at Redlands - one passed from cohort to cohort.

In 2025, the Year 12 Legacy team raised over $2,500 for the Means-tested Scholarship Endowment, carrying forward the spirit of collective generosity and student-led impact that defines the program. Over the past five years, this initiative has contributed more than $35,000 to Means-tested Scholarships, creating meaningful opportunities for future Redlands Students.

A big thank you to our Year 12 leaders for their commitment, creativity and the thoughtful way they have guided their cohorts through this important tradition.

REDLANDS
Class of 2023
INTERNATIONAL SCHOOL AT DUNDEE
FUN RUN
Year 12 Legacy Gift
Sports Towel and Tote Bag
Please join us by purchasing
$25 Sports Towel
$25 Tote Bag
$40 Combo Pack
Funds raised will contribute to the Scholarship Appeal.
Thank you for your support!
Class of 2023
REDLANDS
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Alumni Profile

Pauline Lyle-Smith

A REDLANDER WHOSE INFLUENCE SPANS CONTINENTS

REDLANDER 1963

Pauline Lyle-Smith was fifteen years old when she came to Redlands - “a country girl”, in her words, stepping into an established community. It did not take long for her to find her place and flourish.

Pauline’s path to Redlands was shaped by strong mentors and family encouragement. Growing up in regional New South Wales, she had already shown academic promise, which Redlands nurtured with care and rigour. She recalls the quality of teaching, personal attention and encouragement as transformative. “The quality of the teaching I had, and the care and attention that the teachers gave me… it was wonderful.”

This foundation carried her to the University of Sydney, where she completed a Bachelor of Arts in 1967 and a Bachelor of Law in 1970. At a time when women were still rare in the legal profession, Pauline was the only woman in her year studying law. She qualified as a solicitor in New South Wales, began her career at Freehill, Hollingdale & Page (now Herbert Smith Freehills), and undertook pro bono work at the Wayside Chapel in Kings Cross.

Her career soon took an entrepreneurial turn. Drawing on her experience as a lawyer, she founded and developed the document exchange (DX) system in the UK, Ireland and North America through her company Britdoc. Pauline played a key role in helping to relax the legal framework so that service via DX would constitute “good service” under court rules. What began as a system for the legal and insurance sectors grew into a major logistics network supporting government departments and businesses. Today, DX is a significant enterprise employing thousands.

Pauline then helped establish and edit the Chambers and Partners Guide to the Legal Profession in the UK, which has become an internationally recognised authority. Her work in legal publishing extended to Australia through the development of legal profiles and industry publications.

Her influence has also extended to diplomacy and civic life. Qualified to practise law in New South Wales, New York State, and in England and Wales, she has served as Chair of the University of Sydney UK Alumni Association, Trustee of the Friends of the University of Sydney Trust and 2011 Chair of The Cook Society. She has also served on the Menzies Centre Advisory Board, scholarship committees and as Deputy Chair of the Britain-Australia Society Education Trust.

In the United Kingdom, Pauline has been a Board Member of the Kensington, Chelsea and Fulham Conservative Association and served as Mayoress of Hammersmith and Fulham – the first Australian to do so. Her early interest in history, sparked by a school project on Matthew Flinders, later came full circle when she served on the committee overseeing the unveiling of the statue of Matthew Flinders at Australia House in 2014.

Throughout her life, Pauline has championed opportunity for others. As an alumna of Women’s College at the University of Sydney, she encouraged younger women to pursue law – among them Freshfields’ Senior Partner, Georgia Dawson, the first woman to hold that role in the firm’s 300-year history. Pauline’s career has consistently opened doors and challenged convention.

From a Redlands classroom to courtrooms, boardrooms and civic institutions across three continents, Pauline Lyle-Smith exemplifies the enduring spirit of a Redlander: intellectually curious, courageous in ambition and committed to service. Her story is a reminder that the impact of a Redlands education can ripple far beyond our shores.

Alumni Profile

Jane Bianchini

COURAGE, CREATIVITY AND THE POWER OF OPPORTUNITY

REDLANDER 1990

When Jane Bianchini first arrived at Redlands as a four year old, her parents had little money but enormous belief in education. Her father, a Second World War veteran, would drive past the School and insist this was where he would send his daughter: “The more educated women there are in the world, the less chance there is of a third world war.”

Making that dream possible required sacrifice. Jane’s mother stacked supermarket shelves, cleaned houses and took on ironing to help pay the fees. Jane grew up in a small two-bedroom unit, surrounded by classmates from far wealthier backgrounds. Rather than feeling out of place, she found strength in the environment. “All boats rise on a rising tide,” she reflects. “Redlands taught me conscientiousness. I had to keep up – and I could!”

What mattered most, she says, was the School’s belief that every student’s strength mattered. “It didn’t matter if you were sporty, artistic or academic. You were encouraged to be yourself.” That inclusive culture, combined with exceptional pastoral care, gave her confidence that would shape the rest of her life.

A defining moment came in Year 10, when she asked Headmaster Peter Cornish if she could drop science and focus on the subjects she loved. He required her to argue her case but ultimately supported her. “I learned to advocate for myself… And I did far better because I was studying subjects that I cared about.”

Jane went on to build a remarkable career in technology, despite being “terrible at maths.” After beginning a law degree, she switched to psychology, moved to the United Kingdom and took a role with an IT consultancy. "I found myself working on some significant IT projects across the UK… I felt so out of my depth. Every day was a challenge… but my conscientiousness pulled me through,” she recalls. She later joined Andersen Consulting and, almost by accident, discovered her path in recruitment.

Back in Australia, she rose rapidly, becoming CEO of the country’s largest listed IT recruitment firm in her mid-thirties. After burnout, she stepped away, rediscovered her passion for connecting people with opportunity, and in 2010 founded her own company, Alcami.

Anticipating a major shift in recruitment, she developed a video-interviewing platform and taught herself how to be a non-technical tech founder.

Her perseverance paid off. Despite skepticism from investors and competitors, her company achieved strong growth and was acquired by a US private equity firm – a rare outcome for a first-time, non-technical female founder.

Today, Jane continues to invest in emerging businesses and has launched a new venture supporting women’s health and wellbeing in midlife. Looking back, she sees creativity as the most enduring gift of her Redlands education. “In a world of artificial intelligence, creative thinking is one of the greatest skills you can have.”

She also returned as a parent, sending her own children to Redlands. Both completed the International Baccalaureate, which she describes as “life changing.”

For students navigating an uncertain future, her advice is simple: “Balance creative and structured learning. Stay curious… pursue what you genuinely love.”

Behind her achievements lies the determination of a family who believed education could change a life and a school community that helped make that belief a reality.

Alumni Profile
Dr Jennifer Farrell

LEARNER FOR LIFE
REDLANDER 1962

For Jennifer Farrell, Redlands has never been just a school – it has been a lifelong thread woven through family, career, friendship and service. Student, teacher, parent and proud alumna, her connection to the School spans more than seven decades, shaped by a deep sense of belonging that began when she was just five years old.

Jennifer arrived at Redlands in 1952 with her older sister, travelling each day by tram – first to Falcon Street, then on to Cremorne – carefully watched over by a senior student because they were so young. From the very beginning, she felt she had stepped into something unique. “It felt like being part of a special family from the very first day,” she recalls, remembering the warmth of her teachers, the friendships that blossomed quickly and the kindness shown to her after she broke her arm in Year 2. The cards and gifts that arrived while she was recuperating were small gestures that left a big impression. Jennifer knew then that this school was different.

Redlands would soon become woven into her wider family story as well. Her husband’s relatives attended the School, she later returned as a teacher and Head of History, and eventually her own children would follow. Today she still delights in gatherings with her classmates from 1962, particularly the cherished Platinum reunions which she sees as a testament to friendships that have endured across a lifetime.

Although Jennifer dreamed of studying law, financial realities led her first into teaching. She graduated with a Bachelor of Arts and Diploma in Education, travelled overseas with her sister, and taught in Canada before returning to Sydney - and to Redlands - as a teacher from 1970 to 1975. Yet the ambition to study law never left her. Determined to pursue it, she eventually entered the profession and was admitted to the NSW Bar in 1977, standing as the only woman in her admission ceremony at a time when female barristers were still rare.

Her professional journey unfolded alongside profound personal challenges. When her husband, a urologist, became seriously ill, Jennifer stepped in to support his medical practice while caring for their young family.

After his death in 2000, she resumed her legal career with quiet determination, building a distinguished path at the Federal Court of Australia. For more than 25 years she has served in a variety of roles, from Judicial Assistant to Registrar and now as a lawyer in the National Migration team.

Jennifer credits much of her resilience and confidence to the remarkable women who shaped her at Redlands, particularly Mrs Isobel Humphery and Mrs Lucy Hill. Their intellect, independence and genuine care for students helped her believe that she could pursue ambitious goals, even in an era when opportunities for women were limited. Jennifer says, “I appreciate now that despite the glass ceiling in many fields, I never felt restricted by these limitations.” She says she now recognises how unusual, and powerful, that belief was.

Her memories of school life are vivid and joyful: Spring Fairs buzzing with community spirit, music and dance lessons, classes held in tents during building works, excursions to the Snowy Mountains and Canberra, and witnessing families rally together to save the School during difficult years. Later, as a parent and volunteer, she helped carry that same spirit forward, serving in leadership roles within the Parents and Friends Association and contributing to fundraising efforts that delivered lasting benefits, including the purchase of the first school bus and the development of High Country Campus and Winter School.

Watching her own children grow at Redlands brought new meaning to her connection. Her son thrived in sport, particularly rugby and skiing, while her daughter embraced music and the International Baccalaureate, later studying overseas before earning a PhD and building an international career in academic publishing.

For Jennifer, their very different paths illustrate the School's ability to recognise each child's individuality and help them flourish. "Being a parent with two very different children," she reflects, "Redlands was a school that could accommodate their diversity."

A lifelong learner herself, she has continued to study across many fields: education, management, law and information technology, completing both a Master of Laws and a PhD. That intellectual curiosity, she believes, was sparked early by a Redlands education that valued inquiry.

Giving back has been a natural extension of that education. Jennifer has served on numerous committees in the medical, legal, historical and sporting sectors, as well as within the Redlands community. She believes deeply in the power of philanthropy and particularly scholarships, which open doors for students who might otherwise never experience the opportunities a Redlands education provides.

Today, Jennifer looks to the future with optimism. She is inspired by the School's continued innovation and new learning initiatives, environmental programs and the transformative term at Jindabyne through the Moonbah Program that are all grounded in the enduring values that shaped her own life.

Jennifer positioned on the far left of the middle row. 1962

Community Giving

RPFA, 2023

REDLANDS PARENTS AND FRIENDS ASSOCIATION

Throughout 2025, the Redlands Parents and Friends Association (RPFA) made an extraordinary contribution to the life of the School, and we offer our sincere thanks to every parent and volunteer whose efforts strengthened our community this year. Through more than 200 parent-led gatherings - from coffee mornings and playdates to walks, dinners and book clubs - families were welcomed, supported and connected, creating the strong sense of belonging that sits at the heart of the Redlands experience. These touchpoints, especially for new families, helped students feel grounded socially and emotionally as they joined or continued their Redlands journey.

Our thanks also extend to the many volunteers who supported the School's major community events, including Twilight Drinks, the Gala Ball, Golf Day and the Melbourne Cup Luncheon. These occasions brought together many hundreds of members of our community and generated more than 4,400 ticket sales and over $266,000 in revenue, reflecting remarkable engagement. Behind these achievements were more than 70 dedicated parent volunteers serving across RPFA committees and 13 Friends of Groups supporting Sport, Music, Dance and Drama. For the first time, every Friends of Group hosted an end-of-season celebration, bringing together between 80 and 400 guests and showcasing the partnership between families and the School in celebrating student achievement.

The School is also grateful for the RPFA's practical and philanthropic contributions, including funds raised through second hand uniform and book sales to support the High Country Campus and the Means-tested Scholarship program. Families also represented Redlands proudly at community events such as the Mother's Day Classic and the Kids Giving Back Mega Volunteer-a-thon.

Above all, we thank every parent and volunteer whose generosity, leadership and goodwill shaped the RPFA's work this year. Your contribution has enriched the daily life of our students, strengthened connections across the School and continued a long tradition of partnership that helps every Redland student feel supported, celebrated and inspired to thrive. We are deeply grateful for all you have given and for the enduring spirit of community you help create.

COMMUNITY EVENTS

In 2025, Redlands delivered a vibrant and thoughtful calendar of events that brought our community together in meaningful and memorable ways. Together, these events reflected the warmth, engagement and shared purpose that sit at the heart of Redlands today, and they continue to guide the future we are building as a community.

Golf Day, 2025

GALA BALL

The Redlands Venetian Carnival Gala Ball in August was a spectacular evening of colour, celebration and generosity.

Through ticket purchases, auction bidding and raffle support, our community helped take a significant step toward funding the second Coralie Amos OAM Means-tested Scholarship. Nearly $130,000 was raised, opening the door for another deserving student to begin their Redlands education in 2027 and highlighting the power of a community united in its commitment to equal opportunity.

As a biennial event, the Gala Ball has become one of Redlands' most anticipated celebrations. We look forward to bringing our community together once again in 2027 for another unforgettable night that continues this tradition of spirit, generosity and shared purpose.

REDLANDS FOUNDATION SOIRÉE

The Redlands Foundation Soirée in 2025 welcomed our Major Donors for an evening designed to strengthen connection, deepen understanding of the School's direction and highlight the meaningful impact of their generosity. It was a clear reminder of the strength of our donor community and the growing momentum behind philanthropy at Redlands.

From 2026, under the stewardship of Redlands Giving, this annual moment of thanks will evolve into the Redlands Giving Night of Thanks – an inclusive celebration of generosity that reflects our renewed philanthropic spirit. Taking place in Term 3, this elegant yet relaxed cocktail gathering will offer a warm and uplifting way to acknowledge those who continue to strengthen our School through financial giving.

BREAKFAST WITH THE PRINCIPAL

Our Breakfast with the Principal series in 2025 brought together an invited group of parents for a conversation with Principal Sean Corcoran. These gatherings created opportunities for parents from across the School to hear about updates on Redlands' strategic direction and to build new connections with one another.

In 2026, this momentum will continue as the series becomes the Redlands Giving Vision Breakfasts - focused on building a sustainable and equitable future. Held in Term 2 and Term 4, these breakfasts will again bring our community together for meaningful engagement with school leadership and to share in the renewed energy surrounding Redlands Giving.

MELBOURNE CUP LUNCHEON

The Melbourne Cup Lunch in November 2025 was a vibrant celebration of style, community and generosity. Over 160 guests joined for an afternoon of excitement and connection, and through auctions, raffles and enthusiastic participation, the event raised over $22,000 in support of the Coralie Amos OAM 2026 Means-tested Scholarship - helping widen opportunities for future deserving students.

Looking ahead to 2026, the event will take on a refreshed direction, evolving from a fundraising activity into a broader celebration of community engagement. It will continue the tradition of laughter, connection and togetherness that our community values so strongly.

Y4

Intergenerational Profile

The Kennedy Family

THREE GENERATIONS, ONE ENDURING THREAD – THE KENNEDY FAMILY

For the Kennedy family, Redlands is more than a school. It is a refuge, a foundation and a living thread connecting three generations of women, each shaped by different circumstances but grounded in the same values.

When Isabel Kennedy (née Warrington) walked through the gates in the early 1950s, she was a young girl navigating profound loss after the sudden death of her World War II veteran father. Life at home had become uncertain, and moving to the Northern Beaches marked the beginning of a difficult chapter. For Isabel, school offered something she desperately needed: stability.

> "It was a sanctuary," she recalls. "I loved the girls, and I made friends who meant the world to me. They still do."

Those friendships, especially with her neighbour and fellow Redlander Leonie Watkins (née Elrington) brought comfort and normalcy during a time when both were scarce. Although Isabel's education ended at just fourteen due to family circumstances, she carried the memory of that community with her. Rather than dwell on hardship, she chose gratitude - a mindset that would define her life.

"I never told anyone that life was hard," she says quietly. "I missed my friends and wondered every day what they were doing, but I chose to see the blessings."

Her daughter Fleur sees the strength behind that outlook. "Mum's attitude to life is incredible. She really embodies her values. She's been a great role model for me and my girls."

When it came time to decide on a school for Fleur, Isabel returned to a place that had once sheltered her - a place where character, kindness and friendship mattered. It was a decision grounded in trust.

"My situation wasn't the School's fault," Isabel says. "I wanted Fleur to have the friendships and opportunities I'd had."

Fleur's Redlands years were full and expansive, shaped by creative opportunities, sport, leadership and friendships that have endured into adulthood. Now a parent, Fleur and her husband value the school for the same reasons: its commitment to nurturing the whole child.

"The breadth of opportunities mattered to us," she says. "Not every child loves the same things, and that's okay. We wanted them to discover what brings them joy. The School champions diversity and we love that."

Today the third generation is writing its own Redlands story. Poppy (Coll), thoughtful and quietly confident, is Junior School Captain. Her older sister Lily brings gentleness and empathy to everything she does from her participation in sport, dance and music at Redlands. Their grandmother watches with awe as they walk the same halls she once did.

The power of the Kennedy family's story lies not only in continuity, but in growth. For a girl who once had to leave school too soon, Isabel now sees her granddaughter leading within the same community.

Isabel in Year 8, positioned in the middle row, forth from the left. 1956/57

It is a reminder of how education, support and love can change the trajectory of a family.

At the core of it all is gratitude. Isabel's resilience has shaped a family culture where kindness is lived, not lectured. Fleur's years with the Starlight Children's Foundation, small acts of everyday care and daily conversations with her girls reinforce the belief that compassion is a way of being.

"Children learn from what they see," Fleur says. "Not just what they're told."

For Isabel, the journey from loss to legacy feels miraculous. "I am so blessed," she says. "Not because life was easy, but because I have my family and my faith."

In a world that changes quickly, the Kennedy family's story is a reminder of what endures: friendship, community and the quiet power of a school environment to shape lives across generations.

And it's these stories of belonging, connection and an environment that nurtures young people through every era that speak to the lasting impact of Redlands. They remind us that the strength of a community is often measured not in moments, but in generations, and in the way a school continues to help shape the lives entrusted to it.

Supporters *Thank You*

We extend our deepest thanks to our donors, whose generosity and commitment - at every level - continue to make a meaningful difference to Redlands. Each gift, regardless of size, reflects a shared belief in the power of education and in what is possible when a community comes together in purpose. The impact of this support is felt not only in the opportunities created today, but in the futures shaped for generations of Redlands students to come.

Abboud, Lisa & Nicholas
Abineno, Albert & Kylie
Aburto Valle / Anderson, Daniella & Paul
Adamson, David & Michele
Adderton, Jaye & Peter
Agar, Meera & Ashish
Aion Precision Badges
Algar, Nicole & Jonathan
Allan, Max & Kate
Allen / Sutherland, David & Kira
Allen, Anne & James
Allen, Samuel & Sharleen
Alsina Manrique De Lara / Ramirez Muela, Maria & Xavier
Alver Hunstead, Margaret
Ambient Group
Amm, Noelle & Stuart
Amos, Coralie
Andersen, Kim & Line
Anderson / Hooper, Jane & Dean
Anderson / Wright, Sarah & Stefan
Anderson, Jane
Anderson, Jennifer
Anderson, Lyndal & Ross
Anderson, Simon & Claire
Andrews / Ryan, Kathryn & Travis
Angel / Jones, Kaye & Derek
Angus / Davila, Troy & Iris
AON Parramatta
Arnold, Stephen & Kirsty
Atkins, Edward
Attard, Colin & Laura
Audio Visual Events
Auld, Christopher
Auriemo-Durney / Durney, Ana & James
Auty, Helen & Duncan
Bai / Fu, Allan & Freesia
Bailey, Trevor & Rosemary
Baillie, Caroline
Bain, Douglas & Gillian
Baker / James, Graeme & Bronwyn
Baker, Richard
Bamber, Richard
Banfield, Sue & Stephen
Bannister, Craig & Trudi
Bannon / Rees, Francis & Alex
Bardwell, Maitland & Amanda
Barnes / Monaghan, Gregory & Jill
Barnes, Lachlan & Shirley
Barrie, Stuart & Gillian
Barter, Trine & Christopher
Bastian, Fabio & Sandra
Basu, Amarto & Shilpi
Batey / Rantall, Michele & Mark
Batista Guardino / Derivi Vieira Da Silva, Graziela & Marcio
Beatty, Richard & Fiona
Beck, Belinda
Beck, Christian
Beck, Peter & Joanna
Beeton, Sally & Scott
Belle Property - Matthew Smythe
Bellini / Babbi, Pietro & Giulia
Benfield, Mark & Jennifer
Benjamin, Lucy
Bennett, Paul & Joanne
Bennett, Stephen & Kyra
Benoliel, Todd
Bentley, Matt & Rachel
Beomgeun, Lee
Berbic, Nedim & Marina
Bessell, Emilie
Bessell, Michael & Suzy
Bianchini / Gago Fonseca, Stefano & Anita
Binnekamp, Kylie & Maurits
Birse, Grant & Janaya
Bishop / Nicodemus, Christopher & Amy
Black, Steven & Nicole
Blackstock, Fergus & Helena
Bloompark
Boger, Eric & Amy
Bojanovic, Ivan & Jovana
Bolte / Allen, Michelle & David
Bond, Jim & Mara
Bootes, Alan & Maria-Helena
Boris, Tara & John
Borness, Stephen
Boross, Balazs
Borrie, Jason & Sandra
Borsa / Vernaza, Jacopo & Andrea
Bourne, Matthew & Emma
Bradley, Scott & Helen
Brar / Singh, Gurpreet & Rahul
BRASV
Breckenridge, Ainslie
Brett, Georgina
Bridges / Andronaco, Simone & Carmelo
Brito / Kearns, Anna & Daniel
Brook / Andreae, Nicholas & Steph
Brooks / Smith, Daniel & Courtney
Brown, Charles & Alexandra
Brown, Emily & Christopher
Brown, Robyn
Brunner / Carmody, Pia & Craig
Bryan, Tim & Victoria
Bunten, Robert & Samantha
Burke, Darryl & Annie
Burling, Anthony
Burton / Stillone, Chris & Anna Maria
Burton Civil Maintenance
Busch, Libby
Bush, Paul & Kate
Butcher, Craig
Byrne, Fabian & Tracey
Cadman, Duane & Jennie
Cai / Duan, Xueming & Angela
Cai / Huang, Victor & Melody
Cai, Joanne
Callaghan, Anne
Campbell, Kirsty & Michael
Campbell, Lisa & David
Canton, Roger & Karen
Carey, Kate
Carney / Thomas, Patricia & Richard
Carr, Jeremy & Kristy
Carroll, Hannah & Gavin
Carter, Andrew & Siv Eing
Cashman, Helen
Casimaty, Dana & Peter
Casimaty, Katina
Chan, Derek & Laura
Chan, Raymond & Vivian
Chandra / Duignan, Anthony & Sarah
Chang / Coussy, Angela & Alexandre
Chapman, Murray & Alison

Chee / Hemmes, Jonathan & Anuschka
Chen / Li, Jay & Alison
Chen / Liao, Jie & Jing
Chen / Wang, Angus & Linda
Chen / Xu, Yumin & Jessica
Cheung, Amy
Child, Marcus & Jennifer
Chin / Li, Eu Wai & Denise
Chung / Zhao, Eugene & Lu
Cicchini / Baggett Cicchini, Ferdinando & Emily
Clark, Robyn
Clarke / Moate, Janelle & Stephen
Clarke, Sharon & Roger
Clendenny / Morgan, Matthew & Clare
Clinton, Katie-Louise
Clitheroe, Marcus & Lucy
Close, Diccon & Debra
Clump, Philip & Simone
Coall, Megan
Coburn, Lindsay & Vibha
Codrington, Bindi & Matthew
Cohen, Darren & Smaryn
Cole / Randall, David & Catherine
Collie / Golis, Craig & Laura
Conyers, Glenn & Katrina
Cook, Victoria
Cooke / Choi, Gavin & Hyun
Cooksley / Bourgeois, Christian & Simone
Cooper, Steve & Marcelle
Cooperwaite, Martin
Coppin, Andrew & Naomi
Corcoran, Sean
Corn, Kerri & Mitchell
Corneil / Murray-Prior, Chris & Suzanne
Coster / Tan, Nicholas & Adrienne
Cotiga, Adrian & Laura
Cotter / Mccann, Rory & Jill
Courtaigne / Op Sao, Nicolas & Maly
Coussy / Chang, Alexandre & Angela
Cowper, Sarah
Cragun, Eliza & Wiley
Craig, Blake & Suzanne
Creedy, Margo
Cremorne Pharmacy
Crennan, Monika & Angus
Cronk / Rushton, Cooper & Tara
Cross, Alistair
Cunningham, Douglas & Jay
Cusack, Trent & Jaala
Daily / Speechly, Christopher & Catherine
Daley, Rouna
d'Almeida / Dalmeida, Ryan & Lucy
Dalton, Jackie
Dang / Tran, Viet & Kelly Nguyen H Anh
Danse, Kirsten & Martijn
Davies, Anne & Paul
Davies, Martin & Christine
Davila / Angus, Iris & Troy
Davis / Steele, Allison & Brian
Dawson-Damer / Grant, Edward & Jo
Dawson-Damer, Henry & Alexandra
DDB Doyle Dane Berbach
De Gray / Davidson, Christopher & Vicki
De Guzman / Siu, Manolo & Vivian
De Jager, Jenni
De Menezes Lima / Ryder, Guilherme & Emily
De nikolits / Sloot, Lara & Andrew
de Szoeke / Coles, Emma & Jeremy
den Hartog / Swaager, Bram & Patrice
Deng / Wu, Duncan & Jane
Devin, Sheona
Dewar / James, Mark & Rebecca
Dickinson, Guy & Lara
Diekman, Valerie
Ding / Chen, Tim & Haoyue
Djung, Grant & Leona
Done, Yvette
Donnelly, Damien & Mariann
Doree, Gary & Nicola
Dorsman, Rosalind
Dover, Zoe & Gerard
Dow, Jenny & Jamie
Dressler, Yvonne & Christian
Du / Zhou, Xiguo & Yan
Dubowsky / Sykes, Eric & Louise
Duffy / Ewing, Melinda & Jeffrey
Duivenbode, James
Duivenbode, Sam
Dunnet, Bob
Durrant, Suzanne & Kristen
Dutton, Anna
Dwyer / Gamble, Michael & Renee
Eabry, Michael & Crista
Eade, Edwina & Thomas
Edmonds-Wilson, Kirsty & Ian
Edwards, Samantha & Craig
Edwards, Shane
Egan / Lin, John & Bing
Elborn, Mark
Elder, Tracey
Elia, Sarkis & Nej
Elzinga, Stephanie & Jelle
Entwistle / Crosland, Ross & Michele
EPM Projects
Evans-Cullen / Cullen, Karen & David
Farrant, William & Georgina
Farrell, Christina & Mark
Farrell, Jennifer
Farris, Caroline
Fastnedge / Evans, Jemma & Courtney
Feldmayer, Kristin & Jason
Feller, Frerk-Malte & Dinah
Feller, Jonathon
Fenton, Sean & Lucy
Ferns, Judith
Fielding, Ben & Karalee
Figtree / Kusano, Craig & Tomomi
Finlayson, Vanessa
Fitzhenry, Adam & Erin
Fitzpatrick, James & Susan
Flatman, Kim & Shane
Fleming / Boswarva, Melissa & Gavin
Fletcher, Justin & Kate
Foley / Summerhayes, Nicholas & Kylie
Ford, Kenrick & Kylie
Ford-Davies / Zalaiskalns, Rachael & Sam
Fowler, Paul & Justine
Foyn, Chad
Franceschi / Ardizzone, Massimo & Carmen
Francisci / Pecora Lauria, Cassandra & Francesco
Fransen, Alexandra
Frantz, Neil & Lucinda
Frylinck / Kumarasinghe, Leon & Gayathri
Fu / Guan, Hui & Lei
Fu / Zhang, Yuchun & Fiona
Gai / Wang, Hao & Phoebe
Gait, David & Rebecca
Gallego, Emmeline
Gallego, Tamia & Justin
Galvin, Carolyn & Richard
Ganter / Dixon, Richard & Katherine & Katherine
Garde / Wyburn, Tom & Kate
Garner, Janine & Jason
Garvey / Lee-Joe, Robert & Jaclyn
Gasmus / Davis, Oliver & Geraldine
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