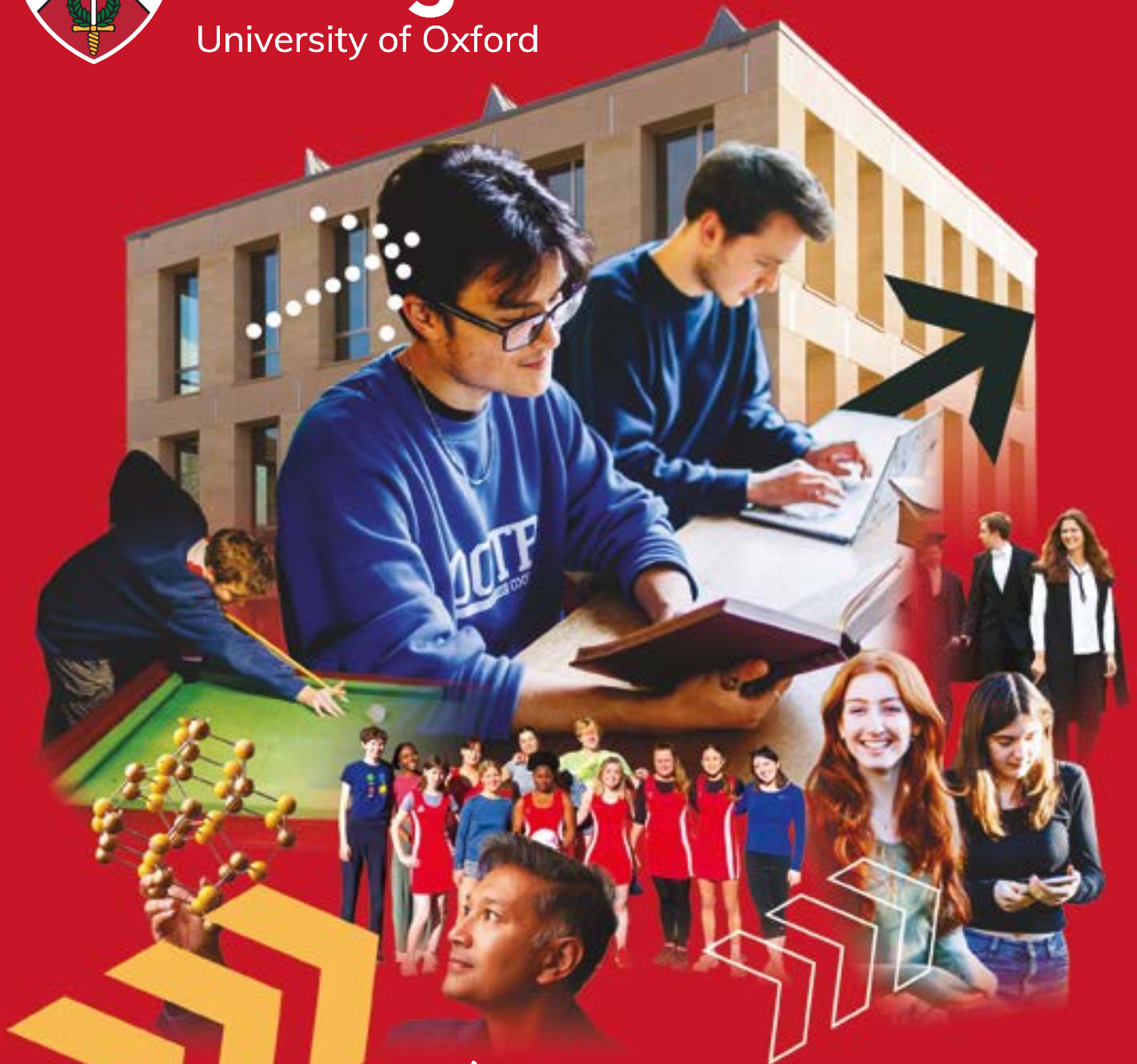




# St Anne's College

University of Oxford



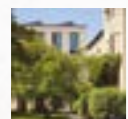
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# St Anne's

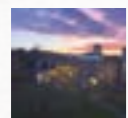
# 2025

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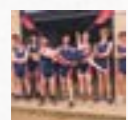
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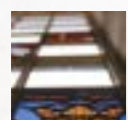
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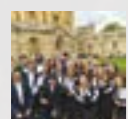
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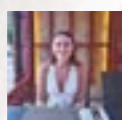
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We hope you find this annual review of 2025 engaging and informative. It reflects our ongoing commitment to sharing the numbers, facts, stories and people that together illustrate the many dimensions of St Anne's: as a place of learning and research, a charity, a conference and events venue, an employer, a home, and a community. For those already connected with the College, we hope this report reinforces your sense of pride in St Anne's. For our donors, we trust it demonstrates the very real difference your support continues to make to students, College life, and our wider mission. And for readers encountering St Anne's for the first time, we hope it conveys something of the spirit, openness, and intellectual energy of a community shaped by immensely talented people and a proud history.

This has been a year of significant change and momentum for the College. The opening of the Schwarzman Centre, bringing many of the University's Humanities departments to a new home directly opposite St Anne's, has drawn the academic heart of Oxford closer to our doorstep. At the same time, the completion of the Bevington Road houses marks a major milestone, strengthening our accommodation and conference provision and

enhancing the experience of students, staff, and visitors alike. Together, these developments reinforce St Anne's place within the life of the University and the city.

In this year's review you will read about a College community that is energetic, outward-looking, and ambitious. We share the experiences of current students, from Lydia Walker's journey to St Anne's through the Aim for Oxford programme to Ben O'Donnell's description of a flourishing and inclusive Boat Club. You will hear from the JCR and MCR about a year defined by collaboration, creativity, and renewed community life, and from the Library team about their work in developing specialist expertise, supporting outreach, and sharing knowledge. This edition also highlights the breadth of opportunities available to St Anne's students, including funded international internships and laboratory studentships, alongside reflections from staff across the College, such as Amy Edge's account of the growth and renewal of our conferences and accommodation business following the pandemic. Reports on admissions, outreach and access, academic achievements, and the College's financial position together offer a clear picture of a College investing carefully and confidently in its people, its facilities, and its future.

Of course, a publication of this length cannot capture everything that takes

place at St Anne's over the course of a year. If there is something you would particularly like to know more about, we would be very happy to hear from you at [development@st-annes.ox.ac.uk](mailto:development@st-annes.ox.ac.uk). Further news and updates can also be found on the College website, and we encourage you to join our mailing list so that you don't miss events you may wish to attend, including lectures, concerts, decade and subject reunions, Community and Giving Week, and our annual Gaudy weekend.

Whenever you are in Oxford, for any reason, do come and see us — we are always pleased to welcome visitors to St Anne's. Whether you are returning for a reunion, attending an event, or considering hosting one of your own, the College offers a welcoming and flexible setting for occasions of many kinds. Our staff take great pride in helping to make each visit a success, and we very much look forward to welcoming you back.

So, until we see you next, this comes with all good wishes from us all at St Anne's,

*Helen*  
**Helen King, QPM**  
**St Anne's Principal**

# St Anne's PURPOSE

Since its founding, St Anne's College has always been about widening access to an Oxford Education. In 2018, the Governing Body of St Anne's reaffirmed the College's purpose to be a diverse and inclusive community contributing to the University's commitment to lead the world in education and research, whilst securing the College's legacy and future. This purpose was revisited and renewed in 2023. St Anne's wants to be the home of choice for the brightest and most ambitious students including those from underrepresented groups, and believes that difference should be respected, promoted and celebrated as the diversity of people is a rich source of learning for us all. This report shows how we are working to fulfil the statements agreed by Governing Body.

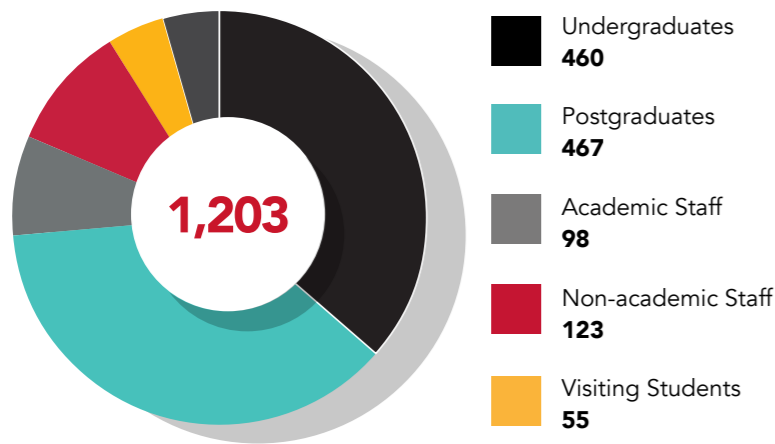
## As a community, to:

- Be the home of choice for the brightest and most ambitious students, including those from under-represented groups.
- Support, enable, and promote the excellence of our academics' research.
- Inspire and challenge our students to fulfil their academic potential and prepare for future careers.
- Respect, celebrate, listen, and learn from the diversity of people, their ideas, experiences, and achievements.
- Support and guide all in our community to be well and do well, and develop skills and readiness for the future.
- Seek, in our decisions and actions, to have a positive impact on people, place, and planet.
- Build on the College's rich history and values in the distinct and enduring contribution we make to the University's future.
- Secure the funding, facilities, and resources of a world-class college that attracts the brightest minds and supports their aspirations.

## As trustees and Governing Body members, to:

1. Leave the College stronger than we found it, fit for the long term.
2. Discharge our duty of care to staff, students, and academics.
3. Inspire all students with the joys of intellectual pursuit as we advance world class research.

# St Anne's Today



## Undergraduates

Number of applications for 2026 in October 2025: **845**

Number of Freshers October 2025: **137**

Student intake by school type in 2024 (UK students)

**72.8%** state school  
**27.2%** independent

## Degree Outcomes in 2025

**44** Firsts / Distinctions

**62** 2.1s

**7** 2.2s

**0** 3's

## Nationalities of Current Students

Our students in the 24/25 year came from 67 different countries

Undergraduates UK **326** EU **38** Rest of World **96**

Postgraduates UK **157** EU **66** Rest of World **244**

## Student Numbers

**460** **467**

undergraduates (and 56 visiting students) in the 2024/25 year

postgraduates in the 2024/25 year

## Bursaries Awarded

**£400,851** (24/25 = £419,513)

**98** (24/25 = 108)

## Gender balance of current students (2024/25 year)

Females

**55%**  
Undergraduate

**54%**  
Graduate



Males

**45%**  
Undergraduate

**46%**  
Graduate

## Travel Grants

Undergraduate



**51** travel grants  
(24/25 59)



**£16,290**  
(24/25 £23,703)

Postgraduate



**103** travel grants  
(24/25 129)



**£37,885**  
(24/25 £36,595)

## Undergraduate Scholarships and Exhibitions (2024/25 year)

**63** Scholarships

**8** Renewed Exhibitions

**30** Renewed Scholarships

**15** University of Oxford Prizes

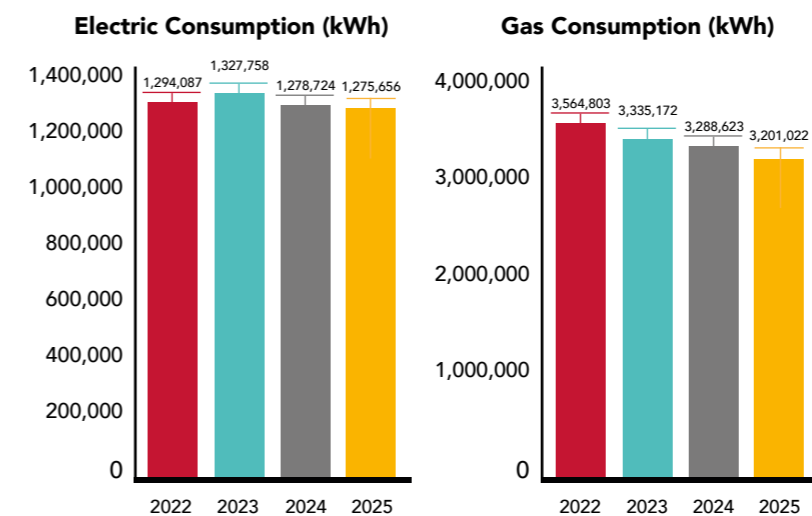
**14** Exhibitions

## Internships

**45** Internships

**8** Vacation Laboratory Studentships

## St Anne's Yearly Energy Use



## Library

**15,644** Loans plus renewals – plus 1,735 books used in house but not borrowed

**47 metres** Increase in collection size – (we didn't withdraw much last year) – we added 2001 books to the collection

**764 books requested by 570 students**  
Click and collect service

# Outreach and Access

By Hannah Snell,  
Senior Outreach Officer

The outreach team have been delighted to see a rise in the number of students we have worked with in 2024-25, as a direct result of a more varied programme of activities we have offered this year.

We have delivered **221 outreach events** and worked directly with pupils at a **total of 215 schools**. The majority of these have been in the college's link regions of Hillingdon and Southwark in London, and across the North East of England. Through a range of inbound and outbound events, as well as online and in person activities we estimate that we have reached **9,500 young people, teachers and families**. We ran **86 events for schools in the North East, and 70 events for schools in Hillingdon and Southwark**. Events with our link regions made up 71% of the total number

(220) of outreach events this year, not including online sessions that were open to schools across the UK.

This year, from the data that we could gather about students attending our events, **23% were eligible for Free School Meals, 33% would be first in their family to attend university, and 51% were from IMD Quintiles 1 or 2**. This last metric is comparable with similar metrics used in previous years, and suggests a steady increase year on year (37% equivalent in 2022-23, and 44.2% in 2023-25). We aim to continue contributing to the vision that both Oxford and St Anne's College are seen as the home of choice for the brightest students, regardless of their backgrounds.



## Aim for Oxford

2024-25 saw the recruitment and selection of students for our sixth cohort of the Aim for Oxford programme, aimed at disadvantaged students from the North East of England. We received 316 applications and selected 63 students, expecting that some would withdraw from the programme during the year. Students were selected based on a range of criteria, including eligibility for Free School Meals (71.4% of selected students), first generation to university (43.28%) and a range of other personal characteristics and extenuating circumstances. We used IMD data for shortlisting this year, and 48% of students came from categories 1 and 2. Students were selected from 40 different schools across the region, with just over half expressing an interest in science subjects, and the rest in arts, humanities and social science subjects.

We ran 4 in-person sessions in January, February, March and April with the cohort, alternating between Newcastle and Durham as host locations. The first was a launch event for students and parents, the second had a focus

on super-curricular activities, the third focused on personal statements, and the fourth discussed finance, welfare and mental health at university. Students were also offered a choice each month between an arts/humanities/social science academic taster session, and a sciences taster session. These sessions were delivered by postgraduate students and tutors from either St Anne's College or Christ Church.

45 students then attended the residential week in Oxford from 18-22 August. The students were split between St Anne's College (for students interested in sciences) and Christ Church (students interested in arts, humanities and social sciences), so as to make best use of the resources available.

Students were split into tutorial groups of between 2 and 5 to work on a shared research project during the week, with the support of a postgraduate student or tutor. Alongside application workshops, museum visits, social activities and free time in Oxford, students then presented back on their research project at the end of the week.

After completing the residential, 77% of respondents said they were likely to apply to Oxford. Of those unlikely to apply to Oxford, about half are hoping to apply to Cambridge, and for the rest they have a different course in mind than one offered by Oxford.

Not every student on the programme will choose to apply to Oxford, but last year 46.6% (27 of 58) students completing the full 2023-24 Aim to Oxford programme chose to make an application in the 2024 UCAS round for 2025 entry. 17 applicants were invited to interview (65.38%), and we were delighted to see 7 receive offers, a 26.9% success rate, an increase on last year.

We will continue to provide support to this cohort during their application process, and will also be tracking their application journey to Oxford. Applications for our seventh cohort of the programme will open in September.

## Outreach at College

Inbound work has included Year 12 Taster Days, KS4 Discovery Days,

residential visits, public Open Days, tours for groups visiting other Colleges, Brilliant Club Graduations, as well as a new relationship with our twinned primary school in Oxford, Church Cowley St James.

These activities are most often offered to our London schools, as they have a shorter distance to travel to visit the college. However, where accommodation can be provided, we have also arranged ad hoc residential visits for some of our North East schools, although these are more commonly arranged through our multi-school events of the Brilliant Club Scholars Programme Residential and the North East Residential.

We were pleased to see a good turn-out at our September and July Open Days, with particularly strong numbers the first July Open Day. During these events, prospective applicants meet current students, tour the college, meet subject tutors and can attend a demonstration interview (in Classics and Earth Sciences in July). We also offer a talk for Parents and Carers, and this year in July offered a Life as an LGBTQ+ Student at Oxford session.

We once again organised an Offer Holder Day for offer holders and their families/supporters to visit the college. With the continuation of online interviews, some of our offer holders will not have had the opportunity to visit St Anne's before, and this also provides an excellent opportunity to address any concerns that families may have with their young person attending Oxford. As in previous years, there was a follow-up online Offer Holder Event for anyone unable to attend in person.

## Outreach in our Link Regions

Outbound work has involved visiting schools for assembly-style presentations, engaging with class-sized groups and smaller group workshops. Sessions have included our standard information, advice and guidance sessions, short academic taster sessions, oracy/critical thinking and Oxplore sessions, HE and UCAS Fairs and skills-based workshops. These have covered **95 events this year**, reaching over **4,000 students**.

We run on demand visits, where our calendar allows, for our London schools, aiming to cover two or more schools during each visit day. For our North East schools, we run five visit weeks across the year, fitting in as many schools as possible during each week. We have also run additional visits to the North East this year to attend the first in-region Oxbridge Student Conference in February, Aim for Oxford sessions, and a UCAS Fair.

## Outreach Online

In 2024-25 we have continued to offer online workshops and activities for schools in our link regions. These are an excellent way of offering flexible sessions for schools who are otherwise unable to host or visit us, and allow us to have a greater number of repeat engagements with many schools. These sessions are then the same as we would offer in person, but adapted for an online audience. We were involved in **57 online sessions** this year, reaching an estimated **2,300 students**.

This year we also relaunched an online Super-Curricular Club, with 8 online academic taster sessions delivered between March and May, accounting for an increase in the number of Academic Taster Sessions offered. Topics included How to Read a Play, Exploring Fractals, An Introduction to Vaccinology, and AI and Global Governance. 91% of participants agreed that they enjoyed these sessions, and 92% agreed that they learned new information about the topic they attended. Recordings of these sessions are available on the St Anne's outreach website, with follow-up activities: <https://www.st-annes.ox.ac.uk/study-here/undergraduate/outreach/students/st-annes-super-curricular-club/>

We also decided to streamline our offering of subject-specific Admissions Test sessions this year, with a series of online webinars in July to support preparation for these tests over the summer. These have also been recorded and shared with schools in our link regions.

## Collaborative Outreach

We have continued to work closely with our Oxford for North East colleagues at Christ Church and Trinity Colleges to deliver a comprehensive programme of activities for schools across the North East. This includes online Admission Test Workshops, and a joined-up North East Residential (to coincide with the summer Open Days). Following the event, 100% strongly agreed or agreed that they better understood the Oxford application and admissions process, 96% strongly agreed or agreed that they knew what it would like to be a student at Oxford, and 100% strongly agreed or agreed that they felt more motivated to work hard in school. 77% felt that they were more likely to apply to Oxford in the future.

In November, we worked with the Cambridge colleges who also deliver activities in the region (King's, Corpus and Jesus Colleges) to run a series of online Interview Skills Workshops for state school students applying to either Oxford or Cambridge from across the region. 95-

97% of participants agreed that following these workshops, they understood the application process better, how interviews are used in the application process and know how to prepare for an Oxbridge interview.

This year, we also worked with our Cambridge counterparts in the North East to deliver our first in-region Oxbridge Student Conference in February. This was advertised to a tiered system of schools across the region, aiming to address some of the 'cold spot' engagement areas, and to capture any schools where only one or two individuals may be interested in applying to Oxford or Cambridge. 230 students from 23 schools signed up to attend. The event took place in Durham, and was attended by 162 students. Workshop sessions included competitive applications, super-curricular activities, personal statements, admissions tests and interviews, as well as an online Q&A with current North East students at Oxford and Cambridge. We are looking at delivering a more interactive format next year.

As well as collaboration across Oxford and Cambridge, we have also had the opportunity to work with a range of external partners in 2024-25. These have included Multi-Academy Trusts, such as United Learning and Ark Schools, Generating Genius, and the Brilliant Club Graduation events.

We also work with COSARAF and the Naz Legacy Foundation to provide one of their university Diversity Days, which offers under-represented students an opportunity to experience a new environment, much like our typical Discovery or Taster Days, with added content relating to finance, concerns about applying to university and social opportunities – as well as Q&A with some of our fantastic team of Student Ambassadors!

Our Student Ambassadors have been key this year, as every year, with providing an authentic, friendly and genuine experience for visitors to St Anne's, such as through our typical school visits to college, Open Days and Offer Holder Day. They are also essential participants in our online Interview Skills Workshops, Interview Q&A sessions for applicants during the admissions period and our Women and Non-Binary People in STEM programme; truly making St Anne's a welcoming experience. We've been delighted to reward some of their hard work with a termly social event this year.

**It often feels like we are fitting a lot of activities into a short year, but it is always a pleasure to see young people engaged in our activities, as well as going on to make successful applications to Oxford. We look forward to continuing this work in 2025-26!**

## SPOTLIGHT ON

# The Boat Club Captain, Ben O'Donnell

**Hi Ben — what are you studying at St Anne's?**

I am in my third year of Biology.

**Could you tell us a bit about your background and your journey to Oxford?**

I am from Buxton in the Peak District, a small town famous for bottled water. I had never paid much thought to Oxbridge, making a speculative application that was prompted largely by competitiveness with my friends. That is to say, I did not expect to receive an interview let alone an offer! I knew very little about the Collegiate system, and made use of the Open Day to determine which subject, as opposed to which College, I might want to apply for. Between biomedicine, biochemistry and biology, the decision was made easy by the draw of the Natural History Museum and the conversations I was able to have with professors.

**At St Anne's you're very involved in the Boat Club. How did this come about? Had you rowed before coming to St Anne's?**

I had never rowed before coming to Oxford, and joined initially as a commitment to trying everything at least once! I was determined to maximise my "Oxford experience" and rowing seemed an essential element. I must have enjoyed it, but I primarily remember the hard indoor sessions, early mornings and cold outings during my first term. I was nudged to take on novice captain/vice-captain for my second year, and I'm very glad - it helped me envelop myself within the club. By the end of my second year, I was rowing and coxing every day and spending most of other time buried in Google sheets and Outlook! I also managed to squeeze in some study. As President this year, I am firmly committed to spending every waking minute thinking about boats.

**The Boat Club is going from strength to strength currently. What are some of your short-term and long-term ambitions for the club?**

We are very focused on pursuing twin goals of participation and performance in the boat club - engaging as many students as possible in the SABC community, and continually raising the

bar for performance across all our crews. We have been able to grow the club depth to a M3/ W3 and hope to keep this momentum going forward. Further, we are keen to push the senior eights - W1 and M1 - to success in bumps and beyond. We have eyes on WeHorr, Horr, Bedford, Reading and perhaps at some point, Henley Qualifiers. External regattas are not only good fun, but they give the senior crews immediate focal points for training and opportunities to represent the College.

The long-term ambition is funding a Head Coach position, who would take the lead on training, session planning, safety, rigging, external race entry, cox development and coordination of assistance coaches. This would represent the logical next step for the club, as we currently rely on (very committed and talented) casual coaches who fit coaching alongside their studies and personal rowing commitments. Having an appointed Head Coach, who would hold the role for several years, would ensure continuity and long-term direction in the performance aspect of the club.

Throughout all this, we want to ensure the Boat Club remains a welcoming, supportive community that enables as many students as possible to row, cox or even just attend social events!

**What are your favourite parts of being a member of SABC? Are there any downsides...?**

Knowing every member! I love walking into the dining hall and seeing SABC faces. It can be quite difficult to extend your social circle to beyond your year cohort, but SABC enables me to have 1st year and 8th year friends (one of the M1 invited me to his wedding recently). Furthermore, the focus and drive that rowing gives me permeates into the other aspects of my life - including my degree. I meet deadlines best when I have to complete the work in a fixed number of hours between sessions.

The downsides are few. We aim to establish stronger long-term stewardship of the boat club through enhanced alumnae leadership, improved alumnae relations and fundraising, and, as noted, the appointment of a Head Coach. Further, the fleet and equipment of the club requires continual investment in order to ensure we can maximise the participation of the club. For example, we struggled this term to race six crews in the four 8+ shells that we own - so we are looking to expand the fleet in the near future. Achieving these kinds of things takes time and money - not a combination that a student-run boat club has in particular abundance. In order to keep our subs affordable, we are always thinking of means of raising money, being shrewd or making compromises. The responsibility, however, presents so many opportunities for personal development and character building and I am very grateful to tackle the challenges head on.

**What would you say to anyone who's interested in getting involved in rowing but hasn't done it before?**

Please try it at least once! There is no set "archetype" of a College rower, which makes College rowing so unique. Most British Uni students can only access rowing at the University level, so being able to learn in a non-pressured environment is such a privilege. 95% of SABC members have never rowed before coming to Oxford, which speaks volumes to the accessibility of the club. There is no better way to simultaneously exercise, make friends, compete, lead, organise, and achieve than at the Boat Club.

**Many of our alumnae have fond memories of their rowing days. Are there opportunities for them to get back on the water?**

We would always love to hear from alumnae! There are several opportunities to come and visit, chiefly the Saturday of Summer Eights (30th May). Invites to a Boat Club dinner on this day will be sent out soon. We will be holding our annual Ergathon on 10th March, this year attempting to keep one erg spinning for 24 hours! We would love to welcome back any alumnae that might want to help out with a stint on the machine, however brief. More information on this, including opportunities to join and a link to the livestream, will be distributed in due course.

The Boat Club is always an email away ([stannescollegeboatclub@gmail.com](mailto:stannescollegeboatclub@gmail.com)), an Instagram DM away (<https://www.instagram.com/stannesbc/>), a Facebook message away (<https://www.facebook.com/StAnnesBC/>) or we can be accessed through the Development Office. An additional plug - many races from the past year can be watched from my Youtube channel (<https://www.youtube.com/@benodonnellrowing>).



**Thank you to all the SABC members of the past that have put the Boat Club in the position it is today. We are very well supported by a long legacy of instrumental contributions, from those that developed the fleet, to those that founded the boat house, to the first rowers under the name of St Anne's College.**

Describe St Anne's in one word:

Vibrant



# Spotlight on: The Humanities at St Anne's

With the opening of the Schwarzman Centre directly opposite St Anne's College, the geographical and intellectual centre of Oxford has unmistakably shifted north. Housing major humanities faculties including English, Music, Modern Languages and related disciplines, the new building places the study of the humanities quite literally on St Anne's doorstep. This move is likely to have a significant impact on the future of the College, strengthening its position at the heart of Oxford's humanities teaching and research as St Anne's looks ahead to its 150th anniversary in 2029.

To explore what this change might mean in practice — and what it is like to study the humanities at St Anne's — one of our academics, Professor Matthew Reynolds, has answered some questions about this important development and about studying English at the College.

## How long have you been at St Anne's?

Since 1997 (I thought I would stay for about ten years but then I found I didn't want to leave!)

## St Anne's has always accepted a lot of students for English, comparatively. What is special about studying English here?

I think there is a distinctive ethos and also an unusual range. The ethos is about supporting students in developing their own interests and giving them the skills and confidence to pursue them wherever they lead. This means putting close reading at the centre of our teaching (ie, enabling the students to notice things for themselves in the texts we are investigating); and then giving them skills in archival research and scholarly and theoretical framing so that they can develop compelling and well-grounded arguments.

We encourage students to explore the whole range of what it is possible to study at Oxford: some of our students always opt for FHS Course II — the predominantly medieval and multilingual course which Prof Siân Gronlie leads — as well as Course I which has its centre of gravity in more recent periods. We always have students taking the joint schools of English and Modern Languages and Classics and English, and we relish the comparative perspectives they bring: every student has some kind of plurality in their cultural and linguistic repertoire, and the presence of the joint school students helps us to activate this plurality in our teaching.

Our undergraduates are also nourished by the lively literary research culture in

College which makes it easy for them to interact with graduate students and invited speakers and writers: we have the Oxford Comparative Criticism and Translation Research Centre (OCCT), the literary festival Oxford Translation Day, and the Weidenfeld Visiting Professorship of Comparative European Literature (held last year by Jhumpa Lahiri). Finally, we give a lot of attention to our students' writing styles. Having something to say in relation to literature entails being able to write distinctively so as to articulate it and put it across. This ability is all the more important now in our time of ever more homogenised language, so often 'corrected' or generated by machine.

## Have you observed any changes in student interests and/or direct applications over the time you've been here?

There has always been a huge range of interests. Lots of students still love

reading long novels (despite what you might read in the press). We get more international applications now, especially from East Asia.

## The Schwarzman Centre has recently opened, meaning that the EFL is now immediately across the road from College. How has this affected or would you expect it to affect admissions for English and related subjects?

This is a fantastic development for the Humanities at St Anne's. The Schwarzman includes Music as well as English, Modern Languages and other subjects; and we have already begun to collaborate with the Cultural Programme which is housed there. So, yes, it is likely to bring us (even) more applications, and to nourish the flourishing of the literary humanities here. I also like having only a 3-minute walk to my lectures!



## From the JCR

### Neve Millard, JCR President '25-'26 (Egyptology and ANES, 2024)

St Anne's JCR is a vibrant and diverse community, bringing together students from all over the world and from a wide range of backgrounds. Our members study across many disciplines, with particularly large cohorts in Medical Sciences, Modern Languages, English Language and Literature, History, Law, PPE, Materials, Engineering, and Mathematics. The JCR President, Neve Millard (Egyptology and ANES, 2024), works closely with the committee and the college to support students and continually improve the student experience.

The JCR have been working closely with the MCR and collaborated on another wonderful Diwali celebration this year. With a delicious array of Sri Lankan food, tea, and music in the Danson Room, as well as rangoli decorations outside the dining hall, the event saw the collaboration of not only the St Anne's JCR and MCR, but university wide collaboration and celebration with our neighbours at Somerville. The JCR and MCR also worked together on a highly popular and creative acrylic painting workshop, which saw an unprecedented flow of creative juices. This collaboration followed on from the joint efforts made in Hilary and Trinity, perfectly illustrated by the very successful Community and Giving Week. The joint Oxmas megabop wrapped up a year of successful teamwork, with sellout attendance, which highlights the impressive



Cheese and wine take centre stage...

interconnectivity of the college and its unrivalled atmosphere.

Demand for Welfare provision has been high over recent terms, so Welfare has remained a key focus for the JCR in Michaelmas 2025. The continuation of the Sexual Health Scheme and the provision of sanitary products is widely supported by students; with resources signposted to students through WhatsApp channels and social media, providing support for not only sexual health but any welfare concerns they may have. Weekly welfare teas gave students a chance to have a break from studies, have a chat and some snacks, and Yoga has been run biweekly throughout Michaelmas term in collaboration with MCR Welfare, and has been well received by students. Welfare week ran successfully, offering lots of arts & crafts, sweet treats, and even dog petting and Text-A-Choc.

Freshers' week was a resounding success, with high attendance across all events, from board games to karaoke. 'Floor Wars' was a combined event with Entz and Welfare, proving that the division between drinking and non-drinking events is shrinking, and allowing all students to feel included in college activities. This collaboration between Entz and Welfare was not however limited to Freshers' week but has been continually present and has been

focused on as a priority of the JCR, highlighted by the successful pumpkin carving event as well as the megabop which filled the dining hall with festivities.

Entz have had a great time this past term, from organising a successful fresher's week, running a JCR formal swap with our Cambridge sister college Murray Edwards and having a Halloween bop, described by Mike as the busiest he has seen the bar! And post-formal karaoke is still as lively as ever.

Following on with this sense of community at Anne's, a wonderful open mic night



Students attending a formal

for Black History Month was hosted in the bar, which saw countless amazing performances from acapella gospel to poetry. The bar has also been host to weekly Tuesdays mixers, helping to foster the college's LGBTQ+ community spirit, and the LGBTQ+ reps have also kept up the duty of running the Gender Affirmation Fund. The visiting students have also played a huge role as always in the St Anne's community, and Michaelmas Term saw a great addition with the awards ceremony for those students leaving us this term, as well as the set up of donation boxes where visiting students could leave behind unwanted household and kitchen equipment for future visiting students.

Once again, the St Anne's musicians returned to performance, with a spectacular Christmas concert being held at the end of Michaelmas term featuring many of our very own performers, as well as the new Steinway scholars' performance in support of the Principal's "12 days of Oxmas" sing-along at the JCR and MCR Christmas formals. In terms of sports, at the end of Michaelmas 2025, the St Anne's gymnastics team were successful in becoming the champions of Cuppers — Anne's very nearly won Ski Cuppers too! And the introduction of both the new basketball and golf team saw a whole new wave of sporting fun. All in all, a superb year for the spirit of St Anne's.



Time to work, time to relax!

# From the MCR

## Reinvention, Community, and the Year in the St Anne's MCR

Joshua Lembke  
MCR President '25 - '26. MPhil Modern British History

The St Anne's MCR has enjoyed a lively and full 2025, with a renewed focus on what it means to be a Middle Common Room and, more broadly, what it means to be part of St Anne's. To that end, the year has largely been one of reinvention and rejuvenation. We have overhauled our committee structure, refreshed our physical spaces, and taken on a more active role both within College and across the wider Oxford community. Given the increasingly diverse nature of the graduate experience in Oxford, which is not always closely tied to college life, we spent much of the year asking what is distinctive about being part of St Anne's and how we might make that experience more meaningful. Central to this has been a renewed effort to strengthen our shared identity as Stanners and to establish new traditions that future generations of graduate St Anne's members will, we hope, continue.

This year saw the installation of a new photo wall in Eleanor Plumer House (EPH) displaying past MCR photographs, as well as the introduction of a graduating ledger, which all departing members are invited to sign. It has been especially gratifying to create a physical record of those who have passed through EPH.

Engagement across both committee and community has been particularly strong, especially around our social



The Official MCR Mascots, Ron & Peter, with one of our new paintings

events. Formal exchanges with Somerville, Brasenose, St Cross, Lady Margaret Hall, and private halls such as Campion Hall, continue to be extremely popular. We were also very grateful and proud to welcome, and to visit, our Cambridge sister college, Murray Edwards, in Trinity. This term, building on last year's revamped second desserts, we have begun experimenting with more music lounge-style events in the MCR, supported by our resident DJ and Treasurer, Cornelius Lee. The St Anne's MCR is fast developing a reputation as one of the most enjoyable graduate communities in Oxford.

Our Welfare team has likewise had an active year, continuing their painting sessions, board game nights, and other initiatives, always accompanied by tea and biscuits. This year, particular attention has been paid to engaging our part-time members, affectionately known as our "ghost members." Meanwhile, the Academic team has continued to run its popular Shut Up and Write sessions and concluded the term with a well-attended pizza night. We are also introducing some small changes to our annual publication, STAAR, which will be expanded into a broader newsletter showcasing many aspects of MCR life, including art, poetry, short-form writing, and articles.

Freshers Week was another highlight of the year, and it was a pleasure to welcome our new members through a packed programme of social events and activities. Standout moments included a dinner in EPH and on the EPH Lawn on a nice autumn evening, as well as a highly successful bop with Green Templeton and Corpus Christi, from which many of us are still recovering.

(And finally, we cannot fail to mention that the Middle Common Room is now home to a Steinway piano!)



MCR Freshers Formal Michaelmas 2025



One of the famous MCR Murder Mystery Nights



The MCR at our Cambridge sister college, Murray-Edwards College in Trinity '25



Matriculation Michaelmas '25



Our New Steinway Piano

# Admissions

Our 2025 cohort represent a talented and accomplished group of students from a wide range of social, cultural, and economic backgrounds. This includes students who are care-experienced, differently-abled, and neurodiverse, joining us from across the UK and around the world.

These students come to us having experienced varied educational journeys, from schools with little exposure to Oxford admissions through to independent schools, grammar schools, comprehensive

schools, sixth form colleges, and academies. An increasing proportion come from less advantaged backgrounds, reflecting the College's and University's commitment to ensuring that academically gifted students have fair access to Oxford.

The diversity within this year's intake reflects the founding values of St Anne's – widening educational opportunity and offering a home to the brightest and most ambitious students, wherever they come from.

We are also pleased to once again welcome students onto the bridging programme *Opportunity Oxford*, which supports some less advantaged students in making a smooth transition from school to university, and onto the Astrophoria Foundation Year for the third time. St Anne's has supported these University initiatives from their inception, and is proud to be part of them.

In this piece, we hear from Lydia Walker, who came to us through our successful Aim for Oxford outreach programme.

## Lydia Walker (First year, Geography)

Could you tell us a little bit about your background – how did you end up applying to Oxford and St Anne's?

I come from an underrepresented background in the North East. On a whim, I applied for the 'Aim for Oxford' outreach programme in summer 2024. At this point I wasn't even sure if I would end up going to university, let alone Oxford. Following the programme, I was 100% sure university was the right route for me. I also fell in love with Oxford as a place, which was what drove me to applying. I specifically applied to St Anne's because of how relaxed the campus was, combined with the fact that I would have access to a kitchen. Being at St Anne's feels like home to me already, and I can't thank the outreach staff enough for the paths they have opened up for me.

Did you have any particular idea of what Oxford would be like before you got here? How has your experience at St Anne's been so far (in relation to that)?

Having completed an outreach programme before arrival, I had already visited Oxford. But prior to that, I had the (very incorrect) assumption that Oxford was very posh and I would feel completely out of place. I now know that Oxford isn't any more intimidating

than any other city I've visited, though it is by far the prettiest. For me, St Anne's has been ideal. I'm not from a city, and so living on the outskirts of the city centre means that it's not too busy, but is also the perfect distance to amenities. The atmosphere at St Anne's is also very friendly, I've never felt out of my depth or intimidated.

You've been working as an Outreach Ambassador this past term. What made you want to take part in that? Did you have your own experience of outreach work?

My main driver to work as an outreach ambassador was to help people who were in my situation, unsure of Oxford or university in general. I'm beyond grateful for the ambassadors who helped me during Aim for Oxford, hence my eagerness. I believe that my experience during the application and interview process is invaluable to prospective students, alongside my experience as an Oxford geography student so far.

What would you say to anyone considering whether or not to apply to St Anne's?

I would say that it's important to weigh up your priorities. For example, do you want access to a kitchen? 24/7 library? catering? etc. Whilst choosing a college



is not the most important decision you'll ever make, your college becomes your home. Also, I haven't heard of anyone at St Anne's not loving it here, even though not everyone here will have specifically applied to this college. Overall, take time with your decision, although I would put forward St Anne's as a good choice, browse other colleges and keep an open mind.

Describe St Anne's in one word:

Home

# From the SCR

St Anne's College is an educational charity. The Governing Body is composed of the Fellows of the College who are also the charity trustees; it meets five times a year to review strategic issues and is made up of the Principal, 39 Official Fellows, 12 Professorial Fellows, 11 Supernumerary Fellows, and five College Officers. Governing Body approves all strategic decisions and changes to College ByLaws and Regulations, and delegates the executive management of the College to Council, a body of 12, the majority of whom are academic Fellows. St Anne's has JCR and MCR Representatives on all its committees except Investment Committee and Remuneration Committee. Governing Body is supported by 45 College Lecturers and 18 Research and Junior Research Fellows.

## Our academics' awards and achievements

**Professor Jo-Anne Baird** was a member of the Curriculum and Assessment Review Panel. We reviewed the curriculum and assessment across all school years in England and our report came out on 5 November. It was chaired by Professor Becky Francis and the government have accepted the vast majority of our recommendations.

**Professor Sonya Clegg's** post has been renamed The Dr Shirley Sherwood, OBE, Tutorial Fellow in Biology, following a transformational endowment of £500,000 from The James and Shirley Sherwood Foundation.

**Professor Volker Deringer** was made a full Professor in the University of Oxford's Recognition of Distinction Exercise 2025.

**Professor Giuliana Di Martino** joined St Anne's in January 2025 as a Tutorial Fellow in Materials Science.

**Professor Siân Grønlie** was made a full Professor in the University of Oxford's Recognition of Distinction Exercise 2025.

**Professor Saiful Islam**, St Anne's Fellow in Chemistry, has been awarded the Royal Society of Chemistry's Environment, Sustainability and Energy Prize.

Professor Islam's award recognises his pioneering work to develop next-generation materials to help deliver new clean energy technologies. In particular, his research uses powerful computer modelling techniques to reveal the atom-scale processes underpinning the properties of lithium battery materials for electric vehicles and a new type of solar cell compound called perovskite.

He said: 'Low carbon energy is one of the most urgent challenges of our time in tackling climate change. The next generation of green energy technologies depends on new materials and greater understanding. My research philosophy is to combine a deeper atomic-scale understanding of energy materials with experimental investigation.'

Professor Islam currently leads the Faraday Institution CATMAT project, which is researching next-generation cathode materials that could significantly increase the energy density of lithium-ion batteries. He has received several awards including the 2022 Royal Society Hughes Medal and 2020 American Chemical Society Award in Energy Chemistry. He presented the 2016 BBC Royal Institution Christmas Lectures on the theme of energy, which included a Guinness World Record lemon battery, made from 3000 lemons.

**Professor Freya Johnston**, Tutorial Fellow in English, has been appointed the Pro Vice-Chancellor of Education for the University of Oxford.

**Professor Stuart Judge**, Reader Emeritus in Physiology, published: Judge, S.J. (2025). Current Findings and Claims from Brain Imaging Studies of Religion. In: Horvat, S., Roszak, P. (eds) Neuroscience of Religion. New Approaches to the Scientific Study of Religion, vol 21. Springer, Cham. [https://doi.org/10.1007/978-3-032-02444-2\\_2](https://doi.org/10.1007/978-3-032-02444-2_2)

St Anne's Tutorial Fellow in French, **Professor Patrick McGuinness**, has published a new book, *Ghost Stations: Essays and Branchlines*.

The book contains several of his London Review of Books essays on place and memory, on the monsterring of his

former teacher Chris Jefferies, on elusive Romanian poets, the 'Poet's Novel', Mallarmé, Poetry and Terrorism, Orhan Pamuk's Istanbul, the Isle of Sheppey, French and Belgian art, and the other side of Oxford.

**Professor Simon Park** was made a full Professor in the University of Oxford's Recognition of Distinction Exercise 2025.



# Staff Spotlight

## Amy Edge



**Hi Amy – can you tell us how long you've been at St Anne's? What is your background and what brought you here?**

I have been working at St Anne's for nearly four years. Before joining the College, I worked as a junior event planner for a catering company and had also been employed as a waitress at a wedding venue from the age of 16, alongside my studies. At University I studied Media & Communications with the intention of pursuing a career behind the scenes in film or television; however, my enthusiasm for the degree declined when the pandemic disrupted my second year of study. After graduating in 2021, I returned to work as a waitress for a few months and realised that I genuinely enjoyed working in events. With the experience I had gained, I recognised the potential to build a career in this field, which ultimately led me to the Conference and Events Department at St Anne's.

**Your role has evolved over time as the structure of the Bursary has changed. Can you explain a bit about that?**

I joined St Anne's in February 2022 as Conference and Events Coordinator and was soon offered the opportunity to act as Interim Conference and Events Manager during a period of maternity cover. Although initially nervous, I recognised the value of the opportunity and was well supported by my manager, Kate. After 10 months in the role, I returned to my substantive post and was promoted to Senior Conference and Events Coordinator. Eighteen months later, I stepped up again as Manager and, following the departure of the Accommodation Manager, also took on the role of Interim Conference and Accommodation Manager. This was a significant transition, but with the support of Madalina, Solange, and Deputy Domestic Bursar Natalie, the past six months have run smoothly. I am extremely grateful for the encouragement and trust the College has placed in me over the past four years.

**You helped steer our Conferences business through the pandemic and into the future — how did the pandemic change things? How are things looking now?**

When I joined, the Conference business was just beginning to recover after two years of cancellations. In that first year, we generated just over £1 million in revenue, which has since grown to a projected £2.5 million this year. We reached pre-COVID revenue levels last year and anticipate continued annual growth, particularly following the recent renovation of the Bevington Road houses.

**As part of your professional development, you are undertaking a leadership qualification — can you tell us a bit more about this?**

In September 2025, I started the Determined to Lead course run by Activate Business School. The course is designed to develop bespoke leadership skills and help participants understand the type of leader they are and aspire to be. By completing this course, I hope to become a more confident and effective leader for my team and for any future leadership roles I may undertake.

**Describe St Anne's in one word:**

*Supportive*



# Internships

St Anne's is pleased to be able to provide our students with more targeted internships and programmes than any other college. Here, two students discuss their experience of Vacation Laboratory Studentships in 2025.

## Jamie Buxton

*(Engineering Science, 2024)*

My 6 weeks at Huazhong University of Science and Technology (HUST) was an undeniably enriching experience—professionally and personally. From the outset, the welcoming environment fostered by both the HUST community and the ICARE programme created a strong sense of belonging. ICARE, in particular, went above and beyond in curating an immersive and culturally rich experience for international interns.

Under the guidance of Professor Chen, I worked alongside a supportive research team to investigate the application of machine learning—specifically transformer models—in forecasting ventilation system performance. Our research explored the effectiveness of various machine learning algorithms, including XGBoost and Random Forest, on a refined dataset created through a feature selection process. My main contribution involved streamlining this feature selection process using Python-based algorithms, which significantly enhanced my programming skills and deepened my understanding of machine learning techniques.

Weekly presentations to the research team formed an integral part of the internship experience. Initially

centred around cultural topics—such as introducing our hometowns and universities—these sessions later evolved into platforms where my 2 fellow Oxford interns and I could present research updates and reflect on our progress. As a first-year student with limited prior exposure to machine learning, I greatly benefitted from the support of my dedicated student helper, who not only assisted in developing my technical skills but also helped me navigate daily life at HUST, from explaining WeChat and Alipay to showing me the best food in the canteen.

In parallel with the research, during weeks 3 and 4, I participated in a two-week cultural programme organised by ICARE. The schedule was packed with diverse and engaging activities, including Kung Fu classes, Mandarin lessons, and industry visits. A standout experience was the visit to the Dongfeng Motor Corporation HQ in Hubei, where we had the remarkable opportunity to ride in a driverless car—an exciting and slightly surreal demonstration of cutting-edge technology.

During the weekday evenings, we explored the local sights of Wuhan, but beyond the city, weekends offered



the chance to travel across China with fellow interns. Thanks to Wuhan's central location and excellent train connections, I visited cities such as Yichang, Changsha, Nanjing, Shanghai, Yichun, and Zhangjiajie. Of these, Zhangjiajie left the strongest impression with its breathtaking natural beauty—a refreshing contrast to the bustling energy of China's urban megacities.

This internship was far more than I expected and the exposure to such a plethora of engineering research projects has helped me hone my interests, which will undoubtedly help me when selecting modules in 3rd year. I'm very grateful to everyone who made this possible, both in China and Oxford, and I would strongly recommend the experience to other students considering it.

## Arya Saranathan

*(Mathematics and Computer Science, 2023)*

My placement was a 6-week research internship that took place at Huazhong University of Science and Technology (HUST) in Wuhan, China, from 31 June to 8 August 2025.

My project, which I worked on over the 6 weeks, was about understanding current Machine Learning paradigms at a deeper level, in the hope of using that theoretical knowledge to inform practice. Almost all recent progress in AI has been driven by LLMs (large language models), which in turn are based on the transformer – the essential mathematical model that underlies LLMs.

While they work amazingly in practice, we still have very little understanding of how they do what they do. One path to gaining that understanding is:

A. Work with smaller 'toy' models, which isolate some important part of the transformer

B. Prove theoretical guarantees of what these models can and cannot do in different situations

This was the focus of my project – more specifically, using random matrix techniques to understand attention and in-context learning in transformers. I was fortunate to be supervised by Prof. Zhenyu Liao, who is an expert in the area and who helped me understand parts of the relevant literature.

This is directly related to my degree in Mathematics and Computer Science. Some personal takeaways:

- Experience with research in theoretical machine learning
- An understanding of the state of the field
- An appreciation for what kinds of research I do or do not enjoy (I encountered both)



- I plan to pursue graduate study, and while I will probably choose a different field/direction than theoretical ML, this was valuable in many other ways

Expenses included travel, accommodation, and food, which the funding will help cover (in addition to the Fung scholarship award associated with the internship).

I am very grateful to have had this opportunity, and to the college for supporting it via the Laboratory studentship.

# Meet our Fellows

## Professor Giuliana Di Martino

*Associate Professor of Materials and Tutorial Fellow*



**You're new to St Anne's as Tutorial Fellow in Materials Science. What are your main research interests in the area?**

My research develops innovative ways to use spectroscopy and light-matter interaction to investigate a wide range of cutting-edge device materials, from novel semiconductor and dielectric interfaces to magnetic and superconductive thin films, by which applications such as low power electronics, high performance memory devices and neuromorphic computing can directly benefit. We develop the ultra-concentration of light trapped inside nanocavities into an innovative fast methodology for studying real-time movement of individual atoms that underpins new generation of devices. To date, I have raised over £4.5 million in research funding as independent Principal Investigator (P.I.) from diverse sources, including a European Research Council Starting Grant (PlasmoFED – ERC-StG-2021). I have successfully supervised 5 PhD students, 2 to completion, and my research group has won awards for their research at both national and international levels.

**Could you explain a bit about your background — what did you do before coming to St Anne's?**

My research career began in Italy at the Scuola Superiore di Eccellenza and the University of Catania, with part of my Master's studies completed at Boston University. I went on to complete my PhD at Imperial College London, followed by postdoctoral research in Cambridge, where I was later awarded a Winton Advanced Research Fellowship and became an independent group leader at the Cavendish Laboratory. I joined the University of Cambridge as Lecturer in Device Materials in 2020, was promoted to Associate Professor in 2023, and moved to Oxford in 2026 as Associate Professor in Materials and Tutorial Fellow at St Anne's.

**There is no "regular day" in an Oxford academic's life, but could you suggest what you might do during a day in term as a Fellow in Materials Science?**

A typical day during term might include tutorials with undergraduates, group meetings with PhD students and postdocs, and revising papers or writing

grant proposals. College life also brings seminars, outreach activities, and the chance to engage with colleagues across many disciplines.

**For the benefit of those who didn't study Materials Science: what sorts of things are our undergraduates learning?**

Materials Science students learn how the structure of materials—from atoms to devices—determines their electrical, optical, and mechanical properties. They combine physics, chemistry, and engineering to understand and design materials used in technologies such as electronics, energy systems, and medical devices.

**And finally: how have you found St Anne's so far?**

St Anne's has been wonderfully welcoming, supportive, and intellectually vibrant. I've particularly enjoyed the inclusive community, the strong commitment to students, and the opportunity to contribute to both the academic and collegiate life of the College.



# From the Library

by Clare White, Librarian

## Meet our Fellows

### Jesse Darling

*Fellow and Tutor in Fine Art*

**You're new to St Anne's as our Fellow in Fine Art. What drew you to the role?**

I must admit that I wasn't so particular in the first instance. I was looking for a teaching job, and wanted to return to the UK after 7 years in Berlin. As it happened, the teaching job I applied for was at Oxford, and the rest is history.

**Could you explain a bit about your background — what did you do before coming to St Anne's?**

I am a bit of an outsider in academia, having spent my twenties in service, hospitality and trade jobs, and then working professionally for the last 15 years as an artist. As a gig it's not so unlike academia in terms of its competitive precarity (and a certain necessary obtuseness, or vanity, that powers the motor behind any self-driven enquiry) but different, because it isn't held institutionally in the same way. I've led quite an extra-institutional life, so it's a strange punch line to find myself at Oxford.

**There is no "regular day" in an Oxford academic's life, but could you suggest what you might do during a day in term as a Fellow in Fine Art?**

I am a studio practice tutor and the director of undergraduate studies at the Ruskin School of Art, which means that I spend a lot of my time sitting with students and their work. I also pursue my own practice (which is referred to at Oxford as one's research) which involves

a lot of logistics at the moment as I plan for two big exhibitions. And when I can I like to try things in collaboration with my students to see what feels generative. Recent experiments have included exercises in telepathy (with some success), a walking and writing group, salon-style poetry readings in my office, and a tutors vs students match, otherwise imagined as a multi-authored piece of performance art, with the Ruskin Artistic Football Club (Ruskin AFC).

**For the benefit of those who didn't study Art: what sorts of things are our undergraduates learning?**

I am glad of the opportunity to answer this question! Despite all the jokes about art in this context, I believe our students are doing something very difficult and worthwhile in that they are tasked with seeking their own true north in an open field, without a definitive means by which to quantify that. This is a lifelong process that involves a continuous and rigorous process of testing. We make use of observational and experiential data and any number of secondary and tertiary sources to discover what lies beyond an initial hypothesis (although that hypothesis sometimes morphs into something quite different along the way). This can be quite existentially precarious at times -- joyful, thrilling, terrifying, depressing. Like many of our colleagues in the sciences, we learn by doing/ by experiment, but unlike the sciences we don't deal in quantitative information. Instead, like our colleagues



in humanities, we try to find out what's at stake despite and within the structures of what can be held in language. But this can't be reducible to what's written or spoken, so must express a certain proof of concept by way of what comes to exist in the world, and that's what we refer to as our work. If it sounds complicated it may be because I'm being a little arch in attempting to describe the process to esteemed colleagues in other disciplines! As a methodology it's actually pretty straightforward, although I must admit that I needed a Masters degree in the subject to realize that when it comes to understanding art there's really nothing to know. And that has a lot to do with permission, which (in my view) is a big part of what we're trying to encourage in our students.

**And finally: how have you found St Anne's so far?**

I am very glad to be at St Anne's! To me it feels like a supportive community of strange and/or serious thinkers of all kinds and one of my favourite aspects of this job is the opportunity to exchange with scholars of many disciplines. I learn so much all the time and that really fills my cup, because for me there's really nothing better than learning something I didn't know I didn't know. I'm also really into the history of St Anne's, which feels unique among the Oxford colleges, and while I'm definitely still working out what it means for me, I am happy to be part of its present.

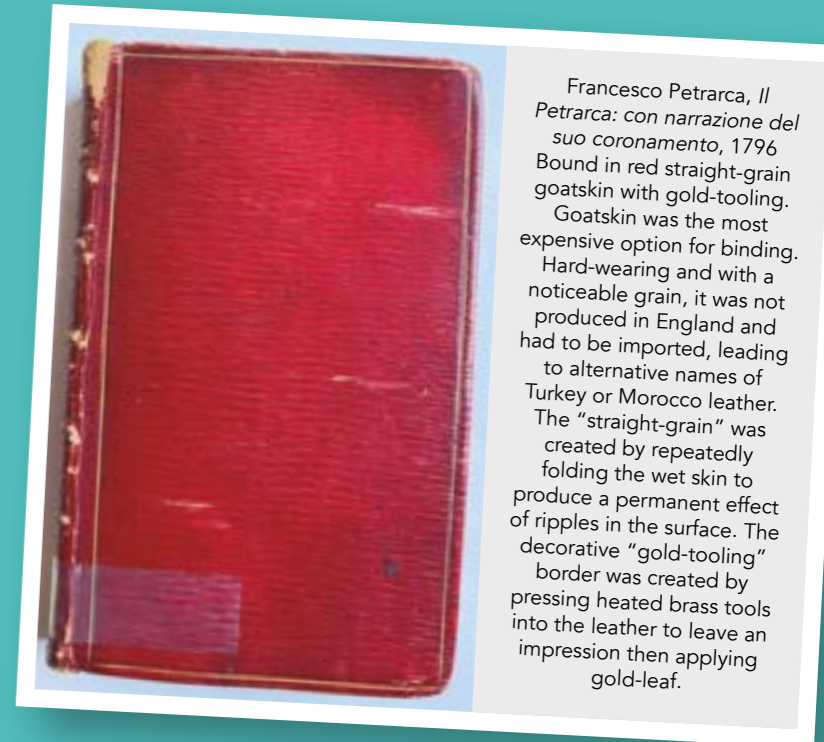
An exciting part of working in an Oxford College Library is the ongoing opportunity to learn. Many of the St Anne's team went on a course last year to learn how to recognise and date early modern bookbindings. This free, one-day course, hosted by the Library team at Christ Church College, was delivered by an expert in bookbinding styles who has published widely on the subject and who regularly runs courses at the London Rare Book School.

The day was inspiring, covering even more about bookbinding history, materials, structures and styles than we had hoped for. We honed our detective skills with tips on how to tell the difference between calf, sheep, goat and pig skin used for covers, and how the decorative pattern (or absence thereof) added to the leather can give clues as to whether the binding is contemporary with the text-block it contains or is a later replacement. Far from just a fun skill to have, the ability to recognise and describe the features of pre-nineteenth century bindings is essential for creating comprehensive, accurate catalogue records for our rare books. By the end of the day, we came away with copious notes, an enhanced vocabulary of exotic-sounding terms – such as "tawed skin", "gold tooling", "tree calf bindings", "straight-grain morocco" - and the desire to seek out examples of all that we had learned in our own collection at St Anne's.

Over the course of the year we put our new knowledge to good use, sharing some of what we had learned with students, staff and visitors. In February and November we provided library taster sessions for year 10 students as part of the College's Outreach programme. As well as giving a general introduction to libraries in Oxford and a brief talk about rare books, these sessions included an interactive exercise for the students to look at the dating of books and to what extent you could, contrary to the popular saying, "judge a book by its cover," at least, when it comes to guessing its age. As part of Community and Giving Week in March we invited staff and students to an exhibition on the history of bookbinding styles featuring examples from our rare book collection.

Sharing our knowledge and giving back to our community is the underlying reason why we offer shadowing opportunities to current students who express an interest in library careers. We were particularly pleased this year – like proud "library parents" - to hear from one of our recent graduates, who shadowed the team in 2023, that she had passed her Library and Information Studies MA course with a distinction and had secured her first job as a qualified librarian working with Special Collections in the Senate House Library, University of London.

Inevitably, as colleagues continue their professional development, the time comes when they are ready to move on to new challenges. In the autumn we bid farewell to our Reader Services Librarian, Niall Sheekey, promoted our Library Assistant, Alice Shepherd, to a newly-titled Assistant Librarian role, and welcomed Rosie Thomas as Alice's successor as Library Assistant. Now we are looking forward to the new team settling in through 2026, and to more opportunities to learn and to share information, knowledge and experience within the St Anne's community.



Francesco Petrarca, *Il Petrarca: con narrazione del suo coronamento*, 1796. Bound in red straight-grain goatskin with gold-tooling. Goatskin was the most expensive option for binding. Hard-wearing and with a noticeable grain, it was not produced in England and had to be imported, leading to alternative names of Turkey or Morocco leather. The "straight-grain" was created by repeatedly folding the wet skin to produce a permanent effect of ripples in the surface. The decorative "gold-tooling" border was created by pressing heated brass tools into the leather to leave an impression then applying gold-leaf.

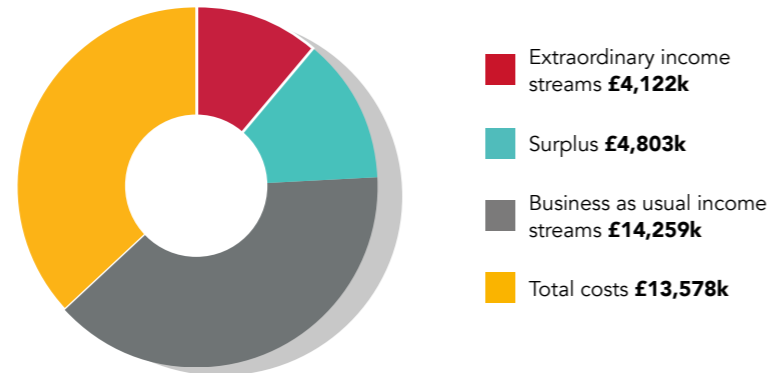


*The Tatler*, volume the third, 1797 Tree calf binding. Leather bindings were often treated with acid to produce different effects. In "tree calf bindings" the acid was run along the boards which formed the front and back covers to achieve a tree-like pattern.

# Finances

The College generated a £4.8M surplus before depreciation. Of this, £4.1M came from extraordinary income streams, including £2.6M in donations for specific projects and to the endowment, £1M in interest income, and grants from the College Contributions Fund. Standard operations: tuition, domestic, conference business, visiting student fee income and donations to the student support fund generated a standard surplus of £681k.

## Surplus analysis



## Income vs last year



## Summarised income

|                                   | 2024-25       | 2023-24       |
|-----------------------------------|---------------|---------------|
|                                   | £000          | £000          |
| Academic Fees                     | 4,444         | 4,104         |
| Student Domestic                  | 3,263         | 3,352         |
| Other Academic Income             | 1,360         | 1,247         |
| Conference Income                 | 2,362         | 2,133         |
| Investment Return on Endowment    | 1,789         | 1,549         |
| Other Income                      | 1,815         | 1,569         |
| Donations - Annual Fund           | 484           | 1,110         |
| Donations - Other Academic Income | 1,032         | 618           |
| Donations - Buildings             | 690           | 731           |
| Donations - Endowment             | 903           | 5,354         |
| Research Income                   | 201           | 209           |
| Events & Sale Merchandise         | 38            | 21            |
|                                   | <b>18,381</b> | <b>21,997</b> |

**Academic Fees** - up 8% driven by an increase in international students, where College gained from its share of the increases applied to unregulated course fee income.

**Student Domestic** - down 3% overall. Accommodation income suffered due to lower student numbers in residence. However, catering income was boosted by a combination of price increases and more meals served.

**Other Academic Income** - up 9%. Made up of visiting student fees, along with buy out and external tuition income. The visiting student income accounts for £1.1M reflecting the importance of this income stream.

**Conference Income** - a 11% increase to £2.36M, a return to pre-pandemic levels. Price increases have been consistently applied to cover the inflation, and the order book remains strong.

**Investment Return on Endowment** - Total return on investments was reduced again this year to maintain endowment drawdown at a sustainable rate. The interest income earned (see below) meant this was an affordable decision. This income makes a considerable contribution towards fellowship costs, and student awards and

welfare, and will continue to grow as the campaign to increase donations to the endowment bears fruit.

**Other Income** - cash balances placed on deposits continued to benefit from higher interest rates, generating £1M in interest. Cash balances were held for payments due on the Bevington Road Project, course fees collected and ultimately

due to the University, and operating reserves. Other income in this category includes Nursery fees and the College Contribution Scheme grant.

**Donations** - made up of Annual Fund, Buildings, Endowment and Academic donations amounted to £3.1M. Donations to the endowment of £903k included a legacy of £690k.

The Bevington Road Regeneration Project received donations totalling £690k in the year. Donations to the CPM and OCCT Research Centres made up £277k of the Other Academic Income donations.

## Summarised Expenditure

|                         | 2024-25       | 2023-24       |
|-------------------------|---------------|---------------|
|                         | £000          | £000          |
| Tutorial Expenses       | 2,740         | 2,791         |
| Domestic Support        | 3,025         | 2,803         |
| Supplies & Services     | 2,104         | 2,204         |
| Academic Administration | 1,609         | 1,452         |
| Buildings & Grounds     | 1,377         | 1,303         |
| Professional Services   | 916           | 903           |
| Interest Cost           | 709           | 711           |
| Student Awards          | 480           | 658           |
| Library                 | 295           | 269           |
| Donor Funded Projects   | 196           | 267           |
| JCR/MCR                 | 114           | 98            |
| Other                   | 13            | 34            |
|                         | <b>13,578</b> | <b>13,493</b> |

**Tutorial Expenses** - include teaching salaries and research allowances, admissions costs, student welfare and professional liability insurance. Down 2% as a result of vacant Fellowship and JRF posts.

**Domestic Support** - include the cost of domestic bursary staff, including the Bursar, catering, scouts, lodge, and conference. Up 8% driven by salary uplifts for lowest paid workers to the 'Oxford Living Wage', being 95% of the London Real Living Wage, and increased employer national insurance contributions from 1st April 2025.

**Services & Supplies** - include the operational costs of the domestic bursary - catering, accommodation, utilities, IT infrastructure. Down 5%, mainly due to £198k lower gas and electricity costs. Food and drink costs rose with more meals being served. Conference costs were higher in line with increased activity.

**Academic Administration** - represents the full cost of the academic office, treasury, human resources and nursery & IT staff. Up 11% due to vacancies being filled and cost of living and national insurance increases.

**Professional Services** - include the cost of the development office, insurance policies, legal costs, office costs, finance system and copier/printers. Up 1%, salary increases offset by savings in operational costs.

**Buildings & Grounds** - include the cost of maintenance staff and estate repairs, renewals and insurance, gardens, rent & rates. A 6% increase in maintaining the fabric of the estate.

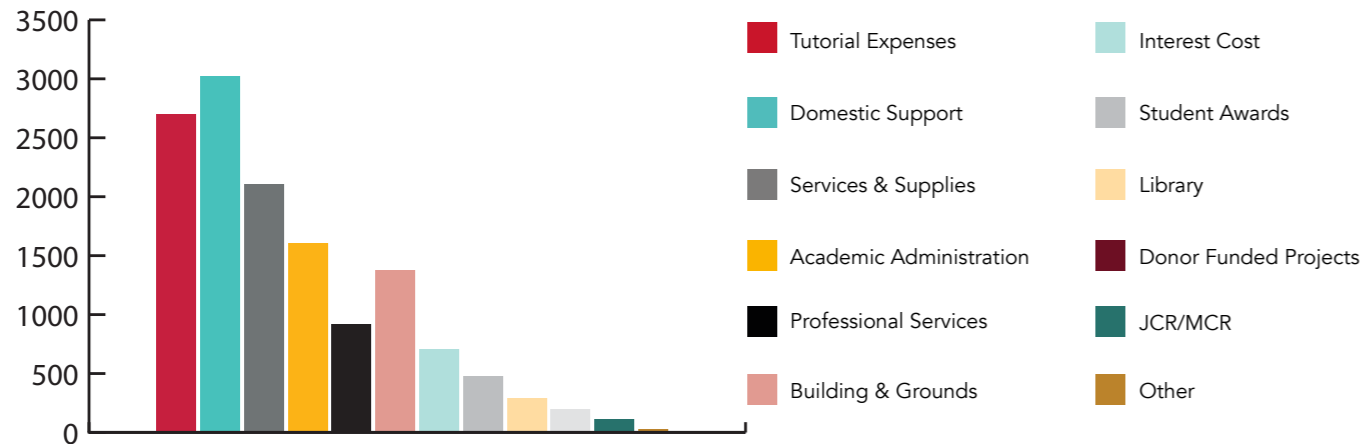
**Interest** - on the 40 year bond, repayable in 2059. Interest is fixed at 2.89%.

**Student Awards** - bursaries, scholarships, prizes & grants made from endowed, restricted and unrestricted funds were down 27%. Of this reduction, £81k relates to expenditure on a one off project in the prior year.

**Library** - cost of stocking and staffing the College library, expenditure increased by 10%, largely due to increased staff costs in the year.

**JCR & MCR** - support for student bodies & college sport saw a 16% increase as grants were increased to match budgeted need.

**Donor Funded Projects** - values donated for restricted purposes vary from year to year, as does the matching expenditure.



## Reconciliation to published accounts (FRS102 Charity SORP\*)

\*FRS 102 Charity Statement of Recommended Practice is the required format to which the published accounts must conform. The Annual Report and Financial Statements of the College are available on the Charity commission website [www.gov.uk/government/organisations/charity-commission](http://www.gov.uk/government/organisations/charity-commission). There you will find further commentary on pages 16-18, with the full accounts and notes on pages 31-57.

|                                            | 2024-25<br>£000 | 2023-24<br>£000 |
|--------------------------------------------|-----------------|-----------------|
| <b>Income shown</b>                        | 18,381          | 21,997          |
| Endowment redeemed capital                 | (1,745)         | (493)           |
| <b>SORP Income</b>                         | 16,636          | 21,504          |
| <b>Expenditure shown</b>                   | 13,578          | 13,493          |
| Add depreciation                           | 1,113           | 1,112           |
| SORP adjustments*                          | (3,400)         | (7,476)         |
| <b>SORP expenditure &amp; gains/losses</b> | 11,290          | 7,129           |
| <b>SORP (loss) / surplus</b>               | <b>5,346</b>    | <b>14,375</b>   |

\*2025 Statement Of Recommended Practice adjustments made up of: investment management costs £209k; £3,610k gain on investments; and a reduction in holiday pay provision £1k.

\*2024 Statement Of Recommended Practice adjustments made up of: pension deficit full release of provisions held gave a decrease £2,493k; investment management costs £188k; £5,149k gain on investments; reduction in holiday pay provision £20k.



# Development and alumnae relations

Our ambition, set out in 'Our Purpose', is to create a diverse and inclusive community that will contribute to the University's vision to lead the world in education and research. As a College, we are dependent upon the commitment and generosity, in so many ways, of our community of alumnae and friends, including vital philanthropic support. The following article has been produced to demonstrate the importance of your support and the impact it has on our students and many areas of the College. To find out more about supporting the College, please visit [www.st-annes.ox.ac.uk/alumnae/giving-back/support-st-annes/](http://www.st-annes.ox.ac.uk/alumnae/giving-back/support-st-annes/) Thank you!

## Finances

St Anne's is rich in ambition but the third least-advantaged Oxford college, in terms of net assets per student – with the wealthiest colleges benefiting from historical advantages and significant endowments. We know the importance of building up the college's financial stability for future years. This is why we have committed to growing our endowment, so that we can do all we can for our students whilst preserving our commitment to outstanding teaching and research. Over the course of the last year we have seen a number of donations to our endowment across a variety of areas in college – teaching, research, capital projects, student support and more. We have also created the Music Fund to build our Music Endowment; initial 2025 admissions data shows that applications for Music at St Anne's – now an All-Steinway School

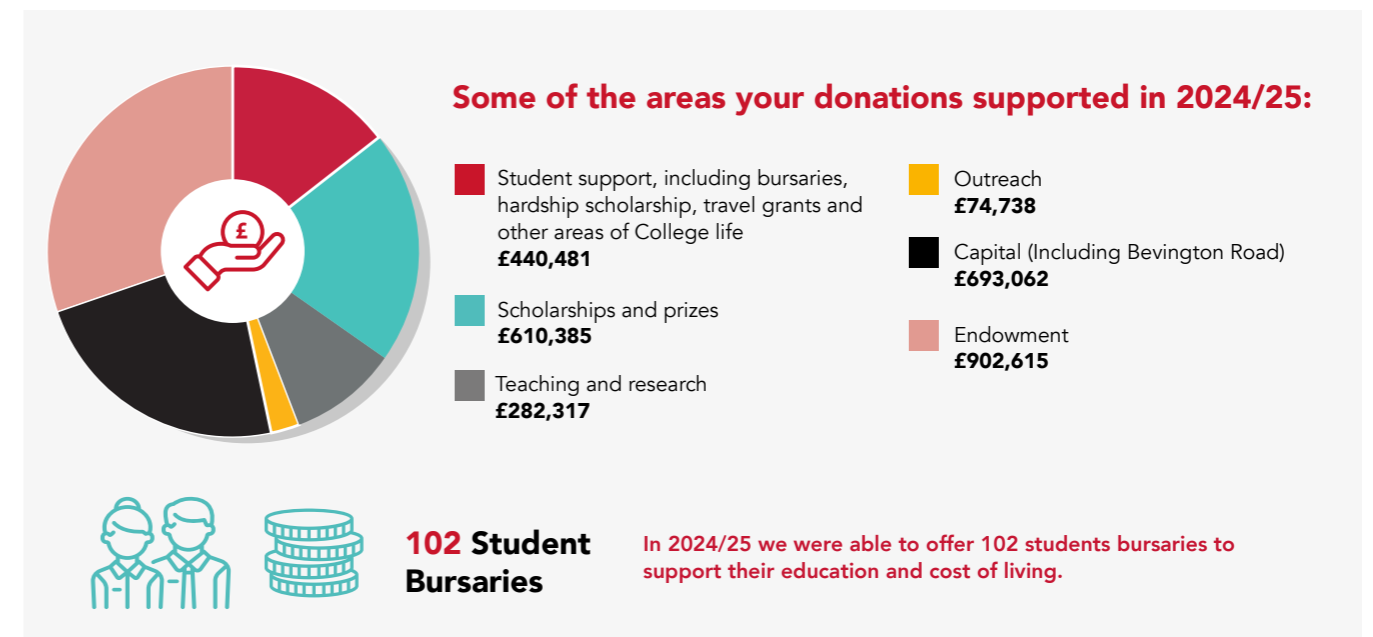
-- have doubled since 2024. We are delighted to see such an immediate and inspiring return on our sustained investment in Music and the Arts. It's an exciting time for St Anne's, particularly as we work up to our 150th anniversary year in 2029.

We want to be bold with our approach and take steps now that will ensure the immediate and long-term security of the college: leaving a legacy now for the next 150+ years and many generations to come. We need to double the size of our endowment -- a purposeful ambition in keeping with our history and goals. We believe, with your continued support, we can all play a key part in our ambition to secure the college's legacy and future.

In the year 2024/25, we raised over

£3m from 1,017 donors. As well as funding vital areas of our work such as student support, teaching, research and welfare, the donations we received in 2024/25 helped to fund our strategically important capital project to regenerate our ten Bevington Road houses.

As the cost of living crisis continues, students remain in need of hardship funding and welfare support. The ongoing commitment of our alumnae, donors and friends makes a significant difference to the College and our students. This report collects testimonials from students for whom your generosity and the generosity of others has made an impact and helped them prepare for life after graduation. We hope you will enjoy discovering how great an impact your support has made across multiple areas of College life.



# Thank you

Thanks to your generosity over the past year, we've been able to respond to growing demands for hardship support and funding.

Many donors tell us, "it's only a small amount" or "I wish I could give more," but the stories in this report highlight how each and every donation makes a

real difference to our students. If you are able to lend your support again—whether with a one-time donation or ongoing contribution—it would mean a great deal to us.



The St Anne's netball team after a winning match against St Catz. Sport is just one of the things donors can choose to support

## Unrestricted Giving: Annual Fund

Many of our donors like to give to specific causes close to their hearts, such as Outreach or capital projects like the Bevington Road Regeneration. However, when you make an unrestricted gift, it enables us to allot it to the area of greatest need. Among other things, the Annual Fund supports the tutorial system which is so central to the College education as well as bursaries, hardship funds, graduate scholarships, essential student welfare services, new books, and subsidies for our sports clubs and societies.

### Student Support and Bursaries

**Zebah Khan** (2024, Geography) says: "Living and studying in Oxford comes with many expenses, and the bursary has helped ease some of the financial pressure I have experienced this year. It played a key role in helping me cover the cost of my accommodation, which allowed me to focus more on my studies without constantly worrying about making ends meet.

The bursary also helped with the cost of field trips, which are an important part of the Geography course, and it enabled me to buy essential study materials for my end-of-year exams resources.

*Studying at St Anne's has been a rewarding experience. I've especially enjoyed meeting people from diverse backgrounds, which has made the college feel welcoming and inclusive. One of the highlights of my year was helping with the college's outreach team, supporting prospective applicants with interview preparation. It felt great to give back in a meaningful way."*

**Jennifer Wright** (History, 2023) says: "The bursary was an incredible help to my studies. It allowed me to focus less on my paid job during the vacation and more on my academic work. This allowed me to come back to college in Trinity and feel confident sitting my collection. It also allowed me time to read more on my Hilary term subject, based on America's Hidden Empire and the Cold War. This was incredibly interesting and valuable not only to my academic progress but also in informing my understanding of current American politics.

The bursary was incredibly helpful in helping me pay for my battels. My student loan does not cover my rent, but having the bursary allowed me to pay my battels without the worry of having to work longer hours at my job during the vacation. This reduced the

*financial pressure I faced. It also allowed me to keep all the money I earned to spend on daily living expenses, since a significant proportion did not have to go towards my battels."*



Jennifer at her Matriculation Ceremony

## Welfare

Welfare is another area the Annual Fund supports. The Student Welfare team continues to work incredibly hard to support the mental and physical wellbeing of our students. Students have the option of speaking to Assistant Deans, student reps, peer supporters, Diversity Points of Contact and others, as well as the Dean of Welfare, Rachel Busby. Rachel says: "I have recorded a total of 242 contacts with 89 students for this academic year. These are face to face, Teams video call or telephone consultations, not including email communications or other third-party contacts relating to students. The top recorded presenting needs were around relationships, depression and anxiety, managing the course demands and discussing assessment or strategies for managing with neurodevelopmental needs (predominantly Autism and ADHD)."



In 2024/25 the College Nurse had **311** student contact appointments



(**109** Graduates, **202** Undergraduates).

Student feedback was requested from those who had used the Welfare service via an anonymous questionnaire, to ensure we are able to continue to improve.

One student commented: "Honestly, the welfare team at Anne's has been a complete lifeline. They're kind, approachable, and genuinely care about each student's wellbeing. The support and reassurance I've received — from quick chats to proper check-ins with the college nurse — have made such a

*huge difference. I've felt truly listened to and supported through tough times. I can't thank them enough for the warmth and understanding they bring to college life!"*



Puppy-petting in the JCR — an ever-popular welfare event!

## Bevington Road

We started Michaelmas Term 2025 on a very high note, as the first residents have now moved into our newly regenerated Bevington Road houses. They are all thrilled with how they look and are all feeling very lucky to be the first residents. We have taken great care over the course of this, our largest-ever capital project, to ensure that the character of the houses is retained, while also making sure they are futureproofed for generations to come.

The energy centre is up and running, and the landscapers continue to work on the quad and gardens with their bat boxes, birdhouses and other features which will contribute to the houses' atmosphere and ambience, and to leaving our environment better than we found it.

This project would never have been possible without the generous support of donors like you. The regeneration was a question of necessity, not choice — the houses were no longer fit for purpose for current or future

generations. The regeneration has enabled us to increase our accommodation provision, ensure that there are adequate bathroom facilities for students, and make the houses a sustainable and comfortable living environment fit for the 21st century.

Thank you so much for your investment in the future of St Anne's, which has enabled us to do this.

The interiors of the houses have been completely transformed. Please see a selection of photographs here - <https://transformingbevingtonroad.co.uk/the-first-residents-move-in-to-the-regenerated-bevington-road-houses/>. The covered entrances, in particular, make accessing the houses a very different prospect now to what you may remember.



We are still completing the finishing touches to our houses and landscaping, and will be celebrating their reopening formally in College this spring.

“

*I am now living in the new Bevington Road houses, which is the nicest accommodation I have ever lived in and makes things easier being away from home.*

Willow Cawardine (Medicine, 2023)



## Travel grants

Every year, we try to ensure that we can accommodate as many travel and research grant requests as possible.

With the help of a college travel grant from the Jennifer Hart Fund, **Jennifer Wright** (History, 2023) travelled to Columbia University to make use of their archives.

"I am grateful to have received a St Anne's travel grant from the Jennifer Hart Fund. Through this grant, I was given the incredible opportunity to visit the archives at Columbia University, which provided access to source materials for my thesis on Elizabeth Dilling. During my time at the archives, I was able to learn more about Dilling from her personal writings and published works held at Columbia. This improved my understanding of Dilling, which I will use to contribute to research on far-right women in twentieth-century America.

Furthermore, these sources will make my dissertation research more detailed and unique. This trip also marked my first experience working in the archives. This was beneficial because archival work is central to the role of a professional historian. Visiting the Columbia archives,

I learned how to navigate a foreign archive room and developed the skills essential to becoming a professional historian. Through the development of these skills, I was able to bring my academic work into a practical context by investigating the sources I had been interested in.

It was a fantastic opportunity to utilise the skills I have developed over the past two years at Oxford. The grant also helped me gain a deeper understanding of American culture. I am primarily interested in American history, having completed three modules on US history alongside writing my dissertation on the subject. My trip to America allowed me to visit museums and speak with Americans about contemporary issues. This was an important exercise, complemented by a recent essay set by my tutor, which challenged us to think of the links between current American politics and the history we have studied. Therefore, my trip to Columbia University enriched my dissertation and provided valuable contextual information for my other three modules. I am deeply appreciative of this support, which has made a lasting contribution to my academic and personal development."



Columbia University



29 undergraduate grants



67 postgraduate grants

## Outreach



Total events held = **221**



Estimated number of young people reached = **9,500** young people, teachers and families



Number of schools worked with = **215**

Our activities have included online Interview Skills Workshops (jointly with Cambridge), a North East Residential tying in with Oxford's Open Days, and the Aim for Oxford programme, which works with students from the North East over a sustained two-year period and culminates in a residential.

**Ali Mousavi** was selected for Aim for Oxford and the UNIQ summer school.

Ali said: "UNIQ was my first taster into what Oxford University would be like and made me passionate enough to send an application. During Aim for Oxford I was able to do an independent project into an area of medicine that intrigues me (Functional Neurological Disorder) which I included in my personal statement. I made it my mission when I came to Oxford to participate in as much outreach as I could, to try and give back to the programmes that motivated me as a student.

My first year at Oxford has been amazing - studying my dream degree at such a prestigious institution and every moment, whether academic or social, has been utter bliss. I have particularly loved participating in a plethora of societies and taking up rowing, which was a sport I had never done before."

“

The residential really helped me in deciding to apply, as meeting students and tutors cleared the stigmas/image I had of the Oxford environment.

Aim for Oxford Student

## Support of St Anne's from Legacy Giving

None of the activity detailed here would have been possible without your donations to College. As a Registered Charity, St Anne's is also fortunate to benefit from gifts left to us in Wills, or legacies.



In 2024/25 we received over **£737,913** in legacy gifts

Crispin Robinson came to St Anne's in 1979 to read Jurisprudence before later transferring to English Literature and Language, where he found his 'true intellectual home'. His generous support to the College during his lifetime, and later through his Estate, has already begun to shape the experience of our students and the College in lasting ways.

Alongside the art history book collection he gifted to the College, together with the terracotta statue of Dante and the sculpture of

Michelangelo's David, the establishment of The Crispin Robinson Endowment Fund has created new opportunities for student travel and research grants, will support undergraduate and postgraduate scholarships - particularly for students studying or researching art - and enable the acquisition of art for the College. This fund has already begun to strengthen the academic and cultural life of St Anne's, opening doors that might otherwise have remained closed.

We remain deeply grateful for Crispin's remarkable generosity and the enduring impact it will have. Through his legacy, he has ensured that future generations of St Anne's students will be inspired, supported, and enriched - both intellectually and artistically - long into the future.



## ST ANNE'S ALUMNAE:

# Lachin Naghashyar

### Can you tell us a little bit about your background and how you ended up studying at St Anne's?

I joined St Anne's College and the University of Oxford for my Master's in Advanced Computer Science. Before that, I completed my undergraduate degree in Computer Science at Sharif University of Technology in Iran, where I worked mainly on applied AI projects, particularly in healthcare and medical imaging. Coming to Oxford felt like a natural next step to deepen my research interests, and St Anne's stood out for its open and welcoming culture. The strong sense of community and how approachable and supportive people are made it feel like the right place, especially as an international student.

### What did you study at St Anne's? What are your favourite memories of being here?

I studied Advanced Computer Science, and some of my favourite memories at St Anne's are tied to college life itself. I spent a lot of time in the libraries — the Hartland House library was perfect for deep focus, and when I needed a change of pace, I loved having access to the larger, modern college library as well. The dining hall, college events, and especially the way friendships formed over time made the experience really special. From induction week to the end of the year, I was lucky to meet so many great people, including some of my closest friends. I also really loved the themed events, particularly the murder mystery formals, which are memories I'll always associate with St Anne's.

### What made you want to get involved with the SAS / Young Stanners / stay connected with college?

I really wanted to stay connected with St Anne's because it never felt like something I wanted to leave behind. Even though I'm now based in London, I still come back to Oxford occasionally, and being involved with the SAS and Young Stanners makes that connection feel active rather than distant. It's a way for me to still be part of the college community, see familiar faces, and keep St Anne's as a presence in my life as I move forward.

### What is your advice to anyone who would like to become part of the Young Stanners – is it helpful to you as an alumna to be part of this network?

I'd say don't overthink it, if you feel even a small connection to St Anne's, that's reason enough to get involved. The Young Stanners network is helpful not just in a career sense, but because it keeps you connected to people who share a common experience and understand that transition after Oxford. As an alumna, I find it genuinely nice and grounding to stay part of a community that still feels familiar, supportive, and easy to return to.

### What has been your path since leaving St Anne's?

Since leaving St Anne's, I've published my research, presented my work at conferences, and recently started an internship at Epic Games, where I'm working on generative AI for MetaHumans. It's been a really exciting step, and I love seeing ideas I explored during my studies turn into something tangible and creative. None of this would have been possible without my Master's at Oxford and everything I gained during my time at St Anne's, which I look back on with a lot of gratitude.



The St Anne's Society or SAS (formerly known as the Association of Senior Members, or ASM) is an alumnae-led inclusive organisation, of which all students and alumnae of the College become life members automatically, free of charge. The Society's purpose is to engage St Anne's alumnae all over the world with the College in its aspiration to understand the world and change it for the better.

Our Young Stanners Society brings together St Anne's students who have graduated within the last 10 years. The Society helps these most recent alumnae stay in touch with their friends and peers, as well as providing specific events, networking opportunities and communications. The Young Stanners Society complements the work and events held by the College and our wider St Anne's Society (SAS) To find out more, visit our website: [www.st-annes.ox.ac.uk/alumnae/the-young-stanners-society/](http://www.st-annes.ox.ac.uk/alumnae/the-young-stanners-society/)

## Careers

Our wonderful community of alumnae and friends make up a fantastic network of people offering their time and expertise - inspiring our students with talks on careers they may not have considered and running CV clinics, as well as offering invaluable paid internships. Our SAS branches also host Freshers welcome events each year, to help our incoming

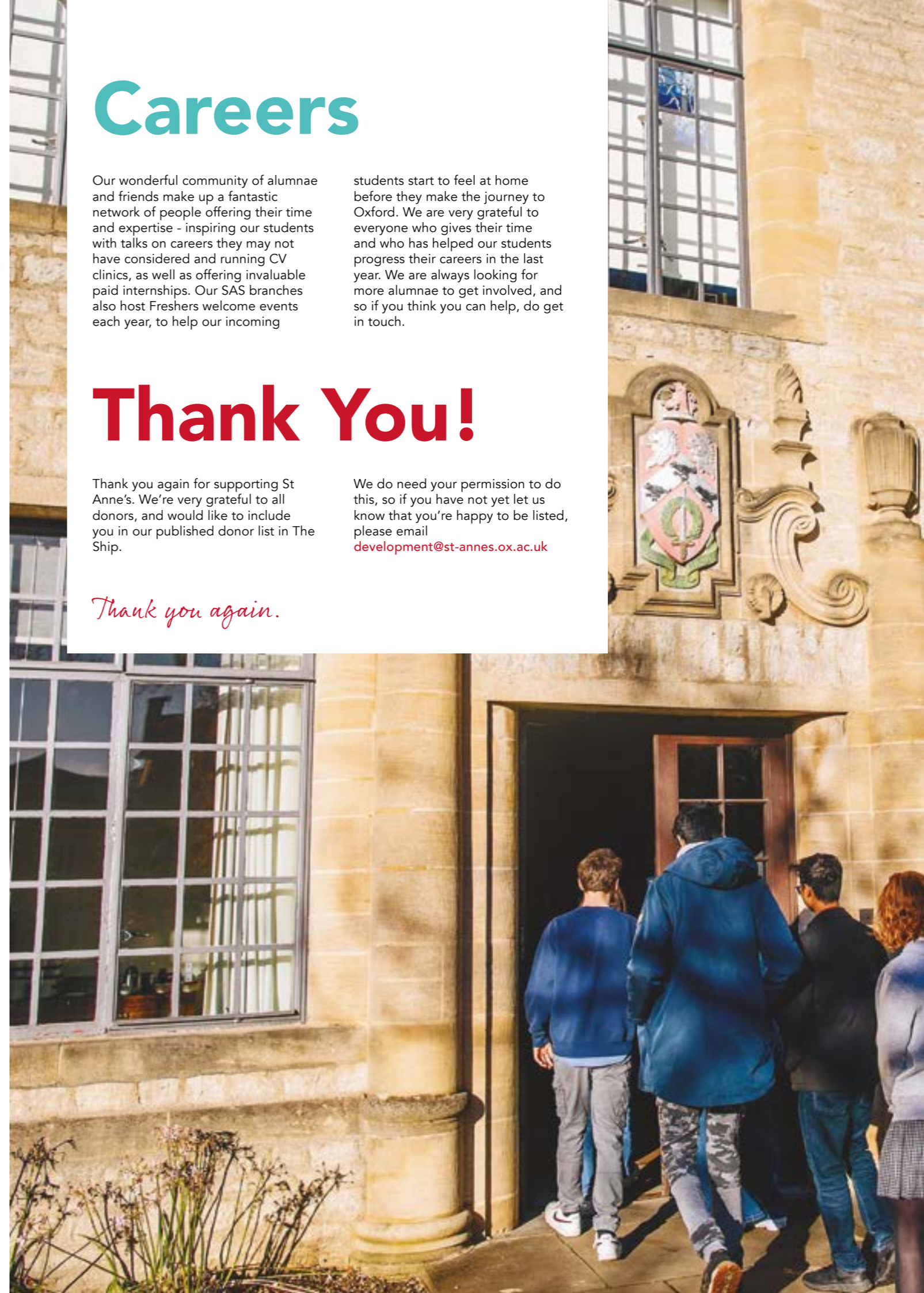
students start to feel at home before they make the journey to Oxford. We are very grateful to everyone who gives their time and who has helped our students progress their careers in the last year. We are always looking for more alumnae to get involved, and so if you think you can help, do get in touch.

## Thank You!

Thank you again for supporting St Anne's. We're very grateful to all donors, and would like to include you in our published donor list in The Ship.

We do need your permission to do this, so if you have not yet let us know that you're happy to be listed, please email [development@st-annes.ox.ac.uk](mailto:development@st-annes.ox.ac.uk)

*Thank you again.*



# Community and Giving Week 2026 (9th – 13th March 2026)

CGW 2026 will celebrate our global connections, our diverse students, and our excellence in academic research. Planned events thus far include a Boat Club 24 hour erg challenge; a student-alumnae golf tournament; and a piano concert as part of the Steinway Pop Up Hub. The Steinway Pop Up Hub invites local young pianists to College for a unique, free educational experience. Six schools are invited to attend, each nominating one student (Grade 6 or above) to receive an individual 30-minute masterclass with an internationally acclaimed Steinway Artist Caterina Grewe. Alongside the masterclasses, participating students, staff and alumnae will enjoy welcome talks about studying music at Oxford, a recital by St Anne's Steinway Scholars, lunch, a guided college tour, and a behind-the-scenes "How to build a Steinway" presentation with Q&A, making the day both musically enriching and aspirational for young performers.

We are also planning a series of global St Anne's' events during the week where SAS groups and our newly set up global hubs hold an alumnae event in their home city. London, Hong Kong and Shanghai are confirmed already – if you'd like to help run an event in your town or city, please get in touch: [Stacey.kennedy@st-annes.ox.ac.uk](mailto:Stacey.kennedy@st-annes.ox.ac.uk)

## Events

We have been delighted to see so many of you in College over the past year, particularly at the very well-attended Gaudy in September 2025. Forthcoming events at which you would be very welcome include:

- **9th March** – Start of Community & Giving Week
- **21st March** – 2000s Decade Reunion
- **4th April** – Boat Race
- **18th June** – Plumer Society event
- **19th September** – Gaudy
- **5th December** – Festive Concert

## Future Communications

To find out more about how we collect, store and process your data, including your rights and choices, please view our Privacy Notice: [www.alumniweb.ox.ac.uk/st-annes/privacy-notice](http://www.alumniweb.ox.ac.uk/st-annes/privacy-notice).

Update your details at any time or unsubscribe via our alumnae area at [www.alumniweb.ox.ac.uk](http://www.alumniweb.ox.ac.uk) or get in touch with us at [development@st-annes.ox.ac.uk](mailto:development@st-annes.ox.ac.uk).

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