

Canberra
Grammar
School



READY FOR
THE WORLD

ANNUAL REPORT 2024

CELEBRATING
95
YEARS
1929 - 2024





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ACKNOWLEDGEMENT OF COUNTRY

Canberra Grammar School acknowledges the local Ngunnawal people who have been the custodians of this land for centuries. We acknowledge their living culture and pay tribute to the unique role they play in the life of this region as traditional owners and custodians of the land on which we meet. We would also like to pay respect to the elders, past, present, and emerging, and extend that respect to other First Nations people.

INTRODUCTION

It is a privilege, once again, to present a full and diverse Annual Report encompassing another year of endeavour and development in the life of Canberra Grammar School.

As ever, this report captures not only the obligatory formalities of record, but it seeks to celebrate all that was and is the vibrant diversity of our School and its community in another great year of effort and accomplishment, progress and pride in the classroom, on the sports courts and ovals, both on and in the water, on stage and on display, in concerts and performances, in studios and workshops and libraries, on camps and expeditions, overseas and on country, in service projects and leadership initiatives, in competitions and conferences, in Houses and in boarding, in assemblies and chapel, ceremonies and graduations, dinners and barbecues, carnivals and community events, and in countless other ways that enrich the experiences and opportunities through which we grow to become who we are at CGS.

Yet, as was noted at Presentation Night in December 2024, for the first time in a long time we were not responding to something big this year: no pandemic; no massive cultural shift to co-education; no dramatic enrolment growth or staffing change; no massive building projects; no new houses. After more than a decade of major cultural and curricular transformation, successive building works, rapid enrolment growth, and a global public health crisis in the mix, it has been wonderful simply to see the School thriving at full speed 'normal' this year.

That is not to say, of course, that our continuing evolution doesn't bring its daily challenges, but 2024 has been a year characterised, more than anything, by the sheer vitality of countless concerts and performances to enjoy, exhibitions and service projects to admire, sporting matches and carnivals to cheer, and academic accomplishments in abundance to make us proud.

Even if not dramatic, there was in fact plenty of change and progress throughout the year: the formal opening in Term 1 of our superb new Primary School building; the evolution of our middle curriculum to give greater continuity to learning and teaching between our Primary and our Senior years; new technology; the confident return at last of overseas expeditions; and a range of academic, pastoral and co-curricular initiatives that we hope will find fruition in the coming years.

The year also saw the extraordinary bequest of the late Mr Daryl and Mrs Hermina Blaxland, the third historic endowment to our School in a decade, given with profound generosity and grace, to transform the future for generations of regional and Indigenous boarders who could not otherwise attend our School. On behalf of all, we give thanks to a beautiful, devoted and humble couple, and we look forward to the impact that their legacy will have on our culture, and on the lives of students and families who will benefit for decades and beyond.



Likewise, we take this opportunity to express gratitude to all who made our School so special in 2024: to the teaching and operational staff for your skill and dedication; to parents and families for your continuous support and faith; to members of the School and Foundation Boards for your dedication to our direction and prosperity; to our Alumni and donors for your continuing commitment and generosity; and above all, as always, to our students for your energy and idealism, and for all that makes us proud every single day.

Sincerely,

Justin Garrick
Head of School

Simonetta Astolfi
Chair of the School Board



ABOUT THE SCHOOL

Canberra Grammar School is a co-educational independent Anglican day and boarding school offering outstanding academic education, co-curricular opportunities, and pastoral care to students from Pre-School to Year 12.

Initially founded in Cooma as Manaro Grammar School in 1908, the school was re-established on its current site in 1929 as Canberra Grammar School with a mission to educate the children of Australia’s capital city and the regions surrounding the seat of national leadership.

Set in Ngunnawal country, the School is blessed with a magnificent 20-hectare campus in the inner south of Canberra, along with a small early childhood campus in north Canberra and a Rowing Centre on the shore of Lake Burley Griffin. The campus includes outstanding heritage and modern facilities for learning, boarding, sports and the creative and performing arts.

The School became co-educational from Pre-School to Year 2 in 1975 and then in all year groups from 2018. It now educates over 900 Primary School students and nearly 1300 Senior School students from more than 40 nations. Students are taught and supported by around 500 highly qualified and dedicated teaching, operational, casual, coaching and specialist staff.

As from the School’s earliest days, boarding is central to our community with 143 students living in modern accommodation on campus, primarily from rural areas surrounding Canberra, from overseas, and from Canberra-based families serving on diplomatic and defence postings.

Funded by the generosity of parents, staff and alumni, the CGS Foundation supports an ambitious campus development plan and a broad array of Indigenous, academic, arts and merit-based scholarships and access bursaries.

Although governed and administered independently, the School has enduring links with the Anglican Diocese of Canberra and Goulburn, and our values are founded in Christian scriptures and traditions.

The School is non-selective, and it welcomes students, families and staff of all faiths and ethnicities, backgrounds and capabilities to live, learn and work in a community guided by our values, vision and mission to educate curious, creative, confident and compassionate citizens of the world.

SCHOOL GOVERNANCE

Canberra Grammar School is a company limited by guarantee, governed by a Board of Directors. The Bishop of the Anglican Diocese of Canberra and Goulburn, Bishop Mark Short, is a visitor to the School. The Bishop-in-Council appoints a majority of the Directors, including the Chair and Deputy Chair. Other positions are held by company representatives and ex officio by the Head of School. The School’s Director of Business, Mr Kent Peters, is the Secretary to the Board.

During the 2024 Calendar Year, the following people were Directors of the School Board:

Chair of the Board – Ms Simonetta Astolfi

Deputy Chair of the Board – Mr Sung Lee (June 2023 – present)

Board Directors:

- The Right Reverend Grant Dibden
- Ms Bobbi Campbell
- Dr Antonio Di Dio
- Ms Alison Howe
- Mr Harry Notaras
- Mr James Willson
- Dr Justin Garrick (Head of School)
- Mr Kent Peters (Secretary of the Board)

The Executive Leadership Team of the School includes:

- **Head of School** – Dr Justin Garrick
- **Deputy Head (Senior Specialist Care)** – Mr David Smart
- **Deputy Head (Head of Senior School)** – Mr Oliver Thompson
- **Deputy Head (Head of Primary School)** – Dr Sandra Webster
- **Director of Community Development** – Mr Sandy Goddard
- **Director of Strategic Operations** – Ms Anna Hu
- **Director of Business** – Mr Kent Peters



SPIRITUAL LIFE AT THE SCHOOL

FROM THE SCHOOL CHAPLAINCY MR DAVID SMART & FATHER JAMES COATES

The Christian foundation of the School continued to play a central role in the CGS community throughout 2024. Students from Years 3–12 attended Chapel weekly, while students in P–2 attended fortnightly, and ELC students participated in a mini-Chapel story time most weeks.

The Chaplaincy team remained consistent, with Rev. James Coats serving as School Chaplain, maintaining a whole-School chaplaincy focus. Mrs Libby Gale continued as Associate Chaplain in the Primary School until taking parental leave early in Term Four, and Mr David Smart maintained oversight of the Chaplaincy Programme, leading and organising Senior School Chapel services alongside other assisting staff.

Senior School Chapel

In the **Senior School**, a **whole-school Chapel** was held once per term in the **Snow Concert Hall**, featuring special guest speakers who shared inspirational messages. Throughout 2024, Chapel services explored a variety of themes, including:

- Peacemaking
- The Lord’s Prayer
- Biblical lessons from sport (during the Olympics)
- The power of words
- Saying sorry
- Gratitude; and
- Waiting and patience (during Advent).

Guest speakers included Mr Lendrum, Mrs Smith, Dr Garrick, Mr Mowlam, Rev. Andrew Robinson (via video from Timor-Leste), and Rev. Luke Midena, the Anglican Chaplain at ANU.

Early in Term 1, Mr Smart introduced the Chapel Motto for 2024: “Live a Rich Life.” This theme formed the foundation for many Chapel messages throughout the year, focusing on:

- Doing good and being rich in good works
- Generosity and willingness to share
- Understanding God’s amazing grace
- Living a life of love and respect
- Developing meaningful relationships
- Exploring faith and its role in personal growth
- Seeking to understand and support others
- The power of prayer and praying without ceasing; and
- Living with contentment, connection, and belonging.

Special Chapel services were held to mark significant events such as Easter, ANZAC Day, and Remembrance Day. The Christmas Service provided a joyful conclusion to the year, with performances by the CGS Choir and enthusiastic carol singing. Staff Chapels were also held at the beginning of each semester and at the end of the year.

The School and House Sacristans played an active role in Chapel services, including preparing and delivering a Chapel service in Term 3. School Sacristan Claire Schweikert maintained a Chapel Instagram account, highlighting weekly themes and services for students.

During Term 1, a group of School Captains and Sacristans attended a Diocesan gathering of Anglican Schools hosted by St Peter’s Anglican School in Broulee. This event allowed students to connect with leaders from other Anglican Schools and hear messages from Bishop Mark and other prominent speakers.

Primary School Chapel and Service Initiatives

Regular Chapel services continued in the Primary School, led by Rev. James Coats and Mrs Libby Gale. These services were tailored to different year groups, with simplified formats for K–2 and ELC students.

The Chapel and Chaplaincy team played a key role in supporting the Anglicare Winter Pantry Appeal, with thousands of items donated by the School community. Year 10 students assisted in transporting donations to St John’s Care in Reid, reinforcing the School’s commitment to service and outreach.

Christian Student Groups and Multi-Faith Spaces

In the Senior School, the student Christian support group, “Cru”, continued to meet on Tuesday lunchtimes, providing students and staff with opportunities for encouragement and fellowship. Some students also participated in inter-school gatherings, with the School hosting one such event in Term 1.

A similar Primary School group also met regularly, exploring Bible stories through craft and games.

The CGS Multi-Faith Prayer Room remained available to all students wishing to take time out during the day to pray.

Other Chapel Services and Professional Development

Occasional baptisms and funerals were held throughout the year as needed.

Members of the Chaplaincy team participated in:

- The annual diocesan clergy conference
- A School chaplaincy training conference at The King’s School in Sydney
- Online training with the Australian Government’s eSafety Commissioner; and
- Regular School professional development sessions.



CGS PROFESSIONAL LEARNING

FROM MS ANN HAMER & MS LUCY GARVEN

CGS Learning: A Whole School Focus

2024 has focused on the continued development of IB professional learning in the Primary Years Programme (PYP) in the Primary School and the Middle Years Programme (MYP) in the Senior School. The Primary School teams have been working on their PYP programmes to prepare for their evaluation next year. The Senior School has been developing knowledge and understanding of MYP elements, including the Statement of Inquiry and the Interdisciplinary Unit. The PYP and MYP frameworks encourage learning areas to work collaboratively to build students' learning and share assessments through the Interdisciplinary units, providing depth and breadth to our programmes.

Wellbeing has been a shared focus for the Primary and Senior School. Working closely with a representative from the AISNSW Wellbeing programme, Sam Kourakis, we have worked to develop a contextually relevant wellbeing programme for students. The Wellbeing initiative encompasses masterclass sessions, consultancy meetings, and whole school professional learning afternoons. The masterclasses, which are held in Sydney and facilitated by the AISNSW, feature experts in the field of wellbeing, including Emeritus Professor Donna Cross. Her research findings and proven strategies highlight how wellbeing initiatives can significantly enhance the health and happiness of all stakeholders within the School community.

CGS MiniBites has continued to run this year, and we have now captured our sessions on film, allowing them to be shared beyond the allotted time slot. Sessions have been conducted on various IT applications, including AI, ClickView Digital Video, Engaging Teaching Strategies with ICT, Excel, Microsoft Teams, and OneNote. In addition, other topics, such as the Waratah Project and Creating Safe and Inclusive Spaces in Pastoral Care, have also been featured.

The Primary and Senior Schools have launched the inaugural CGS Aspiring Leaders courses. These courses enable teachers seeking to advance their careers to reflect on leadership styles and apply them in practice. A highlight was a trip to Tumbarumba, where I met with Indigenous elders and gained insight into leadership from their perspective. Additionally, an engaging and insightful presentation by Bobbi Campbell helped teachers reflect on the importance of relationships in leadership practice. Focusing on the 5Cs, the courses are divided into five modules, allowing teachers to develop their skills within each module. It culminates in a leadership project each teacher plans and creates. These courses help our teachers realise their strengths and build their leadership capacity.

Senior School Focus

PROFESSIONAL DEVELOPMENT ACTIVITIES FOR STAFF

At the start of 2024, the Senior School welcomed Lauren Cullimore to support departments with their implementation of the MYP. Lauren is an examiner and moderator for IB DP Dance. She serves as a consultant on the IB DP Dance Curriculum Review. She has attended recent Curriculum Review meetings in The Hague, Netherlands, making her an ideal keynote speaker for the Senior School. Lauren spoke about the MYP framework and then worked with various departments throughout the day to guide their implementation of the MYP.

This year, a significant focus for the School has been the transition to Apple computers, the discontinuation of our Google platform, and the integration of Microsoft Teams and OneNote. These changes have enabled diversification in our use of technology, allowing teachers to utilise various methods of conveying information and interacting with students. Teachers have been supported with a gradual rollout of Apple computers, enabling departments to benefit from the expertise of first adopters within their teams, facilitating a smooth transition. Time was allocated at the start of the year for specific IT training. Additionally, the CGS MiniBite sessions have enabled teachers to share their knowledge in this space.

A new continuous feedback and reporting process has been implemented to enable students and parents to view feedback in one place, facilitating learning and setting goals for future endeavours. This feedback is valuable for students to gauge their strengths and weaknesses in each subject and aligns with the national trend in schools to move away from end-of-semester reports.

Department CPL sessions have continued and proved valuable for Heads of Department to work with teachers to achieve their departmental goals. Many departments have focused on developing knowledge and understanding of the MYP framework and building proficiency and skills in our new IT systems during this time. In addition, Languages have worked on wellbeing. Australian Curriculum v 9, Economics have collaborated with Shyam Barr on building self-regulation strategies, English has embraced the Harvard Thinking Skills strategies and has been reading and reflecting on Ron Ritchhart's work in this space, Geography has focused on building their fieldwork experiences, and Physical and Health Education have run sessions on tennis and strength and conditioning.

Our "Follow a Student For a Day" project has continued to grow and expand. This opportunity has enabled several staff members to see the Senior School from the students' perspective, highlighting how lessons are engaging and interactive. It has also provided us with valuable feedback on how to enhance the learning experience for our students.

Teachers have been accessing external professional learning opportunities and conferences, such as:

- 2024 AISL Annual Conference
- 2024 Studies of Religion in Focus Conference
- 2024 Visual Arts Practical Marking Experience
- Aboriginal Studies Association Conference
- ABSA Taking the Reins
- Accidental Counsellor Training
- ACT/NSW MYP Network Meeting
- ACT/NSW MYP Network Meeting
- ACTATE Sharing Secrets of Success
- AGTA Conference
- AISACT 2024 Programme Amplify for Early Career Teachers
- AISACT Leadership Presentation: Emotional Fitness with Joe Pane
- AISNSW Stage 6 Health and Movement Science Conference

- Anglican Schools Ministry Conference
- Apple Learning Coach Modules 3 & 4 Workshop
- Chemistry Exams Analysis
- Comprehensible Input for Language Teachers
- Connecting with Complex Boys in Your Class
- Crafting a Thinking Classroom
- Cultivating Classrooms: Maintaining Pollination for Plant Production
- Designing Differentiation for the New 7 – 10 English Syllabus
- Duke of Edinburgh Award Leader Level 2 Training
- Education Perfect Training
- Empowered Learners: Strategies for Self-Regulated Learning
- Extended Essay in Focus
- Getting More Out of Your HSC Results Analysis Package
- IB Global Conference
- IB Maths Networking Day
- IBDP Network Day
- Inclusion By Design: Building Inclusive Educational Landscapes
- International Boarding Forum
- ISRA -Studies of Religion – Preliminary and HSC Islamic Depth Study
- Leadership by Powerful Partnerships
- Legal Studies Association of NSW Annual Conference
- Literacy and Reading for Enjoyment
- Mathematics: Analysis and Approaches
- MYP – Art, Visual and Performing Arts
- National Outdoor Education Conference
- Non-Government Schools Disability Inclusion Symposium
- SACS IBDP Acquisition Languages Teacher Network Day
- SACS IBDP Languages Network Day
- School Data: Telling the Story
- Self-motivated: Techniques to enhance students’ motivation
- SRL Workshop Project with Shyam Barr AISACT
- STANSW Meet the Markers
- Teaching Year 11 Legal Studies for the First Time; and
- UC Career’s Advisor Update .

Additionally, teachers running IB courses are required to complete IB training in their subject area, and many Category 1 and 2 courses have been completed this year. Seven teachers have embarked on the ISTAA Experienced Teacher process, and one teacher has submitted their final TQI Highly Accomplished Accreditation module. These accreditation opportunities are essential for building skills and ensuring staff professional growth.

Lesson observations are now embedded as part of our Professional Growth Cycle. Teachers can get feedback on their classroom practice and engage in professional conversations about their craft through this practice. They are a key method of sharing practice and strategies. As we move forward in this space, lesson observations are increasingly linked to achieving department goals and provide data for realising the School’s strategic plan.

We welcomed Ms Ailsa Mackerras into the role of Assistant Director of Teaching Development this year and are benefiting from her experience as a Highly Accomplished teacher and TQI assessor. This year, our teacher development programmes have grown, including mentoring pre-service teachers from several universities, such as the University of Canberra, Charles Sturt University and the University of Southern Queensland, across various disciplines. So far, nine have completed a placement, and three are currently or will be in future placements.

Our graduate teacher programme has been consolidated and continues to include structured professional learning and support for teachers early in their careers. This support provides mentoring, lesson observations, feedback, and group discussions on important topics relevant to practice. Currently, the focus is on understanding and implementing the AITSL Professional Standards. In addition, six teachers have successfully submitted their Graduate to Proficient Portfolio in 2024, and several more are working towards achieving proficiency in 2025.

We have hosted the AIS ACT Celebrating Teaching and Learning event again this year. It was an excellent evening of sharing good practices across independent schools in the ACT. Instead of the three streams of presentations last year, there were four this year, demonstrating the event’s growth. Topics include critical thinking, self-regulation, literacy, differentiation, Duke of Edinburgh’s Award, assessments, technology, narrative nonfiction, interdisciplinary units, and wellbeing. CGS had two presentations: CGS Aspiring Leaders programme and Using Technologies and AI in the Language Classroom.

Primary School Focus

PROFESSIONAL DEVELOPMENT ACTIVITIES FOR STAFF

Primary School teachers started the year with a professional learning day with Dianne Smardon, who focused on Assessment for Learning (AFL). Dianne, sharing her expertise in effective learning and teaching assessment practices, guided teachers through the essential principles and practical applications of targeted assessment that build student learning and engagement. Exploring assessment as a collective allowed Dianne to prompt teachers to think deeply about how we use assessment to improve our professional practice. We deepened our understanding of assessment as a continual learning process by reflecting on what assessment is, what it isn’t and how the development of quality assessment is essential to gathering accurate and informative data.

Dianne facilitated a day for teams to reflect on their current practices in questioning techniques, peer assessment, self-assessment methods, and feedback. The sessions included hands-on activities, discussions and activities that illustrated how different strategies can be adapted across subjects and year levels. She shared multiple strategies to enhance students’ engagement and motivation in the assessment process, building agency and empowering them to set more substantial learning goals. Dianne emphasised the importance of creating a classroom culture where assessment is not an endpoint, but rather part of a continuous feedback loop that teachers use to inform the adjustments they make to learning or delivery. The day provided an excellent opportunity for the Primary School to collaborate, discuss, and reflect on individual practices, building a collective understanding of assessment and how we approach and reflect on everyday practices.

The day working with Dianne was followed up with teams determining an assessment goal within the Professional Growth Cycle. Teams have worked throughout the year to self-assess their development, reflecting on and responding to assessment data. Teachers and teams have established SMART goals that focus on their professional development in the area of assessment. Teachers focus on collecting, storing, and analysing data, being responsive to data, and engaging in more targeted ‘data dialogue’ to moderate students’ assessments, peer observations, student self-reflections, and continuous reporting rubrics.

The major focus of assessment continued across Semester 1 with the teachers working in self-selected Project Development Plan (PDP) action groups. These project groups were tasked with defining an assessment area they wanted to improve. The PDP work allowed staff to focus on targeted goals aligned with the strategic directions of CGS, ranging from feedback and systems to student engagement. Teachers could share their insights, investigate, research best practices, explore resources and review current practices by working together. Each group set achievable goals, documented their progress and shared their recommendations with the collective. This collaborative model was a great way to reinforce our professional learning culture and strengthen our cohesion as a staff. We continue to explore the range of recommendations from the PDP groups, with some actions already taken and others instrumental to our professional focus for 2025.

Our commitment to enhancing skills with technology has continued this year with the development of an Innovation Team among Primary School teachers. The team consists of members at each year level who learn with a professional iPad educator and then upskill their colleagues. This model has helped build skills more widely and challenged the use of technology as a learning tool. The SLDP extension to Year 5 has seen the students teaching the teachers. The Year 5 teaching team have engaged in a series of workshops across the year, including many who have earned their Apple Teacher accreditation.

Teachers have been accessing external professional learning opportunities and conferences, such as:

- Peter Liljedahl – ACT PYP Network
- Peter Liljedahl - Building Thinking Classrooms
- AIS Wellbeing Consultancy project – CGS whole school team
- Certificate III in Early Childhood Education
- Arts Up Front workshop
- Aboriginal Spirituality workshop
- Understanding school refusal
- Crowther Coaching Lab – online 1-month course
- AISNSW Educational Leadership Conference
- Making the PYP Happen – 3 Day Course
- IB PYP – Exhibition – 3-day course
- IB PYP – Planning for Programme Evaluation – online – 4 weeks course
- Developing Early Childhood Approaches for Children
- User Level B Training – 2-day intensive course
- Aboriginal Perspectives in the Early Years
- Gift of Learning Workshop – Davis Dyslexia – 5-day course
- Primary English Teacher Association Australia (PETAA) - 2-day conference
- From Conflict to Collaboration – Early Teachers workshop
- Introduction to Oils with John Hart
- Gift of Learning workshop
- ACT for Attention Deficit Hyperactivity Disorder (ADHD)
- ZART Art Conference – Art Empowers
- Teaching sentences and punctuation to support writing
- Making a difference – classroom strategies
- Mini-COGE – Gifted Education
- A Coaching Approach to Managing Challenging Behaviour
- Exploring Sensory Processing
- Lego-Based Therapy Facilitator Certification Training – progressive play online course

- IB Workshop Leader – 6 weeks online course
- AISACT child safety; and
- Inclusion Support – understanding barriers in early learning settings.

Throughout the year, CGS Care has engaged in diverse professional learning opportunities with a specific emphasis on exploring the revised principles in the approved learning frameworks (MTOP V2.0 & EYLF V2.0). Educators explored contemporary theories and research underpinning these revisions.

PROFESSIONAL LEARNING & CONFERENCES:

- Compliance and Best Practice – Paula Brennan
- Aiming for Exceeding – Louise Bolton (ACECQA)
- Introduction to Critical Reflection – Child Australia
- Diabetes Level 3 Training – ACT Health
- Intersections: Connecting the Reggio Emilia Approach to the Early Years Learning Framework – Reggio Emilia Australia Information Exchange
- Leadership Practices for Educators - Dr Paul Browning
- OSHC Conference – Community Child Care Association
- Assessment and Rating in OSHC – NSW Department of Education
- ACT Early Childhood Education and Care Disability Inclusion Symposium – Children’s Education and Care Assurance
- ACA Qld National Conference : See the Wonders of Early Education – Australian Childcare Alliance Queensland
- NEW EYLF 2.0 Principle - Collaborative Leadership and Teamwork – Farren Street Education
- Governance and Risk Management – NSW Department of Education and Early Childhood Australia
- Understanding Children’s Behaviour: A Distinct Perspective: Exploring Children’s Social and Emotional Needs - We Belong Education
- OSHC Educator Microcredential - Queensland Children’s Activities Network
- Transforming Education: Collaborative Leadership & Floor Books - Dr Claire Warden
- Help Me Help My Teen – Maggie Dent
- Nutrition and Food Handling – ACT Nutrition Support Service
- Anti-Bias: A Project Approach - Dr Red Ruby Scarlet & Holly Edney; and
- Digital Documentation and Artificial Intelligence in Early Childhood Education and Care – Associate Professor Kate Highfield.

CGS continues to offer multiple placements for pre-service teachers and graduate programmes. Seven pre-service teachers have been welcomed into the Primary School this year, with three being offered both long-term and short-term positions. Their contribution to the teaching profession is important, and they provide our teachers with excellent mentoring opportunities. These students have predominantly come from the University of Canberra and the Australian Catholic University, as we further develop our relationships with these institutions. We have also hosted placements from the University of New England and Charles Sturt University. Our graduate teacher programme has been enriched this year with a group of teachers new to CGS undertaking additional opportunities to hone their craft and gain proficiency. They are currently working toward full registration. Multiple Learning Assistants are currently studying to be teachers, completing their placements and exploring different workplaces. We have offered mock interviews to pre-service teachers who are due to graduate, so they are prepared for the demands of an actual interview. The feedback they received is designed to build interview techniques, focusing on learning and teaching.

We have offered several work experience placements for students across Canberra in Years 10 and 11. Students have opportunities to work across year levels and specialist areas, collaborating with teachers, observing, and being inspired by working with children.

School Professional Excellence Fund

The Staff Professional Excellence Fund (SPEF) is in its second year of the current cycle (2023-2025). The committee has received over 60 applications across the Senior School, Junior School and Operational staff throughout the year and approved 54 of these. As of the 3 December 2024, the Fund has approved initiatives to the value of \$156,729, representing significant growth from the total of \$72,676.05 in 2023.

The activities undertaken by staff are incredibly diverse and enable staff at CGS to model being Curious, Creative, Confident, and Compassionate Citizens of the World to their students. These enriching experiences improve teacher pedagogy, enrich curriculum, develop leadership potential and have significant positive impacts on both students, staff and the CGS community.

The committee has been very impressed at how these experiences have been fed back to all staff at CGS. This can be through workshops, presentations, meetings and articles in CGS Aspire, our professional journal. Some examples of experiences that have been funded through the SPEF include:

- Outdoor Leadership Programmes
- Subject conferences – maths, geography
- TQI/ISTAA highly accomplished/experienced teacher accreditation
- Higher education in early childhood education
- Higher education in marketing
- Operations networking
- Personal coaching
- Initiatives to better understand and support neurodiverse students
- Indigenous on-country learning
- Boys in education
- IB category training courses
- Grounds exploration tours
- Musical development courses; and
- Leadership in Boarding.

The committee looks forward to the final year of this funding cycle and is excited to see how the SPEF can continue to build the professional excellence and experience of staff.

PROFESSIONAL GROWTH CYCLE

Our Professional Growth Cycle continues to develop as teachers actively set goals and work towards achieving them throughout terms 2 and 3. This system, whereby learning leaders or Heads of Departments engage in professional conversations with staff, helps build teacher knowledge and understanding of pedagogy. This cycle of planning, evidence collection, and reflection is the cornerstone of professional growth for individual teachers.

The staff digital portfolio is a platform where staff can collect all their professional learning evidence. Lesson observations are conducted between peers, and teaching strategies are exchanged and discussed. The Professional Growth cycle draws on the AITSL standards and the CGS Learning and Teaching Framework.

“PERFORMANCE AND DEVELOPMENT IS ABOUT CREATING A CULTURE OF TEACHER QUALITY, FEEDBACK & GROWTH FOR ALL TEACHERS WITHIN ALL SCHOOLS.”
– AITSL 2013



PRIMARY SCHOOL REPORT

FROM THE HEAD OF PRIMARY SCHOOL DR SANDRA WEBSTER

2024 was an outstanding year for the Primary School, as many initiatives that had begun in previous years began to bear fruit. With a focus on strategically planning School improvement in a systematic, evidence-based manner, we saw demonstrable positive outcomes, including much improved NAPLAN results. As a Primary School, we are tasked with ensuring that our students develop the solid foundations on which all their future learning is based. These results, alongside other achievements, affirm the impact of our targeted professional learning programme.

We began the 2024 academic year with a two-day staff workshop focused on Assessment for Learning (AfL), aiming to improve student achievement through feedback, data analysis, and specific goal setting. The workshop, run by a highly regarded facilitator, refreshed and introduced key AfL principles. Our teams then reinforced this learning by incorporating an assessment goal into their Professional Growth Cycle targets.

Throughout the year, our students engaged in various educational opportunities that expanded, enriched and extended their world. Alongside the core focus on literacy and numeracy, students honed their enquiry skills, learned to research, asked questions, self-assessed and took meaningful action. The Innovation Hub complemented our rollout of digital learning devices, quickly becoming a space for experimentation with coding, science and engineering skills.

Our Outdoor Education programme was enhanced by the School's appointment of an Outdoor Education Director, who oversaw all the Primary School camps in 2024. These well-planned camps offered a deliberate progression of life and physical skill challenges, and the feedback from students was overwhelmingly positive.

The year concluded with a first-rate PYP Walk and Year 6 Exhibition, showcasing high-quality work, creativity and students' ability to identify real-world issues, research and problem-solve.

Major Projects

AINSW WELLBEING INITIATIVE AT CGS

This initiative has thrived through cross-campus collaboration, establishing a whole-school definition of wellbeing and ensuring a unified approach to supporting our students' mental and emotional health. A key component is My Mind Check, which provides valuable data on our students' mental health. Combined with rigorous research of global screeners, this data has enhanced our ability to support students effectively. The Student Support Matrix provides further details on the processes and strategies teachers can implement to ensure that every child receives the necessary care. Additionally, our Holistic Growth Framework maps each student's development in alignment with the School's values, providing clarity and consistency in tracking character development.

In line with our CGS100 goal of engaging boys, we have implemented a targeted strategy based on collected data to support their effort, motivation, learning and self-esteem. This strategy includes collaboration with external specialists, such as Menslink, and will expand further in 2025 through collaboration with 'Fearless Women'.

- Each department completed a comprehensive Primary School Development Plan linked to the CGS 100 Strategic Plan.
- A whole Primary School focus on assessment for learning.
- The redesign of Horizons and home learning into a five-pronged programme, recognising the importance of extracurricular activities while addressing concerns around teacher wellbeing and work hours.
- The rollout of iPads across Years 4 and 5.
- The opening of the 'Innovation Hub' as a dedicated space for developing STEM skills.
- Completion of the PYP Self Study and associated documents in preparation for the IB Evaluation visit in 2025.

In summary, 2024 was a transformative year for the Primary School. Our evidence-based initiatives and strategic professional learning have paved the way for continued success. As we look forward to 2025, we remain committed to providing a dynamic and enriching learning environment for all our students.

Academic Education

CULTURAL AND LANGUAGE DEVELOPMENT

Indonesian

Key Achievements

- **February 2024:** Our Primary School Indonesian teachers visited our BRIDGE Partner School in Malang, Indonesia. Funded by grants from DFAT and the Modern Language Teachers Association of the ACT Inc., the teachers spent one week at Cor Jesu School—a K–12 co-educational institution with boarding facilities established by the Ursuline Sisters in 1900. During the visit, they toured the campus, attended classes, met with boarding students from various regions, and even taught many primary students during their English lessons. The trip also included day excursions to nearby towns, and the teachers delivered a workshop to share the teaching and learning models practised at CGS. Upon returning, they shared their experiences with the students enthusiastically.
- **Terms 2 and 3 2024:** CGS hosted three Indonesian university students who worked as assistants during Indonesian lessons. This initiative, funded by the Indonesian Government, is part of a programme run by the Indonesian Embassy in partnership with universities in Jakarta, Bandung, and Surabaya. Third and fourth year students are selected for the opportunity to spend one term in Australia, where they are housed at an embassy residence and placed in various Independent and Catholic Schools in Canberra. At CGS, the visiting students spent a term observing and assisting in both the senior and Primary Schools.

Student Experiences and Outcomes

- Development of a new Indonesian Unit of Inquiry exploring schooling in Indonesia.
- Primary School students benefited from interacting with native speakers during their Indonesian lessons.
- The visiting Indonesian students delivered a presentation to Year 3 students about Indonesia’s capital city as part of their unit of inquiry, “Where We Are in Place and Time.”

Professional Development

- Primary School language teachers participated in externally provided professional learning sessions, undertaken outside of school hours, that focused on contemporary language teaching and learning strategies.

Collaborations and Co-curricular Initiatives

- Art teachers integrated Indonesian shadow puppets into their curriculum.
- Year 2 students wrote letters to students at Cor Jesu as part of their “How We Express Ourselves” unit of inquiry.

Future Focus

- Continue hosting university students from Indonesia.
- Further develop our BRIDGE School partnership with Cor Jesu.
- Integrate Asian Engagement more broadly into future units of inquiry across the Primary School.

Chinese

In 2024, the Languages Team welcomed two new teachers to the Primary School and established a dedicated, permanent Chinese classroom, aligned with the existing Indonesian classroom space in the International Centre.

At the start of the year, the Chinese teaching team began using IB Tools to reflect on how languages are integrated across the Primary School beyond specialist Chinese lessons. This reflective process identified several key areas for development, including the creation of Chinese signage throughout the Primary School and strategies to increase engagement with the Chinese language outside of the specialist classroom.

Several initiatives within the Languages Team have been delayed due to staffing absences in 2024, and their full implementation will continue into 2025.

LITERACY

In 2024, the Primary School deepened its understanding of functional approaches to language instruction while continuing to integrate high-quality literature throughout our Units of Inquiry. We focused on enhancing writing instruction methodologies by examining the distinctions between process, product, and genre approaches and by exploring ways to help students recognise the language features used by great writers.

Students participated in several external reading competitions, including the Readers Cup, and submitted creative responses for the Sun Shadow Judging Project. They also engaged in notable events such as the Children’s Book Council of Australia’s Book of the Year announcement at the National Library of Australia.

To further professional development, staff members undertook InitialLit training, reinforcing our commitment to evidence-based reading instruction. Additionally, four staff attended the PETAA Conference in Sydney, where they gained insights from keynote speakers Emeritus Professor Tim Shenahan, Adjunct Associate Professor Noella Mackenzie, and Associate Professor Helen Adam on the importance of cultivating a love for reading among students.

Internal professional learning (CPL) initiatives focused on building a community of writers within the Primary School and emphasising the concept of ‘writing mileage’ in the classroom. We also participated in a short trial utilising the Brightpath Writing platform to help teachers make consistent and comparable judgements when assessing student writing. Furthermore, we continue to expand our bank of exemplar text types to support teachers in grading student work.

Our success in literacy is reflected in our strong NAPLAN results, with 90% of Year 3 students and 85% of Year 5 students achieving a “strong or exceeding” score in writing.

MATHEMATICS

In 2024, the Primary School continued to develop its inquiry-based approach to teaching mathematics, with a strong focus on low-floor, high-ceiling tasks. We have been enhancing staff expertise in using mathematics manipulatives and have trialled maths trolleys in selected classrooms, with plans to roll these out across the Primary School in 2025.

To further professional development, Emeritus Professor Peter Sullivan worked closely with teachers during Semester 1 planning sessions. Additionally, two staff members attended the 15th International Congress on Mathematical Education, held over seven days in Sydney.

Students also participated in several external competitions to showcase their mathematical skills, including:

- AMC
- Maths Olympiad
- ICAS – Maths; and
- The Maths Talent Quest.

At the Maths Talent Quest, we built on our previous success, with all seven of our entries placing either first or second in their respective categories.

Our performance in NAPLAN remains strong, with 77% of students receiving a “strong or exceeding” score overall, and an impressive 88% of Year 5 students achieving a “strong or exceeding” score in Numeracy.

Overall, 2024 has seen significant progress in mathematics teaching and learning at the Primary School, setting a solid foundation for further excellence in 2025.

PRIMARY YEARS PROGRAMME (PYP)

In 2024, our PYP journey at CGS flourished as we deepened student agency and harnessed the IB framework to spark curiosity, creativity and confidence. By actively valuing student ideas, we empowered learners to take ownership of their learning. Students were encouraged to explore their interests and pursue personal questions, leading to richer, more personalised learning experiences.

Aligned with our School’s strategic vision, this year’s professional development centred on rethinking assessment. Under the guidance of our education contractor and learning leader, Dianne Smardon, we examined the role of assessment in education. During Semester 1, staff collaborated in small groups to conduct action research on current practices. This process involved identifying areas for improvement and integrating new ideas from external sources. One significant outcome was our shift in mathematics teaching—from traditional tests and worksheets to open-ended, creative tasks that capture both conceptual understanding and critical thinking.

The IB’s emphasis on reflection led us to engage with recent modifications to the PYP framework. Notably, the six transdisciplinary themes now feature simplified language that better reflects our ever-changing world. Our staff has already begun discussing these changes, and we will pilot the revised language in our 2025 Programme of Inquiry.

Looking ahead, 2025 will be a pivotal year as we prepare for our second IB evaluation. During Semester 2, both staff and students participated in a comprehensive Self Study Assessment of our PYP practices. This reflective exercise not only highlighted our strengths but also pinpointed areas for further growth. The insights gained have reinforced our commitment to continuous improvement, ensuring that our teaching practices remain dynamic and responsive to student needs.

A highlight of this year was the **PYP Exhibition**, a capstone project for students in their final PYP year. Titled “I Know I Can” and aligned with the transdisciplinary theme of How We Express Ourselves, the Exhibition celebrated student-led inquiry and self-expression. Each student designed a project that combined their interests, inquiry skills and creative talents. Whether through dance, digital music or presentations, students demonstrated how self-expression can empower action on a local scale. The Exhibition not only showcased a variety of creative endeavours but also underscored the importance of skills such as collaboration, problem-solving and effective communication.

In summary, 2024 was a transformative year for the PYP at CGS. By emphasising student agency, reimagining assessment and engaging in thoughtful reflection, we have laid a strong foundation for future success. As we move into 2025, our focus remains on nurturing a student-centred environment that fosters inquiry, creativity and lifelong learning. We invite parents, caregivers, community members and fellow educators to join us in celebrating the achievements of our students at the School. Whether by attending our upcoming Exhibition showcase or exploring our online gallery of projects, your support helps us continue to create a vibrant, empowering learning environment.

SCIENCE AND TECHNOLOGY

In alignment with Canberra Grammar School’s commitment to fostering 21st-century learning skills, the iPad programme was introduced to support a 1:1 device model. In 2023, we rolled out 1:1 iPads to our first Year 4 cohort. This year, our second Year 4 cohort joined the 1:1 iPads programme in the Primary School, with ELC to Year 2 receiving 8 iPads per class.

Several of our staff have completed their Apple badges, with one teacher successfully finishing the Apple Learning Coach Course. Our collaboration with IT continues to develop the vision for the 1:1 programme while ensuring the devices are properly maintained across the School.

Key Achievements

- Launched the Innovation Hub in the Primary School for ELC to Year 6.
- Rolled out 1:1 iPads in the new Year 4 cohort, with an addition of 8 iPads per class in ELC to Year 3.
- Established the Inspire Innovation Group, selecting one teacher from each year level to attend training and share new learnings with their teams.

Student Experiences and Results

- Classroom teachers have effectively integrated the Innovation Hub into their lessons.
- Break times in the Innovation Hub have been very popular, with an average of 30 – 40 students utilising the space when available.
- Science Week Escape Rooms were successfully conducted for ELC to Year 2 and for Years 3 – 6.

Professional Development

- COMP Now’s Inspire Innovation Group provided 1:1 coaching and in-class support.
- Year 5 iPad Professional Learning days were conducted with Karen from COMP Now.
- Staff achieved Apple Badges, including the prestigious Apple Learning Coach accreditation.

Collaborations & Co-Curricular Initiatives

- Ongoing collaboration with the IT Support Desk team.
- Engagement with COMP Now to support and drive the vision forward with CGS Educators.

The iPad programme represents a cornerstone of Canberra Grammar School’s vision for future-ready education. Moving forward, we aim to:

- Expand device-based 1:1 learning into all year levels
- Strengthen partnerships with parents to ensure holistic digital learning support
- Continue our collaboration with COMP Now to enhance teacher professional development further; and

This initiative remains central to empowering our students as adaptable, ethical, and innovative learners in an ever-changing digital world.

Journey

- **Planning and Pilot:** Initial trials focused on Year 4 students, testing devices, apps, and workflows to identify the most effective teaching strategies.
- **Teacher Training:** Professional learning sessions equipped teachers to integrate iPads seamlessly into the curriculum.
- **Family Involvement:** Parents were provided with workshops and resources to support technology use at home; this will continue to be promoted in 2025.
- **Infrastructure Upgrades:** Investment in teacher devices and infrastructure has bolstered reliability and efficiency across the School.

Impact and Highlights (Annual Review)

- **Enhanced Engagement:** Students report higher levels of engagement and creativity through app-based learning, interactive content, and multimedia projects.
- **Collaborative Learning:** Tools such as Teams, OneNote, and collaborative apps like Freeform and Keynote have transformed group work, both in-person and remotely.
- **Teacher Growth:** Over 30% of teachers report increased confidence in using digital tools, enriching lessons with innovative teaching strategies.
- **Sustainability:** The programme has reduced reliance on paper-based learning materials, contributing to our environmental goals.

Challenges and Continuous Improvement

- **Screen Time Balance:** We continue to focus on teaching both students and teachers to manage screen time responsibly, blending digital and traditional learning approaches.
- **Ethical Technology Use:** There is an ongoing emphasis on fostering digital citizenship, ensuring that students use devices safely and respectfully.
- **Evolving Curriculum:** The programme is continuously adapting and incorporating new apps and tools to align with emerging educational trends.

Innovation Hub at CGS Primary School

This year, the School introduced an Innovation Hub (iHub) on its premises—a dedicated physical space designed to foster creativity and innovation, inspiring students to tackle real-life challenges with inventive solutions.

The Innovation Hub provides opportunities for students to develop essential 21st-century skills such as critical thinking, problem-solving, computational thinking, and engineering and design processes through hands-on, interactive experiences. Serving as a vibrant platform for collaboration, the iHub offers access to a range of resources that support entrepreneurship, scientific exploration, and technological advancements, thereby contributing to the holistic development of our students.

Throughout the week, Primary School classes can reserve slots in the iHub to align with curriculum requirements. Classes from Pre-School to Year 6 regularly utilise the space for digital technology assessments. During break times, the iHub becomes a hive of activity, with students engaging in both high- and low-tech projects and student-led initiatives such as Sphero battle bot tournaments and the newly launched Puppet Club. Notably, break time engagement has remained high, averaging around 30–40 students each time it is open, with many students eager to explore the tinker town by dismantling old equipment and utilising woodworking tools.

INDIVIDUAL LEARNING PROGRAMME

In 2024, the Individual Learning Team strengthened its commitment to fostering an inclusive and enriched learning environment across the Primary School. Building on the 2023 Global Inclusive Teaching Initiative, the team embedded valuable insights to empower teachers in effectively addressing diverse classroom needs.

A comprehensive review of Individual Planning was initiated, supported by professional development from AIS NSW, to enhance Individual Plans in 2025. New initiatives—including Lego Club, ILT Swimming, and sensory space upgrades—provided specialised resources to students. Additionally, enrichment opportunities such as the da Vinci Decathlon, GATEWAYS, the Australian Mathematics Competition, ICAS, and Brainwaves further promoted student growth, creating a supportive space where every learner can thrive.

ILT 2024 – Key Data

- Students who received **intervention** programmes: 206
- Students who received targeted **enrichment** programmes: 84
- Students with a case manager and an **Individual Plan**: 82
- Students referred to explore **additional learning needs**: 102

Pastoral Care

Our fundamental purpose is to provide a positive learning environment for all. Respect is at our core—for ourselves, for others, for learning, and for our environment—and this value empowers every student to grow and achieve high levels of success.

Every student has the right to belong, to be included, and to be valued for who they are. They deserve to feel safe, respected, and happy within an environment that nurtures their potential. The pastoral care and wellbeing of our students is a collective responsibility. At CGS, all staff are expected to build genuine connections with students—getting to know each individual—while maintaining clear behavioural expectations as outlined in our co-constructed essential agreements displayed throughout our learning spaces. Educators utilise effective classroom management strategies and remain attuned to both the academic and pastoral needs of their students, including those with Individual Plans (IPs). They also take proactive measures to anticipate and address potential challenging behaviours.

Students, parents, and teachers are aligned on the expected behaviours, supported by clear guidelines on interventions that encourage students to reflect on their choices and guide future decision-making, helping them learn and adjust their actions. We use a tiered system for categorising and responding to behaviours, ensuring that each student receives the appropriate support and guidance. Our Student Code of Conduct underpins our proactive approach to teaching, while the Behaviour Management Framework provides a clear pathway for additional support when required.

Primary School House System and Student Leadership

In our Primary School House system, we strive to empower our students to be curious, creative, confident, and compassionate citizens. This system adds an extra layer of pastoral care, strengthening each student’s sense of belonging within our School community and supporting their overall development.

The purpose of the House system is to help students develop a strong sense of self, community, and leadership, while actively engaging in citizenship and service. It provides an excellent opportunity for our students to connect with the broader School community through vertical groupings.

At our Annual Leadership Assembly, we officially welcomed and congratulated all student leaders in the Primary School. This assembly was an opportunity to present badges and acknowledge the significant roles that House Captains, Year 6 Leaders, and Student Representative Council members will play within the School.

A key priority in 2024 was embedding social-emotional learning within House groups rather than solely within classroom cohorts. By fostering a supportive and inclusive environment, the House system has encouraged students to develop essential skills, including empathy, resilience, and effective communication. Through various activities and initiatives, students have learnt to navigate social dynamics, manage their emotions, and build strong, positive relationships within their House teams. This focus not only enhances wellbeing but also prepares students to be compassionate and confident individuals both within their Houses and beyond.

We also continued our House Service-Learning initiatives in collaboration with local community groups and the ACT Government. Students selected a service they were passionate about and dedicated their time throughout the year to giving back to Red Hill Reserve, right on our doorstep. It is exciting to envision how Service Learning will evolve in 2025, with individual Houses partnering with community organisations rather than working collectively as a Primary School.

A competitive aspect remains an integral part of the House system. In 2024, our students participated in various activities, including swimming, gala days, athletics, debating, cross-country, and the extravaganza. We look forward to expanding our range of competitions in the years to come.

We extend our sincere thanks to the House Captains, Year 6 Leaders, Heads of Student House, House staff, and most importantly, our students who bring such leadership, enthusiasm, warmth, and fun to the House system. We are immensely proud of all the efforts shown in 2024.

	BARINY	BURU	DHIRIWIRI	GUGINYAL	NAMARAG	MULLEUN
Head of Student House	Nicola Di Bartolo	Jasmin Clark-Wellington	Jane Callahan	Sophie Johnson	Georgie MacDiarmid	Priya Sangani (Sem 1) Iggy Bonsembiante (Sem 2)
House Captains	Cleo Howarth Zander Smith	Iris Bell Gavin Sui	Anna Halpin Henry McNeill	Eve Bontempelli Marko Toumo’ua	Zara Pye Alexander Peters	Evelyn Fox Freddie Cuthbert

Student Leadership Opportunities

At Canberra Grammar School, we offer a diverse range of student leadership opportunities designed to foster personal growth, community engagement, and global awareness. Our leadership programmes are integral to developing well-rounded, confident, and compassionate leaders of tomorrow.

Students have the chance to lead and organise house meetings, where they can develop their public speaking, organisational, and leadership skills. These meetings are a platform for students to voice their ideas, plan events, and build a strong sense of community within their house.

Our peer mentoring programme allows older students to support and guide their younger peers. This initiative helps mentors develop empathy, responsibility, and leadership skills, while mentees benefit from the guidance and support of their upper primary peers, fostering a nurturing and collaborative school environment. We look forward to expanding this next year, especially within house groups.

Year 5 students, in preparation for their Year 6 student leadership programme, participate in the Cultural Immersion Leadership Day. This unique opportunity allows students to participate in cultural immersion activities, fostering an understanding and appreciation of diverse cultures. Leadership days are designed to challenge students to step out of their comfort zones, embrace new perspectives, and lead initiatives that celebrate cultural diversity within the school community.

The Student Representative Council (SRC) operates across Northside, Southside, and Years 3-6, providing a vital platform for students to voice their opinions and drive positive change within their sub-campus and the broader community. Through the SRC, students are empowered to take an active role in school governance, advocate for their peers, and implement initiatives that enhance the school environment and foster a sense of community and belonging. This council not only amplifies student voices but also cultivates leadership skills and a commitment to service among its members.

These leadership opportunities at CGS are designed to empower students to take an active role in their education and personal development, preparing them to be thoughtful, inclusive, and effective leaders in the future.

HOUSE POINTS AND OVERALL CHAMPION HOUSE

1st: **Dhiriwiri** – 13799

2nd: **Mulleun** – 13486

3rd: **Buru** – 13144

4th: **Guginyal** – 12666

5th: **Bariny** – 12380

6th: **Namarag** – 12250

House Shield 2024: **Dhiriwiri**

Sport

KINDERGARTEN – YEAR 2

The K-2 Sport programme, underpinned by the Physical Literacy Framework, emphasises that learning through physical activity goes beyond motor skills. It builds self-expression, autonomy, and confidence, while nurturing a lifelong appreciation for movement. Through diverse sporting experiences, our K-2 students develop physical, cognitive, and problem-solving skills that prepare them for academic challenges and help them overcome future obstacles with determination.

A Year of Movement, Growth, and Community

In 2024, our programme engaged over 60 young students in a range of movement experiences. Students took part in two fundamental movement programmes during Terms 2 and 3, followed by a dynamic combination of Net Set Tennis and Net Set Go netball in Term 4. These activities sparked joy, boosted confidence, and instilled a passion for active participation.

K – 2 Sports Carnivals

Our annual K-2 Sports Carnivals were vibrant celebrations of movement and teamwork. With high levels of participation in a joyful and inclusive atmosphere, these events enabled our youngest students to showcase their abilities. Teachers, family members, and Year 6 students—who assisted at each movement station—played key roles in making these carnivals a success.

Looking Ahead to 2025: A Unified K – 6 Cross-Country Carnival

In 2025, we are excited to launch a combined K-6 Cross-Country Carnival. This inaugural event will bring our Primary School community even closer, enabling families to watch all their children compete and participate together on one day, thereby fostering unity and school spirit.

With these programmes and events, we are building a supportive and engaging environment where every child can thrive physically, emotionally, and socially. We look forward to another year of growth, learning, and unforgettable moments in sport.

YEARS 3 – 6

In 2024, Sport at CGS was a resounding success. Our carnivals showcased vibrant House spirit and maximum participation, providing students with opportunities to progress to higher honours. The co-curricular sporting space experienced robust growth, with 845 participants across the Primary School—up from 800 in 2023—which bodes well as we nurture lifelong enthusiasts of physical activity.

We witnessed significant growth in several sports. Participation in Touch surpassed 100 students for the first time, Football continued its upward trajectory with a 30% increase in 2024, and Swimming was introduced into the Primary School, attracting 34 students in its debut season.

We continue to invest in our coaches, recognising that they are central to creating a positive sporting experience. Our heartfelt thanks go to everyone who has volunteered as an assistant coach, manager, or in various support roles to ensure our programmes run smoothly.

Sport at CGS would not be possible without the combined effort of our entire community. We extend our gratitude to our students for their passion and enthusiasm, our sporting leads for their care and guidance, our administrators for their unwavering support and attention to detail, our approximately 250 coaches for making the environment engaging and fun, and our families for continually supporting our young people with care and encouragement regardless of the scoreline. It truly takes all of us working together to achieve the outcomes we aspire to.

SWIMMING CARNIVAL

In Week 5 of Term 1, we held our Primary Swimming Carnival at CISAC in Belconnen. We extend our gratitude to Alex Mackay and Rhianna Arora for their excellent opening to the day. It was a tremendous day filled with fun, participation, and house spirit, featuring impressive individual and relay performances. We also appreciated the enthusiastic involvement and role modelling from our teachers and Heads of Houses who truly embraced the carnival spirit. Special thanks go to both our teachers and the service-learning students who made the day so enjoyable.

This year’s carnival featured a shift to a short-course format, enabling Pool A and Pool B to operate concurrently throughout the day. This change increased our participation from 83 students in 2023 to over 350 in 2024—a great result as we strive to deliver carnivals that encourage maximum participation, foster house spirit, and offer opportunities to progress. Well done to every student who challenged themselves in various ways at this year’s swimming carnival. You did an excellent job.

SWIMMING HOUSE RESULTS

1st: **Buru** – 419

2nd: **Dhiriwiri** – 356

3rd: **Guginyal** – 298

4th: **Mulleun** – 295

5th: **Bariny** – 276

6th: **Namarag** – 235

SWIMMING AGE CHAMPIONS

8 Years Boys Champion (The Ireland Cup) – Rhys Marshall

8 Years Girls Champion – Ariella Puz

9 Years Boys Champion (The Thompson Cup) – Abel Tidswell

9 Years Girls Champion – Florence Young

10 Years Boys Champion (The Gee Cup) – Jinn Bezzina

10 Years Girls Champion – Sara Thompson

11 Years Boys Champion – Charles Griffin

11 Years Girls Champion – Iris Bell

12/13 Years Boys Champion (The Primary School Cup) – Benjamin Latham

12/13 Years Girls Champion – Anna Halpin

CROSS COUNTRY CARNIVAL

This year’s Cross Country Carnival, held at the end of Term 1, was a day that many will remember. The event featured an exquisitely designed course on the School grounds that challenged students to strive for personal excellence while fostering house spirit. Despite some challenging weather conditions, it was heartening to see our community embrace the challenge, push their limits, and support one another with compassion.

We extend our gratitude to all staff and our Year 10 service learning students, who enthusiastically maintained their roles throughout the day to ensure every student had the best possible experience. A special thank you also goes to Tivon Bandara and Allegra Muir for their incredible musical opening, which set a positive tone for the day.

Well done to everyone who participated and earned valuable points for their House. Your resilience and commitment made this Cross Country Carnival a genuinely memorable success.

Cross Country House Results

- 1st: **Dhiriwiri** – 393
- 2nd: **Buru**– 359
- 3rd: **Guginyal** – 301
- 4th: **Mulleun** – 275
- 5th: **Namarag** – 263
- 6th: **Bariny** – 258

Cross Country Age Champions

- 8 Years Boys** – Alexander Leung
- 8 Years Girls** – Selene Schofield
- 9 Years Boys** – Abel Tidswell
- 9 Years Girls** – Phillippa Latham
- 10 Years Boys** – Olawale Oguns
- 10 Years Girls** – Anastasia Peters
- 11 Years Boys** – Jim Gaffey
- 11 Years Girls** – Alexia Tzanetos
- 12/13 Years Boys** – Robert Wertenauer
- 12/13 Years Girls** – Saleena Ramboer

ATHLETICS CARNIVAL

In Week 3 of Term 3, we celebrated our CGS Athletics Carnival—a day filled with house spirit, maximum participation, and opportunities to progress. Our students took part with great pride and commitment, making the day truly memorable. It was especially delightful to host our carnival on-site in 2024, with the campus setting providing the perfect backdrop for everything a School carnival can and should be.

We extend our sincere thanks to the students who competed with fantastic effort and compassion, as well as to our teachers, ground staff, caterers, code cadets, P&F members, and service learning volunteers who all contributed to making the day a great success.

Athletics House Results

- 1st: **Buru** – 840
- 2nd: **Dhiriwiri** – 733
- 3rd: **Mulleun** – 686
- 4th: **Guginyal** – 680
- 5th: **Bariny** – 642
- 6th: **Namarag**– 632

Athletics Age Champions

- 8 Years Girls** – Martha Foat-Nicholls
- 8 Years Boys** – Shreyas Gonapalli
- 9 Years Girls** – Nelum Ganesalingam
- 9 Years Boys** – William Mann
- 10 Years Girls** – Oluwatoni Balogun
- 10 Years Boys** – Olawale Oguns
- 11 Years Girls** – Jiayi Deng
- 11 Years Boys** – Jonathan Coatsworth
- 12/13 Years Girls** – Lisa Winssinger
- 12/13 Years Boys** – Nihal Sandhu

OUTDOOR EDUCATION PROGRAMME

2024 was a landmark year for our Primary School Outdoor Education Programme, with over 500 students from Years 2 to 6 engaging in overnight camps designed to offer unique experiences and foster sequential learning.

Year 2:

In October, Year 2 students attended their first overnight experience at Birrigai. During this trip, they explored the local countryside, built bush shelters, and played games. They also connected with Indigenous knowledge and learned about the importance of place, laying the foundation for skills and confidence in future outdoor adventures.

Year 3:

Year 3 students participated in a two-night programme at Attunga. A diverse range of activities, including climbing a caving ladder, experiencing aerial ballet, engaging in art lessons, and playing collaborative games, helped them build confidence, spark curiosity about their surroundings, and work effectively with their peers.

Year 4:

Earlier in the year, Year 4 students travelled to Attunga for their first experience of camping in tents. Cultural storytelling around the campfire was a highlight, alongside activities such as the Giant Swing, bush discovery, and a flying fox adventure. These experiences built on previous skills and fostered compassion, teamwork, and personal growth.

Year 5:

Building on their earlier experiences, Year 5 students camped in tents and had the opportunity to cook on camp stoves. A standout moment was the “Challenge by Choice,” where students selected from four high ropes activities. This provided an excellent opportunity for cross-year bonding and allowed students to demonstrate responsibility.

Year 6:

Year 6 students travelled to Killalea, where they camped in tents for two nights. With a leadership focus, they participated in aquatic-based activities, navigation exercises, and various initiatives. A culminating activity involved building a fish trap using Indigenous knowledge, reinforcing the cultural integrity of the programme.

Across all programmes, lifelong memories were created, and it was gratifying to see the relationships between staff and students grow—benefits that will be felt well into the future.

Looking ahead to 2025, the Outdoor Education Programme will expand to include Year 1, offer a consistent and easily accessible Outdoor Education webpage, and continue utilising familiar providers and locations. This programme remains pivotal in nurturing our School values and providing enriching opportunities for students outside the classroom.

SENIOR SCHOOL REPORT

FROM THE HEAD OF SENIOR SCHOOL MR OLIVER THOMPSON

The Senior School at Canberra Grammar School has had an exceptional year in 2024, marked by significant achievements, new initiatives, and a strong sense of community. This report highlights the key events, accomplishments, and developments throughout the year.

The year began on a positive note, with students returning in good form. Implementing the Code of Conduct has been pivotal in fostering a collaborative environment. The Middle Years Programme (MYP) was successfully introduced to Years 7 and 8, transforming our teaching and learning approaches. The movement toward authorisation and establishing the full IB continuum at Canberra Grammar School is central to our academic strategic plan. In 2024, we saw firsthand a renewed approach to assessment with the introduction of Continuous Feedback and Reporting, which provided our students and parents with a greater awareness of ongoing progress, successes, and challenges.

In each term, our students have had the opportunity to engage in a range of activities inside and beyond the classroom. Term 1 is always a term filled with engagement opportunities, and Term 2 focuses on academic and pastoral development. Throughout the year, key outdoor experiences included the Year 7 Pastoral Camp, the Year 8 and 10 Camp weeks, the Year 9 rolling camps, and opportunities in Year 11 to participate in the IBDP camp. Each opportunity in the programme facilitated bonding among students and staff, encouraged sharing of stories, and provided an environment for students to reflect on their personal journeys, successes, and areas for growth. We continue to invest in our Outdoor Education programmes because they offer such unique opportunities for our students and staff, and the growth that they experience is truly remarkable. Across every term, there was a feeling of shared endeavour, a willingness to learn and a joy to be part of something.

Even during term breaks, our students excelled in the Kids Lit Quiz world final, and many participated in the Duke of Edinburgh programme. The Australian Schools Team Sailing Championship, as well as various overseas exchanges, enriched our students' experiences. Students have also participated in the Montgomery Bell International Symposium, held at Canberra Grammar School, providing an intellectual challenge for those who attended.

The journey of our Year 12 students through the School is an important reminder of what it's all about—working hard in classrooms, taking time to consider what comes next, as well as making memories with friends. The Formal Winter Ball for our Class of 2024 was a wonderful experience to share with our students. We also introduced a smoking ceremony on the final day to our students. The gathering of our students on this special day on the Main Oval, led by Uncle Duncan in a ceremony, profoundly demonstrated the profound connection Indigenous culture has with us as a school.

As a teaching staff, there were many great moments of shared learning and development. In 2024, we introduced the Aspiring Leaders Programme with great success. Led by our Teaching Development teams, the programme has connected our aspiring teachers to external organisations, speakers, and on-country learning. The opportunity to extend our staff is significant as we develop the next group of leaders at Canberra Grammar School. Additionally, each year, we publish, in collaboration with our primary school colleagues, an overview of our team's professional learning. CGS Aspire this year has highlighted the breadth and depth of experience of our teams in their pursuit of excellence, both inside and beyond the classroom.

Throughout the year, the sense of community at Canberra Grammar School has been a cornerstone of our success. Through the collaborative efforts of our staff and students, as well as the support of our wider school community, we have fostered an environment where everyone feels valued and connected. Our events, such as the Cross-Country Carnival, House Music, and various service-learning projects, have strengthened these bonds and underscored the importance of collaborating towards common goals. We all feel immensely proud of what we have and the work we do here at the School.

The 2024 academic year has been a year of growth, achievement, and community for the Senior School at Canberra Grammar School. We look forward to building on this success in the coming year, supporting our students and staff in their academic and personal development.

Indigenous Scholars Programme

At CGS, our Indigenous Scholars Programme continues to flourish, strengthened by our valuable connections with communities along the South Coast and at Jervis Bay Primary School. We are also engaging with families from other regional areas of NSW who recognise the benefits of an education in the Nation's Capital. In 2024, we celebrated the graduation of ten Indigenous Scholarship Students in Year 12, leaving 14 students in the programme from Years 7 to 11.

Our Indigenous Student Co-ordinator, Ms Emily Coleman, provides daily mentoring, guidance, and creative initiatives that enhance the student experience. Her efforts have elevated the annual NAIDOC Dinner and the student performance at Presentation Night into truly spectacular events.

Looking ahead to 2025, we are excited to welcome six new students from Young, Hillston, Goulburn, Canberra, and Ulladulla.

Service, Faith, and Leadership

SERVICE

In 2024, we established a new service connection with Jervis Bay Primary, with our first overnight visit being a resounding success. We plan to expand this initiative in 2025 in collaboration with our Indigenous Coordinator. The Dream Cricket Programme has also grown, extending to Queanbeyan Public and Malkara Primary, with plans to introduce in-classroom support next year. Our Year 10 Service-Learning Programme continues to thrive, with students completing over 10,000 hours of community service, including 40 students earning Platinum Certificates.

FAITH

Grammar Cru had a vibrant year, with senior students leading and participating in various inter-school events. In 2025, we plan to expand this initiative by introducing a new lunchtime group for Year 7 and 8 students. Supporting our Chaplains in Chapel services has been a privilege, and we look forward to continuing this important aspect of our School community.

Leadership

Our leadership training sessions for School and House Captains have been highly successful, culminating in the inaugural Captains Leadership Training Day. This initiative has fostered strong working relationships, and we aim to build on this momentum in 2025. Student leadership and mentoring remain priorities, and we are committed to further developing these areas to ensure our future leaders are well-prepared.

Senior School Captains & Vice-Captains 2024

NAME	POSITION
School Captains	Will Newnham Evelyn Van Wijk
School Vice-Captains	Angela Xie Ella Cross Harry Budd
Boarding Captain (Boys)	Tom Scott
Boarding Captain (Girls)	Emma Shields
Boarding Vice-Captain (Boys)	Michael Browne
Boarding Vice-Captain (Girls)	Angelique McCabe
Sacristan	Claire Schweikert

House Captains & Vice-Captains 2024

BLAXLAND	
House Captain	Dane Watts
House Vice-Captain	Hannah Hosick & Charlotte Jones
BURGMANN	
House Captain	Oscar Kelly
House Vice-Captains	Gayathri Goel & Lauren Parton
EDDISON	
House Captain	Madison Duncan
House Vice-Captains	Nicholas Allen & Aliesha Limmer
EDWARDS	
House Captain	Matthew Hannan
House Vice-Captains	Holly Howard & Wambui Taylor
GARNSEY	
House Captain	Anna Bishop
House Vice-Captains	Justin Simonet & Jack Quinton
GARRAN	
House Captain	Suzie Lang
House Vice-Captains	Joshua Bugden & Jack Martin
HAY	
House Captain	Jade Wilson
House Vice-Captains	Zac Cruickshan & Savannah Bogar
JONES	
House Captain	Sebastian Knotek
House Vice-Captains	Sophia Reilly & Jenarkki Ashby
MIDDLETON	
House Captain	Dylan Outram
House Vice-Captains	Annabel Berry & Rhys Patten-Richens
SHEAFFE	
House Captain	Imogen Horn
House Vice-Captains	Jonathon Katz & Jasmyn Richardson
BURGESS	
House Captain	Celeste Hodgens
House Vice-Captain	Cate Oliver
CLEMENTS	
House Captain	Jessica Li
House Vice-Captain	Sarah Singh
SNOW	
House Captain	Aidan McRae
House Vice-Captain	Tessa Erskine

Student Development

PASTORAL PROGRAMME

The Pastoral Programme has been a cornerstone of our commitment to student development, delivered twice per term throughout the school year. This initiative has significantly enhanced student awareness and personal growth, and we continue to refine our approach to improve its effectiveness further.

To ensure consistent delivery, we are reinstating dedicated review times for lesson content, aligned with Pastoral Leadership Team meetings. This will foster greater engagement and participation from tutors. In response to valuable feedback, we have enriched our lesson outlines and resources with fresh perspectives from new presenters. Highlights include the successful trial of Burn Bright for Years 7 and 8, impactful sessions by Elephant Education for Years 8, 11, and 12, and targeted sessions on conflict resolution and managing social tension by the Pat Cronin Foundation for Years 9 and 11.

Our parent education component has been a key highlight, featuring engaging sessions by Michelle Mitchell and ThinkUKnow on building resilient teenagers and online safety. Looking forward, we are excited to offer more flexible online opportunities for parent involvement, including Dr Justin Coulson’s Happy Families seminar and interactive Q&A sessions with our school psychologists.

We are grateful for the funding from the P&F, which has enabled us to secure top-tier external presenters for both 2024 and 2025, ensuring the programme’s sustainability. Additionally, as part of our ongoing wellbeing initiative, we are integrating Social Emotional Learning (SEL) into the pastoral programme, aligning lessons with the five CASEL competencies. Comprehensive overviews for each year group will be included in the 2025 information booklets.

WELLBEING INITIATIVE

Established in Term 1 of 2024, our Wellbeing Team—comprising members from both the Primary and Senior Schools—has made remarkable strides in enhancing our school’s wellbeing framework. Key developments include the creation of a three-tier support framework for students with social and emotional needs, set to launch in early 2025. We have also prioritised staff wellbeing through organised social events, wellbeing opportunities, and the establishment of a Wellbeing Committee to ensure that staff welfare remains at the forefront.

Student tracking has been a significant focus. The trial of My Mind Check in Term 4 provided valuable insights, and we are refining this tool for full implementation. This will streamline student support and offer a clearer picture of overall wellbeing. The team also delivered impactful CPL sessions on Social Emotional Learning and Student Support, with a final session planned for December to introduce the new Student Support Framework and My Mind Check to all staff. As we conclude the year, the Wellbeing Team has developed a comprehensive understanding of our school’s needs. With a clear vision and a three-year implementation plan, it is poised to embed robust wellbeing practices across the School.

Boarding

Boarding continued to be a vibrant and important part of life at CGS in 2024. Both girls’ and boys’ boarding were almost at capacity in terms of student numbers, with the senior years particularly large. Notably, 10 Indigenous scholarship students graduated from boarding and CGS in 2024. Staffing remained stable, with most boarding supervisors remaining in their role from the previous year. Many of the new initiatives continued to be important aspects in the life of boarding, including the “stay-in” weekends, termly parent meetings, parent social functions at the end of each term, major student activity events to coincide with the stay-in weekends as well as further development of enjoyable regular weekend activities making use of Canberra facilities while also attending special events taking place in the Nation’s Capital.

We celebrated National Boarding Week to raise awareness of the valuable benefits boarding offers young people and to recognise our boarders’ significant contributions to our community.

Throughout the week, a variety of activities showcased the spirit of our boarding community. Among them were the Staff v Boarders touch match, a Boarders dinner attended by day students, and a Year 7 and 8 day-student sleepover.

A new initiative for 2024 was the introduction of regular boarding reports, along with individual appointments specifically focusing on boarding aspects, available to all students and their parents or guardians, similar to academic conferences in the Senior School.

Boarding facilities continue to meet high standards, and a decision has been made this year to implement individual room locks in the boys’ boarding during 2025, providing an extra layer of security for students. Catering continued to be supplied by the Trippas White Group and generally speaking, students were appreciative of the food and support they received in this important area. During 2024, some adjustments were made to the provision of medical services. The Health Clinic continued to operate as usual, but in addition to the regular weekly visits from our School Doctor, the School entered into an arrangement with a new Medical Practice in Manuka, which allowed emergency appointments to be made at times when our Doctor was not visiting the Health Clinic.

At the end of 2024, several staffing changes occurred in the leadership of the boys’ boarding. We saw the departure of the Head of Boys’ Boarding, Mr Lawson Waser, and Mr Max Bode, the Assistant Head of Boys’ Boarding. We very much thank Mr Waser and Mr Bode (and their families) for their contribution to boarding life at CGS and wish them well in their career promotions. Mr Christopher Stearn has accepted the role of Head of Boys’ Boarding commencing at the start of 2025. At the time of writing, the recruitment process is underway for the new Assistant role.

Academic Education

ART, DESIGN AND TECHNOLOGY

This year, we offered 20 courses across Visual Arts, Design and Technology and Textiles and Design. With increased enrolments in Years 7–10, 49 senior students are involved in the Graduating Exhibition. We welcomed and farewelled staff and introduced a programme that created links between students and the Canberra Arts community.

Key Achievements

- Hosted the second annual Art, Design, and Technology Exhibition, achieving greater success in student and parent participation.
- Successfully implemented the MYP courses in Visual Arts and Design Technology for Years 7 and 8.
- The Year 12 Graduating Exhibition showcased the works of IB and HSC students.

Student Experiences and Results

- Organised student excursions and incursions with practising artists and designers working in the Canberra community.
- Year 12 student Rahul Prasanna received a Highly Commended in the UC creative competition.
- The Young Artists Programme completed a Mural on the School grounds.

Professional Development

- The department focused on continuous reporting and improving student feedback.
- Workshops in HSC Visual Arts marking, Plasma cutter operation, Wellbeing and Organisation.

Collaborations & Co-Curricular Initiatives

- Collaboration with Drama and Textiles students to design and sew costumes for the Crucible
- Engagement with the UC Design lecturers to understand what skills students need when moving onto Tertiary study.

Future Focus

- Continued collaboration with IT and Drama with cross-curricular initiatives.
- Development of new Digital Design courses for Years 7 and 8.

ECONOMICS

The department showed impressive agility and flexibility during the implementation of significant school-wide improvements in 2024. This has positioned the team well to continue our strategic focus on improving learning outcomes for all students through explicit teaching of transferable skills using an evidence-based approach.

Key Achievements

- Successful implementation of HSC Business Services VET course, Continuous feedback and reporting & Year 8 MYP curriculum framework.

Student Experiences and Results

- 2023 Year 12 Results – Significant improvements in HSC Economics and IBDP Global Politics results.
- Evidenced improvements in students’ writing skills from Term 1 to Term 4 in Years 10 – 12.
- High student enrolment across Years 8-12, with approximately 710 students in 2024 & 2025.

Professional Development

- Highly Accomplished Teacher Accreditation – Rowena Gregson,.
- Experienced Teacher Accreditation – Lisa Smith .
- Proficient Teacher Accreditation – Terry Liang.
- Self-regulated Learning Workshop – delivered by Action Research Team.
- Feedback – evidence-informed best practice.
- Developing baseline measure for writing skills – Year 11 focus .
- Indigenous ways of knowing and being, as well as First Nations Australian entrepreneurs, utilise connection to and responsibility for Country/Place.

Collaborations & Co-Curricular Initiatives

- **Collaborations:** Self-regulated Learning collaboration with Dr Shyam Barr – Action Research Project; Individuals and Societies MYP with History, Geography and RAVE departments; Careers Office and Business Services VET work placements.
- **Co-Curricular:** Australian Economics Olympiad, ANU/CGS Global Challenge, UN Youth Workshop, National High School Moot and Model United Nations.

Future Focus:

- The metacognition and self-regulated learning action research project team will continue to implement and support other teachers who seek to learn and upskill in this area.
- Evidence-based literacy skills implementation builds on the “Improving Writing Skills” project.

ENGLISH

In 2024, the English Department continued to build upon previous strengths to enhance student outcomes in our HSC and IB Pathways. We welcomed five new teachers into the Department, each bringing unique and diversified experiences that complemented our current practices.

Key Achievements

- **Curriculum:** The Department oversaw the successful implementation of the MYP in Years 7 and 8.
- **Student Enrichment:** In collaboration with the Senior School Library, we secured an international author talk with novelist Varsha Bajaj.
- **Productions:** Building on the success of the inaugural 2023 performance of The Tempest, IB Literature wrote and produced an abridged version of Shakespeare’s *A Midsummer Night’s Dream*.

Student Experiences and Results

- **Competition:** Years 7 – 10 had a high number of participants in the annual ICAS English Competition.
- **Incursions:** Year 10 participated in our annual Holocaust survivor talk with Professor Mark Spigelman to deepen their understanding of the studied text, Maus.

Professional Development

- **Department CPL:** Using Harvard researcher Ron Ritchhart’s groundbreaking text, Creating Cultures of Thinking: The 8 Forces We Must Master to Truly Transform Our Schools, the Department’s 2024 PL provided staff with tools to extend their students’ capacity for critical and creative thinking.

Collaborations & Co-Curricular Initiatives

- **Curriculum:** Continued collaboration with the History Department to enhance student understanding of World War I warfare and the literary portrayals of this period, most notably through Wilfred Owen’s war poetry.
- **Creative Writing:** Students’ participation in the ACTATE writing competition *Lit Links*.

Future Focus

- The department will continue to strengthen its understanding of Richhart’s work on cultures of thinking, the implementation of the MYP in Year 9, and the continued development of academic success in our senior pathways in 2025.

GEOGRAPHY

The Geography Department maintains its dynamism in the Geography, Global Studies, and Environmental Systems and Societies courses through staff movement and the addition of two new teachers. The department’s commitment to academic excellence is evident through the development of new resources and experiences for students, as well as its commitment to embedding the MYP and providing authentic, continuous feedback.

Key Achievements

- Successful implementation of the new HSC Geography course featuring a contemporary fieldwork experience in Year 11 at Namadgi National Park.
- Implementation of a new Year 12 Geography trip to Far North Queensland, featuring the Great Barrier Reef, Daintree Rainforest, and Cape Tribulation, for a 5-day immersion.
- Successfully executed continuous reporting systems on the CGS Connect platform, Years 7 – 8.

Student Experiences and Results

- The department’s commitment to experiential learning yielded impressive results.
- Outstanding performance in the Australian Geography Competition, with students continuing to represent Australia at national and international levels; Isla Moore and the Australian Team placed second in Ireland.
- Nine fieldwork excursions directly linked to authentic summative assessment tasks, receiving overwhelmingly positive feedback from students and staff.

Professional Development

- The department demonstrated a strong commitment to professional growth, with eight members attending the Australian Geography Teachers Conference, where three staff members presented “Enhancing Geographic Education through Immersive Fieldwork.”
- Continued involvement in IBDP and HSC exam marking.

In 2024, the team has focused on the following:

- Reviewing tasks in response to the ongoing challenges and opportunities of AI
- Technical proficiency in the Connect platform implementation
- Meaningful regular feedback for formative and summative tasks; and
- Mentoring two new teachers in the department.

Collaborations & Co-Curricular Initiatives

- The 8-10 Global Studies course has maintained a strong cohort, with students providing positive feedback.
- Ongoing support for the student-led Sustainability Club and their initiatives.

Future Focus

For the upcoming year, the department plans to:

- Increase inter-disciplinary communication in preparation for the MYP – Individuals and Societies collaboration.
- Refine and support administrative processes focused on streamlining ISOC MYP Years 7 – 9 teaching & learning.
- Enhance teacher upskilling programmes for the new Civics & Societies and Economics & Business courses.
- Prepare and deliver the new IBDP ESS Course.

HISTORY & ABORIGINAL STUDIES

The History and Aboriginal Studies Department had a strong year, despite the challenges of curriculum change and the implementation of new IT systems. In 2024, the Department welcomed Dr Charissa Kurda, Ms Belle Bone, and Ms Rebecca Murden to the teaching team and provided practicum opportunities for two pre-service teachers from the University of Canberra.

Key Achievements

- **HSC Results:** Achieved strong performance in Aboriginal Studies, Ancient History, Modern History, and Extension History, with results significantly above state averages.
- **IBDP Results:** 60% of students performed in the top two bands.
- **MYP course development:** The teaching teams have revised the Year 7, 8, and 9 courses.

Student Experiences and Results

- **Aboriginal Studies:** Students demonstrate authentic research in their major projects, which were showcased to the School community at an afternoon tea.
- **Enrichment:** Students visited the MOAD and the NGA, and participated in incursions with academic universities.
- **IB Extended Essays:** Eight students completed their Extended Essays in History, covering a diverse range of topics.

Professional Development

- Staff members attended and presented at various CPL events run by the International Baccalaureate, History Teachers Association, Aboriginal Studies Association, Association of Independent Schools, and Australian Museum. This has ensured depth in the senior teaching teams and that our courses remain current.
- Notable professional achievements include attending a gifted and talented workshop at Columbia University, publishing articles in Agora, pursuing postgraduate studies, being elected to the ACT HTA Council, and receiving nominations for the SPEF and Australian Centre for Educational Leadership awards.

Collaborations & Co-Curricular Initiatives

- Work with other disciplines in Individuals and Societies to develop new units on entrepreneurship, civics and citizenship for Years 7 and 8.
- The Department hosted the ACT HTA student workshop with historians from the Conviction Politics ARC project.
- Participated in several national and state-level history competitions, with several students winning prizes.

Future Focus

- Integrating the Middle Years Programme (MYP) into Year 9 History units, updating HSC offerings to align with the new syllabus, and developing a Medieval History option in the IB DP.
- Embedding strategies for effective development of student reading and writing.

LANGUAGE ACQUISITION

The department continued to embrace diversity and inclusivity, offering a range of courses, including French, Chinese, German, Indonesian, Latin, and Spanish. We maintained our commitment to fostering a global perspective and academic excellence, and offering all our students cultural experiences.

Department Overview

- In 2024, the Language Acquisition Department had a new Head of Department (HoD) and two new Assistant Heads of Department (AHoDs). We also welcomed two new teachers: an Indonesian teacher and a Latin teacher. It was our last year teaching German in Year 10.
- The MYP was implemented in Years 7 and 8, and we actively prepared for Language acquisition to be a core subject in Year 9 in 2025.
- In Year 8, students' choices were similar to those of previous years, with approximately 60% choosing French, 25% choosing Chinese, and 15% choosing Latin.
- In the IBDP, a new Latin syllabus was introduced.

Key Achievements

- Our IBDP results were excellent. All anticipated Chinese students got 6 or 7, and 13 French students were awarded 6 or 7.
- Our staff's well-being was a priority, resulting in improved team collaboration.
- Our French assistant programme allowed for tailored extension programmes and increased oral practice. In Chinese, a background programme was trialled in Semester 2 in Year 7.
- Our team adopted continuous reporting, with active engagement from teachers and significant support from the IT department.
- Our future Year 7 students had the opportunity to taste languages during their Experience Day (Chinese and French)

Student Experiences and Results

- The annual Chinese and French dinners each hosted more than 150 attendees. In the Hellenic club, students and parents were treated to a Dragon Dance and a song by Year 8. At School, French students celebrated La fête de la musique with performances from their peers.
- Anita Kumar (Year 10) won the French Young Citizen Award for her volunteer work (national prize awarded on 11 Nov. at the French consulate in Sydney).
- Caelan Sirault (Year 8) won the ACT French poetry competition for the second consecutive year, with Alborz Arabzadeh taking second place.
- Eight students took their Chinese exam as an anticipated course in October; more than 12 students are projected to enrol in this course in 2025.

Professional Development

- Several teachers undertook external IB workshops (for the MYP or the DP programmes), and the department collaborated internally on these two frameworks.
- AI was also a part of many of our professional discussions and training sessions, with one of our teachers presenting at the AISACT Celebrating Teaching & Learning event at our school in November.
- The Australian curriculum v9.0 was introduced and embedded in our planning.

Collaborations & Co-Curricular Initiatives

- Two staff members travelled to China to revive our partnership with BNDS and plan a school trip for November 2025.
- Subject support was introduced for Chinese and French three times a week after school. Students have been making the most of this opportunity to prepare for tests, catch up on missed lessons and get more individual time with their teachers.
- As part of their CAS programme, Year 11 French students ran a French club on Mondays at lunchtime, open to all French learners.
- As part of the DP programme, students were supported in their mother tongues: Chinese, French, German, and Spanish (Self-taught Language A).

Future Focus

- In 2025, with the implementation of the MYP framework in Year 9, Language Acquisition will become a core subject. As a result, the number of students studying French will more than triple, while the number of students studying Chinese and Latin will also double.
- We will relaunch overseas opportunities with a proposal for school trips to China in 2025 and France in 2026.

MATHEMATICS

This year, the Mathematics Department focused on enhancing portfolio learning, fostering collaborative teaching practices, and providing quality formative feedback. The department also worked to enrich student experiences through competitions and engaging learning opportunities.

Key Achievements

- **Australian Mathematics Trust Challenge:** 150 students participated, with 25 earning High Distinctions and 22 earning Distinctions.
- **AMT Challenge programme:** 109 students participated, with 3 earning High Distinctions and 25 earning Distinctions.
- **Maths Olympiad:** Multiple students were invited to compete in the Senior Contest, with one student, Oscar Cheung, receiving a prize.

Professional Development

- Continuously improving and implementing inquiry-based learning strategies.
- Refining MYP assessment-style tasks.
- Continuing to develop and enhance the Year 7 and 8 MYP programmes.

Collaborations & Co-Curricular Initiatives

The senior school collaborated with the Primary School on “Pi Day,” which involved multiple Senior School classes working with Primary School classes on creative and innovative activities.

Future Focus

- Continue to implement and develop inquiry-based learning in teaching practice.
- Develop students’ literacy skills in mathematics by enhancing their reading and comprehension and aligning key vocabulary with relevant mathematical skills and concepts.

MUSIC DEPARTMENT

The Music Department achieved notable academic and co-curricular success in 2024.

Key Achievements

HSC: Encore Nominations, two nominations for the best submitted and performed works for the 2024 HSC.

IBDP: Two students are predicted to achieve a band 7, and four are expected to achieve a band 6.

Student Experiences

- Composition workshop: Collaboration with Canberra-based composer Sally Greenaway and CGS accompanist Dr Anthony Smith enabled students from Years 9–12 to expand their composition and performance skills.
- Every music student from Year 2 to Year 12 performed at one or more of the nine co-curricular concerts in Term 3.
- Alex Monro – Year 12 won the first CGS Concert Competition and performed with the CGS Symphony Orchestra.
- The CGS Symphony Orchestra performed “Carnival of the Animals” by Camille Saint-Saëns with six pianos.
- The Chamber Choir had a masterclass with the internationally acclaimed a cappella vocal ensemble Voces 8.
- Nine CGS ensembles performed as part of the National Eisteddfod. Seven received gold awards; two, Chamber Strings and The Jazz Big Band, received platinum awards.
- Acoustic guitar students from four schools worked with Australian composer Paul Svodoba during the annual Guitar Fiesta

PDHPE

In 2024, the PDHPE Department continued to grow in both staffing and student enrolments. This included increased engagement in Years 7–10 core classes, a rise in students undertaking the HSC PDHPE course, the Sports, Lifestyle and Recreation (non-ATAR) pathway, and the IB Diploma Sports Science course.

In Years 7 and 8, significant departmental time was dedicated to implementing the MYP framework and developing a shared understanding of its philosophy and pedagogy. Towards the end of the year, attention shifted to preparing for the implementation of Year 9 MYP in 2025. While the introduction of continuous feedback and reporting posed some challenges, it also prompted rich departmental discussions about the nature and purpose of assessment.

We welcomed **Mrs Isabella Bone** to the department as a graduate teacher and have appreciated her enthusiasm, fresh perspective, and collegiality. At the same time, we farewelled **Mr Lawson Waser**, whose decade-long contribution to the teaching of PDHPE ensured a high-quality learning experience for countless students.

Key Achievements

- Re-naming the subject area in 2025 to **Health and Exercise Science**, aligning with senior course changes and reflecting the department’s evolving focus in both content and pedagogy.
- Implementation of a **thematic fitness curriculum** designed to ensure consistency in outcomes and student experience.
- **Increased time allocation** for Health and Physical Education in Years 7 and 8 beginning in 2025.
- **Growth in enrolments** across all elective and senior course offerings, including Year 10 PASS and all Stage 6 subjects.

Student Experiences

A highlight of the year was the continued success of **Health and PE Week**, which remains a key event on the School calendar. The initiative promotes the importance of a healthy and active lifestyle, supporting student wellbeing through a range of engaging activities and competitions that focus on both physical and mental health.

Professional Development

The department engaged in a variety of professional learning opportunities in 2024, including:

- MYP implementation training
- Coaching and development in tennis (Reza Tomsett)
- Strength and conditioning training (Max Bode & Stewart Crowley); and
- Collaborative course writing with access to current research and contemporary resources.

A dedicated **curriculum planning day** in Term 4 was also a valuable opportunity for staff collaboration, discussion, and decision-making on future directions.

Future Focus

Looking ahead to 2025, the department will focus on:

- Consolidating MYP implementation and successfully delivering the Year 9 curriculum, with an emphasis on making **Statements of Inquiry** and inquiry questions more explicit in teaching resources and student workbooks
- Writing and resourcing for new senior courses in the HSC (**Health and Movement Science**) and **IBDP (Sports, Exercise and Health Science – SEHS)**
- Deepening learning in Years 7 and 8 in line with increased time allocation; and
- Embedding **explicit literacy tasks** into PDHPE student workbooks to strengthen written communication skills.

PERFORMING ARTS

The Performing Arts Department has continued to evolve in 2024, welcoming talented new staff who have brought fresh perspectives and diverse expertise to the team. The year also saw the launch of several innovative initiatives that contributed to the Department’s ongoing growth and creativity, allowing us to continue delivering high-quality educational and co-curricular experiences for our students.

Key Achievements

- Continued growth in student participation, particularly in **Film and VET Entertainment**.
- Launch of the **Drama Club, a new year-long co-curricular experience that explores** all aspects of theatre. The programme supports student creativity, teamwork, and confidence in a collaborative environment.
- Introduction of **Ghost Light Productions**, an academic and co-curricular initiative combining the theoretical and practical aspects of technical theatre.
- Expansion of **Dance Co-curricular experiences**, promoting fitness, artistic expression, and community through a range of dance styles and practices.
- A **highly successful production of *The Crucible***, with every performance sold out.

Student Experiences and Results

- **Year 11 IB Theatre and CAS Project**, where students designed and directed their own production, *In Memoriam*.
- **OnStage nominations** for both **Group and Individual Projects**.
- **Four students** received **Canberra Area Theatre Award** nominations for their performances in *The Crucible*.
- Dance performances at **School assemblies** and for the **ELC Expressive Art Day**.
- **135 students** attended theatre excursions throughout the year.
- Drama Club events, including the production of *Stories in the Dark* and a **family night excursion to see ATYP’s Shack**.

Professional Development

- Ongoing relationship building with the broader Performing Arts community through **networking and training events**, including at **Marist College, St Paul’s Grammar, and Redlands School**.
- A focus on **curriculum development** through academic readings, written reports, and professional discussions covering Performing Arts pedagogy, interdisciplinary teaching strategies, and topics such as anatomy and kinesiology.
- Ongoing **IB MYP and DP professional learning**, including internal sessions with CGS leaders and subject-specific intensives with the **International School Theatre Association**.
- Continued **practical and theoretical training** through industry partners such as **Belvoir St Theatre, Bell Shakespeare, and Digital Theatre+**.

Collaborations and Co-Curricular Initiatives

- **IBDP Literature and Performing Arts collaboration** in a joint production of *A Midsummer Night’s Dream*.
- **Student-composed musical accompaniments** for *In Memoriam* and *Stories in the Dark*.
- **Ghost Light Productions** supported and produced all major performances throughout the year.

Future Focus

- Continued growth in student numbers, programme offerings, and co-curricular opportunities.
- **Dance and Drama collaboration** for the **Wakakirri National Story Dance Festival**.
- Increased integration with the **ELC and Primary School** through performances and student-led initiatives.
- Development of **interdisciplinary units** that connect Performing Arts with other learning areas.

RaVE DEPARTMENT

In 2024, the RaVE Department undertook a significant review and redevelopment of its curriculum continuum to align with MYP standards. With a renewed focus on the RaVE Vardy Five Strands model, academic rigour, and increased uptake in senior courses, the department is proud of the progress made. The shift to a fully digital student workspace and ongoing commitment to professional learning has further strengthened teaching and learning. The team looks forward to building on this momentum in 2025.

Key achievements

- Implementation of the MYP curriculum in Years 7 and 8
- Review and redevelopment of the RaVE curriculum continuum, with a focus on academic rigour and senior subject engagement; and
- Transition of all classes to a digital OneNote portfolio to enhance learning, feedback, and student organisation.

Student experiences and results

- Year 7 students participated in the Churches Walking Excursion in both semesters, exploring key aspects of the Christian faith and its denominations; and
- Year 9 students took part in an online incursion delivered by the National Jewish Museum, Melbourne, offering valuable insights into Jewish culture and tradition.

Professional development

- Enhanced focus on improving Year 7–8 MYP programmes through interdisciplinary collaboration; and
- Ongoing professional learning in senior Philosophy and Studies of Religion, aimed at strengthening academic outcomes.

Collaborations and co-curricular initiatives

- Collaboration with Geography, History, and Economics within the MYP Individuals and Societies framework, ensuring consistency and a complementary approach to the RaVE curriculum
- Engagement with the Chapel programme and its themes; and
- Participation in Study Support during Semester 1, supporting students with content and skills.

Future focus

- Continued collaboration with Individuals and Societies on Civics and Citizenship delivery, with a focus on policy alignment and literacy programmes; and
- Planned interdisciplinary unit in 2025 in partnership with the Language and Literature Department to enrich learning across disciplines.

SCIENCE DEPARTMENT

2024 was a year of change and consolidation for the Science Department, marked by the continued implementation of the MYP and the introduction of new IBDP syllabi for Year 11 students. The year also marked a shift in assessment practices with the roll-out of continuous reporting. The Department welcomed three new staff members and looks forward to working with a stable and committed team in 2025.

Key Achievements

- Continued strong academic results in line with expectations for both HSC and IB students
- Flora Dong’s selection for the final round of the Australian Physics Olympiad Team
- Refurbishment of two teaching laboratories during the summer break to enhance student learning experiences; and
- Improved understanding of MYP processes and the opportunity to review the Years 7 – 10 curriculum.

Student Experiences and Results

- Participation and strong performance in both Junior and Senior Olympiad competitions, including Flora Dong’s selection for the final round of the Australian Physics Olympiad Team.
- Year 11 students attended the inaugural Government Scientists Group STEM Expo at Parliament House, showcasing career pathways in scientific government agencies.
- Twelve Year 9 students received awards for their entries in the SEEACT Science Fair. This was the first time in many years the School participated in this competition, and the Department hopes to build on this success in future years. Special thanks to Ms Caela Welsh for her coordination and support.
- As in previous years, Year 11 IB students completed their Collaborative Sciences Project during the Term 4 IB camp.

Professional Development

Members of the Department engaged in a broad range of professional learning opportunities throughout the year. These included:

- Targeted CPL in the MYP, IBDP, and HSC curriculum, particularly for staff teaching these courses for the first time; and
- Workshops and seminars on classroom management and effective teaching practice.

Collaborations and Co-Curricular Initiatives

- Five Year 11 students participated in the ANU Extension Programme in science disciplines. This cohort will be the final group to benefit from the initiative.

Future Focus

- Continued refinement and delivery of the MYP curriculum and the new IBDP syllabi in alignment with School-wide goals, particularly the focus on improving literacy.
- Addressing the need for a dedicated shared space large enough to accommodate the full Science Department remains a key infrastructure priority.

OUTDOOR EDUCATION CAMPS

In 2024, we bid farewell to our long-serving Outdoor Educator, Sue Donoghoe, whose 18 years of dedicated service have left an enduring legacy at CGS. We welcomed Dan McNamara to this pivotal role. With a passion for the outdoors, an impressive range of qualifications, and a deep understanding of risk and compliance from his work in the ACT Directorate, Dan’s calm, methodical, and pragmatic approach ensured a smooth year of programming and set the stage for exciting development opportunities in 2025.

Year 7

The Year 7 Outdoor Education Programme consisted of two parts, designed to support students as they transition into Senior School and their Senior Houses. Emphasising pastoral care, community building, and personal growth, activities included canoeing, high ropes, rock climbing, archery, bush discovery, camp stove cooking, and team-building exercises. This introductory experience laid the foundation for a lifelong appreciation of the outdoors.

Year 8

Building on previous skills, the Year 8 programme was a five-day adventure at Coolendel, featuring a mix of challenging activities and a two-night expedition in Morton National Park. By allowing students to choose their level of challenge, the programme fostered confidence, resilience, and compassion.

Year 9

The Year 9 Outdoor Education Programme offered a tailored “Challenge by Choice” experience across three unique National Park destinations. This approach enabled students to participate in activities tailored to their interests and abilities while reinforcing CGS values through extensive time spent in the bush.

Year 10

During Term 3 Week 10, the Year 10 Outdoor Education Programme presented a range of enriching experiences designed to push students beyond their comfort zones. Options included:

- **Cultural Enrichment in Armidale:** Deep engagement with local traditions and communities.
- **Urban Challenge Adventure in Sydney:** Navigating the city using public transport and completing team-based challenges.
- **Alpine Adventure in Jindabyne:** A series of challenging activities for students keen to explore Australia’s rooftop.
- **Sea Kayaking in the Whitsundays:** A unique five-day experience of sea kayaking, island camping, and snorkelling.

These diverse experiences inspired personal growth, enhanced teamwork, and created lasting memories that students will share for years to come.

SPORT

2024 has been a very successful year for Sport at CGS. Our carnivals showcased strong house spirit and maximum participation, providing opportunities for progression to higher honours. Our co-curricular sporting space experienced significant growth, with 2,762 participants from Years 3 to 12 engaging in multiple sports throughout the year. This promising increase, particularly in Football, Rugby, and Basketball, underlines our commitment to developing lifelong lovers of activity.

At the ASC level, CGS performed strongly in 2024 by securing the combined trophies at all three Big 3 events – swimming, cross country, and athletics. This achievement reflects the passion and energy within our community for these disciplines.

We continue to invest in our coaches, recognising that they are the centrepiece of a positive sporting experience. Our sincere thanks go to all those who have volunteered as assistant coaches, managers, or in various support roles to help deliver our programmes.

Sport at CGS would not be possible without the time, effort, and care from our entire community. We are especially grateful to our students for their passion and enthusiasm, our sporting leads for their guidance, our administrators for their unwavering support and attention to detail, our approximately 250 coaches for creating an engaging and fun environment, and our families for their ongoing support and care, regardless of the scoreline. It truly takes all of us working together to achieve the outcomes we aspire to.

Carnival winners

	SPORTSMASTERS	HOUSE SHIELD
Swimming	Blaxland	Jones
Cross Country	Eddison	Garnsey
Athletics Standards	Edwards	Garnsey
Athletics	Edwards	Garnsey
Overall winner for 2025	Garran	Garnsey

Age Champions

SWIMMING

- 12 Years Boys Champion – Oscar Cheung
- 12 Years Girls Champion – Eloise Bushby
- 13 Years Boys Champion – Iggy Knight
- 13 Years Girls Champion – Vivienne Gaffey
- 14 Years Boys Champion – Caelin Kopievsky-Blyth
- 14 Years Girls Champion – Scarlett King
- 15 Years Boys Champion – Damon Czechowicz
- 15 Years Girls Champion – Indira Peak
- 16 Years Boys Champion – Lachlan Newman
- 16 Years Girls Champion – Cecilia Jacobson
- 17 Years Boys Champion – James Biddington
- 17 Years Girls Champion – Clara Verina and Catherine Bashford
- Open Boys Champion – Sebastian Knotek
- Open Girls Champion – Savannah Bogar

CROSS COUNTRY

- 12 Years Boys – Jamie Bracic
- 12 Years Girls – Madeleine Reid
- 13 Years Boys – Lucas Horne
- 13 Years Girls – Anna Scanlan
- 14 Years Boys – William Gostelow
- 14 Years Girls – Sneha Merson
- 15 Years Boys – Fergus Whiteside
- 15 Years Girls – Gabrielle Singer
- 16 Years Boys – Darcy Duncan
- 16 Years Girls – Iris Rangiah
- 17 Years Boys – Edward Alexander
- 17 Years Girls – Zoe Honeybrook
- Opens Boys – Matthew Hannan
- Opens Girls – Maddison Duncan

ATHLETICS STANDARDS

- Boys’ Junior Division – Joshua Oguns
- Girls’ Junior Division – Lexie Fooks
- Boys’ Intermediate Division – Xavier Lance
- Girls’ Intermediate Division – Grace Souter-Roberston
- Boys’ Senior Division – Dylan Outram
- Girls’ Senior Division – Elise Simpson

ATHLETICS

- 13 Years Boys – Oscar Pratho
- 13 Years Girls – Anna Scanlan
- 14 Years Boys – Tony Fan
- 14 Years Girls – Amelie Griffiths
- 15 Years Boys – Joshua Smith
- 15 Years Girls – Indira Peak
- 16 Years Boys – William Dolman
- 16 Years Girls – Emma Lea Kalenjuk
- Opens Boys – Kit Jorgensen
- Opens Girls – Elise Simpson

CGS Colours Awarded

AMERICAN FOOTBALL	Aidan De Brauer
ATHLETICS	Elise Simpson
BASKETBALL	Darcy Chipman
CRICKET	Nicholas Allen, Joshua Bugden, Freddie Cleverley, George Wawn
DEBATING	Jack Frizell
EQUESTRIAN	Olivia Harker
FOOTBALL	Emma Scott, Emily Bauer, Charlotte Jones
GEOGRAPHY	Isla Moore
HOCKEY	Cate Oliver, Lauren Parton
MUSIC	Benjamin Monroe, Alexander Monroe
NETBALL	Imogen Horn
PERFORMING ARTS	Quinn Derlacki, Isla Moore
ROWING	Jade Wilson, Madison Duncan, Chameesha Dayajeewa, Dylan Outram
RUGBY	Ella Cross, Elise Simpson, Aliesha Limmer
SAILING	Callum Bennett
SWIMMING	James Biddington
WATER POLO	Savannah Bogar, Rhys Patten-Richens

Captains

Congratulations to all of our captains who led their respective communities so well in 2024.

- Netball: Sophia Reilly
- Tennis: Jack McCracken and Sidney Zhang
- Badminton: Frances Fang and Kevin Liu.
- Basketball: Griffin Hambly and Lara Casas-Deus
- Snowsport: Jamie Russell and Nellie Byron
- Hockey: Lauren Parton and Adam Kovaceski
- Water Polo: Rhys Patten-Richens, Seb Knotek, Savannah Bogar and Catherine Bashford
- Rugby: Tom Scott and Aliesha Limmer
- Football: Emily Bauer and Luke Quarderer
- Athletics: Elise Simpson and Mef Ajulo
- Cross Country: Madison Duncan and Harry Budd
- Swimming: Savannah Bogar and Ben Jackson
- Badminton: Kelly Ma and Ian Wang
- Cricket: Aarush Mahajan
- Dragon Boats: Caitlin Anderson, Jun Lee
- Rowing: Hannah Griffiths and Cameron Schmidt
- Sailing: Niam Airey and Alex Power
- Tennis: Victor Ni and Sidney Zhang
- Water Polo: Cecilia Jacobson and Louis Schmidt

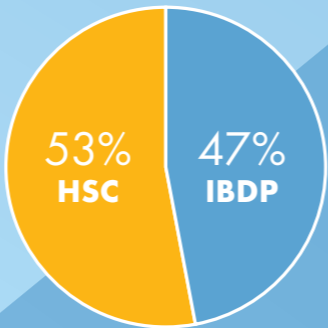
BEST ALL-ROUND SPORTSPEOPLE

These are considered by looking at individual results from the major senior school carnivals: Swimming, Cross Country, Athletics Standards, and the Athletics Carnival. Consideration is also given to the student’s participation in CGS sports in the Summer and Winter seasons, as well as elite sport representations at the ACT and National Level.

- Year 7 and 8 – Anna Scanlan and William Gostelow
- Year 9 and 10 – Indira Peak and Joshua Smith
- Year 11 – Winnie Herring and Edward Alexander
- Best All Round Sportsman – Dylan Outram
- Best All Round Sportswoman – Elise Simpson

SENIOR SECONDARY OUTCOMES

In 2024, all Year 12 students successfully completed their senior secondary studies, with 53% undertaking the HSC and 47% completing the IBDP.



Canberra Grammar School congratulates the students of Year 12 2024 on their International Baccalaureate Diploma Programme (IBDP) and Higher School Certificate (HSC) results.

The School particularly acknowledges the exceptional accomplishments of the HSC Dux, Cael Ward, who achieved an ATAR of 98.65, and the IBDP Dux, Jessica Li, who attained a perfect IBDP score of 45, equating to an ATAR of 99.95. Further outstanding IBDP performances include Jun Rui Lim (score of 44), Jack Quinton (43), Nathan Harrington and Kiran Varendran (42), alongside nine additional students whose IB scores equated to ATARs above 95. Among HSC students, Gayathri Goel, Emily Bauer, Isabella D’Arcy, and Benjamin Monro attained particularly strong results across a diverse range of subjects and featured amongst 36 placements on the HSC merit list. Six students received nominations for HSC Showcase ENCORE and HSC Showcase OnSTAGE in music and drama.

Subject areas of notable achievement in the HSC included Software Design and Development, Drama, Agriculture, Aboriginal Studies, Visual Arts, Legal Studies, and Modern History. Similarly, IBDP students excelled in Theory of Knowledge, Business Management, Environmental Systems and Societies, Geography, Chemistry, Physics, and Mathematics AA, as well as Anticipated Chinese, taken a year early.

While recognising that schools do not receive complete ATAR and university offer data for placements made outside the UAC system, it is notable that, as a non-selective school, over 98% of Canberra Grammar School students attained ATARs—well above ACT and national averages. This result reflects significant achievement for many students, including those who overcame considerable personal and educational challenges during their secondary schooling, particularly during the COVID-19 pandemic from Year 8 to Year 10.

A large majority of students seeking tertiary education gained early or direct university offers, many before sitting final examinations. This trend—well above the national norm—has had a positive effect on students’ wellbeing, mental health, and confidence. While the expansion of early and direct university entry pathways may affect traditional approaches to examination preparation and assessment, such pathways reflect a broader evaluation of students’ attributes. The School continues to actively support participation in the Schools Recommendation Scheme (SRS) to enable access to eligible tertiary courses.

Reflecting the School’s core aspirations, the Class of 2024 is pursuing an extensive range of post-school opportunities across Australia and abroad. Most students secured admission to their preferred university courses. Others are undertaking opportunities in sport and the performing arts, gap years, overseas travel, or employment in camps and boarding schools. A number of students have commenced military careers or are working in agriculture and the construction industry. Several students gained entry to competitive Australian Public Service school leavers’ programmes, while others have chosen to begin teaching degrees.

Beyond academic achievement, Year 12 2024 students contributed significantly to school life. They participated in co-curricular music and drama, represented the School in sport, exhibited in art and design, organised House projects and carnivals, led service initiatives, and raised substantial funds for charitable causes.

The Class of 2024 is commended for its achievements and leadership. The School wishes all graduates continued success and happiness in the years ahead.

Post School Destinations*

UNIVERSITY	NUMBER OF OFFERS
University of Canberra	78
Australian National University	72
University of Sydney	58
Macquarie University	33
University of New South Wales (UNSW)	33
University of Wollongong	32
University of Melbourne	20
Monash University	18
University of Newcastle (UoN)	16
University of Technology Sydney (UTS)	13
Charles Sturt University (CSU)	8
Royal Melbourne Institute of Technology	7
Western Sydney University	5
Deakin	5
Canberra Institute of Technology (CIT)	1
Griffith University	1
Swinburne, Victoria Uni, UWS	<3 each
ACU, UNE, ICMS, Uni Notre Dame, La Trobe	<3 each

Fields of Study Evident in Offers*

FIELD OF STUDY	NUMBER OF OFFERS
Society and Culture (including Law)	101
Health and Biomedicine	30
Management and Commerce	56
Natural and Physical Sciences	57
Engineering and related tech	44
Creative Arts	15
IT	11
Flexible Double Degree programmes	17
Architecture and Building	17
Agriculture, Environment and related	9
Education	5

***10 students in the process of US/UK/ Singapore university applications** which are not included in the above statistics

*Some students received offers from multiple universities and/ or offers into multiple fields of study

*Does not include QLD, SA, WA and TAS

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY & NUMERACY TESTING (NAPLAN)

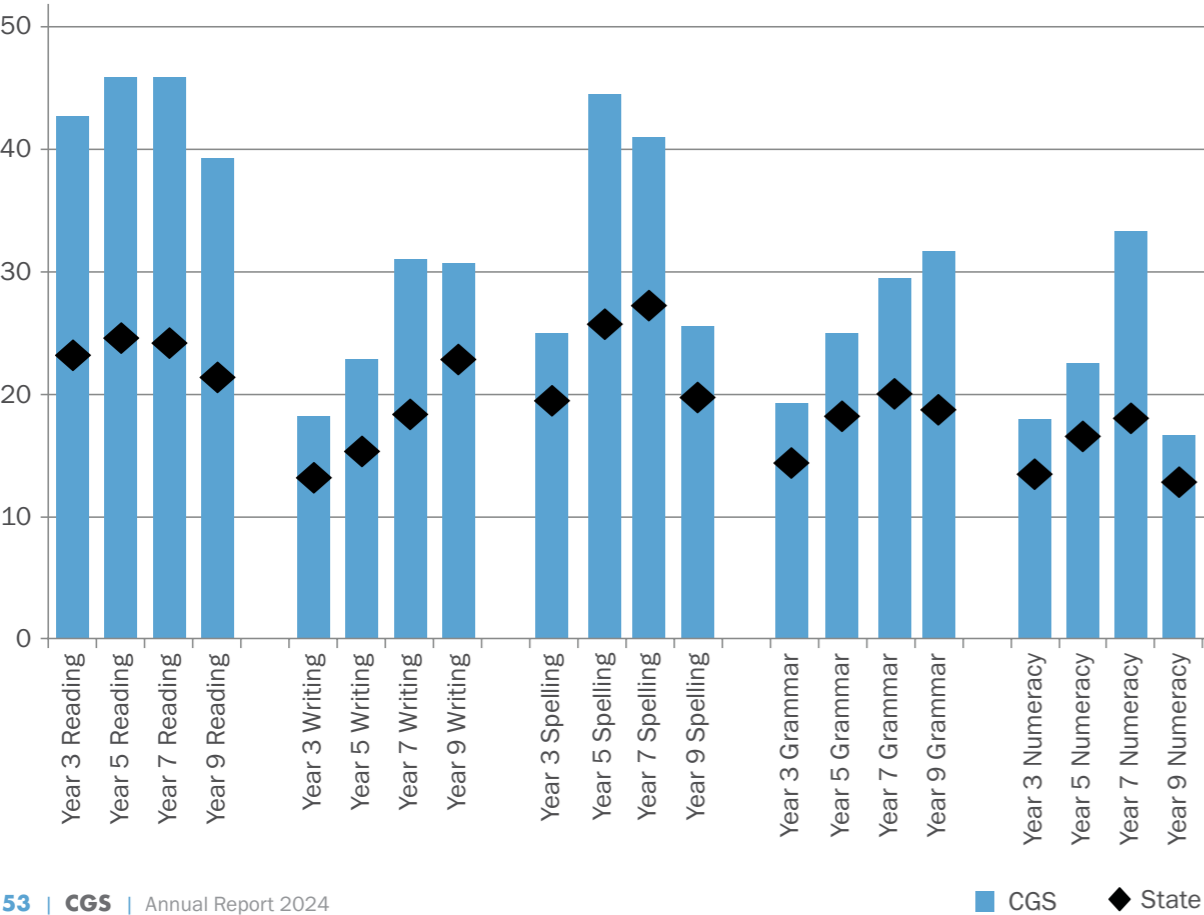
The 2024 NAPLAN results reflect strong overall performance across all year levels, with 84% of students achieving in the Strong or Exceeding bands and fewer than 3% requiring additional support in any domain. The proportion of students in the upper bands exceeds both ACT and national averages across all domains and year levels.

Reading remains a standout strength, particularly in Years 5 and 7, where more than 85% of students achieved at the highest levels. Writing and Numeracy outcomes were similarly strong, with notable gains from Year 3 to Year 5. Spelling and Grammar also showed consistent achievement, with Year 7 Spelling a particular highlight.

While the majority of students are meeting or exceeding national benchmarks, there is scope to increase the proportion of students reaching the Exceeding band in the upper years, particularly in Writing and Grammar. Renewed focus on high-impact teaching strategies in these areas will support continued growth and stretch.

Overall, these results affirm the impact of effective pedagogy, purposeful differentiation, and a culture of high expectations, while identifying clear opportunities to further extend student achievement.

2024 Comparison of CGS vs State for Top Band



DOMAIN	EXCEEDING	STRONG	DEVELOPING	NEEDS ADDITIONAL SUPPORT	EXEMPT
Year 3 Overall	24%	55%	14%	5%	2%
Numeracy	18%	62%	15%	5%	0%
Reading	41%	41%	9%	7%	2%
Writing	17%	73%	5%	3%	2%
Spelling	24%	47%	20%	6%	3%
Grammar & Punctuation	19%	52%	21%	6%	3%
Year 5 Overall	32%	54%	11%	2%	2%
Numeracy	22%	67%	7%	0%	4%
Reading	48%	38%	10%	1%	3%
Writing	22%	64%	9%	3%	1%
Spelling	43%	34%	17%	3%	2%
Grammar & Punctuation	25%	64%	9%	1%	0%
Year 7 Overall	36%	54%	8%	1%	0%
Numeracy	33%	56%	10%	0%	0%
Reading	47%	45%	7%	1%	0%
Writing	30%	59%	9%	1%	0%
Spelling	41%	52%	5%	2%	0%
Grammar & Punctuation	29%	57%	12%	2%	0%
Year 9 Overall	28%	52%	14%	4%	2%
Numeracy	16%	65%	13%	3%	2%
Reading	39%	44%	12%	4%	0%
Writing	30%	47%	18%	4%	1%
Spelling	25%	57%	11%	4%	3%
Grammar & Punctuation	31%	44%	18%	4%	3%
Grand Total	31%	53%	12%	3%	1%

STRATEGIC OPERATIONS REPORT

FROM THE DIRECTOR OF STRATEGIC OPERATIONS MS ANNA HU

The Strategic Operations Office collaborates closely with the Whole School Leadership Team (WSLT) to drive essential strategic and operational initiatives across the School. With a focus on resource allocation, operational efficiency, and leveraging technology to automate processes, the office plays a crucial role in enhancing School functions. Known for its punctual service delivery and swift implementation of high-quality projects, Strategic Operations is a trusted source of expertise, enabling stakeholders to drive meaningful change and progress.

KEY PERSONNEL

- **Director of Strategic Operations** – Ms Anna Hu
- **Strategic Operations Project Manager** – Ms Erum Hamza

Major Initiatives Led or Supported by the Strategic Operations Office

- **CGS 100 Strategic Plan** – Supporting the School’s long-term vision and objectives.
- **CGS Registrations Management Framework** – Developed to streamline audits, evaluations, and registrations for improved compliance and efficiency.
- **Team Member Handbook** – Consolidated various staff guides and resources into a single, structured source of information.
- **Calendar and Activity Planning and Management System (CAPMS) Framework** – Designed and implemented to assist with the planning and coordination of the School’s extensive calendar and activities.
- **CGS Feedback System** – Established a structured feedback and complaints management process to enhance transparency, accountability, and community trust, while providing valuable insights for ongoing School improvement.
- **Archival Access System** – Implemented a system to streamline requests for data from the School’s archives, ensuring compliance with privacy policies while improving transparency in data handling.
- **Review Cycle for School Operations** – Incorporated a structured review cycle to assess and monitor the effectiveness of policies, procedures, and operations, ensuring ongoing compliance with ACT standards.
- **International Baccalaureate Asia Pacific (IBAP) Workshops** – Led the successful delivery of IBAP workshops at CGS from 15–17 March 2024.
- **Annual Compliance Reviews** – Coordinated and led the annual reviews for ACT continuous registration and the interval review for Australian Boarding Schools Association (ABSA) standards.
- **Operational Management Frameworks** – Initiated a structured collection of management frameworks for whole-school operations, including step-by-step procedures for administrative tasks.
- **Handbook, Policy, and Calendar Management Teams** – Enhanced onboarding and development of structured management teams to improve planning and operational processes across CGS.

Education Technology Department

Education Technology (ET) is a key strategic area under the purview of the Director of Strategic Operations, ensuring enhanced learning experiences and improved system accessibility.

In 2024, we welcomed **Mr Eric Roussel** as the new **Head of Education Technology**. With over 25 years of experience in the education sector, Mr Roussel began his career as a French teacher at CGS in 1998 before transitioning into technology-focused roles, including Head of eLearning and Director of IT. His return to CGS in 2024 brings a deep understanding of educational technology and its potential to enhance student learning.

This year, the Education Technology Department contributed to several initiatives aligned with **CGS100**, including the development of a **CGS Cyber Framework** to ensure the safe application of the **5C’s** (Curious, Creative, Confident, Compassionate, and Citizens of the World). The department also played a key role in implementing and enhancing various technology systems.

KEY TECHNOLOGY INITIATIVES IN 2024

- Deployment of the Year 4 and 5 School Learning Device Programme (SLDP)
- Implementation of Senior School Continuous Feedback and Reporting Systems
- Enhancements to the Calendar and Activity Planning and Management System (CAPMS)
- Cybersecurity Audit and implementation of recommended improvements
- Development of the CGS Cyber Framework
- New Server Architecture, Disaster Recovery, and Backup Infrastructure
- New Vulnerability and Continuous Monitoring Systems
- Implementation of MS Teams Calling Phone System
- Multifactor Authentication (MFA) for staff on non-SSO systems; and
- Planning for the 2025 IT Systems Review Project.

Policies and Procedures

Policies and procedures establish clear expectations and legislative requirements for the CGS community, including:

- | | |
|---|--|
| <ul style="list-style-type: none">• Employees, contractors, and volunteers• Students, parents, and guardians• The broader public• As part of the CGS Policy Management Framework, a number of policies were developed, reviewed, or updated in 2024 to align with best practices and compliance requirements. These policies ensure consistency, clarity, and accessibility of essential information across the School• CGS Mobile Phone and Linked Devices Policy• CGS Admissions Policy.• CGS Acceptable Use of Technology (Students)• CGS Complaints Policy• CGS Complaints Policy (Students)• CGS Parent and Guardian Code of Conduct | <ul style="list-style-type: none">• New CGS Participant Code of Conduct• CGS Whistle Blower Policy• CGS Student Code of Conduct• CGS Prohibited Activities and Substances Policy• CGS Behaviour Management Policy• Ceremonies and Symbols of Faith, Country and Nation Policy• CGS Acceptable use of Technology (Staff)• NEW CGS Communication Guidelines• Air Quality Policy and Procedure• Academic Honesty Policy• CGS Alcohol Policy• Excursions and Happening Policy• Outdoor Education Policy; and• Procedure for Locating and Reporting a Missing Student (Primary School) . |
|---|--|

COMPLIANCE REPORT

With continuous ACT registration and the necessity to demonstrate ongoing compliance with all applicable standards, CGS has effectively managed its regulatory requirements throughout the year by establishing a structured termly review cycle. In 2024, we ensured adherence to all ACT Continuous Registration Standards by systematically reviewing one standard per term.

The School demonstrates its commitment to these standards by compiling substantial evidence of compliance and improvements, maintaining detailed documentation that offers a transparent account of our dedication. This approach ensures accountability and high standards in both educational and operational practices.

The annual review and updates for all ACT Registration Standards for 2024 have been completed, reinforcing CGS's commitment to meeting all regulatory requirements and providing a safe, high-quality learning environment.

Compliance with ACT Registration Standards

STANDARD A – GOVERNANCE AND FINANCIAL SUSTAINABILITY

CGS ensures effective governance and oversight by maintaining a robust governance structure that complies with all legal and regulatory requirements. The School's financial sustainability is safeguarded through proactive planning, including strategic enrolment management and long-term resource allocation.

CGS aims to exceed regulatory expectations, fostering transparency, accountability, and continuous improvement. Community feedback is actively encouraged and addressed through formal processes to uphold the highest standards of operation.

STANDARD B – EDUCATIONAL PROGRAMMES

- CGS adheres to all educational standards outlined by the ACT Education Directorate, ensuring that its curriculum aligns with:
- The Australian Curriculum
- The International Baccalaureate (IB) Frameworks; and
- The NSW Higher School Certificate (HSC) requirements set by the NSW Education Standards Authority (NESA) for Years 11 and 12.

To support educational excellence, CGS invests in ongoing professional development for teachers, fosters innovative teaching practices, and integrates learning technology into classroom experiences. The School is committed to ensuring clear learning outcomes and implementing effective teaching and assessment practices to enhance student achievement.

STANDARD C – STUDENT SAFETY AND WELFARE

CGS places the highest priority on student safety and well-being, with:

- A comprehensive child safety policy and programme
- Regular staff training in child protection and duty of care; and
- Transparent behaviour management policies that promote a safe and healthy learning environment.

The School follows strict attendance procedures and maintains a student movement register to ensure student welfare at all times. Additionally, emergency management plans are regularly reviewed and tested for effectiveness, ensuring preparedness for any situation.

STANDARD D – OPERATIONAL COMPLIANCE

CGS upholds all Territory and Commonwealth laws concerning staff qualifications, clearances, and operational infrastructure. The School ensures:

- All teachers meet the required qualifications and hold current TQI accreditation
- All staff maintain Working with Vulnerable People (WWVP) clearances
- Physical infrastructure meets high educational standards; and
- The Boarding programme operates in full compliance with Australian Boarding Schools Association (ABSA) standards.

CGS's unwavering commitment to compliance reflects its overarching mission: to create a safe, nurturing, and academically enriching environment for all students and staff. Through continuous review and improvement, the School remains at the forefront of best practices in governance, education, student welfare, and operations.

ADMISSIONS POLICY

Canberra Grammar School (the School) is an independent Anglican school that welcomes applications from students of all backgrounds, cultures and faiths. We strive to be an inclusive, diverse, and talented community, educating students with a wide range of interests, abilities and aspirations.

The main points of entry to the School are:

YEAR GROUP	OPEN TO	AGE REQUIREMENTS
Pre-School (Southside)	Day girls and boys	Must turn 3 by 30 April in year of entry
Pre-Kindergarten (Northside)	Day girls and boys	Must turn 4 by 30 April in year of entry
Kindergarten (Southside)	Day girls and boys	Must turn 5 by 30 April in year of entry
Year 3	Day girls and boys	Must turn 8 by 30 April in year of entry
Year 5	Day girls and boys	Must turn 10 by 30 April in year of entry
Year 7	Day and boarding (girls and boys boarding)	Must turn 12 by 30 April in year of entry
Year 11	Day and boarding (girls and boys boarding)	Must turn 16 by 30 April in year of entry

Applications for entry to all other year groups (known as non-main entry points) are welcome, though places only become available following the departure of current students and are therefore limited in number.

The School offers places to boys and girls in separate streams at its main entry points in the interest of achieving and maintaining gender parity. To this end, the School maintains separate girls' and boys' waiting lists.

The School will make offers to applicants on each waiting list, subject to interviews and assessment, in the following order until all places in each year group are full:

1. Scholarship winners and applicants with academic scholarship results in the top 25% of external applicants by performance rank (applies to entry for Years 7 and 11 only)
2. Siblings of current students by age at application date.
3. Siblings and children of Canberra Grammar School Alumni by age at application date; and
4. Other applicants by age at application date.

Notwithstanding the principles outlined above, the Head of School has the right to reserve or to offer places in any year group, including, for example, to potential boarders or to children of permanent full-time staff of the School. The School also reserves the right to alter the Admissions Policy from time to time.

CGS ATTENDANCE POLICY & PROCEDURE OVERVIEW

Unless there are reasonable circumstances, Canberra Grammar School expects all students to attend every day during the hours when the School is open. The School also expects students to participate in every compulsory activity they are registered for. This is defined as full-time participation.

The School recognises that students will be absent from time to time.

The School manages attendance in the following way:

- Teachers complete class rolls through CGS Connect, recording attendance, absence or lateness.
- Parents or carers of absent students without a clear reason for their absence will be contacted by the relevant staff member to verify the reason for the absence initially. If no reason is given, follow-up communication will be conducted through tutors or teachers, Heads of Student House, and appropriate members of the Academic team (Senior School), or through a member of the Students' Team (Primary School).
- Parents/carers must record an absence and the reason for it through CGS Connect (Report an Absence tab). Requests for partial day absences should also be submitted using the Report a Student Absence form on CGS Connect. When students leave, they must sign out at Reception (Primary School and Senior School), and if they return to the school, they must sign back in at the same office.
- Students with ongoing or persistent absences are contacted for a case conference with the relevant staff member to discuss the effects of non-attendance and the available support.
- Students with ongoing or persistent absences will receive support through Houses, School Psychologists, the R3 Coordinator, the Individual Learning Team (ILT) or appropriate connections to external agencies and professionals where necessary.
- When appropriate measures to ensure full-time attendance are unsuccessful, the relevant Deputy Head will hold a meeting to understand the reason for the absence and explain attendance requirements to students and families.
- The Student Development, Student and Academic teams regularly reviews student attendance to identify patterns.
- The primary and senior school regularly communicate on patterns of absence for individual students and families.

In instances where a child cannot attend full-time education, an exemption certificate can be issued by the ACT Education Directorate in accordance with legislative requirements. Reasons for persistent non-attendance may include:

- mental health and well-being
- Physical health; and
- Training and employment.

The School works with families in instances of persistent non-attendance to apply for exemption through the ACT Education Directorate.

Requests for leave longer than one school day must be made in advance using the Report a Student Absence Form on CGS Connect. Parents are strongly encouraged to adhere to the designated term dates, although leave requests will be evaluated on a case-by-case basis. For reasons other than medical, students will not be supplied work to continue with during their absence from School.

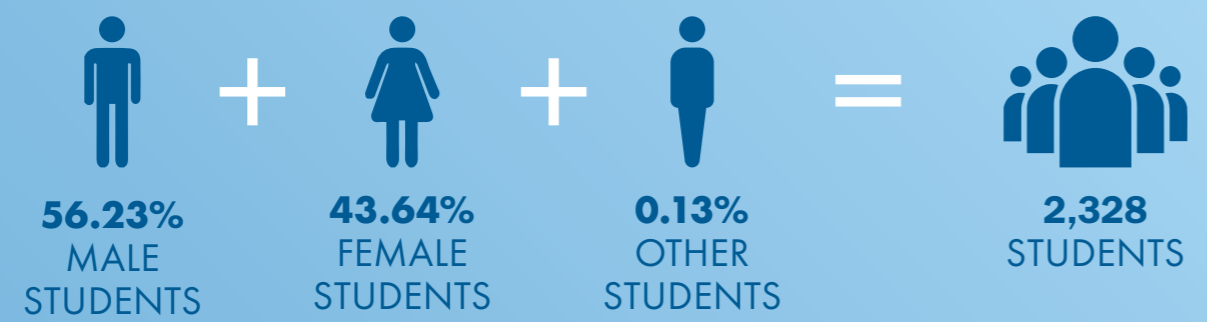
STUDENT ATTENDANCE

The School recorded the following attendance rates in 2024:

PRIMARY SCHOOL		SENIOR SCHOOL	
Year	Attendance Rate (%)	Year	Attendance Rate (%)
K	98.97	7	99.00
1	99.10	8	99.00
2	98.95	9	99.00
3	99.17	10	99.09
4	99.04	11	99.11
5	99.02	12	99.13
6	99.11		

CHARACTERISTICS OF THE STUDENT BODY

The data on these pages is taken from Canberra Grammar School's entry to the Government Census in 2024. The enrolment at the time of the report was 2328 students.



INDIGENOUS



LANGUAGES SPOKEN AT HOME

Students spoke the following languages at home:

Afrikaans	1	Korean	6
Arabic	6	Lithuanian	2
Bangla	3	Macedonian	6
Bengali	5	Malayalam	2
Cantonese	12	Maltese	2
Chinese/Mandarin	94	Marathi	3
Croatian	1	Myanmar	1
Danish	2	Nepali	3
Dutch	4	Norwegian	1
Egyptian	1	Polish	1
English	1989	Portuguese	1
Farsi	5	Punjabi	7
Finnish	1	Russian	7
French	7	Sinhalese	6
German	10	Spanish	6
Greek	11	Sri Lankan	1
Gujarati	6	Tagalog/Filipino	1
Hebrew	1	Tamil	15
Hindi	32	Telugu	14
Iranian	1	Thai	2
Italian	4	Turkish	2
Japanese	1	Urdu	5
Kannada	2	Vietnamese	5
Khmer	1	Not Selected	26
Konkani	3	Total	2328

COMMUNITY DEVELOPMENT REPORT

FROM THE DIRECTOR OF COMMUNITY DEVELOPMENT MR SANDY GODDARD

The CGS Community Development Office (CDO) oversees key areas of the School’s operations, including alumni engagement, admissions, communications and marketing, media relations, events, graphic design, community liaison, archives, and formerly the International Exchange Programme (Year 10). It also provides support to the CGS Foundation.

KEY PERSONNEL

The CDO is made up of a dynamic team dedicated to working with the whole School community and associations:

- **Director of Community Development** – Sandy Goddard
- **Communications and Marketing Manager** – Ayesha Shahed
- **Communications and Marketing Coordinator** – Ryan Butterworth
- **Communications and Marketing Manager (Alumni & Foundation)** – Serena Netto
- **Alumni & Philanthropy Manager** – Tammy Foley
- **Head of Admissions** – Lisa Baum
- **Assistant Head of Admissions** – Francesca Scully
- **Administrative Assistant** – Olivia Benic/Elizabeth Boardman
- **Events Manager** – Rachel Gurney
- **Graphic Designer** – Thuy Anh Phan
- **Receptionist** – Gini McFadyen
- **Attendance Register** – Deborah Cole
- **Archivist** – Pamela Hunt/ Karen Finch
- **School Photographer** – William Hall

Celebrating 95 Years

In 2024, the School celebrated its 95th anniversary, marking its founding on the Red Hill campus in 1929. The dedicated teams within the CDO played an instrumental role in delivering exceptional services and creating memorable experiences for our School community. Through their efforts, the achievements of students and staff were shared with local, national, and global audiences.

School and Community Engagement

Despite the cancellation of the highly anticipated Fete in May due to poor weather, musical performances in the Snow Concert Hall delighted families and guests.

The P&F remained actively engaged in supporting the School community, funding pastoral care initiatives and enhancements to playground facilities. A particular focus was placed on fostering stronger connections among Primary School families through morning teas and community gatherings.

The CGS Engage platform continued to provide an effective networking and engagement hub for alumni and parents, facilitating career development, mentorship, and social interaction. This dynamic platform has strengthened connections across our School community, bringing together students, alumni, parents, and staff.

Alumni Engagement

The alumni programme expanded its global reach, hosting international events in Singapore and London, attended by Dr Justin Garrick and Mr Sandy Goddard. Annual gatherings in Sydney, Melbourne, and Brisbane provided former students with opportunities to reconnect, network, and stay informed about the School’s progress. Invitational lunches in Sydney and Melbourne allowed former students to hear directly from Dr Garrick about the School’s direction and Master Plan initiatives.

The alumni weekend welcomed the largest-ever gathering of former students for 10, 20, 25, and 30-year reunions at the School, with additional cohorts organising their own events and campus tours. A highlight of the weekend was the Vintage Club gathering, where graduates from 50 or more years ago participated in Chapel, School Assembly, and a lunch hosted by the School. The keynote address by Mr Sandy Goddard reflected on the evolution of the School from 1947 to 1974, with Mr Mark Harrison (Class of 1969), a former CGS Board Member, delivering the alumni response.

The CGS Foundation

The CGS Foundation had a successful year, continuing to support the School’s strategic objectives as outlined in the CGS 100, Centenary Plan – Towards 2029. Through community events and philanthropic campaigns, the Foundation advanced key initiatives, including:

- Indigenous scholarships
- Equity and hardship bursaries
- Merit and talent scholarships; and
- Campus development projects.

Milestone Events

The year concluded with significant celebrations, including Valedictory, the Year 12 Formal at Old Parliament House, and Presentation Night at the National Convention Centre. These events honoured the achievements and milestones of our students, reinforcing our collective commitment to excellence, tradition, and community.

FROM ALUMNI AND PHILANTHROPY MANAGER MS TAMMY FOLEY

Celebrating 95 Years

As Canberra Grammar School celebrated its 95th Anniversary in 2024, we reflect on a year of extraordinary achievements and heartfelt gratitude. This milestone is not only a tribute to our School’s history but also a celebration of the unwavering support from our community. Our donor’s generosity has helped us strengthen our Foundation, ensuring we continue to provide excellence in education and opportunity for all.

The Centenary Project: Building a Legacy

Launched in 2022, The Centenary Project is our bold vision to raise \$20.29 million by 2029. This initiative will transform the future of CGS, supporting four key priorities:

- Expanding our Indigenous Scholarship Programme
- Fully endowing talent and merit-based scholarships
- Establishing a perpetual fund for equity of access and hardship bursaries; and
- Advancing the next stages of our Campus Development Plan.

Thanks to CGS community contributions, we have made significant progress toward these goals, with your generosity enabling profound and lasting impacts across our School community.

2024 Highlights

- **Annual Giving Campaign:** The 2024 Annual Giving Campaign raised over \$180,000. While participation numbers were slightly lower than in previous years, the average donation increased, reflecting a deep loyalty to CGS and its mission.
- **Name a Seat Campaign:** The Snow Concert Hall continues to be a focal point of donor engagement, with 324 plaques installed to date. Each plaque represents a donor’s commitment to the future of CGS, with funds directly supporting scholarships and campus development.
- **Blaxland Bequest:** This standout legacy gift exemplifies the enduring generosity of our community. Beyond its financial impact, the bequest highlights the importance of fostering long-term relationships to sustain quality education. We are immensely grateful to Daryl and Hermina Blaxland for this enduring gift.
- **2023 Impact Report Distribution:** Distributed throughout 2024, the inaugural Impact Report was warmly received. It highlighted the transformative power of scholarships and the importance of Foundation-funded initiatives, inspiring further support and engagement.

Financial Summary 2024

The CGS Foundation experienced strong financial results this year, thanks to our community’s ongoing support.

DONATION SNAPSHOT 1 JANUARY 2024 – 31 DECEMBER 2024

\$ AMOUNT OF DONATIONS RECEIVED	10,015,357
No. of donations made	274
No. of donors	85

DONATION DESIGNATION	NO. OF DONATIONS	DONATIONS
Schools Discretion	163	\$137,973
Indigenous Scholarships (Including donations made to the Podmore Scholarship)	51	\$39,485
CGS General Scholarships	32	\$4,010
Robert Poate Scholarship for Leadership	21	\$9,130
CGS Music Scholarships	4	\$45,000
Bequests (Legacy Giving)	1	\$9,733,759
Campus Development	2	\$6,000
Other (Special Projects etc.)	1	\$40,000
		\$10,015,357

Thank You

To all who have contributed to the CGS Foundation, thank you. Your generosity fuels our mission to provide transformative educational opportunities and a thriving, inclusive community. Together, we are ensuring Canberra Grammar School remains a beacon of excellence for generations to come.

For more details on our initiatives and to learn how you can support the Foundation, please visit the CGS Foundation website – CGSFOUNDATION.ORG.AU

BUSINESS & FINANCE REPORT

FROM THE DIRECTOR OF BUSINESS & BOARD SECRETARY MR KENT PETERS

2024 has been a year of ongoing consolidation at Canberra Grammar School. We have not undertaken any significant major capital projects for the first time since 2018. The focus is now shifting to commencing the review of the School Master Plan, with an eye towards the centenary in 2029 and beyond. This will involve both a review of our existing facilities, including ensuring that we continue to maintain our rich heritage buildings, as well as exploring areas of future development to ensure that the School is best placed to embrace the opportunities and challenges that the future will bring.

A Flourishing School Life

Equally pleasing has been the continued development of the depth, breadth and richness of School life, which is an integral part of life at Canberra Grammar School. To see the further development of the Snow Concert Hall as both a tremendous facility for the School to use and also for it to be utilised by the wider community. 2024 saw it utilised as the main venue for the Canberra International Music Festival and also saw the return of the Australian Youth Orchestra for a weeklong residential programme that culminated in a free concert for the Canberra community. Pleasingly, both groups have already placed firm bookings for 2025.

New CMEA and Investment in Staff

A significant piece of work during the latter half of 2024 has been the negotiation of a new CMEA for both teaching and professional and operational staff, with implementation scheduled for early 2025. This has seen significant changes, particularly in the way pay scales are structured for teachers, with a shift to an 8-level model rather than the 3-band model that has existed previously. This will provide teaching staff with the opportunity to progress to a higher salary level annually, rather than the larger band steps of the previous CMEA. It has, however, resulted in a significant increase in staffing costs for teachers, which have had to be absorbed through higher levels of fee increases than have been historically seen. It does recognise that teaching is a valuable profession, and it is anticipated that this will also assist in the recruitment and retention of quality teaching staff. As almost 70% of the School's entire budget is allocated to staffing costs, this is a significant development.

Stable Enrolments and Financial Overview

The School continues to see its overall enrolments consolidate, with a total student population of approximately 2,225 students across the Northside and Red Hill Campuses, as well as 128 boarders.

The reportable income, including Government recurrent per capita funding for the year ended 31 December 2024, was \$80.6 million, excluding revaluations of the School's investment portfolio. Approximately 84% of this income was contributed by parents, with Federal and State Government Recurrent Grants providing around 12% and the balance of 4% from investments, donations, and other sources.

Reinvestment and Financial Management

The School has continued to consolidate its sound financial performance. The School continues to prioritise significant reinvestment in both teaching and learning initiatives. In 2025, it will continue working on its revised Capital Development Plan. In doing so, it redefines priorities in concert with its strategic plan as the focus shifts to the centenary in 2029. The School achieved a solid performance in 2024 and continues to recognise the importance of effectively managing the increasing pressure on School revenue and expenditure, particularly in managing the potential impact of implementing the Capacity to Contribute funding platform. The School has been able to maintain fee increases at levels that enable it to meet the combined challenge of providing the resources necessary to deliver exceptional educational outcomes while remaining mindful of the pressures faced by our parent community. In 2025, the new CMEA for staff will be introduced, which will continue to put pressure on salary increases, a critical factor in the School's ability to pay competitive salaries and attract and retain the best staff.

Facilities and Future Sustainability

The School continues with its programme of ongoing refurbishment and maintenance of its existing facilities. The total capital expenditure for 2024 was \$1.7 million.

The maintaining of diligent financial management will continue to be a priority in coming years as the School continues in the delivery of the Campus Development Plan projects, whilst continuing to maintain a primary focus on the core enterprise of teaching and learning to ensure a strong and sustainable School, which is fit to embrace the opportunities fully and also any challenges that may lie ahead. The School is also focused on the challenges arising from increased costs and the balancing of required fee increases against the impacts on school families.

The School Board is pleased with the 2024 financial results and will continue to focus on improving the School's facilities, ensuring that the School remains committed to equipping its students to be ready for the world.

Human Resources Department

The Human Resources team plays a key role in the success of the School by managing the School's most valuable asset - our people. Our team oversees all employee-related matters, including workforce planning, recruitment, onboarding, induction, offboarding, employee relations and performance management.

The team has consolidated the entire Human Resources function, which was previously dispersed across the School, into a single, centralised hub devoted to human resources and talent management. A centralised Human Resources function has resulted in a consistent and improved experience for candidates and employees.

We leverage our team's skills and expertise to adopt a candidate-centric approach, attracting and retaining high-quality teaching, professional, and operational employees. Our team brings a wealth of knowledge and expertise from diverse industries, including IT, logistics, retail, defence, aviation and recruitment. Our commitment to excellence in talent acquisition has contributed significantly to the overall success and strategic direction of Canberra Grammar School, including:

- **Strategic Approach:** Our team has shifted from a reactive hiring model to a proactive partnership with the School's leadership. We collaborate closely with department heads and line managers to understand their specific needs and forecast future talent requirements. This approach enables us to create targeted recruitment campaigns and establish a pipeline of qualified candidates, ensuring that we can meet the School's evolving demands efficiently.
- **Technology Integration:** We leverage technology to revolutionise our processes. By partnering with our in-house IT team, we have streamlined processes for both current employees and candidates, ensuring they are fully automated and tailored to each individual.
- **Continuous Improvement:** Our team continually seeks to improve and innovate. We have developed dedicated recruitment processes tailored to attract different categories of staff, ensuring that potential employee members have a positive introduction to the School and feel supported from the outset of their employment.
- **Data-Driven Decisions:** We methodically collect and analyse data from across the School. This data-driven approach allows us to provide meaningful metrics to inform executive decision-making, aligning our talent acquisition efforts with the School's strategic goals.

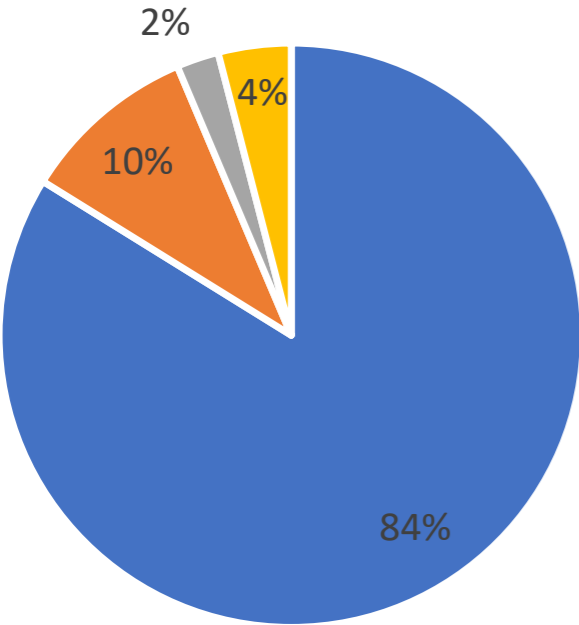
Despite operating in a challenging market with a critical talent shortage in the Education Industry, our team successfully recruited for 258 roles (including full-time, part-time, and casual positions) in 2024.

Beyond recruitment, we also facilitate processing changes in working arrangements for our employees. These changes, including position shifts and leadership roles, enable us to identify and mobilise internal talent. This approach effectively fills vacancies by leveraging existing employee skills, resulting in significant recruitment cost savings and promoting professional growth through additional responsibilities and remuneration.

We look forward to continuing to build the successes of the Human Resources function over the past year and cementing the School's position as an employer of choice within the field of Education.

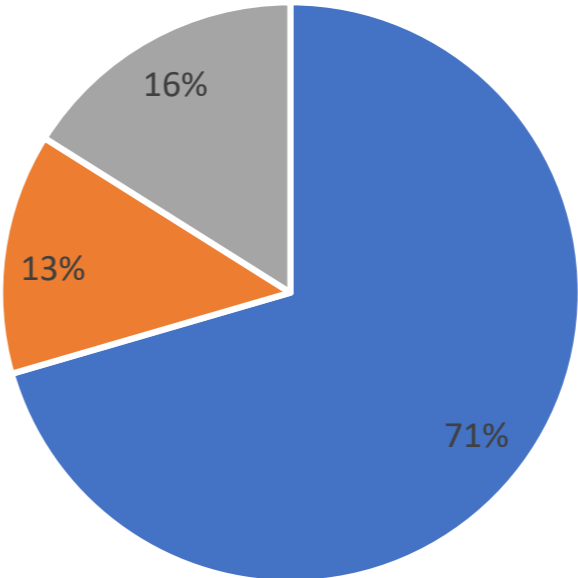


SUMMARY OF FINANCIAL INFORMATION



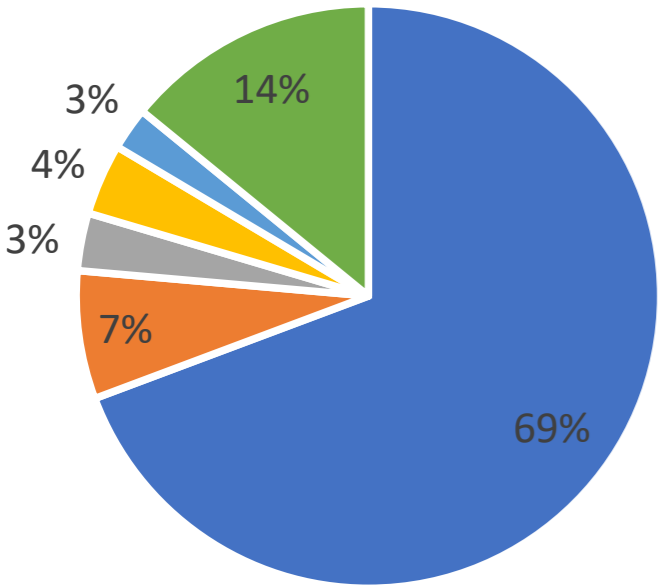
2024 Revenue

- 84% Parent Contributions
- 10% Federal Government Funding
- 4% Investments, Donations & Other
- 2% ACT Government Funding



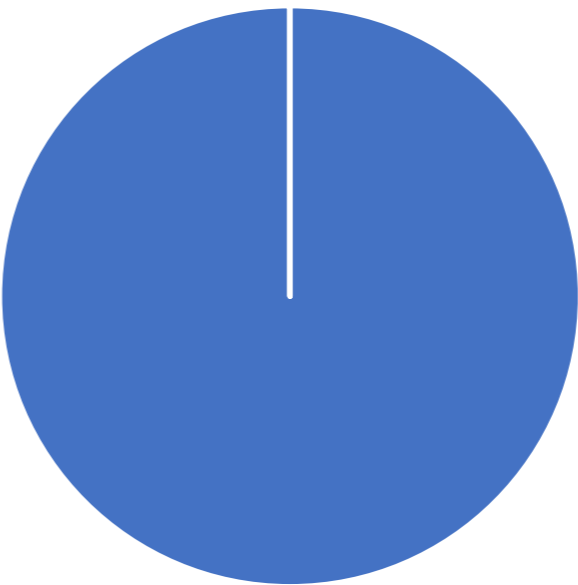
2024 Capital Expenditure

- 71% Land & Building including work-in-progress
- 16% Computer Equipment
- 13% Furniture & Equipment



2024 Expenses

- 69% Staff Costs
- 14% Teaching & Boarding Operations
- 7% Depreciation & Interest
- 4% Teaching Resources
- 3% Maintenance of School Property
- 3% Co-Curricular Costs



2024 Capital Funding

- 100% Retained Earnings

Canberra
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School



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