

ANNUAL REPORT 2025



OUR SCHOOL

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

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 8 9303 3840
Email: reception@sag.wa.edu.au
Principal: Mr Craig Monaghan
CRICOS : 01488G

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 structured curriculum and programme of pastoral care.

Curriculum continuity, the Greek language and culture and educational 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.

GOVERNANCE

St. Andrew's Grammar Board 2025

Mrs Eleni Evangel	Board Chair
Mr Paul Afkos OAM	President of the Hellenic Community of Western Australia
Ms. Eleni Georgopoulou	Board Member - Greek Consul of WA Representative
Mrs George Karageorge	Board Member – SAG Inc. Representative
Mr Damien King	Parents & Friends' President
Mr Evan Nicholas	Board Member - SAG Inc. Representative
Mr Dimitrios Tsokos	Board Member - SAG Inc. Representative
Mr Peter Vatistas	Board Member - SAG Inc. Representative
Mr Paul Savvas	Chief Executive Officer
Mr Craig Monaghan (ex-officio)	School Principal
Mr Paul Butler (ex-officio)	Financial Consultant

**These statistics are as at December 2025*

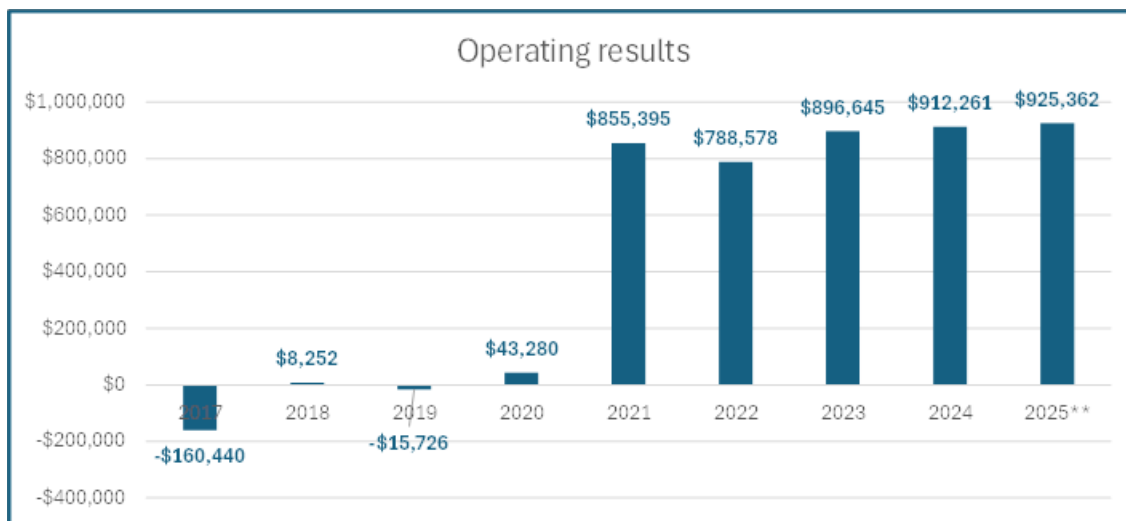
2025 SCHOOL FINANCIALS

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.)

General

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.



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 Feb 2025	Census Feb 2026	% change
Pre Kindy	23	13	-43.48%
KindergartenPre Prim - 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 Building.

This multi-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 AND CAMPUS PLANNING

2025 Maintenance Improvements

- Classroom renovations.
- Classroom furniture upgrades.
- Painting both internal and external spaces.
- School playing fields surfaces have been greatly improved with employment of a full time Groundsman.

Expansion of a structured and systematic program that ensures continual improvement to Campus facilities and incorporates input and priorities from our Heads of Senior and Junior schools.

2025 Major Improvements

- Completion of a new maintenance workshop and a large storage shed at the East end of the Campus.
- Completion of the new Afkos - Science & Technology building.
- Completion of the new and extended Boddington Carpark.
- Completion, fit out and occupation of the new Pre-Kindy building.
- Continuation of Junior Administration offices construction.
- Planning has commenced for the upgrade of the Junior school outdoor playground facilities.

The Buildings and Grounds Sub-committee, over the past years have developed and managed these projects to achieve great results.

Future planning for 2025

The school Board in acknowledging the student numbers and developing educational deliverables the next phase was to ensure the school could provide our staff with the necessary resources and facilities. In such the Buildings & Grounds sub-committee were charged with investigating and sourcing an Architectural firm to assist with development of a long-term Campus Master Plan. An Adelaide based firm (who work Australia wide) was engaged to work closely with school Snr staff and B&G committee to develop a plan for Board review. This process necessitated deep investigation into what we are and who we want to be. It commenced with student working groups lead by educational consulting experts, teacher consultation, and Board interviews to establish a full scoped program of necessary data to ensure all facilities and a wide breath of views are taken into account. This process is ongoing and due for final Board presentation in August 2026.

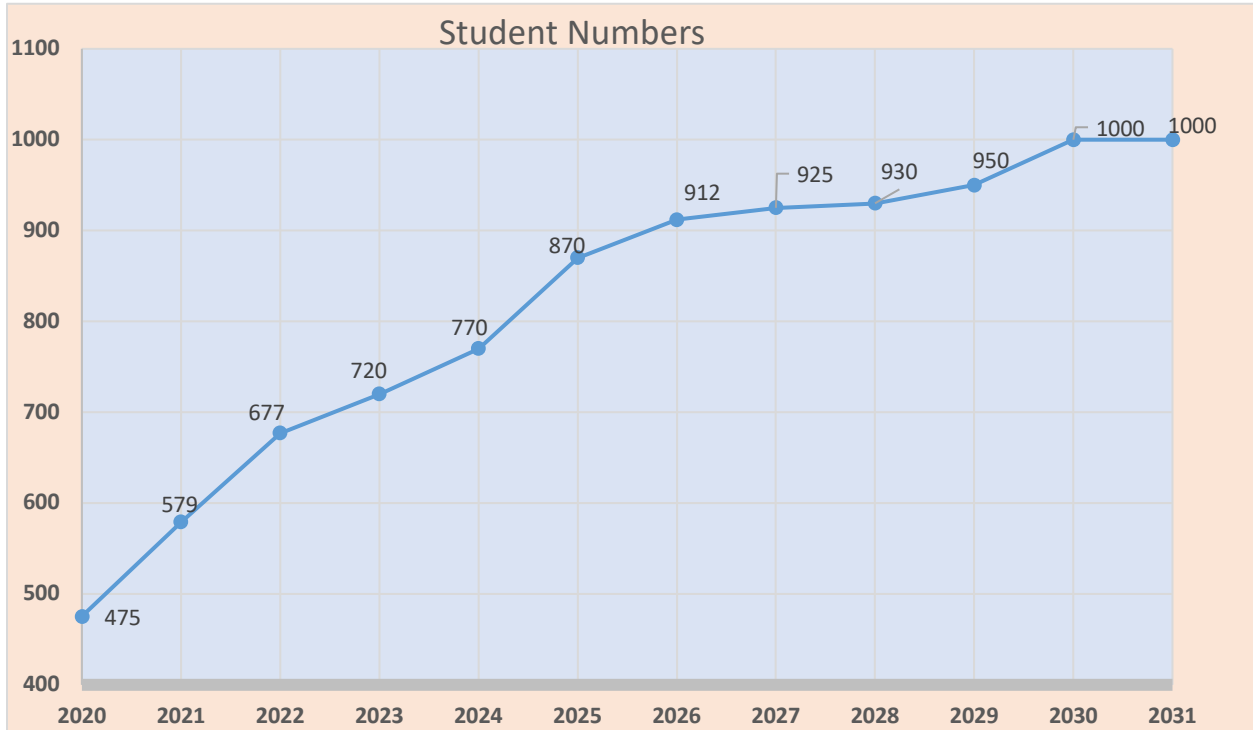
Our short-term major projects are the upgrade and renovation of our Harmanis Science building, which is due to commence Term 3 2026, a major upgrade to the Campus water supply planned for late 2026 and provision of additional student & staff ablutions.

The Building and Grounds Subcommittee have achieved a lot in 2025 and continue to do so. The members who make up this subcommittee are:

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

2025 STUDENT NUMBERS

St. Andrew's Grammar School continues to experience significant growth. The School has seen consistent year-on-year increases in student numbers. By 2025, demand has risen where many cohorts have reached capacity, resulting in the introduction of waiting lists.



Student Demographics 2026 (compared to 2025)

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

Strategically enhance Greek and Orthodox families at St. Andrew's Grammar School:

We have been strategically working hard to strengthen our connection with Greek families. It is interesting to note that in 2022 we had 41 students (6%) who are Greek Orthodox, and now in 2025 we have 92 students (10.5%). Demonstrating our success in the number of Greek Students rising, is shown by these figures:

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

2025 ACADEMICS

NAPLAN

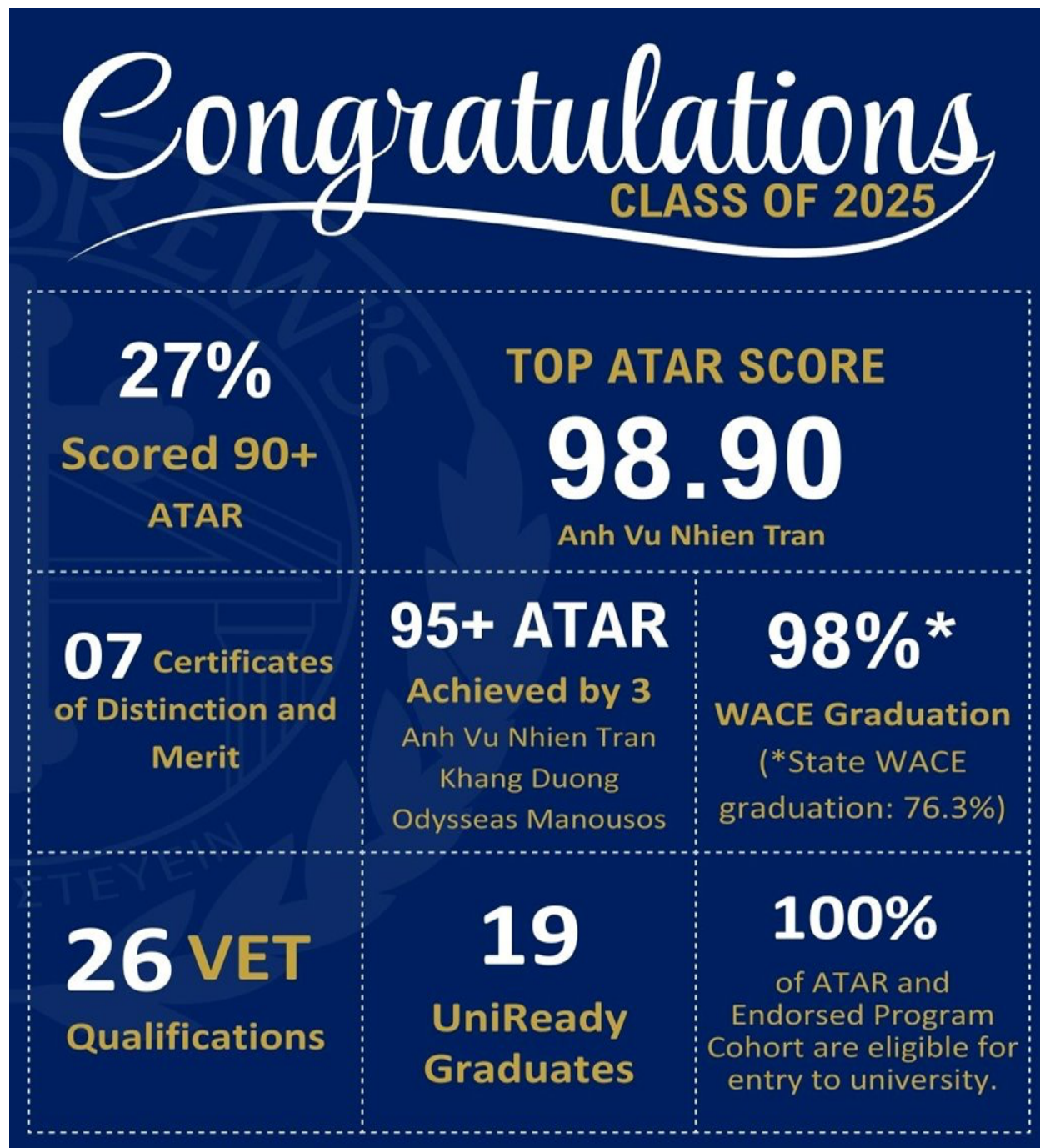
The NAPLAN 2025 results are to be highly commended. Students in every tested year level (Years 3, 5, 7 and 9) performed above both the State and National mean in almost every domain. All Primary results were above the State and National averages, and in Secondary all areas were above with the exception 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



In 2025, the Year 12 cohort consisted of 52 students, representing a significant increase from 32 students in 2024 and 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 positioning the school well above the state average. Academic performance within the ATAR pathway was particularly strong, with the cohort achieving the highest ATAR in the school's history at 98.90 and a median ATAR of 81.4. High levels of achievement were evident across the cohort, with 27% of students achieving an ATAR above 90 and 82% achieving an ATAR above 70. Subject performance also improved, with nine subject results above 75, more than doubling the four achieved in 2024. These outcomes demonstrate that the school has maintained strong academic standards despite a substantial increase in ATAR participation, with 26 students undertaking ATAR courses.

Academic excellence was further reflected in the awarding of five Certificates of Merit and two Certificates of Distinction, giving a total of seven high-level academic awards. These results indicate increasing consistency in academic performance across Years 10–12 and a strengthening culture of high achievement. Alongside strong ATAR results, the school continued to expand and support multiple post-school pathways. Nineteen students graduated through the UniReady pathway, almost doubling the ten graduates recorded in 2024, while 17 students completed VET programs. Across Years 11 and 12, students completed 26 VET Certificates at levels II–IV, demonstrating the school’s commitment to providing diverse and meaningful pathways. Importantly, 100% of ATAR and endorsed-program students were eligible for university entrance.

University transition outcomes were also highly positive. A total of 34 students applied for university—18 through the ATAR pathway and 16 through UniReady—representing the highest number of university applications in the school’s history. Of these students, 88% received an offer to one of their stated university preferences (excluding enabling programs), while 100% received either a university place or an enabling pathway offer. Students secured offers across a wide range of disciplines including Engineering, Medicine, Nursing, Education, Business, Psychology, Law and Computer Science, highlighting the breadth of opportunities available to graduates.

The cohort also included nine international students. Four students did not meet OLN literacy requirements, which impacted their WACE completion, and only three met their predicted ATAR outcomes. These results highlighted the need for earlier literacy diagnostics, targeted EAL/D support and more careful pathway placement. In response, the school began implementing these strategies during 2025 to better support future cohorts.

Overall, the 2025 outcomes demonstrate clear academic growth, strong retention through senior secondary, and increasingly diverse post-school pathways. Record achievement at the highest levels, improved graduation rates, and expanding UniReady and VET opportunities indicate a strengthening academic culture and effective monitoring and pathway counselling. Moving forward, the school will focus on increasing the number of Certificates of Merit and Distinction through earlier academic rigour, strengthening literacy and academic support for international students, lifting outcomes for students in the 70–80 ATAR range, and continuing to expand pathway options such as UniReady, VET and CareerLink with workplace learning. Collectively, these results position the school on a strong upward trajectory as it moves into 2026.

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 B. and Stelliani T., with Virginia taking on a leadership role 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 GOANSE, 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 OUR STAFF

Staff Demographics 2025

Teaching Staff	Total
Teaching staff (full Time)	57
Teaching staff (part time)	21
Education Assistants (full time)	12
Education Assistants (part time)	7
Executive Staff	
Executive (full time)	5
Chaplain	
Chaplain (part time)	1
Non-Teaching Staff	
Office Administration (full time)	3
Office Administration (part time)	6
Finance Administration (Part time)	3
Finance Administration (full time)	1
IT Administration (full time)	3
HR Administration (part time)	1
Canteen	
Canteen (Part time)	4
Grounds/Maintenance	
Grounds/Maintenance (Part time)	1
Grounds/Maintenance (Full time)	3
Laboratory Staff	
Laboratory / Home Economic Technicians (Part time)	2
TOTAL	130

**These numbers are as at December 2025*

Mr Paul Savvas
CEO

19 March 2026