

The Laureate



RADFORD
COLLEGE

Class of 2025

Principal's message



Congratulations to the Class of 2025 who have achieved outstanding academic results.

Radford College had 40 students (20.86%) achieve an ATAR above 95 and 71 students (37.43%) achieve an ATAR above 90. We had 4 students who achieved an ATAR above 99. Our special congratulations to Brynten Au who was the 2025 School Dux with an ATAR of 99.85 and Dinuga Manage who was the 2025 Proxime Accessit with an ATAR of 99.55.

The 2025 cohort has been extremely diligent in their efforts, staying focused on the academic program without detracting from their co-curricular involvement. They have achieved an exceptional set of results, and we are incredibly proud of them.

I extend my thanks to the College's exemplary teaching staff, whose commitment to the students was instrumental in all facets of their learning journey. They are genuinely invested in the students and show dedication beyond expectation to see them succeed.

We are grateful for the wonderfully supportive parents of our 2025 graduates who have played an important role throughout their child's journey at Radford. We know you, like us, are incredibly proud of all they have achieved.

At Radford College, we aim not only for academic excellence but to provide a holistic education that affords our students opportunities beyond the classroom.

The Class of 2025 has redefined the standards of holistic education, setting a benchmark through their remarkable achievements spanning the full breadth of school life. Their pursuit of excellence has been impressively balanced, extending far beyond the classroom. In sport, they have secured victories and displayed exceptional teamwork; in the creative and performing arts, their performances have captivated audiences and earned high praise. Furthermore, their dedication to service and social responsibility evidenced by impactful community projects and fundraising initiatives demonstrates a profound commitment to ethical leadership. And their engagement in global experiences has broadened their perspectives, confirming their status as well-rounded, socially aware, and globally minded young adults poised to make a significant positive contribution to the world.

Through the College's strategic approach based on academic excellence, pastoral care and wellbeing, and character and leadership, the Class of 2025 has achieved abundant success through many avenues of the Radford experience.

Along with celebrating their academic achievements, we delight in their growth into compassionate and wise young people of character. I am inspired by how these students have carried themselves, as each student has showed profound humility, compassion and integrity.

On behalf of the school community, I would like to thank our Year 12 students from the Class of 2025 for their positive impact on the life of the College and for the many achievements throughout their Radford journey. They have all served as exemplars of the College's values of Truth, Compassion, Wisdom and as outstanding role models to the younger students. We are confident that they will emerge into society as outstanding leaders.

For now, we say our farewell and wish them all the best in their future endeavours.

Christopher Bradbury
Principal

2025 School Dux and Proxime Accessit



Brynten Au

2025 School Dux ATAR 99.85

During my years at Radford College, the wonderful teachers and culture have shaped not only my academic growth but also the values I hold as a person.

I believe that being open to making mistakes is what contributed most to my success. Mistakes are inevitable and not something to fear, but rather moments for growth if utilised properly. With this perspective, I always won or learned something.

During my school years, my friends and especially my family formed the network that helped push me forward, and I would like to thank them for their undying support. Outside of the classroom, I've been involved in swimming, Infinity Science Club and the Dirrum Dirrum organising committee.

My advice for younger students is to try everything, and most importantly, believe in yourself. Believing in yourself is the first step to success.

I plan to pursue either Medicine or Engineering after Radford, where I hope to make a meaningful impact on the world.



Dinuga Manage

2025 Proxime Accessit ATAR 99.55

From the beginning of my senior years, I knew I wanted a career in healthcare, so I chose to study physics, chemistry and mathematics to meet the prerequisites for medicine or dentistry. I researched entry pathways early and made a clear plan, knowing how competitive the process is for school leavers in Australia.

One of the most valuable experiences I had was working in a rural dentistry practice, where I observed how healthcare needs differ outside major cities. I also pursued as much work experience as possible to gain practical insight into the profession.

Balancing school and preparing for the UCAT was challenging, and I would advise younger students to start early.

I was pleased with my UCAT score, and I am realistic about the challenges of gaining direct entry into medicine. I have developed multiple pathway options, so if I do not gain entry immediately after Year 12, I can continue working towards my goal.

My aim is to study medicine or dentistry, no matter how long it takes.

Distinguished achievers

(ATAR of 98 and above)



Brynten Au
ATAR 99.85



Dinuga Manage
ATAR 99.55



Emily Wang
ATAR 99.4



Daniel Flynn
ATAR 99.4



Amber Smith
ATAR 98.95



Owen Eveston
ATAR 98.8



Christopher Rendina
ATAR 98.75



Kevin Li
ATAR 98.7



RADFORD COLLEGE

Distinguished achievers (ATAR of 98 and above)



James Oreo
ATAR 98.6



Anvi Gupta
ATAR 98.55



Tahlia Hunt
ATAR 98.5



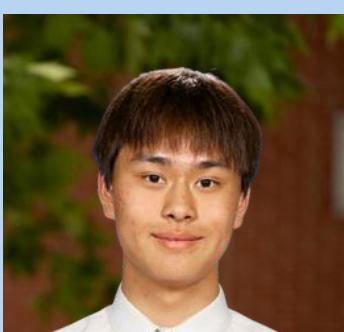
Lachlan Lloyd
ATAR 98.4



Joel Lee
ATAR 98.3



Neil Grover
ATAR 98.25



Raymond Zhuang
ATAR 98.2



Juhith Mandava
ATAR 98.05



RADFORD COLLEGE

Academic highlights



Cohort achievements

Cohort size: 215 students

82.75

median ATAR

98+

16 students (8.56%)
achieved an ATAR of
98 and above

95+

40 students (20.86%)
achieved an ATAR of
95 and above

90+

71 students (37.43%)
achieved an ATAR of
90 and above

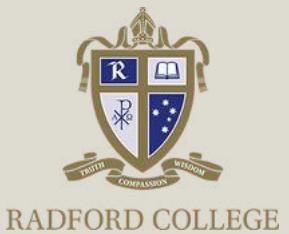
Significant awards and acknowledgements

- Anirudh Chakka – The Vera Bowman (Lucas) Award
- Millah Sullivan – The Dr Rob Lesslie Award
- Joshua Miller – University of Canberra All-Rounder Award
- Ella Burggraaff – The University of Canberra Design Futures Award
- Tahlia Hunt – Australian Catholic University Impact Award
- Matthew Morey – Dirrum Dirrum Oration – Carters Family Award

Scholarships

- Lachlan Lloyd – UNSW Co-op Program (Computer Science)
- Lachlan Lloyd – Mike Cannon-Brookes Endowed
- Anvi Gupta – UNSW Co-op Program (Actuarial Studies)
- Anvi Gupta – UNSW Co-op Program (Business Information Systems)

International Baccalaureate Diploma Programme



The studies of the 2025 cohort spanned an extraordinary range of subjects, from mathematics and science to politics and the arts, alongside a variety of different languages as they embraced the program's core elements: Theory of Knowledge, Creativity, Activity, Service (CAS) and the Extended Essay.

Subject Awards

Samuel Nelson – English A: Literature HL

Jeffrey Pei – Chinese B: Mandarin SL
Biology SL
Mathematics Analysis and
Approaches HL

Theodore Gould – History SL

Thomas Liu – Music HL

Certificate of Merit (Grade of 7 or A in Extended Essay or Theory of Knowledge)

Jeffrey Pei – Chinese B: Mandarin SL
Chemistry HL
Biology SL
Extended Essay

Miltiades Spyrou – Extended Essay

Thomas Liu – Extended Essay

Dexuan Kong – Theory of Knowledge

The International Baccalaureate empowers students to think critically, act compassionately, and engage with the world as global citizens.

All-round excellence



Samuel Nelson

How has your time at Radford shaped who you are?

I knew there were always pathways to achieve personal success and happiness, and that there were good people who would walk the path with you to help you reach it. Of the many lessons I have learnt, to believe in myself and in others have been by far the most important.

Who or what has had the biggest influence on your academic journey?

I credit my parents, teachers and especially my peers who helped to support, guide and embrace me along the way. I owe them many thanks.

Can you share a learning habit or approach that has helped you succeed?

It works to be flexible and use every chance to try different approaches. I also found it important to understand my limits and find a good balance between work and rest.

What co-curricular activities, leadership roles or House events have you been involved in?

I have been most heavily involved in the performing arts at Radford. It was excellent to find areas to be involved in and lead that related to my passions. My involvement in service has also allowed me to contribute to the wider local and global community as well as feel more involved in the life of the College.

What advice would you give to younger students about making the most of College life?

School isn't permanent. Jump at every opportunity, be a friend to everyone and don't forsake the present, because it does come to a close.

Looking back, what is one achievement or moment you're particularly proud of during your time at Radford?

I came to Radford at the beginning of Year 11 with only hopes and fears. I couldn't have predicted that I would have been recognised with a College award or that I would graduate alongside a group of peers that I deeply admire. Having left my mark in a relatively short time is the achievement I'm most proud of.

What are your plans for next year?

I am taking a gap year to rest, travel, work, and most importantly, plan my future endeavours.

'There are always pathways to achieve personal success and happiness'

All-round excellence



Astrid Kenna

How has your time at Radford College shaped who you are?

The learning environment, sport, performing arts and service opportunities all work together to make Radford College a multidimensional community, united by an undeniable sense of spirit. My time at Radford has shaped who I am in countless ways, but most importantly by instilling that same spirit within me as an individual. This drive for inclusion, joy and community is something I will continue to carry with me beyond school.

Who or what has had the biggest influence on your academic journey?

My parents had an undeniable influence on my academic journey. From an early age, they instilled in me a strong work ethic and genuine curiosity for the world around me.

Can you share a learning habit or approach that has helped you succeed?

As simple as it sounds, it was simply asking my teachers more questions. Nobody has a clearer understanding of what they hope to see in an assessment than the teacher, yet their guidance often goes underutilised.

What co-curricular activities, leadership roles or House events have you been involved in?

I've made a conscious effort to be involved in as many facets of College life as possible. This included playing soccer, participating in piano and the performing arts, and serving as Acacia Vice-Captain, Acacia Captain and Valedictorian. From these experiences, I learned the importance of collaboration.

What advice would you give to younger students about making the most of College life?

My main piece of advice to younger students is not waiting until Year 12 to appreciate everything Radford has to offer.

Looking back, what is one achievement or moment you're particularly proud of during your time at Radford?

I am particularly proud of my role as Valedictorian. It was such an honour to represent my cohort during Graduation – such a meaningful time for all of us in Year 12, our teachers, the broader school community and our families.

What are your plans for next year?

I am hoping to move to Sydney next year to study law and psychology.

BSSS excellence



Joshua Miller

Aunty Agnes Shea Aboriginal and Torres Strait Islander Leadership and Community Service Award

Why is service important to you?

I've been lucky and privileged to attend a great school and pursue activities I enjoy, like rowing and rugby. Service is important to me because it allows me to acknowledge how fortunate I am and give back to the community, especially to those who are less fortunate. Service is not just about saying, 'Here is some money I've raised,' but about standing alongside people in the community, getting to know them, building meaningful connections, understanding their struggles, and doing all I can to support them.

What has been most rewarding about serving as Service Captain this year?

Seeing students from Years 7 to 12 step up has been incredibly rewarding. Watching students, particularly younger ones, grow, get involved, make strong connections, and seek out new opportunities has been amazing.

What have you learnt about community from your service experiences?

Community is strong and powerful. When it comes together, no challenge is too big to overcome.

Is there a highlight or achievement from 2025 that you're particularly proud of?

I'm proud of seeing my year group come together for the World's Greatest Shave, raising over \$80,000. I also valued being part of Tribe, running weekly sessions to support younger students' transition into young adulthood and witnessing their growth.

What advice would you give younger students about getting involved in service?

Just give it a go and stick with it – you'll be surprised by how much you gain from the experience.

What are your aspirations or plans for life after Radford?

I plan to attend ADFA, study business, and become an infantry officer in the Army, ultimately aiming to join the Special Forces. For now, I want to continue rowing and remain involved with Radford and the wider community as much as I can.

Order of Australia awards

Radford College proudly acknowledges the outstanding achievements of these Year 12 students who were honoured at the 2025 Order of Australia Association ACT Branch Student Citizenship Awards.

Thomas Liu

Medallion

Thomas has been an exceptional student leader whose quiet determination, compassion and dedication significantly enriched the College community. As Media Crew Captain, they contributed countless hours supporting events and mentoring younger students. Thomas founded and led the College's first LGBTQIA+ inclusion society, fostering a stronger culture of safety, belonging and advocacy. Their commitment also extended beyond school through service at Calvary Haydon Aged Care, where they offered connection and companionship to senior residents. Thomas exemplified empathy, initiative and sustained community service.



Lachlan Lloyd

Highly Commended Certificate

Lachlan showed consistent leadership and a deep commitment to serving others throughout his 14 years at Radford. From early fundraising for the Fred Hollows Foundation to roles including Karri House Vice-Captain, Round Square ambassador and College Captain, he modelled integrity, empathy and inclusion. Lachlan strengthened belonging across the College, supported mental health initiatives, contributed more than 120 service hours and participated in major community events. His dedication to improving systems and helping others aligned with his future aspirations in actuarial and software engineering to support hospital management.

Order of Australia awards

Amber Smith

Commended Certificate

Amber has been an exemplary student leader whose humility, purpose and commitment positively shaped the College. As College Captain, she championed integrity, inclusivity and respect, helping to build a strong and welcoming school culture. Her leadership built on earlier roles, including Karri House Vice-Captain and representing Radford on a Round Square exchange to Denmark. Amber supported community-building initiatives and younger students through camps and carnivals. She also excelled in academics and co-curricular pursuits across music, cricket, rowing and snowsports.



Emily Passlow Emma Osborne-Laverty

Commended Certificates

As Sustainability Captains, Emily and Emma have led meaningful environmental and social initiatives that strengthened student awareness of stewardship and equity. Emily introduced the College's free period product program and coordinated school-wide clean up events. She also contributed to disability support programs and refugee tutoring, while Emma volunteered through aged-care outreach and cultural partnership projects. Their teamwork, empathy and sustained service reflected exceptional citizenship and a strong commitment to supporting others.





Student pathways

By Mr Dale Casburn, Head of Student Pathways (Careers Counsellor)

The Year 12 cohort has continued to demonstrate remarkable commitment as they worked towards their post-school aspirations. Students pursued a wide range of pathways, earning scholarships, progressing to competitive interview stages and receiving a substantial number of early-entry offers from universities across Australia. These opportunities highlight the diverse ambitions of the cohort, who actively sought out both their first-choice destinations and strong back-up pathways.



Charlotte Knight

In Senior School, I studied a mix of performing arts, design and business to keep my options open. By the end of Year 12 I had several university offers, but I realised I needed real-world experience before choosing a long-term path.

I've been accepted into the Australian Public Service gap-year program, which will give me practical insight into government and administration. I also plan to stay involved in drama tech and may study at CIT to develop my interest in production and stagecraft. While I might pursue a corporate or business career later, this pathway feels right for now. I'm excited to begin a year that balances creativity, work and further study while helping me clarify the direction I wish to take.



Benjamin Post

During Secondary School, I learned that I thrive in practical, hands-on environments. This led me to start a school-based apprenticeship, complete a Certificate III in engineering metal fabrication, and gain real industry experience.

For a long time, I didn't think university was for me, but through my subjects and work I discovered a passion for designing and creating. With support from teachers and mentors, I realised industrial design blends creativity with real-world problem-solving. I didn't receive an ATAR but rather applied for a Bachelor of Industrial Design through portfolio entry and was accepted for 2026. I'm excited to take this path and proud that it grew from following what genuinely interested me.



Jacqueline McLeod

I have always had an interest in design and construction, so decided to explore alternative pathways in my final semester of Year 12. I completed construction certificates, including white card, silica and asbestos training and enrolled in the University of Canberra Connect course, which provides an ATAR-equivalent pathway to university. I also undertook work experience with an architecture firm, where I was inspired by the creativity and purpose of the profession.

After completing the Connect course, I was thrilled to receive an offer to study architecture. My journey has shown that setbacks do not have to limit future opportunities. With resilience and the right pathway, challenges can lead to new opportunities and allow me to pursue my passion successfully.

Student pathways



Raunit Singh

After struggling to balance academics, sport and other commitments in Year 11, I reassessed my approach to studying, sought guidance from my teachers and committed to improving my results.

Throughout Year 12, I gradually regained my confidence and saw the rewards of my efforts. I now have several promising pathways for further study, including health, engineering and business, and I am proud of the progress I have made.

While I am still exploring my future direction, I am considering undergraduate pharmacy, which would keep the door open for postgraduate medicine. This journey has taught me the value of resilience, showing that setbacks can become stepping stones for a stronger comeback and better preparation for the challenges ahead.



Sarah Bull

I have always enjoyed working with people and understanding how the human body functions. During Years 11 and 12, I was drawn to subjects such as literature, English, drama and history, which do not directly align with a pathway into allied health. However, exploring careers like occupational therapy made me realise that the communication, empathy and analytical skills I developed through these subjects complement what I hope to study at university.

Although I am excited about pursuing an allied health degree, I have chosen to take a gap year in the UK. I believe this experience will help me build independence, maturity and real-world understanding before beginning tertiary study.



Jeffrey Pei

Radford has helped me grow into a more open and authentic person. My Year 4 teacher sparked my love of learning by always asking 'why,' and that curiosity has stayed with me.

Next, I hope to study medicine and work in healthcare, possibly after a gap year.

I'm grateful to my parents and teachers for believing in me even when I doubted myself. One habit that's made a big difference is asking questions and revisiting the basics when needed.

Beyond academics, I've enjoyed basketball, rowing, and tennis, volunteer coaching, and sharing music through piano performances. Serving as Collegians Captain and mentoring younger students were highlights.

‘Setbacks can become stepping stones for a stronger comeback and better preparation for the challenges ahead.’



Service learning

By Madeleine Klegeris and Joshua Miller, Service Prefects

2025 has been an exceptional year for service at the College. Across the Year 12 cohort, students demonstrated enthusiasm, initiative and a strong commitment to strengthening meaningful connections locally, nationally and internationally. Many were involved in single-day events as well as long-term service learning partnerships. As Service Prefects, we are deeply grateful for the opportunity to serve in these roles and immensely proud of what our community has achieved over the past 12 months.

The year began with an eventful Term 1. The World's Greatest Shave was an incredible display of Year 12's care and compassion, raising more than \$80,000 for the Leukaemia Foundation while bringing the College community together in support of an important cause. Many Year 12 students also participated in Relay for Life, demonstrating their continued commitment to cancer awareness and support. Year 12 played a central role in Harmony Day celebrations, coordinating cultural food stalls and contributing to the broader message of inclusion. Foundation Day marked the end of the term, along with the annual Radford Reaches Out fundraiser.

In Term 2, Year 12 students led and participated in Radford's first Cupcake Day, a bake sale and competition featuring animal-themed sweet treats that raised funds for local RSPCA groups. Several students also took part in the annual Timor-Leste service trip – an invaluable opportunity to build international connections and learn about culture, history and community impact.

The College marked Wear It Purple Day in Term 3, an important initiative supporting young LGBTQIA+ members of the community. Students were invited to wear a splash of purple or Wear It Purple merchandise, advocating for empowerment, visibility and ongoing support.

Term 4 brought a meaningful conclusion to a significant year for service at Radford. The whole College community contributed to the Anglicare Christmas Appeal, supporting families across Canberra during the holiday season. A major milestone also took place: the launch of Radford's first Reconciliation Action Plan (RAP), marking a commitment to walking alongside Aboriginal and Torres Strait Islander peoples on a shared journey of understanding, respect and healing. As Service Prefects, we are especially proud of the RAP's launch and its significance for the future of the College.

We are incredibly proud of what the College community has achieved in 2025 and wish to acknowledge the staff and students who work tirelessly behind the scenes to support Radford's service program. The ongoing strength and impact of the program would not be possible without their dedication and care.



Ashleigh Loughhead and Zander Lubiejewski participating in the World's Greatest Shave



DIRRUM DIRRUM TOMORROW'S PROMISE 2025

Dirrum Dirrum

By Matthew Morey, Dirrum Dirrum Organising Committee Member

On Saturday, 16 August, Radford College hosted the 2025 Dirrum Dirrum Festival – an evening centred around the theme *Tomorrow's Promise*. What made the night stand out was not only the lineup of speakers, stallholders, or the music, but the fact that it was entirely brought to life by a team of more than 30 Year 12 students who spent months creating the festival. From concept to conclusion, we had the opportunity to lead discussions around the challenges our world is facing. Collaborating, we brought our various skills, voices and passions to coordinate a festival that reflected the future we hope to create as changemakers in our community.

Dirrum Dirrum, meaning 'red' in Ngunnawal language, speaks to connection – connection to land, to stories and to each other. That spirit was reflected in every part of the 2025 festival. In a world where so many things divide us, the opportunity to learn and reflect on messages from our impressive lineup of speakers was invaluable. We welcomed journalist Stan Grant, who shared his reflections on *Tomorrow's Promise* in his own childhood and in the pursuit of his career. Tash Kaiser, founder of Wurrumay Collective, spoke with fierce honesty about cultural strength and community, while Shaun Christie-David, founder of Plate It Forward, brought a sharp sense of humour and heart as he explored what genuine service to others looks like. The evening was made even more special with a performance from Royston Noell, 2023 Australian Idol winner, who spoke to his own journey of belonging and the power music gave him to pursue the promise of tomorrow.

The festival also showcased art by our Year 12 International Baccalaureate students, along with a wide variety of stalls run by various organisations. This offered students the chance to ask real questions, have real conversations and walk away with avenues to pursue their own passions to create change in our Canberra community and beyond.

For the Year 12 organising committee, Dirrum Dirrum was never just the event itself. It was a project that pushed us to grow as leaders and as changemakers. Planning the festival demanded teamwork, resilience and creativity. It meant drafting emails, designing T-shirts, negotiating schedules and preparing the Morrison Centre to host a crowd of more than 250 people. Dirrum Dirrum Festival continues to remind us that meaningful change starts with determination, and that small, tangible steps taken by many are what truly define *Tomorrow's Promise*. For the promise of tomorrow ultimately depends on the changemakers of today.



RADFORD COLLEGE

Performing Arts

By Charlotte Knight, Performing Arts Prefect

The performing arts in 2025 were extraordinary. From rehearsals that stretched past sunset to concerts that filled both venues and hearts, students shaped the arts at Radford with passion, courage, humour and a strong sense of community.

For many of us in Year 12, the performing arts weren't just a co-curricular activity, but a home – a loud, chaotic, warm and occasionally stressful home. Being entrusted with leadership this year – whether on stage, behind the scenes or somewhere between a lighting desk and a costume rack – was an honour.

Drama



Hedda Gabler

A defining highlight was the Year 12's annual Revue production: *Road to Radford*. If ever a production captured the identity of our cohort, this was it. Revue is always a beast of its own, but this year we tamed it, added sequins and a fog machine, and proudly sent it onto the stage. From absurd niche ideas to jokes that landed (and some that didn't), Revue celebrated our shared Radford journey, bringing us closer through laughter, teamwork and frantic rehearsals. Senior drama also gave us the challenge of performing *Hedda Gabler*. Tackling Henrik Ibsen's mature play as teenagers was no small feat, but working with Year 11, we approached it with nuance, maturity and occasional existential crises. The experience pushed us to grow as performers, designers and collaborators, deepening our appreciation for dramatic storytelling.

Music

Year 12 musicians left a powerful mark on Radford's music culture. After years in ensembles, this year we finally saw it all culminate. The Evening of Fine Music was a particularly meaningful moment – stepping forward as senior musicians, performing with confidence, polish and genuine emotion. Across concerts and events such as Radford Rocks, Jazz Café, the Foundation Concert and major services, seniors led, guided and supported younger musicians, keeping everything running smoothly.

Dance

Year 12 dancers shone in the Radford Dance Academy, Eisteddfods and the End-of-Year Showcase. Their artistry, stamina and leadership reminded us that dance is storytelling in motion, while also nurturing younger dancers and adding colour and emotion to the year's artistic landscape.



Looking Back

The wider performing arts calendar – *Legally Blonde*, *Oliver Twist*, *Stories in the Dark*, *Grimm Tales* and *The Mousetrap* – enriched the year. What made 2025 special was how deeply Year 12 students were woven into every stage, script, chord and curtain call.

To the Class of 2025: thank you for your joy, dedication and talent. Your commitment and creativity have made Radford's performing arts stronger, brighter and braver, leaving a legacy for future cohorts to follow.



Amelie Brennan

Congratulations to Amelie Brennan, the 2025 recipient of the Ashley Gorrell Memorial award for sporting excellence. Across Years 11 and 12, Amelie has been an exceptional representative of Radford in both rowing and snowsports, competing at state and national levels. As the 2024/25 Rowing Captain, she led with integrity, resilience and a deep commitment to the Radford rowing team.



Owen Toyne

Congratulations to Owen Toyne, the 2025 recipient of the Jonathan Payne Memorial award for sporting excellence. Owen has been a standout performer in athletics and cross country, consistently earning selection in Radford's representative teams and regularly standing on the podium at regional, state and national championships. Owen's achievements are testament to years of disciplined training and a relentless drive to perform at his best.

Year 12 Sporting Achievements

We congratulate the many Radford Year 12 students who were selected in a wide range of representative teams and individual pursuits in their chosen sports. The following students played at a state, national or international level in 2024 and/or 2025. *

SSACT Athletics, Cross Country and Swimming

Micah Primrose
Brynten Au
Anirudh Chakka
Nathan Drury
Jack Kelk
Lachlan Lloyd
Oliver Luppi
Harry Sincock
Owen Toyne
Isobel Higgins
Katherine Maundrell
Amber Smith

Cricket

Amber Smith
Raunit Singh
Ishaan Khan

Basketball

Oliver Luppi
Kanyibekuchi Menakaya
Millah Sullivan
Rea Ramassini

Football

Alexander Couldrick

Snowsports

Amelie Brennan
Anvi Gupta
Audrey Potter
Amber Smith
Bailey Purvis-Smith
Joshua Baker
Isabella Keeling
Emily Hinchcliffe
Finlay Stewart
Bonnie Hardy
Lachlan Lloyd
Liam Waldren
Taylor Barton
Alexander Georgalis
Rory Munro
Sofia O'Brien
Sophie Wilson

Rowing

Amelie Brennan
Sophie Freemantle
Moira Geraghty
Coco Guenther
Joshua Miller
Zara Turner
Hamish Whithear

Rugby

Baxter Sicily
Zander Lubiejewski

* This is based on information provided to the College by parents/carers or the students themselves.



RADFORD COLLEGE



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