

Canberra  
Grammar  
School



# 2025

## ANNUAL REPORT

# ACKNOWLEDGEMENT OF COUNTRY

The community of Canberra Grammar School acknowledges the Ngunnawal People as the traditional custodians of the country on which it is our privilege to gather, learn and work. We affirm our obligation to honour the knowledge and heritage of countless generations, and we extend respect to elders past, present and emerging, and to all First Peoples.

## ABOUT THIS REPORT

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This annual report is for the 2025 calendar year, based on the structure and activities of the Canberra Grammar School as at 31 December 2025.

This report is issued in compliance with:

- Education Act 2004 (ACT) and ACT Education Regulation 2005
- Australian Education Act 2013 (Cwlth) and Australian Education Regulations 2023
- Education Act 1990 (NSW)
- Australian Charities and Not for Profits Commission Act 2012.

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# 2025 IN REVIEW

## **It is a pleasure to present this Annual Report for 2025: a year of deliberate reflection.**

After more than a decade of significant change, including co-educational transition, major building projects, sustained enrolment growth, and the disruption and recovery that followed the pandemic, 2025 gave us something we had not enjoyed for some time: the opportunity to reflect.


It was a year to ask who we now are as a School, what we value most, and whether the daily experience of students, staff and families reflects those aspirations as fully and consistently as we intend.

The clearest expression of that reflection was our most comprehensive community survey in many years. Its findings were both affirming and instructive. Across students, families and staff, there was remarkable alignment around what matters most: student wellbeing and safety, excellent teaching, strong relationships, and the development of confident, articulate and resilient young people ready to lead in a complex world. The survey also pointed to clear opportunities that the School is already pursuing: greater consistency of experience across a large and diverse community, even clearer communication, and stronger support at key moments in a student's journey. These messages will shape our priorities in the years ahead.

The timing was apt. Around us, the world continued to change at extraordinary speed. Traditional pathways from school to university and employment evolved rapidly. Artificial intelligence raised profound questions about learning, knowledge and human capability. Geopolitical uncertainty became increasingly visible. In such an environment, schools must do more than prepare students for examinations. They must help young people develop the judgement, adaptability and character needed to navigate uncertainty with confidence and integrity.

## **Throughout 2025, we saw many reasons for confidence.**

As these pages attest, School life remained rich with opportunity and achievement. Our NAPLAN results were exceptional, with more than 90% of students across the tested year levels achieving in the top two proficiency bands in both Reading and Numeracy. Early tertiary offers to our Year 12 students reached outstanding levels. The Evening of Fine Music was among the finest in memory. Sporting teams competed with distinction and spirit. The Year 6 Exhibition once again demonstrated the power of authentic, purposeful learning. Across classrooms, playing fields, rehearsal spaces, expeditions, service programmes and countless other experiences, we saw daily evidence of our commitment to inclusive excellence: the belief that every student should be challenged, supported and empowered to become the fullest version of themselves.



The year also brought important moments of transition. We record our sincere gratitude to Ms Simonetta Astolfi, who concluded her term as Chair after years of distinguished service to the School. Simonetta brought intellectual rigour, wise judgement and genuine warmth to the role, helping guide Canberra Grammar School through a period of considerable change and renewal.

The year also marked the retirement of Dr Sandra Webster after five years as Head of Primary School and more than 40 years in education. Sandra joined Canberra Grammar School in the midst of the pandemic and led our Primary community through the years that followed with wisdom, humour and care. She helped shape a Primary School characterised by purpose and partnership, and we thank her sincerely for her outstanding contribution.

Yet no reflection on 2025 would be complete without acknowledging its profound sadness. In July, our community lost Joshua Oguns, a much-loved Year 9 student, who died following a sudden cardiac arrest. Josh was a young man of vibrant character and remarkable promise: a good friend, a fine student, a gifted athlete and a natural leader. To his family, and to all who loved him, we offer our continuing prayers and care.

Above all, 2025 reminds us that people give a school its character: the relationships they nurture, the communities they sustain, and the values they embody.

We hope that spirit is evident throughout these pages. For everything behind it, the dedication of staff, the support of families, the commitment of our Board and Foundation, the generosity of our donors and alumni, and above all the energy, optimism and character of our students, we offer our sincere thanks.

**Justin Garrick**  
Head of School

**Sung Lee**  
Chair of the Board

# OUR 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 1,300 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 roughly 10% of Senior School 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 tradition.

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

# OUR FAITH FOUNDATION

The Anglican identity of Canberra Grammar School is fundamental to a living educational tradition: intellectually serious, humane and generous, shaping both the spirit of the School and the experience of every student. Governed independently, the School maintains enduring links with the Anglican Diocese of Canberra and Goulburn, its values founded in Christian scripture and tradition.

Our identity is held with confidence and expressed with generosity. The School is non-selective, welcoming students, families and staff of all faiths and backgrounds, ethnicities, identities and abilities to live, learn and work in a community of shared values. The worship and traditions of the School invite all to engage thoughtfully in a common experience. Our hope is that students learn to listen carefully, reflect deeply and engage respectfully with perspectives beyond their own, as preparation for a diverse and complex world.

Grounded in the understanding of Anglican life as the meeting of scripture, tradition, reason and faith, our ethos encourages students to grapple with questions of meaning, ethics and responsibility. It cultivates habits of inquiry, reflection and discernment that are integral to a holistic liberal education and to our purpose of forming curious, creative, confident and compassionate citizens, ready for the world.

Central to this life is Chapel, woven into the shared rhythm of the School as a time to consider the deeper questions beneath academic and co-curricular life. Worship draws on the richness of the Anglican tradition: a disciplined liturgy of Biblical language, prayer and symbol, and the seasons of the Christian calendar. Music is central: our choral tradition and congregational singing give voice to the community, cultivating beauty, dignity and reverence.

The Chapel programme develops across the years of schooling. In the Primary School, students encounter Chapel through story, music and symbol, forming habits of attentiveness, gratitude and belonging. In the Senior School, Chapel engages students as young adults, addressing contemporary ethical questions and exploring the Christian tradition as a serious intellectual and moral framework.

Beyond worship, the Anglican character of the School shapes the conduct of daily life. Compassion is at the heart of our Christian foundation and is the goal of our pastoral care, expressed in integrity, empathy and respect for all. It is the inspiration of our service and our commitment to justice, reconciliation and citizenship in Australia's national capital, where the School honours the deep heritage of Ngunnawal Country.

Guided by its Anglican foundations, and through worship, learning, service and community, the School seeks always to form young people who are thoughtful, grounded and open, equipped to live and flourish with purpose, integrity and grace.

# MISSION & STRATEGY

## OUR MISSION

The School's purpose is to embody the principles of our faith and our foundation, to fulfil our commitment to our people and our place, and to respond to the imperatives of our time. As an Anglican school in the holistic tradition of independent education, we embrace people of all faiths and backgrounds, we value and celebrate the diversity of our community, and we nurture the whole person in spirit, intellect, body and character.

Our mission is to care for and educate every student in mind, body and spirit, and to develop curious, creative, confident and compassionate citizens, ready for the world. We seek to form students who are:

**CURIOUS:** seeking understanding, embracing inquiry and exploration, and thinking critically and independently.

**CREATIVE:** generating original ideas, solving problems imaginatively, and applying creativity across every domain of learning and life.

**CONFIDENT:** acting with self-belief and initiative, leading with integrity and purpose, and persevering through challenge.

**COMPASSIONATE:** showing empathy and respect, acting with kindness and service, and building inclusive relationships.

**CITIZENS OF THE WORLD:** understanding the world, acting responsibly and ethically, and contributing to community and environment.

# OUR STRATEGIC PLAN

CGS100: Strategic Directions Towards 2029 guides the School to its centenary. By 2029, Canberra Grammar School intends to be one of the most outstanding centres of learning in Australia: excellent in all that we do and distinctive in who we are. The School will be:

**A CENTRE OF EDUCATIONAL EXCELLENCE:** a distinctive, coherent P-12 curriculum that develops learning capacity and forms the 5Cs.

**AN INCLUSIVE AND CARING CULTURE:** knowing, respecting and nurturing every student as a complex human being.

**A PLACE OF CHALLENGE AND OPPORTUNITY:** outstanding co-curricular life in the creative and performing arts, sport and outdoor education.

**A GLOBALLY-ORIENTED INNOVATOR:** embracing technological innovation and advancing Indigenous education and global perspectives.

**A FULFILLING AND REWARDING WORKPLACE:** a collegial community invested in the wellbeing and growth of its staff.

**A COMMITTED AND CONNECTED COMMUNITY:** outward-looking and engaged, proud of its families and alumni.

**A THRIVING AND SUSTAINABLE ENTERPRISE:** efficient, well-governed, and financially and environmentally sustainable.

Together these seven aspirations frame our priorities through to 2029, as we strive to be a flourishing school in the heart of the nation's capital, and a leading school for Australia.

# GOVERNANCE

Canberra Grammar School is a not-for-profit company limited by guarantee, governed independently of the Anglican Diocese of Canberra and Goulburn by its own Board of Directors. Acting within the Constitution and in accordance with the School's mission and Anglican ethos, the Board holds the School's purpose, culture and long-term sustainability in trust. The Diocesan Bishop-in-Council may appoint a majority of directors, including the Chair and Deputy Chair, with the remaining positions held by company representatives and, ex officio, by the Head of School. The Director of Business is Secretary to the Board.

Working closely with the Head of School and the School's Executive Leadership Team, the Board sets the ethical and strategic tone of the institution, exercising its duties of stewardship, strategy and accountability, with a clear boundary between governance and management. Its work is shaped by the CGS Board Charter and Governance Framework, and by the School's strategic plan, CGS100: Strategic Directions Towards 2029.

The Board discharges its responsibilities with the support of the following standing committees:

- Executive Committee, comprising the Chair, Deputy Chair, Head of School and Secretary to the Board.
- Finance & Risk Committee, overseeing financial sustainability, audit, risk and compliance.
- Governance & Nominations Committee, overseeing governance, Board composition, appointments, evaluation and succession.

In 2025, the Directors of the Board were:

- Chair of the Board (until June 2025): Ms Simonetta Astolfi
- Deputy Chair of the Board (until June 2025): Mr Sung Lee
- Chair of the Board (from June 2025): Mr Sung Lee
- Deputy Chair of the Board (from June 2025): Ms Bobbi Campbell
- The Right Reverend Grant Dibden
- Dr Antonio Di Dio
- Mr Andrew Hogg (from May 2025)
- Ms Alison Howe (until April 2025)
- Ms Maree Meredith (from May 2025)
- Mr Dimitri Nikias (from August 2025)
- Mr Harry Notaras
- Mr James Willson
- Dr Justin Garrick (Head of School)
- Mr Kent Peters (Secretary to the Board)

# LEADERSHIP

Canberra Grammar School is led by the Head of School, who is appointed by and accountable to the Board for the performance, conduct and culture of the School. Working within the strategic direction set by the Board, the Head leads the Executive Leadership Team, which brings together responsibility for education, care, community, operations and business across the School.

Each member of the team holds a defined portfolio and leads a team of their own, working collaboratively across the School and remaining accountable to the Head for the areas in their charge. Together they translate the School's strategy into the daily life of teaching, learning, care and operations.

In 2025, the Executive Leadership Team comprised:

- **Head of School:** Dr Justin Garrick
  - Chair of the Executive Leadership Team, accountable to the Board for the School as a whole.
- **Deputy Head (Senior Specialist Care):** Mr David Smart
  - Chaplaincy, student care, wellbeing, boarding and specialist support services.
- **Deputy Head (Head of Senior School):** Mr Oliver Thompson
  - The teaching, learning, pastoral and co-curricular life of the Senior School.
- **Deputy Head (Head of Primary School):** Dr Sandra Webster
  - The teaching, learning, pastoral and co-curricular life of the Primary School.
- **Director of Community Development:** Mr Sandy Goddard
  - Community development, admissions, philanthropy, alumni, engagement, events, communications and marketing.
- **Director of Strategic Operations:** Ms Anna Hu
  - Strategic operations, policy, education technology and projects.
- **Director of Business:** Mr Kent Peters
  - Business, finance, human resources, legal, governance, services, risk, lettings, property and campus development.

# STUDENTS

## ADMISSIONS POLICY

Canberra Grammar School is a non-selective, independent Anglican school that welcomes students of all backgrounds, cultures and faiths. It fosters an inclusive, diverse and talented community, and its education caters for a wide range of interests, abilities and aspirations. The School also welcomes students with a wide range of learning capabilities and works with families to support those with disability or additional needs.

The main points of entry are Pre-School, Pre-Kindergarten, Kindergarten, and Years 3, 5, 7 and 11, with applications to other year groups welcomed as places arise. Boarding is offered from Year 7 to Year 12, with the number of places in each year group determined by the accommodation available.

Families apply online and join a waiting list. Applicants who receive an offer are interviewed, so that the School can come to know the student and understand how best to support them, and a place is confirmed once an offer is accepted and an Enrolment Contract signed.

Places are offered to girls and boys in separate streams in order to achieve and maintain gender parity, and the School keeps separate girls' and boys' waiting lists. Offers are made to applicants on each list, subject to interview and assessment, in the following order of priority until all places in a year group are filled:

- Scholarship recipients, and applicants whose academic scholarship results place them in the top 25% of external applicants by performance rank (Years 7 and 11 entry only)
- Siblings of current students, by age at the date of application
- Siblings and children of Canberra Grammar School alumni, by age at the date of application; and
- All other applicants, by age at the date of application.

Where demand for boarding exceeds the places available, the same order of priority applies, with preference given to those needing full boarding. As an Anglican school, all students take part in religious education and Chapel.

**TABLE 1.** MAIN POINTS OF ENTRY FOR STUDENTS.

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 1 1	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 (i.e. non-main entry points) can be made, although places only become available following departure of current students and are limited in number.

## STUDENT PROFILE

In 2025, the School enrolled 2,227 students: 916 in the Primary School and 1,311 in the Senior School. Of these, 1,275 were male and 950 were female, with two students identifying otherwise. 26 students identified as being of Aboriginal and Torres Strait Islander descent.

**TABLE 2.** STUDENT PROFILE BY GENDER AS AT 31 DECEMBER 2025.

STUDENTS ENROLLED	PRIMARY	SENIOR	BOARDING
Male	510	765	66
Female	406	544	40
Other	-	2	-
Total	916	1,311	106

# LANGUAGES SPOKEN AT HOME

**TABLE 3.** LANGUAGES NOMINATED AS THE MAIN LANGUAGE SPOKEN AT HOME.

LANGUAGE	NUMBER		NUMBER
Arabic	4	Lithuanian	2
Bangla	8	Macedonian	3
Chinese	44	Malayalam	1
Chinese - Cantonese	10	Maltese	2
Chinese - Mandarin	48	Marathi	3
Croatian	1	Myanmar	1
Danish	2	Nepali	3
Dutch	1	Norwegian	1
English	1,863	Other Pacific Languages	1
French	3	Persian	5
German	8	Polish	1
Greek	8	Portuguese	1
Gujarati	5	Punjabi	5
Hebrew	1	Russian	4
Hindi	25	Sinhalese	7
Indian	1	Spanish	4
Iranian	1	Tamil	11
Italian	6	Telugu	14
Kannada	2	Thai	2
Khmer	1	Turkish	2
Korean	6	Urdu	3
		Vietnamese	4

# ATTENDANCE

School attendance during 2025 remained consistent with previous years rates and was above the overall ACT average.

The Attendance Policy is available on the School website.

**TABLE 4. THE PERCENTAGE ATTENDANCE RATE FOR THE PRIMARY AND SENIOR SCHOOLS**  
Including explained and approved absences.

YEAR	ATTENDANCE RATE (%)	YEAR	ATTENDANCE RATE (%)
Pre-Kindergarten	98.538	Year 7	98.915
Pre-School	98.777	Year 8	98.977
Kindergarten	98.985	Year 9	98.971
Year 1	99.130	Year 10	98.962
Year 2	99.058	Year 11	99.036
Year 3	98.980	Year 12	99.118
Year 4	99.072		
Year 5	99.010		
Year 6	99.080		

# RETENTION

Canberra Grammar School retains the great majority of its students at every transition point, from the early years through to Year 12. These patterns are shaped by the distinctive character of Canberra, a city with a highly mobile diplomatic and defence community whose families move into and out of the region throughout their children’s schooling. They are shaped, too, by the structure of the ACT system, in which the government sector provides separate senior colleges for Years 11 and 12, so that some movement between schools at the end of Year 10 is a normal feature of the local landscape. Within this context, the School sustains consistently high retention and a stable, committed student community across all year levels.

# STAFF

## STAFF PROFILE & CULTURE

The people of Canberra Grammar School are the foundation of its work. Across teaching, boarding, coaching, pastoral, specialist and professional service roles, the School employs a highly qualified and experienced staff, drawn from diverse backgrounds and united by a shared commitment to the learning, care and wellbeing of every student. Their professional culture is collegial, inclusive and ambitious for excellence, grounded in trust, respect and a common sense of purpose.

The workforce is structured to deliver the School's programme across every year level and campus, from the early years to Year 12. It brings together experienced and early-career teachers, specialist educators, and the operational and professional staff who sustain the daily life of the School. Staffing is aligned to the needs of students, the requirements of the curriculum and the breadth of co-curricular provision, so that teaching, pastoral care and operational support are resourced appropriately across the School.

All teaching staff are registered with the ACT Teacher Quality Institute and hold appropriate tertiary qualifications, and every member of staff holds Working with Vulnerable People registration. All staff work within the CGS Staff Code of Conduct, which places the safety, dignity and learning of students first, and act in accordance with the School's professional, ethical and legal obligations. Induction and ongoing training maintained currency in child safety, work health and safety and related responsibilities throughout the year.

**TABLE 5. WORKFORCE COMPOSITION BY EMPLOYMENT STATUS AS AT 31 DECEMBER 2025.**

WORKFORCE	EXECUTIVE	TEACHING	NON-TEACHING	TOTAL
Full-time	6	186	111	303
Part-time	0	23	54	77
Casual	0	71	299	370
Total	6	280	464	750*

\*Plus Visiting Music Tutors = 29

# PROFESSIONAL DEVELOPMENT

The School invests in the growth of its staff through a structured Professional Growth Cycle and a professional culture that values reflection, collaboration and continuous improvement in service of the School's mission. Distinctively, the Staff Professional Excellence Fund, established in 2011 and sustained continuously since, supports individual, self-directed professional development chosen by staff themselves, teachers and operational colleagues alike. This includes conferences, workshops, school visits, exchanges, language immersion, postgraduate study and specialist training in Australia and overseas.

The School's professional learning culture is expressed each year in CGS Aspire, its professional journal, in which colleagues from across the School share research, reflection and practice across the domains of professional knowledge, practice and engagement. Programmes including growth coaching, informed by the Crowther Coaching Lab, and the Aspiring Leaders initiative further supported staff to strengthen their practice, their leadership and their wellbeing. The School also ran its first Teaching Round of peer observation, strengthened its support for early-career teachers through a structured framework aligned with the professional standards, and provided dedicated professional learning afternoons for learning assistants. During the year, a number of teachers progressed from provisional to full registration with the ACT Teacher Quality Institute or achieved Experienced Teacher accreditation through the Independent Schools Teacher Accreditation Authority.

## WHOLE-SCHOOL

Professional learning in 2025 reflected the School's strategic priorities. Significant whole-school effort supported the authorisation and embedding of the IB MYP and the development of assessment and feedback practice. Literacy was a sustained focus, from disciplinary literacy in the Senior School to the teaching of reading and writing in the Primary School, and teachers engaged with pedagogical frameworks such as Cultures of Thinking. Wellbeing was advanced through the School's Wellbeing Project, drawing on the AISNSW wellbeing programme, alongside a focus on inclusion, belonging and the education of boys and young men. Staff deepened their understanding of Indigenous perspectives across the curriculum, including through experiences on Country, while the implications of artificial intelligence for teaching, learning and assessment were a recurring theme of professional discussion. Colleagues represented the School at international gatherings, including the IB Global Conference and a United States State Department leadership seminar for principals and school leaders from around the world. CGS also hosted IBDP professional workshops for teachers from across the region. Throughout the year, teachers engaged a range of external experts. These included the consultant Dianne Smardon on the impact of assessment, Dr Mark Dowley on classroom routines and structures, Tania Lattanzio on conceptual learning, and the clinical psychologist Dr Judith Locke. A cross-campus professional reading group also fostered shared pedagogical dialogue.

## **PRIMARY SCHOOL**

In the Primary School, professional learning centred on the IB PYP, including the self-study and preparation that supported the School's IB PYP evaluation, and on strengthening core practice in literacy and mathematics. Teachers deepened their use of evidence-based reading and writing instruction and calibrated assessment, advanced inquiry and conceptual learning, and built capability in the use of Apple technology to support learning. Staff engaged with practice in the creative arts, inclusion and the cultivation of a love of reading, and contributed widely to the professional conversation of the School.

## **SENIOR SCHOOL**

In the Senior School, faculties pursued discipline-specific professional learning aligned with the IB MYP, the senior courses and external examinations. The Arts, Design and Technology team focused on literacy and on building digital design capability, while Health and Exercise Science, Performing Arts and Science teams undertook IB MYP training and course development. Geography teachers engaged with the Australian Geography Teachers Association and the IB to deliver new courses, and Languages teachers hosted a network afternoon and pursued IB and pedagogy workshops, including comprehensible-input and listening-skills training. History and Aboriginal Studies staff presented at national and international conferences, including the History Teachers Association Australia conference and the World Indigenous Peoples' Conference on Education in Aotearoa New Zealand, and contributed through publication, postgraduate study and professional leadership. Mathematics teachers undertook action research and prepared for the new HSC courses, with a third member of the team attaining Highly Accomplished Teacher status, and Music teachers worked alongside visiting specialists. Many staff served as HSC and IB examination markers, sustaining the depth of expertise across the senior teaching teams.

## **PROFESSIONAL SERVICES & OPERATIONAL STAFF**

Professional development extended across the whole staff, recognising that all who work in the School contribute to its educational mission. Operational and professional-services colleagues undertook role-specific learning in systems, technology and procedures, and the School's executive assistants engaged with the EAs in Education professional network, accessing workshops in wellbeing, communication, the management of time and technology, and career development. The Staff Professional Excellence Fund supports operational as well as teaching staff, and operational colleagues contributed to CGS Aspire, reflecting a professional culture shared across the School

# PRIMARY SCHOOL REPORT

The Primary School educates students from the Early Learning Centre to Year 6 across the Red Hill and Campbell campuses, offering the International Baccalaureate Primary Years Programme (IB PYP) within a culture of inquiry, care and partnership with families. In 2025, following more than a decade of growth and change, the Primary School concentrated on the quality and consistency of its teaching, learning and care, while continuing to offer a broad and engaging education in and beyond the classroom.

## CURRICULUM & LEARNING

It was a significant year for the IB PYP, with the School completing its IB PYP evaluation, the International Baccalaureate's formal review of programme standards and practices. Evaluators noted exemplary practice in the implementation of the programme, with all required standards met, the School's self-identified areas for growth affirmed, and particular recognition of curriculum clarity, staff professionalism and the culture of the Primary School.

The Primary School combines explicit, evidence-based instruction in the core skills of literacy and numeracy with the inquiry of the IB PYP. Across the Primary School, the School strengthened its focus on literacy, with an emphasis on purposeful writing, evidence-based instruction and consistent, calibrated assessment. In Mathematics, classroom practice continued to emphasise conceptual understanding, and students in Years 5 and 6 took part in the Australian Mathematics Competition. In academic enrichment, the School hosted the regional da Vinci Decathlon, where the Primary Year 5 and Year 6 teams won their divisions; the Year 5 team then placed third at the New South Wales state final, the School's first Primary placing in the competition in more than a decade. Students in Years 5 and 6 also took part in the ACT Rostrum public speaking competition.

Learning extended well beyond the classroom. The annual PYP Walk, on the theme 'Seeing the World Through Different Lenses', displayed more than 3,000 pieces of student work and invited families to see conceptual learning in action from the Early Learning Centre to Year 6, while the Year 6 Exhibition, on the theme 'Create, Collaborate, Celebrate', provided the culmination of students' inquiry across the programme. In the Early Learning Centre, children explored nature, storytelling and connection to Country through Indigenous-inspired learning. Younger students connected their learning to the wider world through projects such as an international art exchange with a partner school overseas, and the whole Primary School explored science and technology, including the foundations of artificial intelligence, during National Science Week. Book Week across the Primary School further celebrated reading and imagination through performances, a character parade and shared activities. In the creative arts, students in Years 4 to 6 worked with the School's Artist in Residence, a Canberra-based sculptor, exploring large-scale three-dimensional construction and design with recycled materials.

In languages, students continued to learn Indonesian in the early years and Chinese in the later years. Following a review, the School determined that from 2026 Chinese will become the core language from Kindergarten to Year 6, providing greater continuity across the primary years and a stronger foundation for language study in the Senior School, with Indonesian consolidating into the Senior School programme. Following the appointment of a Head of Digital Learning, the use of iPads as a purposeful learning tool was strengthened across the Primary School, supported by targeted professional learning for teachers. Students in Years 3 to 6 use iPads for research, collaboration and the development of digital literacy, guided by the School's commitment to the safe and ethical use of technology and aligned with current eSafety Commissioner guidance.

## PASTORAL CARE & WELLBEING

Pastoral care in the Primary School is anchored in its close sub-communities: the Early Learning Centre, the Campbell campus, the Kindergarten to Year 2 stage and Years 3 to 6, supported by the knowledge of each child held by class teachers and specialist staff. In the Primary School, Houses are expressed chiefly through sports carnivals and school spirit. In 2025 the School continued to strengthen a culture in which every student is known, safe and encouraged to belong.

Wellbeing initiatives reflected this focus. The School introduced Recess for Resilience, developed with the organisation Running for Resilience, which encourages students to take a short walk with friends each week to build habits of movement, connection and care. Students, staff and families also came together around the Blue Tree, a mental-health awareness project begun in the Primary School that grew to involve the wider School community in checking in on one another. The Parents and Friends Association supported pastoral life through the creation of wellbeing areas along the Wellbeing Walk and a presentation for parents and students on inclusion in contemporary education. The School also introduced My Mind Check, an evidence-based wellbeing check-in developed by Macquarie University, which helps teachers identify and respond to student wellbeing needs early, with the Primary School taking part in a national case study. Character and belonging programmes for the upper primary years, Tribes and Squad, were complemented by a new Year 4 programme, Emerge, which uses yarning circles to build identity, empathy and resilience.

Student voice and leadership were nurtured through the Student Representative Council across Years 3 to 6, which gave students a forum to advocate for their peers and to shape initiatives that strengthen wellbeing and connection. Year 5 students took part in a Leadership Immersion Day in preparation for the Year 6 Student Leadership Programme, with a focus on inclusion and respect for diversity. Relationships across the School were strengthened through mentoring, including reading partnerships between older Primary students and the youngest learners, and transition support provided by Senior School students for those moving from Year 6 into Year 7. Open Classrooms throughout the year invited families into their children's learning, reinforcing the partnership between home and school on which the Primary School's culture depends. The Primary year concluded with the customary milestones of the Year 6 Graduation and the Pre-School to Year 2 Christmas Concert.

# SENIOR SCHOOL REPORT

The Senior School educates students from Year 7 to Year 12, offering the International Baccalaureate Middle Years Programme (IB MYP) in the middle years and a choice of the International Baccalaureate Diploma Programme (IBDP), the NSW Higher School Certificate (HSC) and vocational pathways in the senior years. In 2025, the Senior School focused on the consistency and quality of its teaching, care and academic life, supporting every student to be known and challenged across academic and pastoral contexts.

## CURRICULUM & LEARNING

In 2025 the Senior School continued to strengthen its teaching and learning culture, concentrating on academic ambition, literacy, data-informed practice, pathway clarity and the connection between academic and pastoral care. The aim was to build the systems, habits and shared language that help every student grow as a learner and be more fully known.

A particular priority was the development of literacy as a whole-school capability. Faculties identified and made explicit the literacy demands of their disciplines, supporting a longer-term shift towards disciplinary literacy and prompting teachers to consider how students read, write, speak, explain, interpret and justify across subject areas. Data-informed practice was a central pillar of the model: improved academic tracking enabled consistent, purposeful conversations about student progress. The closer collaboration of academic and pastoral teams meant that student growth was understood through assessment results alongside engagement, wellbeing, attendance and motivation, so that learning and care are considered together.

The School refined and renewed its Continuous Feedback and Reporting system to give students timely, targeted and actionable feedback through the year, as part of its commitment to feedback as a continuous process. Preparation for authorisation of the IB MYP was a significant undertaking in Years 7 to 9, producing greater curriculum coherence, stronger assessment design and consistent learning expectations across the middle years.

## PATHWAYS & FUTURES

The School continued to support students and families to navigate the IBDP, the HSC and a widening range of pathways into work, training and tertiary study. A major focus through the year was enhancing the capacity and delivery of the CGS Careers Office, aligned with the Australian Blueprint for Career Development. The Office delivered a structured programme of guidance, including a Year 10 Careers Day,

Year 11 Mock Interviews conducted by parents and alumni, a weekly Spotlight on Industry series, and the Combined Anglican Schools Pathways Expo, hosted at CGS with more than 40 exhibitors. A high proportion of graduates again received early or direct tertiary offers ahead of their final examinations, reflecting the diversification of pathways beyond a single matriculation measure. The School re-certified as a SAT testing centre, hosting the United States examination for its own students and others from across the region, and worked with the United States Embassy to strengthen support for overseas tertiary applications.

## SUBJECT REPORTS

### ARTS, DESIGN & TECHNOLOGY

The faculty offered courses in visual arts, design and technology, textiles and design, and digital design, with a focus on implementing the IB MYP in Year 9. Year 8 electives expanded, with Textiles and Design offered for the first time alongside Design and Technology and Digital Design, and a new year-long Year 7 course combined Digital Design with Design and Technology.

- Arts, Design and Technology exhibitions in Terms 3 and 4, and the largest Year 12 IB Visual Arts graduating exhibition to date.
- The Young Artists Programme completed a mural for the canteen and illustrated and printed the graphic novel 'The Brolga', in collaboration with Indigenous artist Alec Thomson of the Wulgurukaba people.
- Students travelled to San Francisco and Silicon Valley with the co-curricular Code Cadets programme, and collaborated with Drama on costumes and props.

### ECONOMICS & BUSINESS

The Economics and Business faculty extended learning beyond the classroom through a strong programme of academic competition and civic engagement, across economics, business and law. Students tested their skills in legal advocacy, economic analysis and global affairs against peers from across the country.

- National champions at the 2025 Bond University National High School Mooting Competition, one of Australia's most prestigious legal advocacy competitions for secondary students, with an invitation to the Australian Law Students Association Championship Moot.
- Participation in Model United Nations events, and a second placing in a university moot challenge as an invited team.
- Success in the Australian Economics Olympiad, with a Year 12 student advancing to the national round.

### ENGLISH

IB MYP units were developed across Years 7 to 9, text selections were broadened to include a diverse range of Australian and international authors, and clear policies on the use of artificial intelligence were established for assessments in Years 7 to 10.

- Participation in the ICAS competition, including a LitLinks Achievement Award and an ICAS medal for the region's top performer in Writing.
- A Holocaust survivor, with a family connection to the graphic memoir 'Maus', addressed Year 10 students, and novelist Robbie Arnott led workshops as part of the new Author Spotlight Series.
- English Extension students attended 'Dracula: The Ballet' at the Canberra Theatre.

## **GEOGRAPHY**

The faculty offered Geography, Global Studies, and Environmental Systems and Societies, introducing a new HSC Geography course and a new IB Environmental Systems and Societies course, and sustaining an extensive programme of assessment-linked fieldwork.

- Achieved 26 consecutive years as the top-performing Geography school in the Australian Geography Competition, including a national first place in the Year 8 category.
- Representation at the International Geography Olympiad, including a bronze medal, and selection towards the 2026 Olympiad.
- Provided 11 assessment-linked fieldwork excursions, and co-hosted the Sejong Global High School visit through a study of Kelp Forest restoration.

## **HEALTH & EXERCISE SCIENCE**

Student numbers in Years 7 to 10 continued to grow, and the faculty broadened its senior offering with new courses in IB Sports, Exercise and Health Science and the HSC Health and Movement Science. Across the years it promoted healthy, active lifestyles and physical and mental wellbeing, and strengthened cross-disciplinary learning with other faculties.

- Introduction of aesthetic movement units in Years 7 to 9.
- A successful Health and PE Week raising awareness of healthy, active lifestyles and promoting physical and mental wellbeing.
- Year 10 Physical Activity and Sports Studies excursions, and an interdisciplinary Year 7 unit developed with the Mathematics and Science departments.

## **HISTORY & ABORIGINAL STUDIES**

Students performed strongly in Aboriginal Studies and in Ancient and Modern History, with results above state averages and ahead of predicted grades, and the Year 10 course was updated to include First Peoples' rights and freedoms in the 1960s and 1970s.

- Success in the Australian History Competition and at state and national levels of the National History Challenge.
- Twelve students completed their IB Extended Essay in History, with excursions and authentic research underpinning major projects.
- The School hosted the ACT History Teachers Association student workshops in partnership with the Australian National University, and students took part in a workshop on the ancient Roman army with the National Military Reenactment Group.

## **LANGUAGES**

The School offered French, Chinese, German, Indonesian, Latin and Spanish, implemented the IB MYP in Year 9, and maintained a focus on disciplinary literacy. IBDP results across the languages were strong, and 2025 was the final year of Year 11 German. Additional academic support was available after hours for students of Chinese, French and Indonesian.

- A two-week China tour for 21 students and five staff, including a week at a sister school in Beijing and further immersion in Hangzhou and Shanghai.
- Cultural celebrations including the Chinese and French dinners, attended by around 150 guests, Harmony Week, and attendance at the Indonesian Embassy for Independence Day.
- Excursions for Latin students to the National Museum of Australia and the ANU Classics Museum, and ANU language days for students of Chinese and French.

## MATHEMATICS

The faculty implemented the IB MYP in Year 9 and broadened engagement through a focus on mathematical literacy, enrichment and competition, while preparing for the new HSC mathematics courses commencing in 2026.

- Strong participation in the Australian Mathematics Trust Challenge and the Australian Mathematics Competition, with numerous high distinctions and distinctions, and an ICAS medal for the region's top performer in Mathematics.
- Invitations to the Mathematics Olympiad and a creative course extending learning beyond the Australian Curriculum.
- A third member of the team attained Highly Accomplished Teacher status.

## MUSIC

Students achieved well in HSC and IB Music in both performance and composition, supported by visiting composers and specialists. The faculty's ensembles and concert programme are reported in the Co-curricular section.

- Strong results in HSC and IB Music in both performance and composition.
- A student received an ENCORE nomination for outstanding work.
- A Year 11 student became the youngest at the School to achieve a double AMEB performance diploma.

## PERFORMING ARTS

Courses in drama, dance, film and vocational education focused on creativity, confidence and performance, with IB MYP units developed across the faculty and strong growth in VET Entertainment. The year's productions are reported in the co-curricular section.

- Development of IB MYP units in drama and dance, and growth in VET Entertainment.
- A student received a callback to the HSC OnSTAGE showcase, and a Year 12 student was selected for Sydney's Village Nation Dance School from 2026.
- Visits from industry professionals and theatre excursions enriched students' learning.

## SCIENCE

The faculty progressed development of the IB MYP in Years 7 and 8 and introduced it in Year 9, with learning extended through fieldwork and interdisciplinary projects.

- Continued development of the IB MYP in Years 7 and 8 and its introduction in Year 9.
- Fifteen Year 9 students won awards at the SEA ACT Science Fair for projects demonstrating creativity and rigorous methodology.
- Year 11 interdisciplinary research projects at Outward Bound, coastal fieldwork in Biology, and strong results in the Australian Science Olympiads across the junior and senior years, with numerous distinctions and high distinctions.

## PASTORAL CARE & WELLBEING

Pastoral care in the Senior School is anchored in the House system, through which every student is supported by tutors and a Head of Student House. In 2025 the School continued to draw academic and pastoral care closer together, so that each student is known not only through achievement but through their engagement, wellbeing and growth. The Community Survey affirmed the strength of this culture, with respondents identifying pastoral care and the Houses among the School's defining strengths.

Student leadership was a notable feature of the year. The student-led CORE framework, built on the values of Connection, Outreach, Responsibility and Empowerment, shaped the work of the School Captains and the Student Representative Councils, which moved from a discussion-based to a project-based model. Student initiatives included the leadership of Harmony Week, peer mentoring across year levels, a reading programme with younger students, and the recognition of International Women's Day. The year's pastoral programme included Experience Days for new and continuing students and a Pastoral Week in which year groups focused in turn on empathy and gratitude, on service, agency and leadership, and on positive habits for self-management, while Year 11 students undertook a leadership programme at the Royal Military College, Duntroon, the first such partnership since 2020. The School also trialled Wellio, a digital platform supporting research-based wellbeing lessons. The pastoral calendar included the inaugural Year 7 March-In welcoming new students, a Harmony Day assembly, a Service Assembly, and, for the graduating year, the Year 12 Formal and the events of Valedictory week. The commissioning of the 2026 student leaders, preceded by a dedicated Leadership Day, marked the handover of this culture to the year ahead.

## BOARDING

Boarding remains central to the life of the School, with a residential community of boys and girls from Year 7 to Year 12, drawn largely from rural and regional Australia, from overseas, and from Canberra's diplomatic and defence families. Students live in the modern Girls' House and the Boys' House, supported by Heads of House, tutors and residential staff, with a structured routine of supervised study, recreation and a full weekend programme. In the Community Survey, boarding families, staff and students rated safety, inclusion and personal growth highly, describing the residential environment as a home within the School. The boarding year was marked by shared traditions including the Boarding Dinner and, for the departing cohort, the Year 12 Boarders' Chapel and Dinner, recognising the progress of students who have flourished away from home.

# ACADEMIC OUTCOMES

## NAPLAN

Students demonstrated high achievement in literacy and numeracy across all year levels. Results show continued progress and a high proportion of students performing at or above expected standards.

**TABLE 6.** STUDENT NAPLAN SCORES FOR YEAR LEVELS BASED ON THE PROFICIENCY LEVEL CRITERIA.

	YEAR LEVEL/ DOMAIN	NEEDS ADDITIONAL SUPPORT (%)	DEVELOPING (%)	STRONG (%)	EXCEEDING (%)	(EXEMPT)*
YEAR 3	Grammar and Punctuation	5	23	46	25	1
	Numeracy	1	13	61	24	1
	Reading	3	9	45	42	1
	Spelling	1	26	47	25	1
	Writing	1	2	79	17	1
YEAR 5	Grammar and Punctuation	1	11	56	31	1
	Numeracy	1	7	61	30	1
	Reading	0	5	40	54	1
	Spelling	3	12	52	32	1
	Writing	1	13	66	19	1
YEAR 7	Grammar and Punctuation	2	13	53	29	3
	Numeracy	1	8	52	35	4
	Reading	1	6	39	53	1
	Spelling	2	11	50	35	2
	Writing	0	13	58	27	2
YEAR 9	Grammar and Punctuation	2	15	42	40	1
	Numeracy	1	6	65	27	1
	Reading	0	11	45	43	1
	Spelling	2	8	53	35	2
	Writing	2	15	46	36	1

# YEAR 12

The senior pathways combine academic rigour with strong structural support, enabling students to develop the perseverance, independence and sustained effort required for successful transition to tertiary study and life beyond school.

A total of 215 students were enrolled in Year 12 in 2025. Of these, 114 undertook the Higher School Certificate (HSC) and 101 undertook the International Baccalaureate Diploma Programme (IBDP). Across both cohorts, 98% of students attained ATARs, an outstanding figure for a non-selective school and well beyond the ACT and national averages.

The IBDP cohort was one of the largest and broadest in the School's history. The HSC cohort likewise reflected the diversity of the group and the breadth of subject choice offered at the School. Students pursued courses across academic, creative, technical and vocationally oriented disciplines. They also engaged in the co-curricular and community life of the School throughout their studies and their results represent individual excellence and collective achievement.

## IBDP OUTCOMES

The Dux of the IBDP achieved an outstanding IB Admissions Score (IBAS) of 44.5, equating to an ATAR of 99.7. Five students attained exceptional IBAS results, placing them in the top 5% of IBDP students worldwide. 21 IBDP students earned IB results equating to ATARs above 95, with 40% of the IBDP cohort earning ATARs of 90 or more. The cohort outperformed the global IBDP mean score of 29.3.

## HSC OUTCOMES

Dux of the HSC achieved an ATAR of 98.2. Eight students attained particularly impressive results across a broad range of HSC subjects and they feature among 37 placements on the HSC merit list. Most HSC students outperformed ATAR projections. Three students were recognised for HSC Callback, HSC ENCORE and HSC OnSTAGE, respectively.

## POST-SCHOOL DESTINATIONS

Graduating students transition to a range of post-school destinations including university study, vocational education and training and employment aligned to individual aspirations.

This year, nearly 80% of students attained early or direct university offers prior to the release of final results, many before sitting their final exams. This reflects the School's structured approach to tertiary preparation where students are supported early and deliberately to understand course prerequisites, to apply for alternative entry pathways and to prepare portfolio-based applications. Some students opted to pursue pathways that combine further study with work, training or service and others will take gap years, apprenticeships or opportunities in sport and the performing arts.

## OTHER STUDENT OUTCOMES

Throughout the senior years, many students pursue demanding commitments in elite sport and the performing arts, while others contribute through leadership, service and community engagement within and beyond the School.

# CO-CURRICULAR REPORT

Co-curricular life is central to a Canberra Grammar School education. It is in sport, music, the creative and performing arts, outdoor education and service that many of the School's most important lessons are learned: confidence and teamwork, resilience and creativity, compassion and citizenship. From the early years to Year 12, the breadth and quality of these opportunities give every student the chance to discover their talents, build character and belong. Beyond the major programmes described below, students also pursued a wide range of clubs and academic-enrichment activities, among them debating, chess, the da Vinci Decathlon and the Code Cadets.

Reflecting the size and diversity of the School, and the significance it places on this dimension of education, during 2025 the School also designed a new model of whole-school leadership for co-curricular life, creating the roles of Director of Co-Curricular Education and, within that portfolio, Head of CGS Sport. Taking effect in 2026, these roles are intended to give the co-curricular domain its full standing and to strengthen continuity across the Primary and Senior Schools in the years ahead.

## SPORT

Sport is a central and inclusive part of School life. In 2025 the School offered a wide range of sports, including athletics, badminton, basketball, cricket, dragon boating, equestrian, football, golf, hockey, netball, rock climbing, mountain biking, rowing, rugby, sailing, snow sports, strength and conditioning, swimming, taekwondo, tennis, touch football, water polo and yoga, with approximately 90% of students taking part in at least one. Students competed in inter-school competition from Year 3 to Year 12, with pathways to representative honours at state and national level, while the carnivals of the House calendar and the Primary Colour Run brought the community together through the year. The First XI Women's football team made history as the first female team in the programme to win both a minor premiership and a Grand Final. Across the codes, the School enjoyed national and interschool success in snow sports and mountain biking, with a large Primary contingent gaining podium finishes at the ACT and NSW Interschools Snowsports Championships, and strong results in the netball Grand Finals. Individual students reached the international stage through selection for the Australian under-15 rugby sevens development squad and for the 17th World Dragon Boat Racing Championships in Germany, and the School hosted the New Zealand Schools rugby team for a series against the Australian Schoolboys. A new coaching partnership in football was among the year's developments, as the School prepared to unify Primary and Senior sport under a single CGS Sport identity from 2026. The year also marked the sixtieth anniversary of CGS Rowing, whose season of celebration included a spectacular community regatta on the lake.

# MUSIC

Music flourished across the Primary and Senior Schools, with hundreds of students performing in choirs, bands, string ensembles and orchestras throughout the year. The breadth of the programme was on display at Studio Sunday, where 478 students learning an instrument performed across six venues on the campus. Sounds on Saturday brought together the Primary String Orchestra, Sinfonia, the Senior Chamber and String Orchestras, the concert bands, the jazz bands, and the guitar and vocal ensembles. The concert calendar also included the House Music Festival, with its instrumental, rock and vocal sections, the Choral Concert bringing together around 160 singers from the Primary and Senior Schools, and the 39th Evening of Fine Music. More than 150 students performed in the inaugural Carols in the Quad, the Primary choirs performed at Parliament House, and ensembles travelled to the Australian Combined Schools Music Festival in Adelaide. Students worked with visiting artists, including the composer Sally Greenaway in composition workshops and the composer Paul Svoboda with the guitar ensembles. The Fisher Concert Band and the Chamber Strings performed at the Australian Schools' Bands and Orchestras Festival, and the concert bands, jazz bands and string orchestras achieved excellent results at the National Eisteddfod. Throughout, the Snow Concert Hall continued to host the School's major performances alongside its international concert series.

# DRAMA, DANCE & THE PERFORMING ARTS

The performing arts offered a full season of productions and performances across the year. The CGS Theatre season opened with Shakespeare's 'Much Ado About Nothing,' a witty tale of love mistaken and restored, which marked the final co-curricular production for its graduating Year 12 cast and was supported, as throughout the year, by the School's Ghost Light Productions. Later in the year, 'A Budget Cinderella,' a one-act pantomime blending song, dance, slapstick and audience participation, was directed by Year 11 IB Theatre students and produced by Year 11 VET Entertainment students, a first for the course. In the Primary School, students entirely devised and performed the Horizons production 'Varmints' across four performances, and the year's calendar also included the Year 12 Performing Arts Showcase. Dance flourished alongside theatre: a company of 21 students from Years 7 to 9 represented the School at the Youth Dance Festival, refining choreography and building confidence as performers, while the Primary School's Horizons Dance performed at major School occasions. The Drama Club performed at the Canberra Theatre as part of the ACT Up programme, and strong growth in VET Entertainment reflected rising interest in industry-focused pathways into the performing arts.

# OUTDOOR EDUCATION

Outdoor education gave students from the early years to Year 12 experiences of challenge, teamwork, service and connection to Country. In the Primary School, outdoor education offered camps and overnight experiences for students from Year 2 to Year 6, beginning with the Year 2 camp at Birrigai, alongside the Junior Duke of Edinburgh Award, completed by 135 students, and the family-based Adventure Club, whose experiences included a Booderee National Park weekend, the Mulligan's Flat Twilight Tour and a Bendora Arboretum picnic. In the Senior School, year-level camps and expeditions ranged across the Snowy Mountains, Namadgi and the south coast, from the Year 7 camp at Nowra to a Year 10 expedition through the Snowy Mountains from Mount Kosciuszko, and a Year 11 Theory of Knowledge camp on the theme of knowledge and Indigenous societies. The year saw one of the School's strongest yields of Duke of Edinburgh's International Awards, alongside the Year 11 Outward Bound excursion to Tharwa. Outdoor and Global Education received some of the warmest endorsements of any area of the Community Survey.

## SERVICE & CITIZENSHIP

Service is woven through the life of the School and expresses its Anglican ethos. In the Senior School it is coordinated by the student Service Council, and across the Primary School through age-appropriate programmes, including a service-learning and Indigenous-education partnership with Jervis Bay Primary School. The year's signature endeavour was the Reach for Nepal service expedition, through which students raised more than \$30,000 and built two classrooms for a partner school. Major campaigns ran throughout the year, among them Shave Against Cancer, Movember and the Pink Rounds, and the Anglicare Winter Pantry Appeal, which gathered more than 10,000 items. Students also supported Operation Christmas Child and the Sony Camp for children with disability, and Primary classes took part in national writing competitions and an aged-care pen-pal partnership. NAIDOC Week activities supported the Indigenous Literacy Foundation, and two students were recognised with Order of Australia Association youth awards for their service and citizenship.

## GLOBAL & INTERNATIONAL

The School's globally oriented education was evident in a wide range of international exchanges and partnerships. Students undertook reciprocal exchanges with partner schools overseas, among them Shebbear College and Strathallan School in the United Kingdom and Shawnigan Lake School in Canada, alongside an exchange to Argentina. The School also welcomed visiting students from Scotland and large delegations from Sejong Global High School in South Korea and from Tahiti. A two-week China tour re-established connections with sister schools, including Beijing National Day School, with further immersion in Hangzhou and Shanghai. Senior students represented the School at the Montgomery Bell International Symposium in Philadelphia, hosted by Germantown Friends School on the theme of truth and information in a digital age. The symposium gathered students from 10 schools across nine countries, and the School renewed its memorandum of understanding within the network. The Code Cadets programme travelled to San Francisco and Silicon Valley, visiting leading technology companies. Together, these experiences build confidence, broaden perspective and strengthen the international friendships that are part of the School's character.

# COMMUNITY DEVELOPMENT REPORT

Canberra Grammar School is an outward-looking community of students, staff, families, alumni and supporters, and 2025 was marked by a rich programme of events, partnerships and engagement. As the School approaches its centenary in 2029, it continued to strengthen the connections that sustain its life, while listening closely to its community through the most comprehensive survey it has undertaken in many years.

## COMMUNITY LIFE & EVENTS

The School's campus and calendar drew the community together throughout the year. The Anzac Day Dawn Service in the Quad remained a profoundly significant occasion of remembrance, open to the wider community. Music and the arts offered many further points of connection, from Sounds on Saturday and Studio Sunday to the new Author Spotlight Series. The year closed with the inaugural Carols in the Quad, a festive evening for families from across the Primary and Senior Schools. Across the year, occasions such as Open Days, the Mothers' Day and Fathers' Day street parties, academic conferences and the Head's breakfasts and coffee mornings gave families countless opportunities to share in the life of the School. The School also revived its programme of Head's parent breakfasts, beginning with a Foundation medical breakfast and continuing with gatherings of alumni and sporting families and of families in internationally oriented careers. It also hosted inter-school gatherings, including the Galambany values seminar with neighbouring Anglican schools.

The Parents and Friends Association and the School's sporting associations remained central to community life, contributing time, support and goodwill to events, performances and pastoral initiatives throughout the year.

## SNOW CONCERT HALL

The Snow Concert Hall has become one of the School's most significant contributions to the cultural life of Canberra, serving both the School and the wider community. In 2025 it again hosted the School's own major occasions, from the Sounds on Saturday spectacular and the Evening of Fine Music to the three-part Presentation Day that closed the year, while welcoming the wider community to a rich programme of professional music.

At the heart of this was the Snow Concert Hall International Series, in its third season under the artistic direction of the flautist Ana de la Vega. The 2025 Series comprised six concerts, a sustainable shape for artists and audiences, and subscriptions grew strongly to 233 across the season. On a theme of Nordic notes and classical favourites, the season brought artists of international standing to Red Hill. They included the Freiburg Baroque Orchestra with the fortepianist Kristian Bezuidenhout, in the orchestra's first visit to Canberra, the Leipzig a cappella ensemble Sjaella, and the violin-and-cello Balanas Sisters. The season continued with the duo of violinist Anthony Marwood and accordionist James Crabb, the British pianist Benjamin Grosvenor, and Ana de la Vega herself, who closed the season with a programme drawn from her album *My Paris*. The Freiburg Baroque Orchestra concert filled the Hall to capacity, and several performances sold out.

The Hall's wider role in the cultural life of the city continued to grow. It served as the main venue for the Canberra International Music Festival, and the School's longstanding relationship with the Australian Youth Orchestra brought the Orchestra back for a week-long residency that culminated in a free concert for the Canberra community. Towards the end of the year the School launched the 2026 season under a new and elegant brand identity, with subscriptions already running ahead of the year before, as the Hall continues to realise its founding ambition of establishing Canberra Grammar School as a hub for outstanding music.

## RECONCILIATION & INDIGENOUS EDUCATION

The School continued to honour its place in the national capital and on Ngunnawal country, and to deepen its commitment to reconciliation. The year began with a start-of-year smoking ceremony, offered as an invitation to the community, and NAIDOC Week was marked by a NAIDOC Assembly and the annual NAIDOC Dinner, which welcomed back Indigenous alumni to share their journeys. Students worked alongside an Indigenous artist to create the illustrated graphic novel 'The Brolga', with proceeds supporting the Indigenous Literacy Foundation.

Central to the School's commitment to Indigenous education is the CGS Indigenous Scholarships Programme, which opens doors of opportunity for Indigenous students from across Australia and enriches the life of the whole School community. The Programme is sustained by the substantial support of the CGS Foundation, for which Indigenous scholarships are a leading philanthropic priority, advanced through its annual giving appeal and the generosity of the wider community.

## ALUMNI

The CGS Alumni programme connected former students, staff and families across Australia and around the world. Reunion events were held in cities including Sydney, Melbourne, Brisbane, Adelaide, Hobart, New York and Bangkok. The Annual Alumni Weekend achieved one of its strongest attendances and featured milestone reunions for the classes of 1985, 1995, 2005 and 2015, with campus tours, a chapel reflection, a luncheon and the 1st XV rugby match. The Vintage Club gathered in November to welcome the Class of 1975 as its newest members, and recent graduates returned for a One Year Out reunion and the Where to Now programme, which gives current students the benefit of alumni experience. Initiatives such as the Alumni Scholars Programme, the Year 11 Mock Interviews and the alumni mentoring network continued to strengthen the bond between the School and its graduates, whose achievements across many fields were a source of pride throughout the year. Planning also began for the School's centenary in 2029, including a commissioned pictorial history of the School.

## THE CGS FOUNDATION

The CGS Foundation advances the School's philanthropic priorities in alignment with CGS100: Strategic Directions Towards 2029, supporting initiatives that enhance educational access, opportunity and excellence through its campaigns and its engagement with donors. In 2025 the Foundation's priorities were Indigenous scholarships, equity and hardship bursaries, merit and talent scholarships, and campus development projects. Through the generosity of parents, staff, alumni and friends, the Foundation continued to expand access and opportunity for current and future students. A donor stewardship event updated supporters on progress towards the centenary, and interest in the Foundation's bequest programme grew. The Foundation reports more fully on its work and financial position separately; the School records here its sincere gratitude to all who give, whose generosity shapes the experience of every student now and in the years to come.

# THE 2025 COMMUNITY SURVEY

A defining feature of the year was the CGS Community Survey, the most comprehensive the School has undertaken in many years, inviting the views of thousands of students, families and staff. It spanned all the major domains of School life: values and communications; student care, curriculum and learning; co-curricular education; boarding; and professional culture. Student participation was notably high and staff were widely represented, while parent participation was lower, as in previous surveys. The feedback has been received with gratitude as a baseline for the School's development on the path to its centenary, and its messages were strongly affirming while also pointing to ways in which the School can keep improving.

On values and aspirations, the community proved remarkably aligned. Its clearest priorities, in order, were a school that prioritises student wellbeing, respectful relationships and a safe, supportive environment; a school that develops confident, articulate and resilient young people ready to lead in a complex world; and a school that provides broad opportunities in sport, music, the arts, outdoor education and co-curricular life. A school that pursues high academic outcomes through strong teaching and high expectations was a close fourth. The leading reasons families chose the School were the quality of teaching, safety and wellbeing, personal and social development, and preparation for tertiary study and careers. Appreciation for the campus was unequivocal and advocacy was high, especially among staff, with strong resonance across all groups for the mission to educate curious, creative, confident and compassionate citizens, ready for the world. Across the responses, there was a shared wish for the School to keep ensuring that every student's experience reflects these aspirations, for greater consistency of experience across a large and diverse community, and for day-to-day communication that is even clearer and more timely.

On student care, curriculum and learning, respondents affirmed the School's pastoral care and culture, its focus on respectful, ethical and positive relationships, and its emphasis on character development. CGS Care was much valued, and the House system was again regarded as a signature strength. In learning, families and students recognised that teachers know and support their students, that students are challenged to think and grow, that resources are excellent and teaching inclusive, and that the breadth of subjects and pathways is valued. Families and students also saw scope to keep strengthening the clarity of curriculum and assessment information at key progression points, the breadth of enrichment, and the timeliness of feedback.

Feedback on co-curricular education was especially warm. Outdoor and Global Education attracted some of the strongest and warmest endorsements of the entire survey, with enthusiasm for even more opportunities, mindful of cost, equity and inclusion. CGS Music and the creative and performing arts were deeply affirmed for their culture, care, organisation and breadth. Sport was highly rated by students and staff for its inclusion, range, organisation and contribution to student development, with a shared interest in continuing to strengthen its clarity and consistency. Signature programmes such as the Code Cadets, debating and the da Vinci Decathlon drew standout ratings, and across every domain there was enthusiasm for recognising participation and achievement even more prominently. Boarding feedback was warm, with families, staff and students confirming that boarders feel safe, known and cared for by professional staff in a supportive and well-organised environment, alongside a desire to keep strengthening communication and the support of boarders' learning beyond the school day.

The professional-culture survey conveyed a remarkable commitment to the School: a shared sense of mission, a firm expression of collegiality, clarity about core policy and practice, and appreciation for amenities and conditions. Colleagues also welcomed opportunities for even greater collaboration across teams as the School continues to balance its ambitions with the wellbeing of its people. Overall, the survey portrayed a school of shared purpose, care, commitment and breadth of opportunity, attentive to the opportunities that come with sustaining quality, communication and connection across a large and complex community. These messages will help to shape the School's priorities in the years ahead.

# STRATEGIC OPERATIONS REPORT

The School's strategic operations bring together education technology, data and systems, and policy and compliance in support of teaching, learning and student care. In 2025 the focus fell on strengthening digital learning, securing the resilience of the School's systems, sharpening the use of data to know every student well, and keeping the School's policies and compliance current with regulation and best practice.

## EDUCATION TECHNOLOGY & DIGITAL LEARNING

The Student Learning Device Programme was embedded across the School, with shared iPads in the early years and a one-to-one programme from Year 3, supported by the configuration and deployment of new devices for the start of the year. A Teaching with iPad pilot in the Senior School extended into every department and informed device planning for the introduction of the programme in Year 7 in 2026. The School also hosted a gathering of ACT school technology leaders, sharing practice in device deployment, cyber security and the automation of school processes.

## DATA, SYSTEMS & SECURITY

Improved data and analysis underpinned the School's commitment to knowing every student well. Working with specialist consultants, the School strengthened its modelling of senior academic performance, allowing the early identification of students for targeted support, and it adopted standardised assessment data to measure progress through the Primary School. The School's CGS Connect platform continued to support communication and the sharing of information with students and families across the School.

The School also advanced the renewal of its core systems. A review of its education-technology systems was completed in its first phase, guiding future investment, including in dedicated human-resources and co-curricular systems, and a data-governance project strengthened the secure management and retention of the School's records. Throughout, the School continued to strengthen the security and resilience of its systems and the protection of its community's data, maintaining sound arrangements for data backup, recovery and continuity and for preparedness against cyber threats.

## POLICY, COMPLIANCE & REGISTRATION

The School maintained currency and rigour across its policy and compliance framework. An internal audit was undertaken against the ACT registration standards, the School's practices were aligned with the National Child Safe Standards, and a Critical Incident Response Plan was advanced. A range of policies was reviewed or introduced through the year, including policies on acceleration and inclusion, alongside updates to meet early-childhood regulatory requirements. The School's key policies are set out in the Compliance and Policy section.

# BUSINESS REPORT

Canberra Grammar School is a not-for-profit organisation and maintains strong business practices so that its finances are managed effectively, efficiently and in compliance with regulatory requirements. The School's sound financial stewardship consistently delivers annual surpluses, which are reinvested into facility development, educational resources and student services to support continuous growth and improvement. The year was one of consolidation across the School's finances, its campus, its people and its enterprises.

## FINANCIAL PERFORMANCE

The reportable income, including Government recurrent per-capita funding, for the year ended 31 December 2025 was \$86.0 million, excluding revaluations of the School's investment portfolio. Approximately 84% of this income was contributed by parents, 12% came from Federal and State Government recurrent grants, and the balance of 4% came from investments, donations and other sources (see Figure 1).

In 2025 the School consolidated its sound financial performance and prioritised significant reinvestment in teaching and learning. It maintained fee increases that allow it to provide exceptional educational outcomes while remaining conscious of the financial pressures faced by the parent community. The School completed its annual external audit, prepared the 2026 budget and began work on a long-term financial model, and the annual Commonwealth Census confirmed enrolments stable year on year.

Diligent financial management remains a priority, particularly for the coming years, with upgrades to existing infrastructure and the delivery of the Campus Development Plan projects ahead. The School Board endorsed the 2025 financial results, together with the financial resources to improve facilities, in support of the objectives within the School's Strategic Plan.

## BUILDINGS & CAMPUS DEVELOPMENT

The School continued its programme of refurbishment and maintenance of existing facilities, with total capital expenditure for 2025 of \$1.6 million (see Figure 3). Work in 2025 included a review of facilities and operations aligned with the School Master Plan, involving a stocktake of existing facilities, particularly the rich heritage buildings, and the identification of areas for development. Maintenance of existing facilities continued, including repainting across the School, alongside the renewal of science laboratories, new security and fire-safety systems in boarding, refreshed campus entry signage and wayfinding, kitchen plant renewal, and the reinstatement of facilities following a water-pipe rupture, fully covered by insurance. The School also relocated its uniform shop to improved premises.

## HUMAN RESOURCES

Work in the first months of 2025 included the implementation of the new Cooperative Multi-Enterprise Agreement (CMEA) for teachers, professional-services personnel and support staff. The new teaching CMEA is the single biggest structural change to teachers' salary levels in over a decade. It introduces an eight-level model that provides teaching staff with stronger opportunities for advancement. The change increased the cost of teaching staff, met through fee increases, and recognises that teaching is a valuable profession; it is anticipated that the new CMEA will assist in the recruitment and retention of quality teaching staff.

The School also strengthened the wider support and development of its people. A new Team Member Handbook and an enhanced onboarding programme were introduced, right-to-work verification was embedded in recruitment, and the School's leave policies were reviewed. The Head of Human Resources was recognised with a professional leadership award, and the year brought carefully managed leadership transitions in the grounds and maintenance teams, with new supervisors promoted from within, honouring the long service of those who shaped the campus over many years.

## ENTERPRISES & EXTERNAL ENGAGEMENT

The Snow Concert Hall continued to serve as a significant venue for both School and community use, hosting the School's major events, the international concert series and visiting ensembles, and generating valuable engagement and revenue. The cultural programme of the Hall is described more fully in the Community Development Report.

Beyond its concerts, the campus and the School's expertise continued to generate engagement and revenue. The campus also hosted residential rowing camps from interstate schools, and the School's Code Cadets provided professional live-streaming services for community sporting events, contributing both revenue and visibility. Catering and cleaning arrangements were reviewed through the year to improve quality and value for the community.

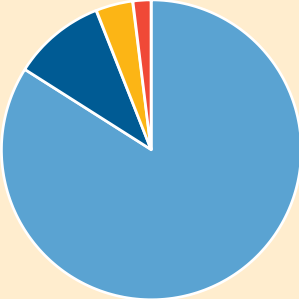
## GOVERNANCE, RISK & COMPLIANCE

The membership of the School Board was renewed during the year, with the appointment of a new Chair and Deputy Chair and several new directors, broadening the Board's expertise and strengthening its stewardship of the School. The School completed its statutory governance reporting to the Anglican Diocese, the Synod and the Australian Charities and Not-for-profits Commission, and began a refresh of the Board Charter to keep its governance framework current.

The School also maintained a strong and active approach to risk and compliance. A review of the School's insurance arrangements delivered significant annual savings while maintaining the necessary cover, and the School progressed its workers' compensation and broader insurance renewals alongside banking and valuation reviews. Throughout, this work remained anchored in the safety and wellbeing of students, staff and the wider community.

THE FOLLOWING FIGURES PROVIDE AN OVERVIEW OF THE INCOME AND EXPENDITURE CATEGORIES FOR THE 2025 CALENDAR YEAR.

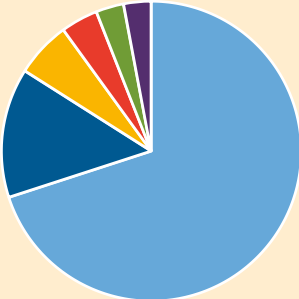
**FIGURE 1.**  
PERCENTAGE OF ANNUAL REVENUE FROM ALL SOURCES



**2025 Revenue**

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

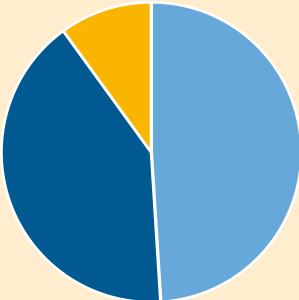
**FIGURE 2.**  
PERCENTAGE OF ANNUAL EXPENSES BY CATEGORY



**2025 Expenses**

- 70% Staff Costs
- 14% Teaching & Boarding Operations
- 6% Depreciation & Interest
- 4% Teaching Resources
- 3% Maintenance of School Property
- 3% Co-Curricular Costs

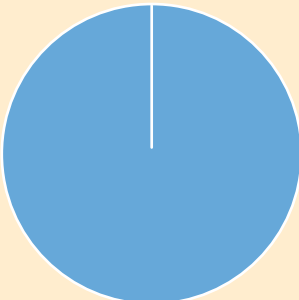
**FIGURE 3.**  
PERCENTAGE OF ANNUAL CAPITAL EXPENDITURE



**2025 Capital Expenditure**

- 49% Furniture & Equipment
- 41% Computer Equipment
- 10% Land & Buildings

**FIGURE 4.**  
PERCENTAGE OF ANNUAL CAPITAL FUNDING



**2025 Capital Funding**

- 100% Retained Earnings

# COMPLIANCE & POLICY

## COMPLIANCE STATEMENTS

The School complies with all relevant legislative and regulatory requirements governing non-government schools in the ACT and NSW, including applicable education acts, registration standards and reporting obligations.

The School maintains policies and procedures for the health, safety and wellbeing of students and staff, including child protection, work health and safety and mandatory reporting requirements. All teaching staff are appropriately qualified and registered with relevant authorities and curriculum delivery aligns with mandated frameworks, including the Australian Curriculum.

The School meets obligations relating to financial accountability, governance and public reporting and undertakes regular review processes for ongoing compliance and continuous improvement across its operational areas.

## COMPLIANCE WITH ACT REGISTRATION STANDARDS

### **STANDARD A: GOVERNANCE & FINANCIAL SUSTAINABILITY**

The School maintains 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.

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

## **STANDARD B: EDUCATIONAL PROGRAMMES**

The School adheres to all educational standards outlined by the ACT Education Directorate, ensuring that the curriculum aligns with:

- Australian Curriculum
- International Baccalaureate (IB) Frameworks; and
- NSW Higher School Certificate (HSC) requirements set by the NSW Education Standards Authority for Years 11 and 12.

In 2025, all documentation processes were streamlined to make it easier for staff to access and present evidence of compliance. The data governance and recordkeeping systems were also reviewed to add clarity and efficiency to managing academic records.

To support educational excellence, the School 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 & WELFARE**

The School places the highest priority on student safety and wellbeing with:

- a comprehensive child safety policy and programme; and
- transparent behaviour management policies that promote a safe and healthy learning environment, promotes positive behaviour and encourages regular attendance.

During 2025, the child safety framework (ACT Child Safe Standards) was reviewed and policies were updated and training renewed for staff. School practices are maintained to foster a safe, supportive and nurturing environment for all students.

The School follows strict attendance procedures and maintains a student movement register to ensure student welfare. Additionally, emergency management plans are regularly reviewed and tested for effectiveness.

## **STANDARD D: OPERATIONAL COMPLIANCE**

The School upholds ACT and Commonwealth laws concerning staff qualifications, clearances and operational infrastructure. These are that:

- all teachers meet the required qualifications and hold current TQI accreditation
- all staff maintain Working with Vulnerable People clearances
- infrastructure meets high educational standards; and
- boarding programmes operate in compliance with Australian Boarding Schools Association standards.

# SCHOOL POLICIES

The School's Policy Management Framework was reviewed during 2025 to update and enhance the processes and workflows for the policies, procedures, guidelines and forms used across the School. The following key policies, central to the School's operations, its compliance, and the safety and wellbeing of its community, are published in full on the School website:

- Enrolment (Admissions) Policy sets out the School's non-selective enrolment criteria and process for students from Pre-School to Year 12
- Attendance Policy sets the School's expectations for attendance, recording, intervention and reporting for students from Pre-School to Year 12
- Child Safe Programme encompasses the policies, procedures, practices and systems that maintain a child-safe environment and embed a culture of child safety, in line with the ACT Child Safe Standards
- Staff and Student Professional Boundaries Policy establishes clear professional boundaries between staff and students
- Discrimination, Harassment and Bullying Policy supports a fair, safe and non-discriminatory environment and sets the School's approach to preventing and responding to bullying
- Student Behaviour and Discipline Policy sets out the School's expectations for student behaviour and its approach to discipline, supporting a safe and positive learning environment
- Complaints Policy and Procedure governs complaints about the management of the School or the provision of its services
- Parent and Guardian Code of Conduct sets out the values and standards of behaviour expected of parents, guardians and caregivers
- Reconciliation Action Plan integrates Indigenous perspectives into teaching, outdoor education and co-curricular programmes; and
- Privacy Policy governs the collection and handling of personal and sensitive information about students, families and guardians.

Together, this framework of policy and practice ensures that the School's operations remain safe, compliant and well governed as it approaches its centenary.

Canberra  
Grammar  
School



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