

Annual Report

2025

Striving
For *Excellence*





Our School

St. Andrew's Grammar ("the School") is a co-educational Pre-Kindergarten to Year 12 private school in Dianella, Western Australia. It is currently run under the auspices of the Hellenic Community of Western Australia Inc..

The School has been designed with two sub-schools of Primary (Pre-K to Year 6) and Secondary (Year 7 to 12) allowing for a seamless transition brought about through the school curriculum and programme of pastoral care.

Curriculum continuity, the Greek language and culture, education leadership and management policy bind the two sub-schools to create a single entity that is St. Andrew's Grammar. The School endeavours to achieve excellence in all areas and strike a balance between academic, creative and physical education.

The School also aims to develop in each child an understanding of our spiritual heritage and a respect for moral and ethical living. The School's concern is for the welfare and development of the "whole" child. In a well-structured and caring environment, it aims to encourage its students to pursue and develop their intellectual, social, physical, creative and spiritual capacities.

Our Mission

As an inclusive multicultural community, with traditional Hellenic ideals, we strive for excellence in our academic, sporting and cultural pursuits.

Our Values

Through our teaching programs, our students will:

- reach their own personal level of excellence;
- exhibit and experience independence;
- be committed;
- show responsibility; and
- have an understanding and respect for all cultures.

School Overview

Address	2 Hellenic Drive, Dianella
Telephone	+61 (08) 9303 3840
Email	reception@sag.wa.edu.au
Principal	Mr Craig Monaghan
CRICOS	01488G



Advisory Board

The St Andrew's Grammar School Board comprises of members who assist in the direction of day-to-day operations. Responsibilities and oversight include; Strategic Planning, Capital Development and Finance.



Eleni Evangel
Board Chair



Paul Afkos OAM
President, Hellenic Community of WA



Paul Savvas
CEO, St. Andrew's Grammar



****accurate as of December 2025.**



Eleni Georgopoulou
Greek Consul in Perth



Evan Nicholas
Strategic Engagement, Curtin University



George Karageorge
SAG Inc. Representative



Dimitrios Tsokos
SAG Inc. Representative



Damien King
SAG Inc. Representative



Peter Vatisstas
SAG Inc. Representative

Ex-Officio

Craig Monaghan
School Principal

Paul Butler
Financial Consultant

2025 School Financials

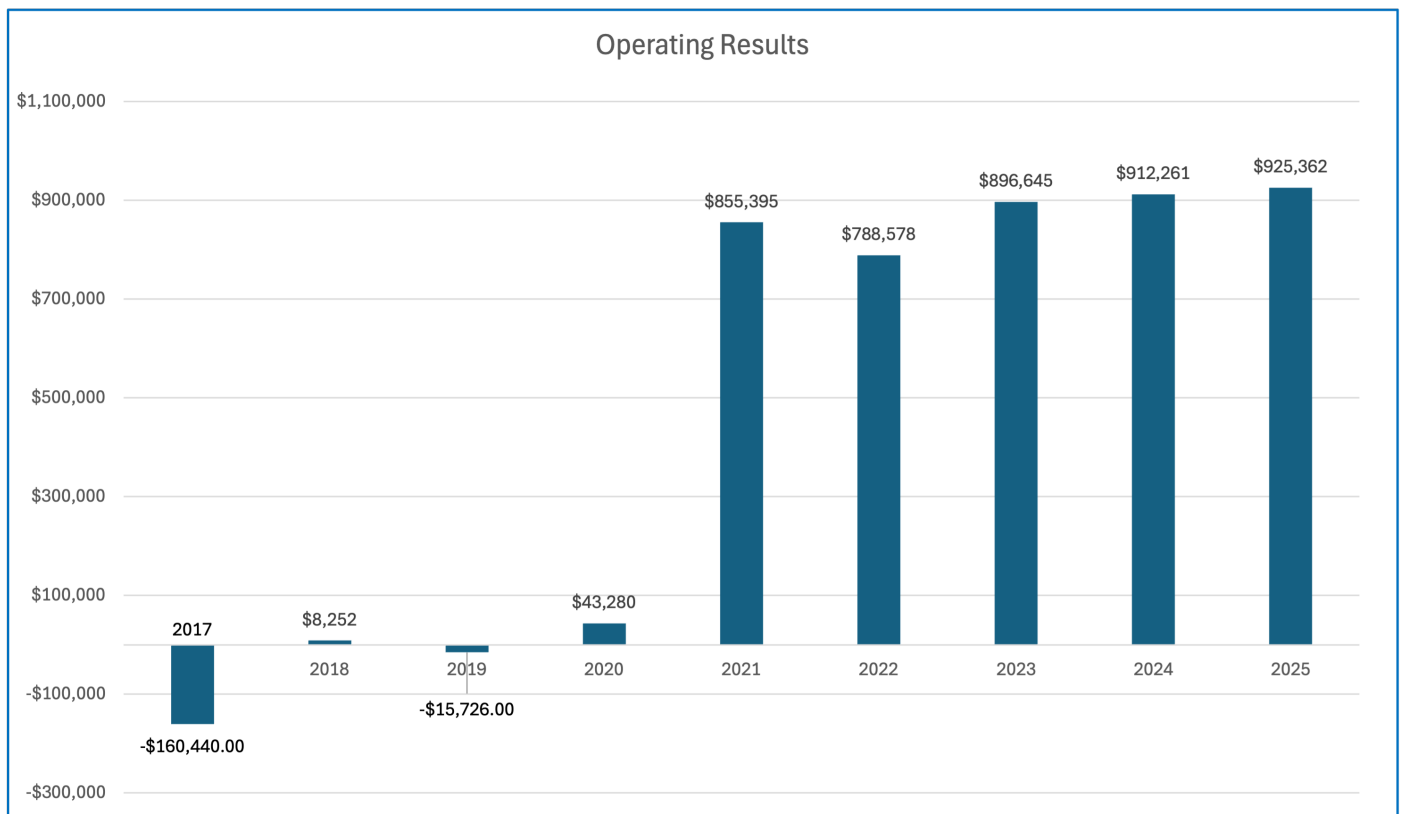
2025 Finance Committee

Dimitrios Tsokos (Chair)	Paul Savvas (CEO)
Paul Butler (Financial Consultant)	Craig Monaghan (Principal)
Shane Bogunovich (Business Manager)	Sakis Pilarinos (Treasurer, SAG Inc.)

Overview

For the first time in St. Andrew's history the operating income, for 2025, exceeded \$20,000,000.

At \$925,362, the operating result is slightly more than the 2024 result. This continues the general positive trend to the operating results, seen over the past six (6) years.



Student Population

Similarly, for the first time in the school's history the student population, at the beginning of 2026, exceeds 900. The 912 value represents a 5.2% increase over the 867 students beginning in 2025.

	Census February 2025	Census February 2026	% Change
Pre-Kindy	23	13	-43.48%
Kindy/Pre-Primary - Yr 6	417	460	10.31%
Year 7 - Year 10	298	305	2.35%
Year 11 - Year 12	129	134	3.88%
Excl. Pre-Kindy	844	899	6.52%
Incl. Pre-Kindy	867	912	5.19%

Capital Works

The most significant building project for the school in many years, saw the completion of the school's Science and Technology complex – The Bianca Afkos Science and Technology Centre.

This multi-million dollar complex was strongly supported financially by grants and contributions. Significant funds were received from:

- the Australian Commonwealth Government – \$800,000 through the Capital Grant scheme for schools
- the Stavros Niarchos Foundation (SNF USA Inc) – \$368,000
- Afkos Industries

The project was also supported with existing loan facilities with the Commonwealth Bank.

The building was officially opened in December 2025 in readiness for the 2026 academic year.

Bank and Other Covenants

The school's successful operating and non-operating activities are reviewed regularly by the Commonwealth Government via the annual Financial Questionnaire, as well as by the Commonwealth Bank.

The Financial Questionnaire is signed off by the school's auditors before being forwarded to the Commonwealth, as are the requirements for the Commonwealth Bank. In both cases the school has regularly met, and continues to meet:

- the necessary conditions to continue its operations as an Independent School as reviewed by the Commonwealth Government (Education Department)
- the designated covenants as set by the Commonwealth Bank

2025 Building & Campus Planning

Building and Grounds Sub-Committee

Emmanuel Takoniatis (SAG Inc.)	Paul Savvas (CEO)
Paul Butler (Financial Consultant)	Craig Monaghan (Principal)
Shane Bogunovich (Business Manager)	Peter Vatistas (SAG Inc.)

2025 Maintenance Improvements

Throughout 2025, a range of maintenance initiatives were undertaken to enhance the quality, functionality, and presentation of the campus. These included:

- Refurbishment of classrooms to improve learning environments
- Upgrades to classroom furniture across multiple year levels
- Painting of both internal and external areas to maintain a fresh and well-presented campus
- Significant improvements to the school playing field surfaces, supported by the appointment of a full-time Groundsman

These works form part of an expanded, structured maintenance program designed to ensure the ongoing improvement of campus facilities. The program incorporates input and priorities from both the Heads of Senior and Junior School, ensuring a coordinated and future-focused approach.

2025 Major Improvements

Several key capital works projects were completed or progressed during the year, delivering lasting benefits to the school community:

- Completion of a new maintenance workshop and large storage facility at the eastern end of the campus
- Completion of the Bianca Afkos Science & Technology Centre
- Completion and expansion of the Boddington Carpark
- Completion, fit-out, and occupation of the new Pre-Kindy building
- Ongoing construction of the Junior Administration offices



- Commencement of planning for upgraded Junior School outdoor playground facilities

These projects have been developed and overseen by the Buildings and Grounds Sub-Committee, whose continued efforts have ensured strong outcomes and meaningful improvements across the campus.

2025 Future Planning

In response to continued growth in student enrolments and the evolving delivery of educational programs, the CEO and Board identified the need to ensure staff are supported with appropriate resources and facilities.

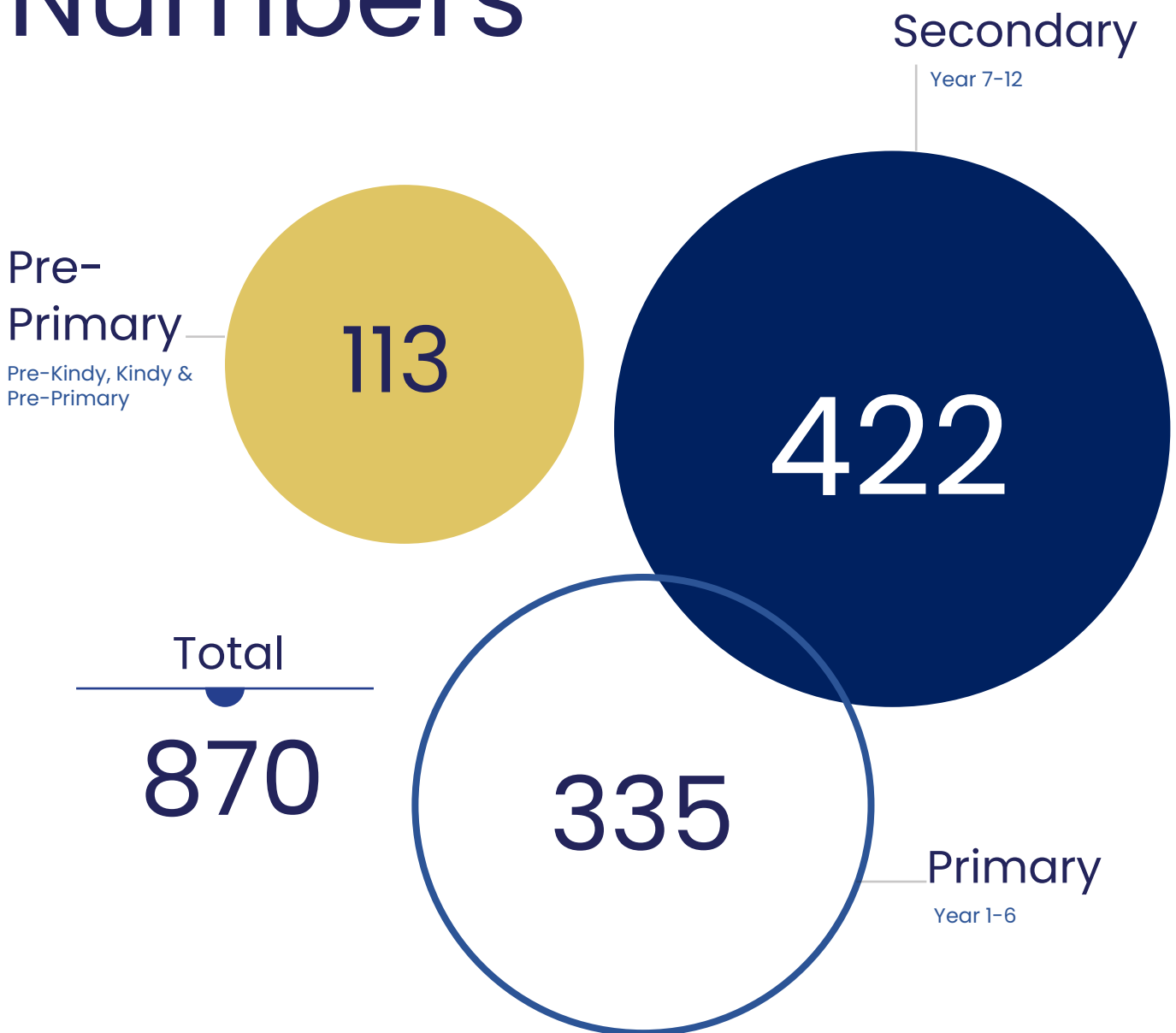
To support this, the Buildings & Grounds Sub-Committee was tasked with engaging an architectural firm to develop a long-term Campus Master Plan. An Adelaide-based firm, operating nationally specialising in education, was appointed to work closely with our CEO, and senior school staff in shaping a comprehensive plan for Board consideration.

This process has involved an in-depth review of the School's current and future needs—examining not only what the School is today, but what it aspires to become. Extensive consultation has been undertaken, including student focus groups led by educational consultants, staff engagement sessions, and Board interviews. This has ensured a broad range of perspectives are captured and that planning is informed by robust data and strategic insight.

The Master Plan remains in progress and is scheduled for final presentation to the Board of Management in October 2026. In parallel with long-term planning, several key projects have been identified to address immediate infrastructure needs:

- Upgrade and refurbishment of the Harmanis Science Building, scheduled to commence in Term 3, 2026
- Major upgrade to the campus water supply, planned for late 2026
- Provision of additional student and staff ablution facilities

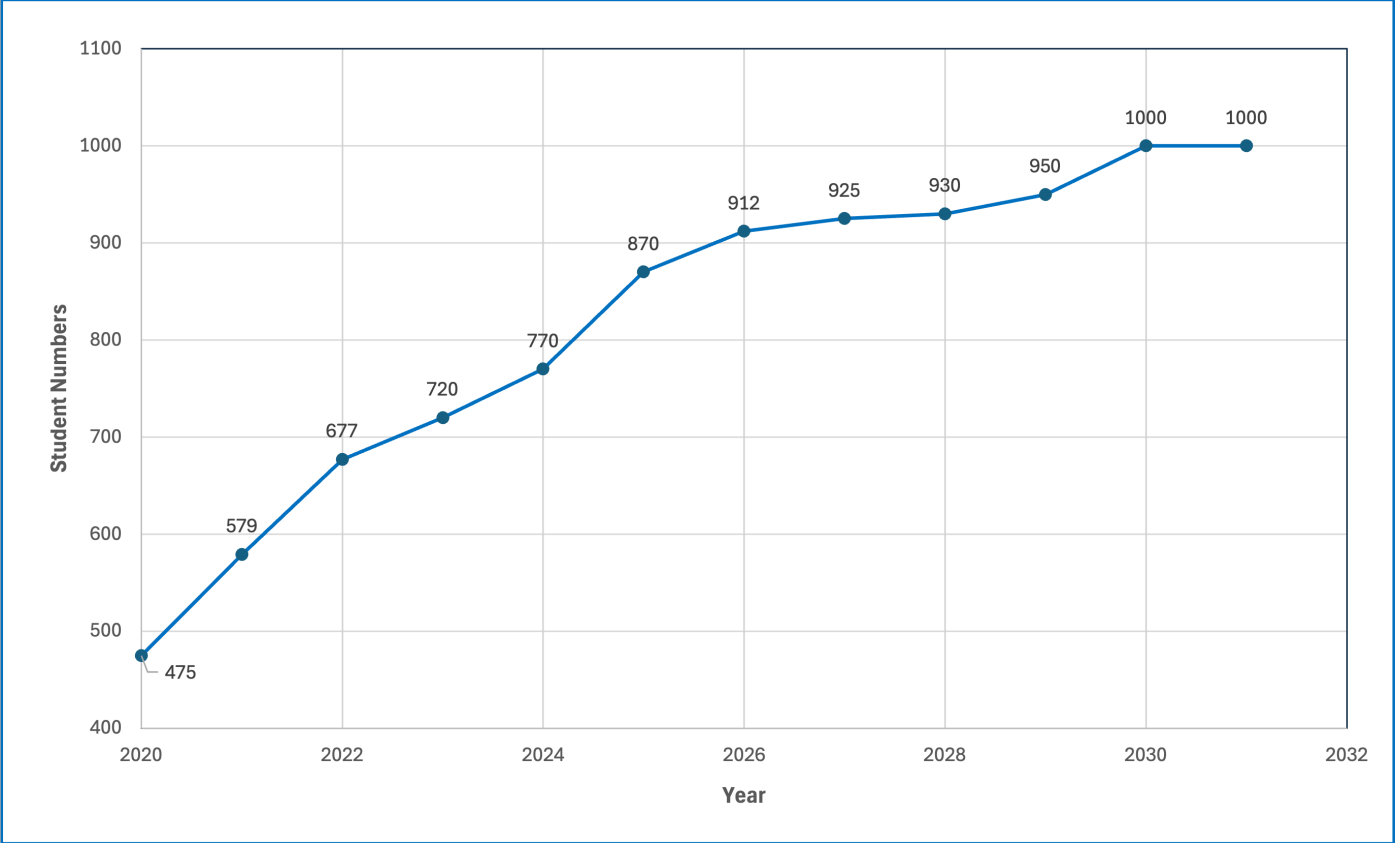
2025 Student Numbers



St. Andrew's Grammar School continues to experience strong and sustained growth, with student enrolments increasing consistently year on year. This upward trajectory reflects the School's strong reputation within the community, as well as the quality of its academic, cultural, and pastoral offerings.

By 2025, demand has reached a level where many year groups are at full capacity, resulting in the introduction of waiting lists across several cohorts. This growth not only highlights the School's appeal to current and prospective families, but also reinforces the importance of ongoing strategic planning and investment in facilities to support future enrolment demand.

Student Growth



Year-by-Year Breakdown

2025

PRE-K	KG	PP	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
20	52	41	43	54	55	56	69	58	78	83	70	65	74	52	870

2024

PRE-K	KG	PP	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
26	34	36	45	43	46	63	51	51	82	62	70	69	59	34	770

Strengthening our Greek & Orthodox Connection

The School has been strategically strengthening its connection with Greek families, reinforcing its cultural identity and community ties. This is reflected in the growth of students identifying as Greek Orthodox, increasing from 41 students (6%) in 2022 to 92 students (10.5%) in 2025. These figures demonstrate the continued rise in Greek enrolments below:

	% of Greek Students	Number of Greek Students
2022	6%	41
2023	7%	54
2024	10%	75
2025	10.5%	92

2025 Academics

NAPLAN

The NAPLAN 2025 results are to be highly commended. Students in every tested year level (Years 3, 5, 7 and 9) performed above both the State and National mean in almost every domain.

All Primary results were above the State and National averages, and in Secondary all areas were above with the exception of Year 7 Reading, which was only just below. This represents an excellent achievement by St Andrew's Grammar School students and reflects the strong learning taking place across the school.



Year 3 Mean									
READING		WRITING		SPELLING		GRAMMAR & PUNCTUATION		NUMERACY	
School Mean	434	School Mean	440	School Mean	458	School Mean	463	School Mean	444
National Mean	404	National Mean	416	National Mean	401	National Mean	409	National Mean	404
State Mean	394	State Mean	411	State Mean	398	State Mean	402	State Mean	400

Year 5 Mean									
READING		WRITING		SPELLING		GRAMMAR & PUNCTUATION		NUMERACY	
School Mean	508	School Mean	507	School Mean	529	School Mean	540	School Mean	524
National Mean	492	National Mean	485	National Mean	490	National Mean	498	National Mean	489
State Mean	486	State Mean	480	State Mean	487	State Mean	495	State Mean	486

Year 7 Mean									
READING		WRITING		SPELLING		GRAMMAR & PUNCTUATION		NUMERACY	
School Mean	532	School Mean	565	School Mean	556	School Mean	538	School Mean	560
National Mean	535	National Mean	540	National Mean	540	National Mean	537	National Mean	540
State Mean	535	State Mean	540	State Mean	544	State Mean	537	State Mean	541

Year 9 Mean									
READING		WRITING		SPELLING		GRAMMAR & PUNCTUATION		NUMERACY	
School Mean	582	School Mean	601	School Mean	589	School Mean	600	School Mean	597
National Mean	565	National Mean	574	National Mean	567	National Mean	555	National Mean	565
State Mean	581	State Mean	586	State Mean	573	State Mean	568	State Mean	581





Year 12 Results

Here is a snapshot of our 2025 Year 12 Results:



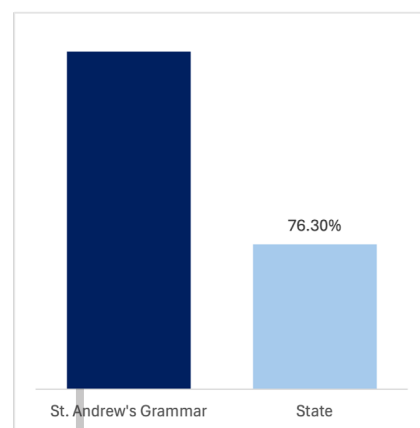
98.9

Anh Vu (Annie) Nhien Tran



27%

scored 90+ ATAR



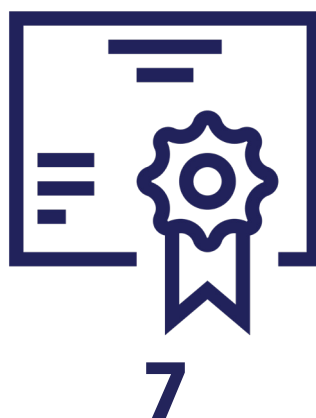
98%

WACE Graduation



3

Anh Vu Nhien Tran
Khang Duong
Odysseas Manousos

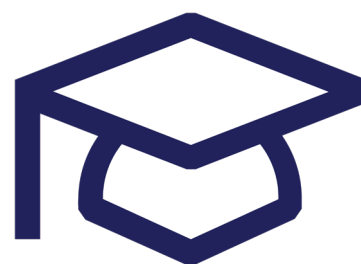


7

Certificates of
Distinction and Merit

26

VET Qualifications



19

UniReady Graduates

100%

of ATAR & Endorsed
Program cohort are
eligible for entry to
university.

Report

In 2025, the Year 12 cohort comprised 52 students, a significant increase from 32 in 2024, reflecting continued growth in senior secondary enrolments. The School achieved a WACE graduation rate of 98% (excluding international students impacted by OLNA requirements), maintaining a strong upward trend and performing well above the state average.

Academic performance in the ATAR pathway was particularly strong. The cohort achieved the highest ATAR in the School's history at 98.90, with a median ATAR of 81.4. High achievement was evident across the cohort, with 27% of students attaining an ATAR above 90 and 82% above 70. Subject performance also improved significantly, with nine results above 75—more than double the four achieved in 2024. These outcomes reflect the School's ability to maintain strong academic standards alongside increased ATAR participation, with 26 students undertaking ATAR courses.

Academic excellence was further recognised through the awarding of five Certificates of Merit and two Certificates of Distinction. These results highlight increasing consistency across Years 10–12 and a strengthening culture of high achievement.

The School also continued to support diverse post-school pathways. Nineteen students graduated through the UniReady pathway, almost doubling the ten graduates in 2024, while 17 students completed VET programs. Across Years 11 and 12, a total of 26 VET Certificates (Levels II–IV) were achieved, demonstrating a strong commitment to flexible and meaningful pathways. Notably, 100% of ATAR and endorsed-program students were eligible for university entrance.

University outcomes were highly positive, with 34 students applying—the highest number on record. This included 18 ATAR and 16 UniReady applicants. Of these, 88% received an offer to one of their preferred universities (excluding enabling programs), while 100% received either a university place or an enabling pathway offer. Students secured placements across a broad range of disciplines, including Engineering, Medicine, Nursing, Education, Business, Psychology, Law and Computer Science.

The cohort included nine international students. Four did not meet OLNA literacy requirements, impacting WACE completion, and only three achieved their predicted ATAR outcomes. These results highlighted the need for earlier literacy diagnostics, targeted EAL/D support, and more strategic pathway placement. In response, the School commenced implementing these measures during 2025.

Overall, the 2025 outcomes reflect clear academic growth, strong retention through senior secondary, and increasingly diverse post-school pathways. Record ATAR results, improved graduation rates, and expanded UniReady and VET participation point to a strengthening academic culture and effective student support. Looking ahead, the School will focus on increasing high-level academic awards, strengthening literacy support, particularly for international students, lifting performance in the 70–80 ATAR range, and continuing to expand pathway opportunities, including UniReady, VET and CareerLink with workplace learning.

2025 Greek Studies, Orthodox Studies & Cultural Improvements



Greek Studies Enhancements

The Greek Studies program has continued to strengthen through several targeted initiatives aimed at improving language learning and increasing student engagement. The appointment of First Language Greek teachers has been a significant development, with the teachers settling well into the school community and forming strong relationships with students. This has contributed to a noticeable increase in the number of students selecting Greek Studies as an elective in Years 9 and 10, as well as an increase in enrolments in the Year 11 ATAR course.

Extension and support programs have also expanded across the school. There has been a significant increase in the number of students participating in extension classes, particularly within the Primary School. A key goal for 2025 was to introduce extension and support classes in Years 1 and 2, along with extension Greek classes for students in Years 3 to 8. This objective has now been successfully achieved, allowing the school to better cater for students at different levels of language ability.

Student participation in the CGL Greek Examinations has continued to grow, with 2024 recording a record number of student entries. From 2026, a member of staff will take on the role of coordinating these examinations to further support the program. Cultural Assemblies have also become an important part of school life, providing a valuable platform to showcase the talents and learning of both Primary and Secondary students while promoting key cultural and educational messages. These assemblies are coordinated through the Greek Department under the guidance of Virginia Baltatzi and Stelliani Tzavellas, with Virginia taking on a leadership role in 2025 and achieving strong results in a short period of time.

A number of initiatives have also been implemented to promote the importance of learning the Greek language. These include the development of a pamphlet outlining the benefits of Greek language study, a visit from the Consul of Greece who spoke to students about the value of the language and opportunities to study abroad, and Primary School participation in Discovery Day which included a Greek language component. More than 100 students also participated in the Speak Greek in June initiative, further strengthening engagement with the language. In addition, staff have participated in a range of professional learning opportunities to enhance their teaching of Greek and support the continued development of the program.

Support of Wider Hellenic Events

The school continues to actively support and promote Hellenic culture within the wider community through student participation in a range of cultural events and initiatives. Students regularly represent the school at community events, showcasing their Greek language, dance and cultural skills. This includes the continued development of a Greek choir and a Bouzouki ensemble, which provide students with additional opportunities to engage with Greek culture through music and performance. Students have also performed Greek dancing and music at a number of community events, including Greek Independence Day celebrations at the ANZAC Club.

In 2025, significant planning was undertaken for the student overseas visit to Greece, which took place in April and May. The trip was highly successful and provided students with a valuable cultural and educational experience that strengthened their connection to the Greek language, history and heritage. In addition, approximately 55 students will travel to Sydney this year to attend GOAANSE, where they will represent the school by performing traditional Greek dance.

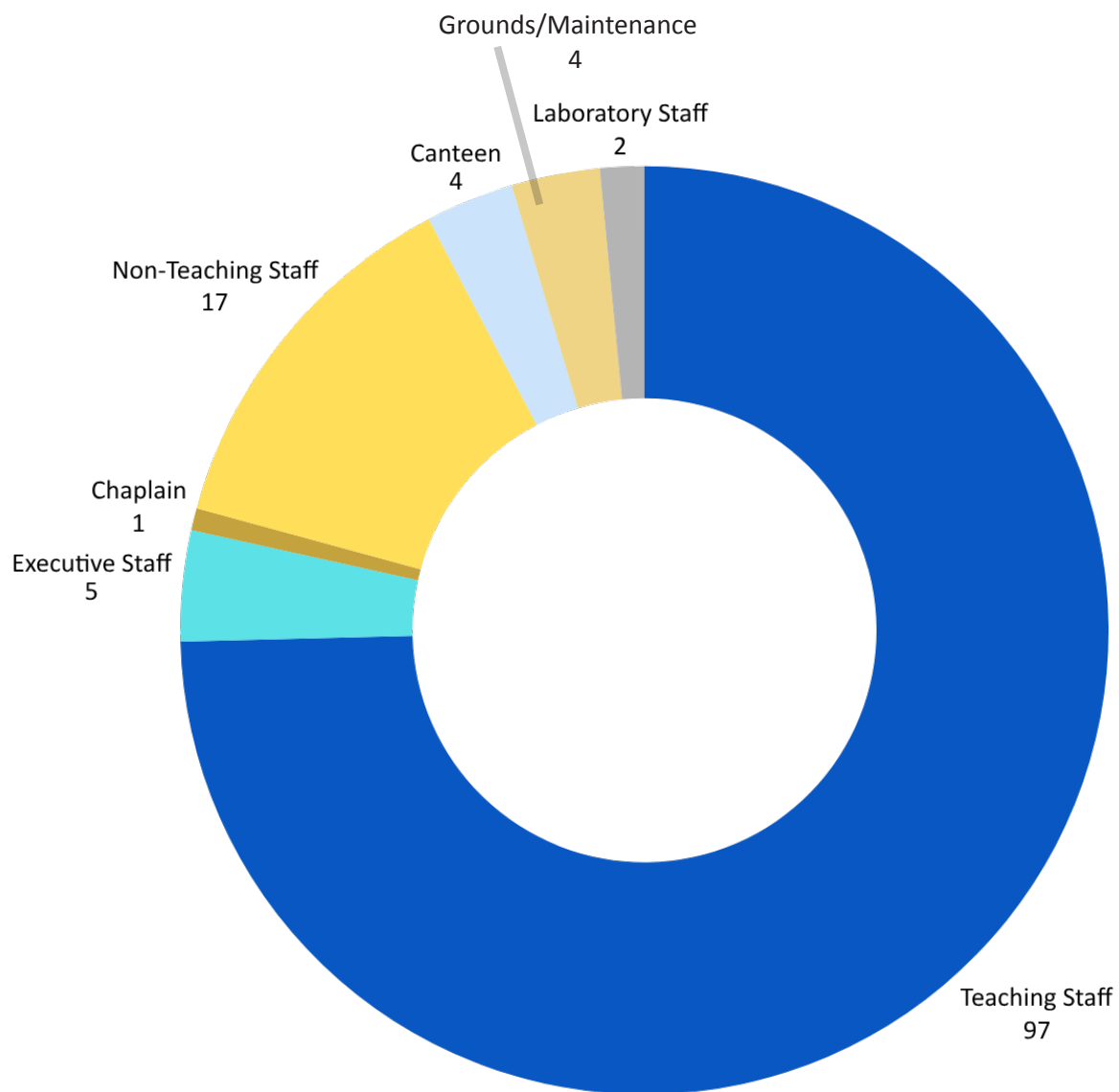


Enhancement of Orthodox Values and Religious Studies

Orthodox Religious Studies continues to play an important role in supporting the spiritual life and identity of the school. The subject is currently compulsory for students up to Year 9 and will become compulsory through to Year 10 from next year, reinforcing the school's commitment to faith formation and the integration of Orthodox values within the curriculum.

The Orthodox Department has also expanded, with three teachers now responsible for delivering the program and supporting students in developing an understanding of Orthodox teachings and traditions. Students are regularly invited to participate in Orthodox events and many attend church services, further strengthening the connection between faith, learning and community within the school.

2025 Staff Demographics



These numbers are accurate as of
December 2025.



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