



Annual Report 2024

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Theme 1 Context

A Message from the Board



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

I was honoured to be elected as Chair of Redlands in 2024 - a year when the School celebrated its 140th anniversary.

It gave me pause to reflect on the role our School has played in educating the lives of young people over so many generations.

When we see the pace that technology is evolving, from AI and quantum computing through to gene editing technology used to create new medicines and treat diseases, I wonder what students at Redlands were inspired by 140 years ago?

In 1884 when Redlands was founded, tablets were something made of slate that you wrote on with chalk and the patent for the fountain pen had just been issued. Here in Australia, Sydney and Melbourne were first connected by telephone.

That year, a grand total of only 40 people graduated from the University of Sydney, one in medicine, two in law, and 37 with degrees in arts and all the graduates were male.

But while the Class of 1884 consisted of just five students, I have no doubt that their Redlands education prepared them well for the challenges of their time.

From the first five girls who enrolled in 1884, and as it does today, education transforms peoples' lives.

And so, in celebrating our 140th anniversary, we cherish our history and strong foundations and thank all of those who have contributed to our wonderful School during these 140 years.

While we have a long and rich history, Redlands is also a contemporary and forward-looking school.

We continue to see healthy enrolments reflecting a strong demand for our coeducation offering, our dual HSC and IB curriculum, and a commitment to supporting each individual student on their learning journey.

I am constantly reminded of this when talking with students, parents and staff that we really do live up to the School's motto - "Let Your Light Shine".

We have much to celebrate and much to look forward to at Redlands.

2024 Academic Achievements

I recognise the academic achievements of the Class of 2024 who 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.

- 13 students achieved an ATAR of 98 or more
- 40 students achieved an ATAR of 95 or more
- 74 students achieved an ATAR of 90 or more
- 239 HSC Bands 6/IB Grades 7/A were awarded
- 51% of students qualified for the HSC Distinguished Achievers List or were IB Top Grade Achievers
- 4 students were named on the HSC All-Rounders List
- 12 students received 13 nominations and one selection for HSC Showcases for their major works.

The Class of 2024 received 181 early offers to universities both nationally and globally, an increase of 23% over the previous year.

We are incredibly proud of the Class of 2024 and their many achievements.

Fundraising Initiatives

We had a successful year of fundraising, underpinned by our inaugural Giving Day supporting donations for our High Country Campus and the Coralie Amos OAM Means-tested Scholarship. Thanks to the generosity of our Redlands community, over \$1.3 million was raised for these initiatives during the year.

My sincere thanks to all those involved in our community engagement and fundraising activities, particularly those who contribute their time to the Redlands Foundation.

Master Plan

Guided by our aspiration for Redlands as a leading contemporary and innovative school, we launched our 20-year Master Plan for the development of our three campuses.

Our Master Plan is aligned with our educational philosophy and is designed to ensure that we have safe, supportive, hands-on learning spaces with innovation, wellbeing and sustainability as underpinning principles.

We are beginning enabling works and expect that the first project to be developed in coming years will be a new Sports, Wellness and Performing Arts Centre on our Senior Campus.

Global Outlook

At the end of 2024, we were delighted to be informed that Redlands achieved Round Square Global Membership, joining a global network of 270 schools in 50 countries that collaborate to offer world class programs and experiences.

Redlands has always had a reputation for being an internationally connected school with students coming from over 50 countries, and we consider developing global perspectives as a critical success for young people.

In 2024, students from across the School participated in Round Square programs including Heroes of Discovery, Geo Labs, Online Postcards, Student Leadership Forums and our Redlands developed Green Hearts initiative, connecting Redlands students with students in Asia.

In the future there will be opportunities for students to participate in international service trips, attend international conferences and participate in student exchanges with international schools.

Year 9 Moonbah Program

One of our most exciting new initiatives, the Year 9 Moonbah Program, opening in 2025, will provide our Year 9 students the opportunity to spend a term living in community and on country at Redlands High Country Campus in Jindabyne.

Through the nine-week program in either Term 1 or Term 2, students will further develop their independence and responsibility. They will develop critical thinking skills and a deeper understanding of our environment through a rich and varied interdisciplinary curriculum designed by Redlands staff.

This program will integrate activities including an interdisciplinary curriculum incorporating Language Arts, History, Social Sciences, STEM, Service Learning and First Nations Learning; a series of electives in the creative and performing arts, technology and multimedia that utilise the High Country Campus environment; wellbeing, fitness and mindfulness programs; sports, dance and music opportunities; astronomy, movie nights, trivia and games; outdoor education activities including canoeing, bushwalks and mountain biking; leadership development; and excursions in the local area.

Work has been undertaken to build additional student and staff accommodation and facilities to accommodate this exciting new program.

There is no doubt in my mind that our Year 9 Moonbah Program will become an iconic and critical part of a student's experience at Redlands.

In summary, the School is embracing the future, whether it be in the classroom, out on the sporting field, performing music, dance or drama, or at our High Country Campus.

Thank You

I thank the many people who contribute to the success of Redlands.

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

I thank the members of the Redlands Parents and Friends Association who help to ensure the smooth running of the School by coordinating the contributions of parents to the School.

Thank you to the President of the RPFA, Brittne Whitelaw, and to the RPFA Committee for your outstanding efforts in 2024, including the wonderful Festival of Redlands.

And thank you to the many other volunteers across our school community including class parent representatives, Heads of Friends of Groups and many others, for the time you contribute in service of our School.

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

Sincere thanks must also go to the Executive Leadership of the School - Mr Corcoran, Ms Partington, Ms Van der Peer, Ms Breckenridge, Mr Holden, Mr Castelli, Mr Birse, Ms O'Brien, Ms Cook and Mr Matruglio.

Finally, I thank my fellow Board Directors who give their time in the service of Redlands.

Special thanks to three Directors who resigned from the Board this year - John Pradel, Anna Reed-Stephenson and of course Glenda McLoughlin, our previous Chair for six years.

We have welcomed four new Directors - Greg Webster, Megan Coall, Christian Cooksley and Josh Heller - and I thank them for volunteering their time and expertise.

As we conclude the 140th anniversary of our School, I'm pleased to report that Redlands is thriving.

Hein Wijkman



A Message from the Principal



Sean Corcoran

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

2024 was certainly a special year in the history of our School as the whole Redlands community celebrated the School's 140th anniversary throughout the year.

The 140 Year celebrations commenced with two community events: the Twilight Welcome in February and the Alumni Reunion in April.

Heritage Week in June was a Preschool to Year 12 celebration and we were delighted to welcome Kylea Tink MP, Federal Member for North Sydney, and Tim James MP, NSW member for Willoughby, along with other special guests to share our milestone 140 year Foundation Day Service.

Celebrations culminated in October with the Festival of Redlands, shining a light on 140 years of exceptional education at Redlands. Held on the Junior Campus, this capstone of such a significant year for our School was a time for our entire community to gather and reflect on our past, appreciate our present and look to our future.

There were a significant number of initiatives and programs undertaken in 2024 in support of the implementation of our 2021-2025 Strategic Plan that filled me, as Principal, with tremendous pride in our School.

Strategic Driver 1: Culture of Innovation

2024 saw the significant expansion of our *Ignite* Innovative and Entrepreneurial Learning Program that embeds entrepreneurial thinking and real world problem solving into our students' learning experience.

Some of the highlights of this program this year were our:

- Year 9 Intrapreneurship Program
- Year 10 UTS Innovation in Complex Systems program, where 30 of our students received a micro-credential
- Year 10 Commercialisation Challenge Program, where all of our Year 10 students spent a week at Macquarie University learning and experiencing how to successfully bring a product to market.

These innovative learning programs were facilitated by our partnerships with Macquarie University and the University of Technology Sydney (UTS).

In October, we welcomed the Vice-Chancellor of Macquarie University, Professor Bruce Dowton, to Redlands for a ceremony in the Fahl Garden to sign a Memorandum of Understanding between our two institutions, establishing a framework for continued partnership and collaboration long into the future.

For over 20 years, Redlands has had a partnership with Macquarie University, with the use of the University grounds for some of our outdoor playing fields and the recent extension of this partnership for a further 30 years. 2024 saw the expansion of this partnership, with Redlands staff working with Macquarie University staff in areas such as innovation and entrepreneurial programs; high potential learning and extension programs; microcredentials for students and staff; sustainability approaches; university and careers guidance; data analytics; and First Nations Learning programs.

Through the Year 10 Microcredential program, Redlands has also strengthened its partnership with the University of Technology Sydney (UTS).

With the importance of artificial intelligence (AI) technology in today's world, an AI Taskforce undertook a review to outline and specify the use of AI in our classrooms at Redlands. The taskforce developed an AI Learning Map for each campus, with a continuum from zero use of AI, AI for ideas and research, AI as a helper, AI for most tasks through to the creative use of AI.

We were delighted to be awarded an Excellence Awardee in the Innovation in Curriculum Design category at the Australian Education Awards. This award recognises excellence in innovation in program design and delivery that contributes to improved student learning outcomes and it is pleasing to see Redlands recognised as a national education leader in this space.

At the end of 2024 we were informed that Redlands had achieved Round Square Global Membership. This Round Square global network of schools will connect our students with those in 270 schools across 50 countries through exchanges, international conferences, service learning trips and online collaborations.

Strategic Driver 2: Personal Excellence

In support of this strategic driver, 2024 saw the implementation of the Dynamic Feedback and Reporting Model, with an update reporting model trialled in the Secondary School in Term 4 which provided more timely actionable feedback for students and parents.

Our bespoke High Potential Learning Program was embedded during the year. This program offers tailored enrichment, extension and acceleration opportunities to translate high potential into high performance across a wide range of curricular and cocurricular opportunities.

During 2024, preparations were undertaken for the introduction of the Moonbah Experiential Learning Program for Year 9 students, commencing in 2025. A Moonbah pilot program was undertaken in May with approximately 30 Year 8 students spending a week at High Country Campus, along with a number of parent and student information sessions, to prepare students for the inaugural Moonbah program in 2025.

The Moonbah bespoke residential experience is underpinned by our commitment to the development of each student's personal growth.

Living in community and on country at Redlands' High Country Campus outside of Jindabyne, students connect, learn and lead to foster deep understanding and critical thinking via a rich and varied interdisciplinary curriculum.

Through the nine-week program, students deepen independence, responsibility and are empowered to become the authors of their future selves.

Strategic Driver 3: Quality Staff

There were some major initiatives undertaken during 2024 in support of our objective to continue to attract, retain and develop quality staff.

A strategic and personalised Professional Learning Program was developed in support of our commitment to professional learning for all staff, outlining over 40 learning opportunities for staff professional development. Staff also had the opportunity to lead and join strategic projects, enabling them to work cooperatively in advancing different strategic objectives and outcomes.

Our enhanced Employee Value Proposition offerings were summarised in an Employee Value Proposition video and Redlands Benefits Summary.

Our individual professional growth plans for all staff were updated to ensure these provided the most relevant and useful feedback and growth opportunities for staff.

Strategic Driver 4: Culture of Wellbeing

Deepening and promoting a positive and supportive culture of wellbeing for students and staff continues to be a central focus for the School.

During the year, the P-12 Student Wellbeing Framework was embedded into wellbeing programs and wellbeing data was measured and actioned to ensure students were best supported.

The Staff Workload review was completed and initial strategies were implemented. These strategies explored ways to reduce administrative burdens, increase efficiencies and analyse flexible work practices to alleviate workload pressures, enhance staff wellbeing and address the challenges of attraction, retention and engagement, while upholding and enhancing educational outcomes.

Strategic Driver 5: Sustainable Best Practices

Looking to the future, our three campus Master Plan was launched to the Redlands community. Reimagining our campus horizons, the Master Plan will deliver harmonised, efficient, effective and sustainable spaces for the future, while amplifying the character and distinctiveness of each learning environment.

This will bring our three campuses together as one cohesive school community from Preschool to Year 12.

In addition, an initial Sustainability and Net Zero Strategy was developed while continuing improvements were made to fiscal management processes across the School.

Parent/Carer Trip to Arnhem Land

Having developed our relationship with the Yolŋu community of North-East Arnhem Land during the past eight years with service learning trips since 2017 and the Year 9 Midawarr program in 2022 and 2023, 2024 provided a further opportunity to strengthen our relationship with this community as I joined 20 Redlands parents on a cultural immersion trip to Yolŋu Country in North-East Arnhem Land.

Learning together with First Nations Australians through cultural immersive educational opportunities, we were overwhelmed by the generosity, openness and humility of our First Nations hosts and teachers, leaving with minds full of knowledge, hearts full of love and souls full of hope.

Thank You

The Redlands experience would not be possible without the efforts of many in our community.

Firstly, to the Board of Directors, who volunteer their time to the service of the School, thank you for your steady governance and guidance.

Secondly, to the parents and carers, thank you for continuing to work in partnership with the School towards the education of your children. Your support, whether it is front of house through various volunteering initiatives, or behind the scenes, is truly appreciated.

I thank the student leaders from the Class of 2024 and in particular, School Captains, Jasmine Black and Isaac Brooks, for creating a safe and supportive environment where we could all "Step Beyond" our comfort zones to where the magic truly happens.

We are blessed to have such a passionate, committed and dedicated staff, and every day I am fortunate to witness the positive impact they have on students, whether it is in the classroom, on the sporting field, in the playground or on the stage. I thank them for their outstanding contribution throughout 2024 and also thank the Executive team for their exceptional leadership of our various areas of the School.

As I said when I commenced in the role of Principal in 2023, I feel honoured and privileged to be Principal of this great School and reflecting on the 2024 year reinforces these sentiments. It has been a milestone year in our School's 140 year history, and one of which I am exceptionally proud.





A Message from the Secondary School Captains

Jasmine Black and Isaac Brooks

As we wrap up Step Beyond and the incredible year we have had in 2024, we congratulate everyone for your achievements throughout 2024 and thank all our teachers and parents.

What an experience this school year has been. We began the school year with the unforgettable musical *Legally Blonde*, where students and teachers rehearsed for over four months to put together an incredible performance.

We made huge progress in sustainability. Among the highlights, we introduced reusable lunchboxes to the canteen and Redlands introduced 60,000 new honey-making bees to the Senior Campus.

In Sports, Redlands Snowsports team achieved 17 podiums at the Interschool Championships and the Boys 1sts Touch Football team won the Grand Final. Daisy Thomas (Yr 12) was accepted into Sport Australia Hall of Fame's scholarship program as a skier and brought home the silver medal from this year's Youth Winter Olympic Games.

Wellbeing Captaincy was also introduced, putting an even heavier focus on developing Redlands already connected community. The laughter shared during Lip Sync, as students stepped beyond their comfort zones, or the deep and meaningful conversations sparked by R U OK? Day are just a few examples that demonstrated the versatility and values of this new captaincy.

Our spirit of Service has also been a shining example of what makes Redlands so unique. Events like the Festival in the Fahl, that embodied the heart of our School – empathy, generosity and unity – were a massive highlight in Service. This year, the student body raised an astounding \$65,000 for charity, showing the power of what we can achieve when we come together for a greater purpose. These acts of service define us, reminding us that stepping beyond ourselves can create change far beyond what we might imagine.

Having successfully navigated Year 12, we would like to share the wisdom that comes with being freshly graduated 18 year olds and new Alumni of Redlands. These are the things we would tell ourselves if we could go back in time.

One – go easy on the coffee. Yes, Year 12, we are definitely talking to you with this one!

Two, as much as we hate to admit it, cramming doesn't work. Consistent efforts is what makes you succeed. Be purposeful with your time and energy.

Three, study the subjects you love, especially in senior years. Depending on your choice of subject, time will either fly by or drag on relentlessly.

Four, make the most of Secondary School. Sometimes it's hard to know the value of moments until they become memories. Try hard to appreciate and enjoy them as they happen.

One final message - we often talk about community, but the final exams truly showcased just how close-knit we are. Even after graduation, our teachers remained incredibly supportive, and students stood by each other helping and supporting one another, emblematic of the genuine sense of care that had been growing all year reaching its peak. This exam block was a highlight we never expected but will forever cherish.

To Liam and Aneke, as well as the rest of the captaincy team and Year 12, we wish you the very best for next year. We know you will lead the School with the same heart, passion and dedication that this community deserves. Your vision and commitment will undoubtedly inspire and guide the School to even greater heights.

To everyone - parents, teachers, students, and friends - thank you. Your support, encouragement and belief in us have made this year truly extraordinary.

Though saying goodbye is bittersweet, our cohort is filled with excitement for the adventures ahead. We will move onto our next chapter with about as much elation as you can expect from a cohort full of students who just gritted their way through Year 12.

We have learnt so much and hold this community so close to our hearts, where it will stay for the rest of our lives. So, thank you all!

A Message from the Redlands Parents and Friends Association

Brittne-Aspen Whitelaw, RPFA President

When we come together as a community, we create something far greater than the sum of its parts.

Parents and carers remain a vital part of the Redlands school community. In 2024, as we celebrated 140 years of Redlands, the Redlands Parents and Friends Association (RPFA) continued its mission to foster connection, celebration and meaningful engagement among families, students and staff. It has been a truly remarkable year – one marked by collaboration, innovation and heartfelt contributions from volunteers across all corners of the school community.

A Year of Connection and Celebration

Throughout the year, the RPFA supported over 160 community-building events. 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 proudly hosted two major all-school events – Twilight in the Garden, with over 400 attendees, and in a landmark moment, the Festival of Redlands. This all-encompassing celebration honoured Redlands' 140th birthday and showcased our unique educational and cocurricular achievements to over 2,000 attendees. The joyful day featured House-point activities, competitions and rides run by 10 Friends of Groups, vibrant student dance and music performances and a Prep Art Auction, which raised over \$5,500 for the Scholarship Appeal. The Festival culminated in a community-wide cake-cutting ceremony and the awarding of the inaugural Festival Cup to the winning house – Roseby.

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. Notably, our assistance with Giving Day, Second Hand Sales and the Melbourne Cup Luncheon contributed to means-tested scholarships, the High Country Campus expansion and more. Our five Second Hand Uniform Sales alone raised \$15,500, with an additional \$10,000+ generated from the Second Hand Book Sale.

Valuing Our Educators

We again prioritised recognising our educators, organising morning teas, individual and centralised gifts and thoughtful acknowledgements for Winter School staff. These expressions of gratitude remain a cornerstone of our community spirit.

Operations Improvements

The RPFA also made great strides in improving internal operations by introducing Xero, a cloud based financial reporting system. With the support of the Redlands Digital Services staff, the RPFA have transitioned to Microsoft Teams for improved information sharing and continuity.

Strengthening Friends of Groups (FoGs)

New Friends of Groups – Friends of Sailing, Hockey, Touch Football, AFL and Tennis – were launched, bringing the total to 14 and extending our community reach even further. Under the guidance of the Head of Friends of Groups, planning and reporting processes were also enhanced.

Supporting Parent Contact Groups (PCGs)

Under strong leadership from Prep, Junior and Secondary School PCG Coordinators, the Class Parents and Year Representatives facilitated a vibrant calendar of social events, continuing to provide vital connections between the School and families.

A Warm Thank You

None of these achievements would be possible without the dedication of our volunteers. 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 2024, 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. Thank you to all who gave their time, creativity and heart. We can't wait to build on this momentum in 2025.



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 Entrepreneurial 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) as 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 270 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

2024 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) other than Year 7 Spelling. Year 3 Numeracy and Year 5 Writing 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	480	467	446	479	473
Year 5	553	547	533	558	557
Year 7	601	589	574	596	607
Year 9	629	651	605	627	641

Senior Secondary Outcomes

In 2024, 168 students completed their Senior Secondary education at Redlands with 76 students (45%) undertaking the NSW Higher School Certificate and 92 students (55%) undertaking the IB Diploma Programme. Redlands students enjoyed very strong results across both programs with an overall median ATAR of 88.75.

For the HSC, 27 students (36%) qualified for the Distinguished Achievers List, earning a Band 6 or E4 in at least one of their subjects. For the IB, 59 students (64%) 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.

During 2024, no students undertook vocational training or training in a trade and attained an equivalent vocational education and training qualification.

The Class of 2024 received 181 University Early Offers prior to achieving their HSC or IB results (an exceptionally high number), and 490 offers in total, with many of these later taking up their first preferences for university admission.

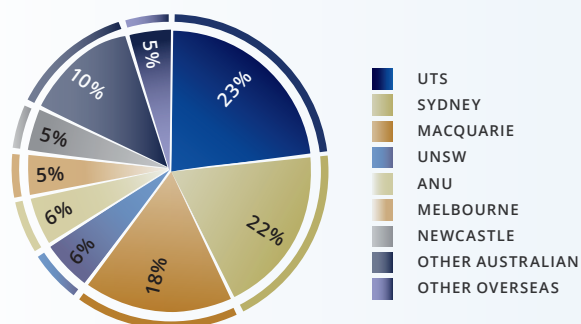
2024 HSC and IB Highlights

- 8 students 99+ ATAR (5%)
- 13 students 98+ ATAR (8%)
- 40 students 95+ ATAR (24%)
- 74 students 90+ ATAR (44%)
- 123 students 80+ ATAR (73%)
- 146 students 70+ ATAR (87%)
- 4 students were named on the HSC All-Rounders List
- 12 students received 13 nominations for HSC Showcases: CALLBACK (Dance), ONSTAGE (Drama), SHAPE (Textiles and Design, Design and Technology), TEXTSTYLE (Textiles and Design)
- 1 student selected for HSC Showcases: CALLBACK (Dance)
- 32 students were awarded IB Distinctions for earning 40+ points (out of 45) in the IB

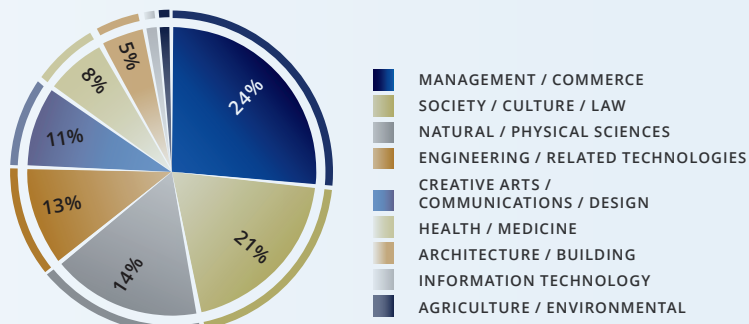
Post-School Destinations

Of the graduating class of 2024, the vast majority (approximately 97.5%) continued into tertiary study. 88% of students continued directly onto tertiary study and approximately 9.5% of students elected to take a Gap Year. Approximately 97% of the students who are continuing onto tertiary study headed to Australian universities and approximately 3% proceeded to an overseas university. Approximately 2.5% of students are not going into 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	9	56	37
Biology	24	37	35
Business Studies	41	80	37
Chemistry	8	25	39
Chinese Continuers	3	100	79
Dance	2	100	67
Design & Technology	14	64	48
Drama	8	100	62
Earth and Environmental Science	6	50	32
Economics	13	69	51
English Advanced	66	72	68
English Ext. 1	8	100	95
English Ext. 2	5	100	87
English Standard	10	0	13
French Continuers	3	100	63
French Extension	3	100	89
Geography	15	47	38
Information Processes & Technology	8	38	31
Legal Studies	6	83	43
Mathematics Standard	42	57	29
Mathematics Advanced	24	33	50
Mathematics Ext. 1	11	81	80
Mathematics Ext. 2	3	100	86
Modern History	23	83	39
History Ext.1	16	81	86
PDHPE	14	57	35
Physics	11	36	38
Science Ext.	7	29	82
Studies of Religion 1	5	80	44
Textiles & Design	13	77	50
Visual Arts	10	80	67

International Baccalaureate Top 2 Grades			
Course Name	# of Students	Grades 6 & 7 (%)	
		Redlands	Global
Group 1			
English Language & Literature	82	43	33
English Literature	10	60	37
Group 2			
French B	7	86	46
Spanish B	11	64	58
Japanese B	7	29	48
Chinese B	12	42	87
Latin	6	67	59
French Ab Initio	11	64	33
Spanish Ab Initio	39	41	43
Group 3			
Business Management	51	73	27
Economics	22	77	50
Geography	27	63	46
History	20	80	14
Group 4			
Biology	26	50	21
Chemistry	27	70	38
Physics	18	83	32
Computer Science	5	100	30
Design Technology	14	29	21
Sports, Exercise and Health Science	12	58	28
Group 5			
Environmental Systems & Societies	15	60	13
Group 6			
Mathematics Analysis	59	66	27
Mathematics Applications	34	44	12
Group 7			
Dance	8	100	80
Music	7	100	38
Theatre	11	100	66
Visual Arts	13	23	11

Notes: Extension 1 Bands E4 and E3 are included as Bands 6 and 5 above.

Theme 3 Staffing

Redlands remains committed to a culture of wellbeing and fostering diversity, inclusion and equity. Aligned to our strategic focus and employee value proposition commitments, we support a number of key programs of work to create a workplace where all employees feel valued, respected and empowered to thrive.

Diversity and Inclusion at Redlands

Redlands is a diverse and inclusive environment, with support frameworks for all staff regardless of cultural or faith background which support connection and belonging. This is embedded in our Strategy, supported by our policy frameworks and communicated and experienced by staff through leader example and communicated programs of work. Currently, three of our casual non-teaching staff members identify as Aboriginal or Torres Strait Islander, and we actively encourage applications from First Nations candidates. Our new HRIS enables improved reporting on disclosed diversity metrics which allows us to build improved, representative programs of work reflective of staff needs.

At Redlands, cultivating a safe and inclusive workplace where everyone feels safe, respected and empowered to achieve their full potential is a priority. Our Diversity and Inclusion initiatives extend beyond governance and compliance obligations, with a focus on ensuring inclusive practices across all aspects of staff experience at work. We believe in leveraging differences to create value and enhance the overall work experience for our staff, students and our broader community.

Diversity and Inclusion Objectives:

- Promoting diversity at all levels of the organisation
- Providing equal opportunities and support for growth throughout the institution
- Communicating and demonstrating respect and inclusion, both internally and externally

Gender Equity

Redlands is committed to attracting, engaging and rewarding quality staff, irrespective of gender. Our efforts toward gender equity are deeply rooted in our values and cultural pillars, aligning to our School motto, Let Your Light Shine.

Redlands participates in the annual Workforce Gender Equality Agency (WGEA) reporting across May/June. This critical analysis provides insights in progress areas and improvement opportunities, shared with staff and the Board.

In line with Redlands focus on promoting and improving gender equality in the workplace, a comparison between the 2024 gender breakdown reported in last year's WGEA submission and our current data reflects females continue to make up the majority of the Redlands workforce.

Redlands promotes gender equity through various initiatives, including:

- Supporting programs of work (policies/procedures) across 2024 against six WGEA gender equality indicators (GEIs)
- Setting measurable goals and regularly evaluating progress toward gender equality
- Ensuring merit-based recruitment processes free from gender bias
- Maintaining transparency in our compensation structure with regular pay equity analyses
- Continuously updating governance frameworks to support gender equity and diversity

Our ongoing initiatives include:

- Ensuring inclusive language and content in our policy framework
- Supporting and communicating workplace flexibility and parental leave policies
- Recognising and celebrating Australia's Indigenous communities and diversity generally
- Assessing and addressing biases in recruitment and progression practices

Teacher Accreditation

Accreditation Level	Number of Teachers
Conditional	8
Provisional	11
Proficient	167
Highly Accomplished (Voluntary Accred.)	2
Lead Teacher (Voluntary Accred.)	1

Workforce Composition

Teaching Staff	188
FTE of Teaching Staff	179.8
Non-Teaching Staff	142
FTE of Non-Teaching Staff	117.8

Gender Balance

Teaching Staff Female	77%
Teaching Staff Male	23%
Non-Teaching Staff Female	62%
Non-Teaching Staff Male	37%



Theme 4 Attendance

Student Attendance Policy

1. Purpose

The NSW Education Act 1990 sets out requirements for attendance of students at school. This policy outlines the responsibilities of Redlands regarding student attendance including maintaining a register of enrolments, having procedures in place to monitor attendance, identify, follow up and notify absences, and to maintain relevant registers.

2. Policy Statement

Regular attendance at school is essential to assist students to maximise their potential. Redlands takes seriously its responsibility, in partnership with parent/carer(s), for promoting the regular attendance of its students.

The Principal maintains a register, in a form approved by the Minister, of the enrolments and daily attendance of all children at Redlands, which includes information for each student as required by Section 3.8 of the NSW Education Standards Authority (NESA) Registered and Accredited Individual Non-government Schools (NSW) Manual.

Student absence and variation to attendance will be recorded using the Minister's codes.

Redlands will monitor student attendance data and implement intervention strategies to improve unsatisfactory attendance of students.

Where the parent/carer(s) of a student of compulsory school age seek an exemption from attendance at school or an exemption from enrolment, the Principal will process the application in accordance with the guidelines from NSW Department of Education.

The Principal may exercise the Minister's delegation under Section 25 of the Education Act in relation to granting and cancelling a certificate of exemption from being enrolled and attending school in certain prescribed circumstances.

3. Related Policies and Documentation

Student Attendance Procedures

4. Related Legislation

Education Act 1990

Student Attendance Implementation Summary

Register of Daily Attendance

A register of daily attendance is maintained by each respective School Section Administration Office in the School's Student Information System (Engage) and includes the following information:

- Daily attendance and absences, using appropriate codes
- All other absences
- The reason for any absence
- Appropriate documentation explaining the reason for any absence

The register of daily attendance is retained for a period of seven (7) years after the last entry was made.

Monitoring and Following Up Attendance

- Teachers record absences in Engage and receive an automatic reminder daily if they haven't completed this.
- An explanation for any student absence from school is emailed through by parents or carers and kept on file. The reason for the absence is then recorded in Engage using the appropriate codes.
- If a student is absent from school for more than three (3) days because of illness/sickness, a medical certificate is required to verify their absence.
- Communication with parents/carer(s) of any students who have unexplained absences for that day.
- If there is no response from the parent/carer(s), a follow up email or phone call is sent to the parent by the respective Administration Assistant.
- A poor or unsatisfactory record of student attendance and/or lateness is followed up with the student and parents by the Dean of Students and/or Head of School as appropriate and appropriate action is taken.
- A record of poor or unsatisfactory attendance for an individual student is recorded in Engage and in their individual student file and followed up with the Deputy Principal.

Student Attendance	
Year Level	Attendance Rate %
Kindergarten	94
Year 1	94
Year 2	94
Year 3	95
Year 4	94
Year 5	93
Year 6	92
Year 7	94
Year 8	94
Year 9	92
Year 10	93
Year 11	94
Year 12	94
Total K-12	93

Theme 5 School Policies

The School's policies are publicly available on the website. Links to School policies are as follows:

[Child Safeguarding Policy](#)

[Procedures for Handling Child Safeguarding Matters](#)

[Student Anti-bullying and Harassment Policy](#)

[Student Discipline Policy](#)

[Complaints Handling Policy](#)

[Conditions of Enrolment](#)



Theme 6 Stakeholder Satisfaction

Student Satisfaction

Student voice is highly valued at Redlands, and students of all ages have regular formal and informal opportunities to provide their feedback and suggestions.

Heads of School Sections meet regularly with the student leaders, providing an open channel of communication for concerns or issues in both directions. The Student Representative Council and Peer Support Representatives provide other opportunities for the sharing of information and ideas about improvement.

Students are encouraged to raise concerns about wellbeing with the School's Pastoral staff, our Year Advisors (Secondary) and Year Coordinators (Primary) in particular, and they can also make a wellbeing report via a dedicated email address to our Counsellors. At Redlands, an environment of proactive support is fostered. Redlands students continue to report that the School's clear behaviour expectations and consequences alongside anti-bullying policies remain effective.

Students are regularly surveyed throughout the year, both informally and formally, so that the School can effectively respond to their feedback. Some of the formal surveys conducted in 2024 were:

- Year 3-12 Student Voice Survey
- Year 3-12 ACER Social and Emotional Wellbeing Survey
- Year 7 2024 E-Safety Be Secure Quiz
- Year 7-12 School Climate Survey (Pastoral)
- Year 7-12 Cocurricular Clubs
- Year 10 Pathways Survey
- Year 11 and 12 IB ATL Strength Survey
- Year 12 IB University Preferences Survey
- Year 12 Exit Survey

All Redlands students from Years 3-12 participated in an annual Student Voice Survey where they gave individual feedback on each of their teachers across 20 different areas of classroom practice. This feedback data was reviewed by teachers with their Subject/Year Coordinator and then used by each individual classroom teacher to reflect on their practice and develop improvement goals. There was a positive response to the Student Voice Survey from both teachers and students in 2024.

In our Junior School, the average was 4.92 on a 6-point scale, indicating strong overall agreement, through the following results:

1. Deep Understanding – 5.05
2. Relevance and Engagement – 4.96
3. Supportive and Inclusive Environments – 4.97
4. Quality Feedback – 4.89
5. Student Reflection and Critical Thinking – 4.73

Junior School Students appreciated classes that connected their learning to real-world contexts, offered choice and creativity in assessments and provided engaging, well-structured lessons with supportive teachers. They consistently valued opportunities for discussion, personalised feedback and hands-on or collaborative learning that deepened their understanding and confidence.

Now in its fifth year, the Secondary School Student Voice Survey provides insight into students' perceptions of teaching and learning. In 2024, the average score across all Secondary School classrooms was 4.86 on a 6-point scale, indicating strong overall agreement that students are experiencing best practice.

The survey measured five strategic domains, with the following results:

1. Deep Understanding – 4.96
2. Relevance and Engagement – 4.75
3. Supportive and Inclusive Environments – 4.96
4. Quality Feedback – 4.78
5. Student Reflection and Critical Thinking – 4.84

Secondary School Students appreciated clear, structured teaching that supported their understanding and progression - particularly through timely feedback, engaging class discussions and resources that helped them revise and improve. They also valued real-world connections, opportunities for creativity and collaboration and learning environments that were inclusive, supportive and responsive to their needs.

Staff Satisfaction

Across 2024, School leaders and the People and Culture team focused on targeted programs to support staff satisfaction, engagement and retention, aligned to our strategic focus on ensuring Redlands remains an employer of choice. A key aspect of this was measuring and assessing the progress of those respective programs of work.

Focusing on staff voice and building opportunities for gathering and responding to staff feedback was an ongoing focus for Redlands across 2024, reflective of our commitment to a culture of consultation, transparency and trust. To capture a broad range of perspectives, staff were invited to complete the Staff Engagement survey in Term 4 2024. The key outputs of the survey reflected strengths in child safeguarding, staff connection to, and demonstration of, Redlands values, role clarity and strategic vision, and across risk reporting education and practice. Improved recognition was flagged as a development area. The results were shared with staff and have formed the basis of Executive review and informed actions and areas of focus for 2025.

The survey results reflected a noticeable change in the areas staff reflected on as having relevance in the School. These included an increased focus on the importance and relevance of values, which are increasingly finding expression in the narratives and behaviours across the School. The People and Culture and Executive teams led a focus on embedding values across the year in the performance review tool (Performance Growth Plan) at Executive and team meetings and individual 1:1s, to support improved people and culture outcomes. The proposed Workforce Strategy (a derivative of the 2024 PeopleBench Review) will leverage this and further consolidate the key strategic focus areas noted - particularly across Wellbeing and Flexibility, also reflected across the development and expansion of Redlands Employee Value Proposition (EVP) across 2024.

People and Culture embedded the EVP video across Redlands our People and Culture Lifecycle. Its value and impact in terms of attraction was assessed across our New Joiner Feedback form designed to track the impact of the EVP video for successful candidates/new joiners and tested again at Induction.

Human Resources Information System (HRIS) Implementation

With the cessation of the previous HRIS system (PeopleStreme) on 30 September 2024, the People and Culture team implemented a new system, launched on 14 October 2024. To support staff across the integration, the team collaborated across All Staff training sessions led by the Digital Services team, enabling ease of use for staff and leaders and a shared understanding and improved user experience of the new system.

PeopleBench Workloads Review

A sector first analysis of workload and wellbeing, Redlands supported staff satisfaction and engagement across a number of key derivatives from the PeopleBench Review recommendations, as follows:

- Review and reduction in reporting workload
- Choice and flexibility in cocurricular and camp participation
- Reduction in cocurricular requirements
- Review of Student Information System
- Scheduled collaborative time in timetables
- More Individual Planning Time on Professional Learning days
- Collapsed Year 10 classes in Term 4 - no assessments
- Clarification of expectations around being onsite and start/finish times for the school day
- Digitisation of forms
- Automation of staff onboarding and offboarding
- Automation of enrolment process using Digistorm Funnel
- Timesheets in Clipboard
- Automation of Uniform Shop Bookings

These initiatives have resulted in positive anecdotal feedback from staff and improved satisfaction and engagement across our employee engagement analysis.

Employee Wellbeing Program (EWP)

As part of our ongoing strategic commitment to innovation (Strategic Driver 1) and sustaining and deepening our Culture of Wellbeing (Strategic Driver 4), Redlands commenced a review of the current Employee Assistance Program (EAP) in late 2024. This review was an output of the Risk Oversight Committee Deep Dive into People Risks (2024).

The scope of the review was considered to ensure a holistic platform that accommodated best practice features inclusive of enhanced accessibility (inclusive of an app and 24/7 chat access), a range of staff wellbeing and mental health support tools, leader enablement support and strong alignment to our Redlands culture and values.

The review aligned to staff feedback which reflected the need for increased wellbeing programs that had improved frequency and accessibility for all staff and enhanced mental health support. In Term 4, the Staff Wellbeing Committee worked alongside the People and Culture team and the Deputy Principal to review three providers, inclusive of our current provider Acacia, selecting Sonder as the preferred provider.

Parent Satisfaction

We recognise the vital relationship between home and school and provide regular opportunities for parents and carers to actively engage with the School through formal and informal channels. In 2024 parents and carers continued to involve themselves in many areas of school life as passionate and dedicated advocates and volunteers, selflessly supporting our School and the wider Redlands community.

The Redlands Parents and Friends Association (RPFA), Parent Contact Groups (PCGs) and Friends of Groups (FoGs) have all been actively engaged in bringing our various parent and carer groups together, both socially and operationally, providing valuable and regular feedback to the School.

Members of the Executive attend almost all School functions and activities. This provides another avenue of regular, informal feedback and support for students, parents, carers and staff. Regular feedback is also collected through a feedback email address and followed up appropriately.

All parents and carers will be surveyed in 2025 to evaluate the School's delivery on its offering through the biannual AIS NSW Perspectives Survey. The survey covers five key domains: School Environment, Teaching and Learning, Student Wellbeing, Leadership and Community.



Theme 7 Summary Financial Information

The total reportable income including Government recurrent per capita funding for the year ended 31 December 2024 was \$80.6M. School income was 11.3% higher than 2023 due to tuition fee increase and additional student numbers enrolled.

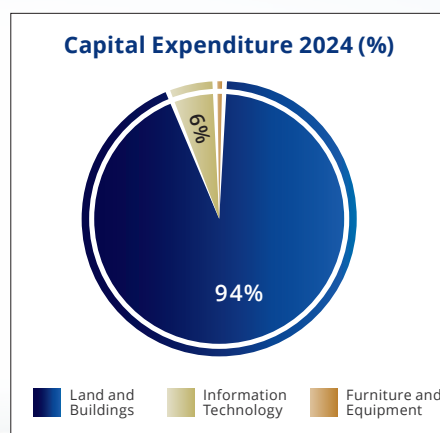
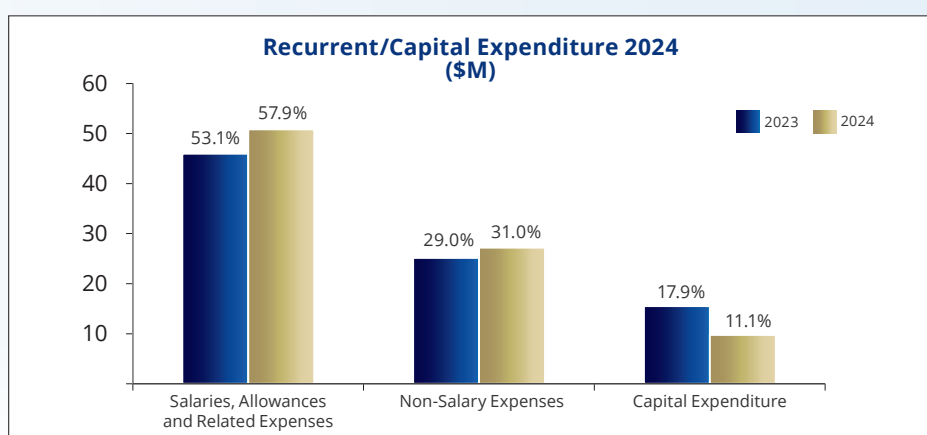
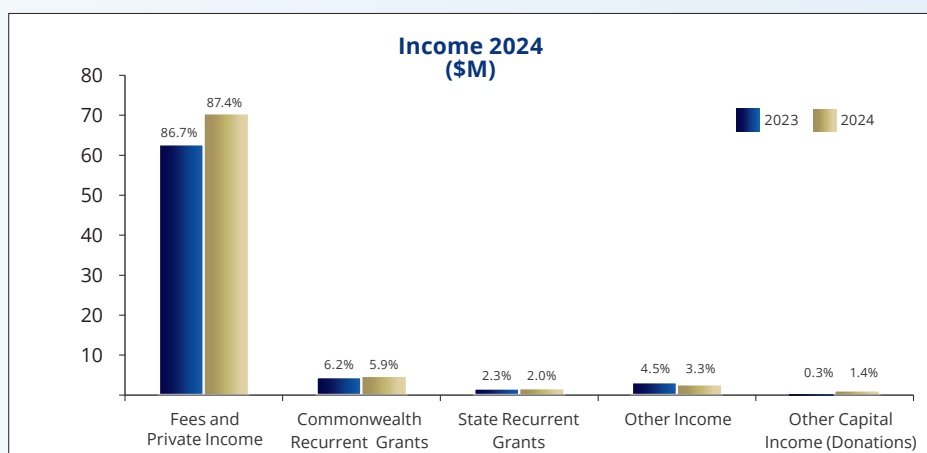
Operational expenses increased by 9.7% in 2024 to \$78M. This was primarily attributable to higher employee staffing expenses and higher operating expenses.

For the 2024 year, the School generated \$8M 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 \$9.7M during 2024 included \$4.9M for the High Country Campus Building additions, \$1.1M for the Macquarie University Northern Oval Synthetic Surface redevelopment, \$1.6M for the Mosman Lawn Tennis Club upgrade, \$0.5M for the Peter Cornish Building refurbishment works, \$0.4M for the Redlands Learning Hub amenities addition, \$0.5M for ICT related upgrades and enhancements, including classroom AV upgrades and other upgrades to ICT infrastructure, and the acquisition of various furnitures and fixtures.

In 2024, \$1.1M was received from donations and \$0.03M from interest income. Separate to this, the SCECGS Redlands Scholarship Fund received \$0.24M from donations and \$0.27M from interest income; and the end balance of Assets Under Management as of 31 December was \$4M.

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



Appendix

Curricular/Cocurricular Achievements and Events

English

Whitlam Institute's What Matters Writing Competition

- 3 Senior students selected for the Finals

The Ethics Centre's Young Writers' Competition

- 1 Senior Girl achieved Highly Commended

Book Week

Premier's Reading Challenge

Mathematics

Australian Mathematics Competition

- 2 High Distinctions, 30 Distinctions

ICAS Mathematics Competition

- 1 High Distinction, 23 Distinctions

Bebras Computational Challenge

- 3 Junior students awarded Excellence Awards

Computational and Algorithmic Thinking Competition

- Junior students awarded 1 High Distinction, 4 Distinctions and 10 Credits

Science/Technology

Big Science Competition

- 7 High Distinctions, 22 Distinctions, 23 Credits, 24 Participations

National Science Week

Year 8/10 Science Symposiums

Year 7 STEAM – Bee-yond the Hive

Year 2 STEAM Day

Year 7 Day of AI

Year 5/6 Day of AI

Innovation/Entrepreneurship

Year 11 Industry Day

Year 10 Commercialisation Challenge

Year 10 Biotech Futures Challenge

Year 9 Intrapreneurship Program

Year 8 Circular Economy

Year 6 UNICEF Collaboration

Year 5 Shark Tank

StartUp Bootcamp

Economics

- 1 Senior Girl placed 1st in the Australian Economics Olympiad

Debating

SDN Debating Competition

- Year 7 team placed 1st
- Year 8 team placed 1st

UN Youth Voice

- 1 Senior Girl achieved Highly Commended at the NSW Final

NSW Schools Constitutional Convention

- 1 Senior girl represented Redlands at NSW Parliament

Model United Nations

- Year 11 team won Best Delegation Award

Plain English Speaking Award

- 1 Senior Girl won the Regional Final and qualified for the NSW Semi Finals

Australian Individual and Debating Public Speaking Championships

- 1 Senior Girl placed 14th Overall
- 1 Senior Boy placed 4th in After-Dinner Speech

Speakfest

- 1 Senior Girl placed 15th Overall
- 1 Senior Boy placed 3rd in Persuasive Speech

House Debating Competition

The Great Debate Students vs Staff

da Vinci Decathlon

- Year 11 team – 3rd Overall; 2nd in Code Breaking, 2nd in Ideation, 3rd in Cartography, 3rd in Art and Poetry, 5th in Mathematics
- Year 9 team – 3rd in Science, 4th in Cartography
- Year 8 team – 10th Overall; 2nd in English, 2nd in Art and Poetry

Ethics Olympiad

- Year 7-8 team placed 1st
- Year 6 team placed 1st
- Year 5 team placed 4th

Tournament of Minds

- Year 7-8 team placed 2nd in Arts Challenge

ICAS Competitions

- Junior students achieved 10 High Distinctions and 41 Distinctions

National History Challenge

- Redlands students achieved 4 Bronze Awards and 2 Green Awards

Languages

Language Perfect Championships

- Redlands Junior School Spanish students placed 5th in the world

Japanese New Year Art Competition

- 1 Senior Boy achieved Highly Commended International Day

Visual Arts

HSC

- 1 student was nominated for ARTEXPRESS

Mosman Youth Art Prize

- 1 Senior student placed 3rd

HSC Art Exhibition

IB Art Exhibition

Innovative Design

HSC

- Design and Technology: 1 student was nominated for Shape
- Textiles and Design: 3 students were nominated for SHAPE/TEXTSTYLE

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

Drama

HSC

- 7 students received 5 nominations for ONSTAGE

Shakespeare Carnival

- Redlands team placed 1st in Physical Theatre at the Regional Final and 3rd at the NSW Final

HSC Drama/IB Theatre Showcase

Year 11 Drama – *Ruby Moon*

Year 10 Drama – *Shakespeare Under the Stars*

Year 9 Drama – *Docudrama*

Year 8 Drama – *Compass*

Music

HSC/IB Performance Showcases

Australian School Band and Orchestra Festival

- Combined Intermediate and Advanced Strings Ensembles won Gold
- Advanced, Intermediate and Junior Concerts Bands all won Silver

Australian Double Reed Competition

- 1 Senior Boy won the Grade 7/8/CMU section on bassoon

AMEB Exams

- 5 A+ High Distinctions, 6 A Distinctions, 26 A- Honours in Piano, Voice, Violin, Cello, Double Bass, Flute, Clarinet, Trumpet, French Horn, Trombone, Guitar, Drums, Musical Theatre, Musicianship

Dance

HSC

- 1 student received 3 nominations and 1 selection for CALLBACK

HSC/IB Showcase

RAD Exams

- Senior – 30 students awarded; 4 High Distinctions, 10 Distinctions, 10 High Merits, 6 Merits
- Junior – 22 students awarded; 4 High Distinctions, 7 Distinctions, 9 High Merits, 2 Merits
- Junior Class Awards – 31 students awarded

Australian Ballet School

- 1 Senior Boy was awarded a place to commence in 2025

Queensland College of Dance

- 1 Senior Girl was awarded a place to commence in 2025

Asian Grand Prix

- 1 Senior Girl won Silver

Australian Classical Grand Prix

- 1 Senior Girl qualified for the Finals

IDO World Tap Dance Championships

- 1 Junior Boy placed 2nd in Children's Solo Male
- 1 Junior Girl placed 16th in Children's Solo Female

Isobel Anderson Awards

- 1 Senior Girl qualified for the Finals

Joan and Monica Halliday Awards

- 1 Senior Boy qualified for the Finals

Australian Institute of Classical Dance

- 2 Senior Girls achieved Highly Commended

Sydney Eisteddfod

- Senior Jazz Performers 2 placed 1st and performed at the Dance of Champions
- 1 Senior Girl placed 2nd in Ballet and Highly Commended in Contemporary
- 1 Senior Girl achieved Highly Commended in Ballet and in Contemporary
- 1 Senior Girl achieved Highly Commended in Contemporary
- 1 Senior Boy achieved Highly Commended in Ballet

SPACE

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

IRBD Eisteddfod

- Senior Jazz Performers 2 placed 3rd

Ryde Eisteddfod

- 1 Senior Girl placed 2nd in Ballet, 3rd in Contemporary and won a Senior Scholarship as a Top 5 Finalist

Platinum Dance

- 1 Senior Girl placed 1st in Classical Solo and Contemporary Solo
- 2 Senior Girls placed 1st in their Jazz Solos
- 1 Senior Girl placed 2nd in Jazz Solo

Ultimate Dance Challenge

- 1 Senior Girl placed 1st in Classical
- 1 Senior Girl placed 1st in Contemporary and 2nd in Lyrical
- 1 Senior Girl placed Highly Commended

Energy Express

- 1 Senior Girl placed 2nd in Lyrical and in Contemporary

Expressive Dance Competition

- 1 Senior Girl placed 1st in Contemporary and 1st in Improvisation

Extreme Dance Competition

- 1 Junior Girl placed 3rd in Classical Solo



Performing Arts

Musical – *Legally Blonde*
Gala Arts Festival
Dance on Film – *The Nutcracker...AND BEYOND!*
Play – *Away*
Senior Music Festival – *Kaleidoscope!*
Junior Music Festival – *Postcards from Abroad*
Senior Piano Competition
Junior Piano Competition
Vocal Competition
Instrumental Competition
Composition Competition
Battle of the Bands
Choral Celebration
Red Factor
HICES Music Festival
MIP Concert
Strings Concert
Theatresports Competition
Drama Celebration
Year 5 Musical Theatre – *Madagascar*
Year 6 Musical Theatre – *Seussical the Musical*
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
UN International Women's Day
National Reconciliation Week
House Spirit Fair
Harmony Day
World Ocean Day
Duke of Edinburgh
Festival of Redlands

Service

Matthew Talbot Hostel
Breast Cancer Research
Mother's Day Classic Fun Run and Walk
Anglicare Toys 'n' Tucker Appeal
UNICEF Australia - Children of Gaza Crisis Appeal
CMRI – Jeans for Genes Day
Children's Cancer Institute
Kids Giving Back
Raise Foundation
McGrath Foundation
Rough Edges
Wayside Chapel
Mary's House
Share the Dignity
Indigenous Literacy Foundation
Bupa Aged Care
Sydney Children's Hospital
Humpty Dumpty Foundation
Year 12 Give Back Day
Bougainvillea Retirement Village
Clean Up Australia
ANZAC Day Services
Remembrance Day
Greenlands Week

Sport Achievements

Athletics

Australian Junior Championships

- 1 Senior Girl placed 3rd in U16 Hammer Throw and 8th in U18 Hammer Throw
- 1 Senior Boy placed 9th in 800m
- 1 Senior Girl placed 6th in 3000m and 7th in 1500m

NSW Junior Championships

- 1 Senior Girl placed 1st in U16 Hammer Throw
- 1 Senior Boy placed 3rd in U20 800m
- 1 Senior Girl placed 3rd in U15 1500m
- 1 Senior Girl placed 5th in 800m and 8th in 3000m
- 1 Senior Girl placed 9th in 800m and 15th in 400m

NSW All Schools Championships

- 1 Senior Boy placed 1st in 1500m

CIS Carnival

- Redlands Senior team achieved 2 3rd places and 18 Top 10 places
- 28 Senior students represented ISA
- 13 Junior students represented HICES

ISA Carnival

- Redlands team achieved 40 podium places – 9 1st places, 15 2nd places, 16 3rd places
- Girls teams placed 2nd Overall in Div 1; Senior Girls 2nd, Inter Girls 2nd, Junior Girls 2nd

Senior Athletics Carnival

- 2 records broken: Senior Boys 1500m, Intermediate Girls 800m

Mini-Mos Fun Run

- 1 Senior Boy placed 1st in Mens U20, 5th in Mens 10km
- 1 Senior Girl placed 3rd in Womens 5km

AFL

- Senior Boys and Junior Boys teams were runners up in the Div 2 Independent Schools Competition Grand Final
- 1 Senior Boy and 1 Senior Girl were awarded CIS Blue Colours
- 2 Senior Boys were members of the CIS Secondary School Team of the Year (U15 Boys)
- 2 Senior Boys and their North Shore Swans team won the U13 Division 1 Grand Final; with one awarded the Best on Ground medal
- 1 Senior Boy was one of 28 Sydney Swans Academy players to participate in the Swans ARA First Nations Program Games

Basketball

Australian Basketball Championships

- Boys 1sts won Gold in U20 Div 5

ISA Championships

- Girls 2nds, Boys 3rds, 15B and 15D won the ISA Grand Final
- Boys 15A, 13C and Girls Junior C were runners up in the ISA Grand Final
- 7 teams qualified for the ISA Grand Final

Other

- 1 Senior Girl was selected for the Basketball NSW Talented Athlete Program

Cross Country

NSW All Schools Championships

- 1 Senior Boy placed 7th in 18Y Boys 8km
- 1 Senior Girl placed 11th in 16Y Girls 6km

NSW CIS Championships

- 16Y Girls team placed 2nd
- 16Y Boys team placed 3rd
- 8/9Y Boys team placed 2nd
- 1 Senior Boy placed 6th in 18Y 8km
- 1 Senior Girl placed 9th in 15Y 4km
- 1 Junior Boy placed 2nd and 1 Junior Boy placed 8th
- 1 Senior Boy, 1 Senior Girl and 1 Junior Boy qualified for NSW All Schools
- 24 Senior students represented ISA
- 14 Junior students represented HICES

ISA Carnival

- Intermediate Girls placed 1st Overall and were awarded the Intermediate Girls Shield
- 1 Senior Boy won Gold in 18 Boys 6km

- 2 Senior Girls won Gold in U16 Girls 4km and U14 Girls 3km
- Redlands students achieved 12 other Top 10 Places

Football

- Girls 1sts, Junior A, B, C were runners up in the ISA Grand Final
- 1 Senior Girl was selected to play for Sydney FC
- 1 Senior Girl was selected for the CIS team and selected to represent NSW at the All Schools National Tournament
- 2 Senior Girls were selected for ISA teams and 5 Senior Girls represented Redlands at the ISA Plate
- 1 Senior Boy was selected for the ISA U16 team
- 1 Senior Boy signed a three-year scholarship contract with the Western Sydney Wanderers
- 1 Senior Boy and his Bulls FC Academy team won the NSW U14 Youth League 2 Championship
- Junior 6A, 6B, 5C and 3C Football teams were undefeated during the IPSHA season

Hockey

- Girls 1sts were runners up in the ISA Grand Final
- Redlands teams were named joint winners of the Hockey School Championship Shield
- 1 Senior Girl represented Redlands at ISA and competed for the NSW CIS Team at the All Schools Tri-Series Tournament
- 1 Senior Boy was selected for the NSW U14 team to compete at the National Championships
- 3 Junior Girls were selected for the CIS trials

Netball

- Inter C, Junior D and Junior F teams won the ISA Grand Final
- Senior 3rds, Junior A, E and G teams were runners up in the ISA Grand Final
- 2 Junior Girls were selected for the CIS trials

Rugby

- 1 Senior Boy was selected for the ISA U16 team
- 1 Senior Boy and his U15 Manly Marlins team won the Plate division at the NSW Junior Championships

Rowing

Australian Championships

- Under 17 Boys Quad won Gold
- Under 17 Boys Double won Bronze
- 5 crews were selected to represent Redlands

NSW Championships

- U17 Mens Quad Sculls won Gold

NSW All Schools Championships

- Redlands crews won 2 Gold, 7 Silver, 9 Bronze

Head of the River

- Redlands Boys crews placed 5th Overall, winning 2 Gold, 1 Silver, 2 Bronze
- Redlands Girls Crews placed 11th Overall, winning 1 Bronze and 9 Top 10 places

ACT Junior Championships

- Redlands crews won 2 Gold, 4 Silver, 3 Bronze

ACT Head of the Lake Regatta

- Redlands crews won 2 Gold, 7 Silver, 8 Bronze

Swimming

National Swimming Championships

- 1 Senior Girl placed 7th in 50m Butterfly and placed 4th in 15-16Y 4x50m Freestyle Relay

NSW CIS Championships

- 8 students represented ISA at the NSW CIS Championships
- 1 Senior Girl won silver in 50m Butterfly and Bronze in 50m Backstroke, and was selected for the CIS team

ISA Championships

- Boys team placed 1st Overall in Division 2; Seniors 2nd, Intermediates 3rd, Juniors 1st
- Girls team placed 6th Overall in Division 1; Seniors 7th, Intermediates 3rd, Juniors 6th

Senior Swimming Carnival

- 3 records broken: Open Boys 100m Freestyle, 17 Boys 50m Freestyle, 17 Boys 50m Backstroke

HICES Carnival

- 12 students were selected to represent HICES at NSW CIS Championships

Sailing

Redlands Cup

- Redlands boats placed 3rd and 4th in Pacers Gold Fleet Final
- Redlands boat placed 2nd in Pacers Silver Fleet Final

ACT Sailing Championships

- Team A placed 2nd Overall and 1st Mixed/Coed
- Team B placed 11th Overall and 6th Mixed/Coed

RPAYC High Schools Teams Racing Regatta

- Redlands team placed 5th Overall and 1st Mixed/Coed team; and won the Abbotsleigh Umpires Award trophy for great enthusiasm, sportsmanship and improvement

RSYS Dinghy Squad

- 4 Senior Boys were awarded the RSYS Spirit of the Squadron Trophy, the HB Jarrett Junior Champion Shield, the Junior Sailing Pointscore Milner Tray, the Optimist Achievement Award, the Optimist Award for Excellence and 4 1st places, 3 2nd places and 1 3rd place

State/National

- 1 Senior Girl placed 1st U19 Overall, 1st U19 Female, 4th Female Overall and 7th Overall at the NSW ICLA Metropolitan Championships; was selected for the Australian Sailing National Youth Squad after qualifying as the 3rd Youth ILCA 6 sailor in the Olympic Class at Australian National Championships; and was invited to join the National Pre-Emerging Olympic Pathway Squad for 2024/25.

Tennis

- Teams 3, 7, 8 and 10 won the ISA Grand Final
- Teams 9 and 11 were runners up in the ISA Grand Final
- 1 Senior Boy won the U14 Match Play Singles at the Bathurst Spring Open and Junior Competition
- 1 Junior Girl represented CIS at the NSW PSSA trials

Touch Football

- Boys 1sts and Junior B Girls won the ISA Grand Final
- Girls 1sts and Junior A Girls were runners up in the ISA Grand Final
- 5 teams contested the ISA Semi Finals and 4 teams qualified for the Grand Finals
- 1 Senior Girl was selected for the CIS team to compete in the National Youth Championships
- 4 Senior Girls were selected for ISA Opens
- 1 Senior Boy was selected for ISA U15 Boys
- 13 Senior Girls competed in the National All Schools Tournament
- 4 Junior students were selected for the CIS Trials

Water Polo

- Intermediate Boys won Bronze



Snowsports

Redlands Cup

- Redlands team achieved 21 podium finishes, 14 team and 7 individual - 2 Gold, 9 Silver, 10 Bronze

Sydney Interschools

- Redlands team achieved 17 podium finishes, 8 team and 9 individual - 6 Gold, 6 Silver, 5 Bronze

NSW Interschools

- Redlands team achieved 4 podium finishes, 3 team and 1 individual - 1 Silver, 3 Bronze
- 23 students qualified for the National Interschools

National Interschools

- Redlands team achieved 4 podium finishes, 3 team and 1 individual - 2 Silver, 2 Bronze

International

- 1 Senior Girl won silver in Big Air Freestyle Skiing and placed 5th in Ski Slopestyle at the Winter Youth Olympic Games; won 3 awards at the Snow Australia Awards - 2024 Junior Athlete of the Year, Female Athlete of the Year (Freestyle Park & Pipe), Junior Athlete of the Year (Freestyle Park & Pipe); and was accepted into the Sport Australia Hall of Fame's 2025 Scholarship and Mentoring Program

Gymnastics

IPSHA Carnival

- Redlands Junior teams placed 4th, 5th and 6th
- 1 Junior Boy placed 1st Floor, 1st Pommel, 1st Rings, 1st Vault, 1st Parallel Bars, 1st High Bar
- 1 Junior Girl placed 4th on Beam

Cycling

- 1 Senior Boy placed 5th in the Australian Cycling Slopestyle National Championships

Equestrian

- 1 Senior Girl placed 7th in Senior Secondary Showjumping and 8th in Senior Secondary Preliminary Dressage at the NSW Interschools; placed 6th in 80cm-1m Showjumping at the TSHA National Titles; and was awarded Reserve Champion in 95cm Combined Training at the ISHE Interschools

Indoor Hockey

- 1 Senior Boy and his NSW U13 Hockey team won bronze in the Hockey Australia National Championships

Softball

- 1 Senior Girl and her NSW Team won the U14 National Championships, she was selected for the NSW CIS Softball team and selected for the NSW U16 team to compete at the National Championships

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**Emeritus Professor
Glenn Wightwick**

BSc, FTSE, FRSN
Appointed April 2020
Chair (May 2024)

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 one child currently attending Redlands and two who graduated in 2020 and 2022. Glenn is 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 (May 2024)

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.



Kylie Binnekamp

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

Kylie is currently a Company Director and Practice Manager for a private medical practice. She has over 13 years legal experience practising as a solicitor. Kylie has two children who graduated from Redlands in 2019 and 2023. She is the Board Appointee to the Redlands Parents and Friends Association and the Uniform Working Group. Kylie's aim is to serve the Redlands community.



Patricia (Paddy) Carney

BSc (Hons), FCA
Appointed August 2020

Paddy is a senior partner at PwC Australia. She has over 30 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, has been a member of the Global Board of the PwC network since 2017 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 mainly advises corporate clients on mergers and acquisitions and other commercial transactions, particularly in the energy and resources sector. 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 a member 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.



Peter Gold

B Comm
Appointed April 2017

Peter is a Managing Director of Archer Capital - a private equity investment company of which he was a founding team member in 1997. He is also a significant shareholder and Chairman of Future Super, and an active investor and supporter of other climate impact businesses and projects. Previous roles include investment banking experience with Morgan Stanley in New York, and he has qualified as an Associate of the Institute of Actuaries of Australia. He has two children who graduated from Redlands in recent years, and he is Chair of the Finance and Audit Committee. Peter's goal for Redlands is to achieve widespread recognition as a differentiated and innovating provider of coeducation in NSW.



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 Redlands Scholarship Trust and The Manta Foundation and previously held a directorships of an AFSL holder and a trustee company. Josh is also a member of the Foundation Advisory 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.



Grahame Petersen

BA, Grad Dip SIA, FAICD, FINSIA
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 two children currently attending Redlands and another who graduated in 2024. He is a member of the Finance and Audit Committee and Chair 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.



Greg Webster

B App Sc, B Theol, MEd (Ed Psych)
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 has 25 years' experience working in the superannuation industry. She is the Executive Officer of Anglican Super, the superannuation fund specifically designed for staff in the Anglican Church across Australia. She is a Fellow of the Association of Superannuation Funds of Australia. Juliet is a member of the Nominations and Governance Committee and has one child currently attending Redlands.

Retiring Directors



Glenda McLoughlin

BEC, MBA, FAICD
Appointed October 2016
Retired May 2024



John Pradel

BArch, JP
Appointed September 2018
Retired March 2024



Anna Reed-Stephenson

MBA, BA
Appointed June 2018
Retired March 2024

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; and
- 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; and
- 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 2024, 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; and
- the appointment of the external auditor and any internal audit activity.



Redlands, Sydney Church of England Coeducational Grammar School
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Operated by SCECGS Redlands Limited ABN 96 001 336 269 CRICOS Provider Code: 00713M