

CGS100 2.0 | STRATEGIC PLAN OVERVIEW

Adopted by the School in 2023, CGS100 set our strategic directions towards our centenary in 2029. CGS100 2.0 is that same plan, sharpened at its midpoint for a world and a School that have moved quickly since. Its mission, vision and domains are unchanged; it now sets out the commitments that will carry the School to 2029.

READY FOR
THE WORLD

1

A CENTRE OF EDUCATIONAL EXCELLENCE

A distinctive, coherent P–12 curriculum where excellence is defined by the genuine growth of every learner.

1.1 Curricular Coherence, Progression and Understanding

We will build a coherent P–12 curriculum in the liberal tradition, each stage deepening knowledge, capacity and agency from early learning to life beyond school.

1.2 Systematic Literacy, Numeracy and Inquiry

We will develop the literacy, numeracy and inquiry capabilities that underpin independent learning, built from the earliest years as shared responsibilities across every discipline.

1.3 Academic Growth, Insight and Achievement

We will make student growth the primary measure of quality, tracking progress and value-add to improve teaching and reporting transparently to students, families and staff.

1.4 Inclusive Excellence, Opportunity and Support

We will design learning for the full range of students from the outset, holding high expectation and support together through Inclusive Excellence and tiered provision.

1.5 Intellectual Aspiration, Enrichment and Extension

We will extend education beyond the standard curriculum through enrichment, competition, scholarships and year-round learning, stretching all learners and extending exceptional ability.

2

AN INCLUSIVE & CARING CULTURE

Knowing, respecting and nurturing every student as a whole person, guided by our inclusive Anglican values.

2.1 Character Development, Faith and Belonging

We will make the formation of whole, ethical students a central purpose alongside academic achievement, guided by the 5C Graduate Profile and our Anglican values.

2.2 Wellbeing Education, Health and Relationships

We will deliver a structured, sequential P–12 Personal Development Programme across six content areas, equipping students to navigate health, relationships, learning and adult life with integrity.

2.3 Student Agency, Service and Integrity

We will form students as active, responsible contributors, giving them authentic responsibility and genuine voice across P–12 and expecting them to live the School's values.

2.4 Personal Connection, Responsiveness and Safeguarding

We will make care visible through pastoral systems in which every student is known, needs are identified early, and timely support is coordinated, sustained by restorative practice and uncompromising safeguarding.

2.5 Boarding, Indigenous Education and Specialist Care

We will express care and belonging through Manaro House, our leadership in Indigenous education and specialist support, so every student can participate fully in School life.

3

A PLACE OF CHALLENGE & OPPORTUNITY

Exceptional breadth in music, the arts, sport and outdoor education, where challenge develops the whole student.

3.1 Co-Curricular Challenge, Access and Excellence

We will sustain an exceptional P–12 co-curricular programme across music, arts, sport and outdoor education, enabling meaningful participation for every student and excellence at every level.

3.2 Music Education, Opportunity and Distinction

We will develop CGS Music as a nationally significant P–12 programme through the CGS Music Academy and Snow Concert Hall, so that music is part of the everyday life of the School.

3.3 Artistic Creation, Production and Performance

We will develop CGS Creative and Performing Arts as a coherent P–12 programme extending curricular foundations into studio practice, production and public presentation, making the arts a visible and valued part of School culture.

3.4 Sporting Participation, Pathways and Performance

We will build CGS Sport as a unified P–12 programme of breadth, inclusion and ambition, woven through the rhythm of School life and supporting those able to excel.

3.5 Outdoor Learning, Resilience and Formation

We will develop Outdoor Education as a defining P–12 programme of formation, using challenge, expedition and the natural world to build independence, resilience, leadership and perspective.

4

A GLOBALLY-ORIENTED INNOVATOR

Globally-oriented education and technological innovation for an interconnected and fast-changing world.

4.1 Global Citizenship, Ethics and Responsibility

We will give global citizenship a clear, shared meaning grounded in the 5C Graduate Profile, preparing students to participate responsibly in a connected world.

4.2 Intercultural Perspectives, Fluency and Experience

We will form globally-oriented students through the IB Continuum, a strong P–12 languages programme with explicit Asia literacy, and purposeful international engagement across cultures.

4.3 Digital Innovation, Rigour and AI Capability

We will lead disciplined educational innovation, developing genuine AI literacy and digital capability while ensuring technology serves learning, intellectual rigour and ethical judgement.

4.4 Technological Reliability, Integration and Security

We will build a reliable, secure and continuously evolving digital environment, treating cyber security as a non-negotiable obligation and providing AI-ready infrastructure for all.

4.5 Online Safety, Integrity and Judgement

We will develop digital and global capability alongside the wellbeing and ethical judgement to use it responsibly, through strong safeguarding, academic integrity and risk governance.

5

A FULFILLING & REWARDING WORKPLACE

A leader in professional growth and a rewarding, collegial employer that cares for and invests in its people.

5.1 Workforce Strategy, Recruitment and Retention

We will build the workforce CGS needs through anticipatory planning, a compelling employment offer and deliberate pathways for recruitment, entry and succession as a destination employer.

5.2 Teaching Quality, Commitment and Development

We will make teaching quality a shared, evidence-informed standard through the Learning and Teaching Framework and the CGS Professional Growth Cycle, improving student learning.

5.3 Professional Investment, Growth and Leadership

We will ensure every staff member sees clear pathways for growth, combining recognition, accountability, career-stage development and leadership preparation to build strength across the School.

5.4 Workplace Culture, Recognition and Fulfilment

We will sustain a workplace of high expectation and support, managing culture, sustainable work design and the employee lifecycle so people are treated with care throughout.

5.5 HR Systems, Analysis and Effectiveness

We will underpin the staff experience with fair, efficient and trusted people governance, processes and information systems, providing assurance to staff, leaders and the Board.

6

A COMMITTED & CONNECTED COMMUNITY

An outward-looking community, close to its families and proud of its alumni, that gives to Canberra and beyond.

6.1 Community Insight, Engagement and Communication

We will use disciplined listening, integrated systems and a coordinated School voice to understand our community, inform decisions and build trust through visible action.

6.2 School Identity, Standing and Contribution

We will develop and steward a coherent CGS identity grounded in the 5C Graduate Profile, aligning brand, reputation and public voice with the School's educational substance.

6.3 Community Belonging, Partnership and Continuity

We will build a connected community of students, families, the P&F, alumni and partners, using purposeful events, family partnership and lifelong alumni connection to deepen belonging.

6.4 Enrolment Demand, Access and Experience

We will sustain strong, predictable enrolment through professional demand management, differentiated engagement and strategic outreach, aligning growth and programme sustainability with mission and capacity.

6.5 Philanthropy, Stewardship and Centenary Legacy

We will build professionally led, well-governed philanthropy through the CGS Centenary Project and Foundation stewardship, extending access, deepening excellence and creating a lasting legacy.

7

A THRIVING & SUSTAINABLE ENTERPRISE

An efficient, well-governed and sustainable enterprise that builds the strength on which our aspirations depend.

7.1 Financial Strength, Discipline and Sustainability

We will secure the School's long-term financial strength through disciplined modelling, rigorous budgeting and a balanced fee and revenue strategy aligned to educational priorities.

7.2 Enterprise Architecture, Integration and Capacity

We will govern the full CGS enterprise as a coherent, sustainable whole, using disciplined business planning and a strong School – Foundation partnership to build capacity and independence.

7.3 Campus Development, Heritage and Environment

We will develop and sustain a campus that reflects the School's aspirations and honours its heritage, through Board-governed capital planning, lifecycle asset management and measurable environmental responsibility.

7.4 Service Standards, Value and Partnerships

We will hold operational delivery to the same standard as the educational programme, using reliable services, integrated systems, disciplined procurement and well-governed partnerships to deliver value.

7.5 Governance Integrity, Assurance and Independence

We will sustain governance of the highest standard through a capable, well-composed and strategically engaged Board, supported by strong risk management, compliance and continuity that safeguard the School's independence and institutional resilience.