

2025
EXCELLENCE
AT GRAMMAR



40
YEARS
1985-2025



CENTRAL COAST
GRAMMAR SCHOOL



Cover image: Tamika Munro, Year 11, *Singin' in the Rain* 2025

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Central Coast Grammar School acknowledges the Darkinjung people, the Traditional Owners of the land on which the school is located. We acknowledge the continued deep spiritual attachment and relationship of Aboriginal and Torres Strait Islander peoples to this country.



WELCOME FROM THE HEADMASTER



Excellence at Grammar is never about a single moment or measure. It is the product of collective investment of time, imagination, perseverance and belief, seen through the collaboration of students, teachers and families where young people learn to imagine and create, exploring and applying their strengths.

This inaugural 2025 Excellence at Grammar publication is both a celebration and a reflection. It celebrates the remarkable achievements of our students across academics, sport, the arts, service and leadership. It also reflects our enduring commitment to delivering the highest quality educational opportunities, guided by our Strategic Intent: to nurture good character and practical wisdom so our students can live well and learn well.

What you will see in these pages is the breadth and depth of that commitment. From research partnerships with leading universities, to innovative teaching practices, to cocurricular experiences that stretch and inspire, Grammar continues to provide programs of exceptional quality. At the same time, our focus remains deeply personal, ensuring every student is supported to discover their strengths, build resilience and find joy in learning.

The excellence we celebrate here is an insight to some of the samples of extraordinary talent our students and staff demonstrate at Grammar. We come to excellence through setting high expectations and working together with determination and care to meet them. We believe deeply in equipping our students with the mindsets, capabilities and character traits to contribute meaningfully to the world.

I thank our dedicated staff, our supportive families and, most of all, our students, who make excellence at Grammar a lived reality every day.

With gratitude,

A handwritten signature in black ink, which reads "Phil O'Regan". The signature is fluid and cursive, with a long, sweeping tail on the final letter.

Phil O'Regan
Headmaster

ACADEMIC EXCELLENCE

2025 HSC Highlights



ATAR
99.75

DUX
Ethan Lenton

100%

Of students received an E3 or E4 in

English Extension 1
English Extension 2
Mathematics Extension 1
Mathematics Extension 2

4th

In the state for

Biology
Ethan Lenton

31

Total no. of
HSC Major Work
nominations

100%

Of students received a Band 5 or 6 in

Dance
Visual Arts

5th

In the state for

PDHPE
Ethan Lenton

5

Students on the
All Rounders List

100%

Of HSC Drama cohort nominated for Major Works

10th

In the state for

Ancient History
Cara Reiss

91%

Of students who applied
received early offers

Top Achievers

Three mentions on the Top Achievers List, placing students in the top 10 in their course in New South Wales.



Ethan Lenton
4th in Biology
5th in PDHPE



Cara Reiss
10th in Ancient History

All Rounders

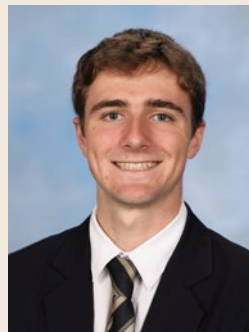
Five students were recognised as All Rounders for achieving in the highest band in ten or more units of study.



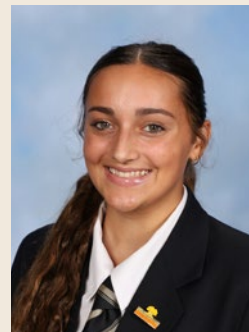
Sam Corcoran
Business Studies
English Advanced
Mathematics Advanced
Mathematics Extension 1
PDHPE
Studies of Religion 1



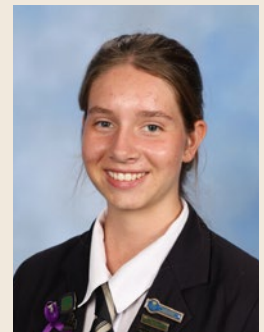
Benjamin Hofer
Biology
Business Studies
English Advanced
Enterprise Computing
Mathematics Advanced
PDHPE



Ethan Lenton
Biology
Chemistry
English Advanced
PDHPE
Year 11 accelerant in:
Mathematics Advanced
Mathematics Extension 1
Studies of Religion 1



Scarlett McGregor
English Advanced
English Extension 1
Legal Studies
Mathematics Standard 2
PDHPE
Year 11 accelerant in:
Studies of Religion 1



Cara Reiss
Ancient History
English Advanced
History Extension
Legal Studies
Mathematics Standard 2
Year 11 accelerant in:
Studies of Religion 1

HSC NOMINATIONS SHOWCASE

OnSTAGE

DRAMA

Individual Performance

Phoenix Beazley, Isaac Eddy, Archie Hunter, Hugo Okamoto, Will Palasty and Darcy Strode

Individual Project

Phoenix Beazley, Isaac Eddy, Archie Hunter, Hugo Okamoto, Will Palasty and Darcy Strode

Group Performance

Suitsmen

Phoenix Beazley, Isabella Kurtini, Hugo Okamoto, Will Palasty and Darcy Strode

Science for Dummies

Ruby Amoroso, Jack de Leon, Isaac Eddy, Archie Hunter and Phoebe Rizoski

Callback

DANCE

Major Study Performance and Core Performance

Darcy Strode (SELECTED) and Lily Tisdell



Darcy Strode and Lily Tisdell



Science for Dummies



Suitsmen



Phoenix Beazley

Encore

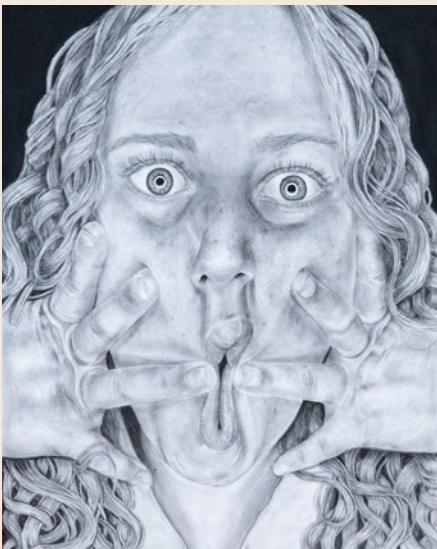
Music Performances 2025

Phoenix Beazley, Isaac Eddy and Elana Sydenham

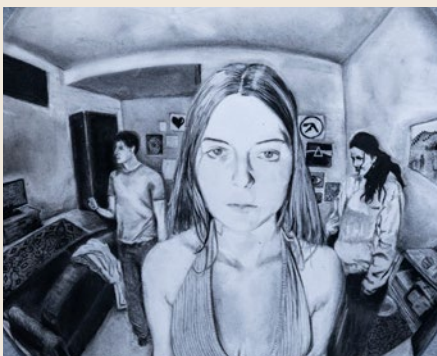
ArtExpress

Visual Arts

Mahli Farrell (SELECTED) and Phoebe Rizoski (SELECTED)



Phoebe Rizoski



Mahli Farrell

Shape

Industrial Technology

Oliver Horne and Emma Weber

Design and Technology

Lex Sclavos



Oliver Horne



Lex Sclavos

STUDENT REFLECTIONS

Dreaming big: from Grammar to the global stage



By Darcy Strode

During my time as a student at Grammar, I have been fortunate to study in an environment that prioritises effort and success. This environment has created a drive in me to achieve not only academically but also creatively; to become the most well-rounded student I can be. I am most proud of my performance as Kathy Seldon in the Senior Musical Production, *Singin' in the Rain*. As a performing arts student in a school filled to the brim with creative talent, obtaining a lead position provided confirmation of my hard work and dedication to the arts. Undertaking this while also managing my Year 12 workload taught me resilience, time management and determination.

An unexpected area of interest I found during my time at the school is performance poetry, which spawned from an English unit in Year 8 and continued all the way to Year 12. From performing for the first time with a Year 9 cohort, to performing at the International Women's Day Breakfast in Year 12, I am appreciative of the opportunities the school has provided for such a niche area of literature. As a Year 12 student, I have written and recorded a 15-minute performance poem titled *Momenta* as a part of my major work for English Extension Two.

“ ”

Grammar has set up my desire for consistent success through instilling goals such as resilience, perseverance and determination.



Amongst the endless opportunities the school provides, one of the highlights was the 2023 Performing Arts Tour to London. Fifty students and ten teachers travelled to London for professional level training at Danceworks London, Thomas Page Dance studios and Pineapple Studios, some of the most sought after training a dancer can get. We also attended several West End shows, the highlights being *Les Miserables* and *42nd Street*. It was one of the best trips I have ever been on, and it wouldn't have been possible without the great organisation from both Mr Fleming and Mrs Koch. My friends and I still smile every time we think of our experience together overseas and are immensely grateful.

As an aspiring musical theatre performer, my hope for next year is to travel internationally to obtain my diploma of musical theatre. I have already been accepted to the American Musical and Dramatic Academy for June 2026 and received a \$50,000 scholarship to attend. I am planning to move to New York next year and am still in the audition process for other European and Australian schools.

I am truly grateful to Central Coast Grammar School and my performing arts teachers, Mrs Koch, Mrs Whittle, and Mr Fleming, for providing me with their expertise and constant support. I will miss all my amazing Year 12 teachers. I have learnt something valuable from every single one of them.

My true dream is to become a working musical theatre performer, which I intend to train for and achieve through hard work and consistency. Grammar has set up my desire for consistent success through instilling goals such as resilience, perseverance and determination. I am thankful to the school that, in addition to my love for theatre, I love learning and have other passions for English, poetry and Sociology which I want to learn more about in the future.



STUDENT REFLECTIONS

Building futures on and off the field



By Ethan Lenton

My proudest achievements at Grammar are mostly found in team events and the moments where I was able to share in success with peers and support the school community. Some of the most notable were our Grand Final wins in both the Opens Heads of Independent Co-Educational Schools (HICES) debating and Division 2 football competitions, as well as being promoted into Division 1 for football and captaining the team. As a group, building four houses in Cambodia is also one of my proudest and most fulfilling moments; being able to help a less fortunate community as part of my Grammar education was priceless.

Through my schooling I have been supported to strive for excellence in all pursuits. Grammar

has consistently promoted this growth mindset and encouraged me to be my best in all areas, academic, cocurricular and as a member of the community. I have also developed a deep conviction to study medicine, encouraged by many of my teachers.

I was privileged to be a member of the Cambodia Service Program. It was the most influential, fulfilling experience and highlighted what holistic growth at Grammar is about. To be able to make tangible impacts in lives overseas was truly rewarding. Beyond that, it led to personal growth and experiences that have been foundational as I enter adulthood. Another highlight was the prefect service, a moment to reflect on my 13 years of schooling



at Grammar, a surreal experience after seeing so many cohorts before me partake in this tradition.

The community for me is what makes Grammar so special. I can still walk through the Junior School and talk to some of my teachers there. I can still say 'hi' and reminisce about lessons from my younger high school years. Community also means I experienced the support of the whole school and genuinely feel as if everyone is encouraging each other's success.

Some challenges did arise. In those moments, I was still able to strive for excellence through the support of staff and peers. It taught me both about myself, and that true growth and leadership is born from fulfilling any role to the fullest, even if it was not as you had imagined.

Next year I hope to be studying a Bachelor of Medical Science/Doctor of Medicine at the University of New South Wales (UNSW). I also hope to live on campus and grow personally as well as academically through this time.

Grammar has had the biggest impact on my development. I have grown up and spent over two thirds of my life here. From teachers to coaches to executive staff to fellow students; each has left me with a part of themselves that I admire and seek to emulate. Grammar has encouraged me in my strengths and aspirations. I hope I can take this legacy beyond the Grammar community and into a field like medicine, reflecting the holistic individual and member of society Grammar strives to develop.

“ ”

Grammar has consistently promoted this growth mindset and encouraged me to be my best in all areas - academic, cocurricular and as a member of the community.



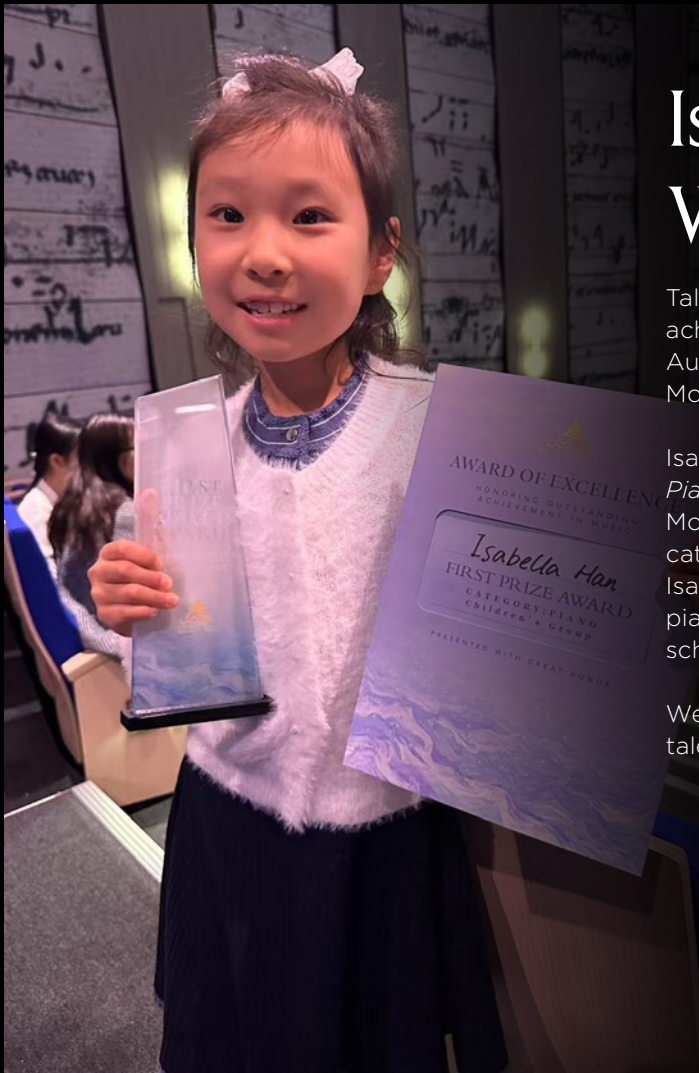


JUNIOR SCHOOL EXCELLENCE

Message from the Head of Junior School

I am proud of our strong culture of high expectations, where students and teachers are challenged and supported to strive for excellence. This recognition highlights the impact of our innovative team-teaching model, rigorous professional learning, and commitment to high-quality experiences. In 2025, our students achieved remarkable academic and personal growth, guided by motivated educators who go above and beyond to provide meaningful opportunities. Each success reflects the strength of our community, clear communication with families, and our shared pursuit of improvement and innovation. It is a reminder of the positive difference we make each day, and an inspiration to keep raising the bar.

Rita Boys-Smith
Head of Junior School



Isabella strikes a Winning Note

Talented Year 1 student and pianist Isabella achieved First Prize at the EUDAN Sound of Music Australia International Music Competition held at Monash University in Melbourne, on 31 July.

Isabella gave a stirring performance of the piece *Piano Sonata in C major* by Wolfgang Amadeus Mozart (K. 545) to win the 7 to 8-year-old category. This remarkable achievement reflects Isabella's dedication and the joy she finds in piano, supported by our Music staff and the wider school community.

We look forward to seeing Isabella's incredible talent continue to grow.

View Isabella's performance here:



STEM

Year 3 student Finnley is a naturally curious learner who thrives on creativity and problem-solving. His passion for STEM (Science, Technology, Engineering, and Mathematics) shines through science and robotics, where he enjoys building, researching, and presenting his ideas.

In mathematics, Finnley combines fun and learning by using rulers and playing interactive games such as Prodigy and TimesTables.com, which makes mastering numbers exciting. Most afternoons, Finnley heads straight to the computer after school (unless sport calls) for extra maths practice and even requests additional paper-based questions from his dad, simply because he enjoys it.

Finnley demonstrates a strong aptitude for analytical thinking, particularly in the field of statistics, and aspires to follow in the footsteps of his grandfather by becoming a structural steel engineer. His passion for building is clear. "I was building chairs we could actually sit on, all from super-sized Lego." This early creativity and



determination now underpin his interest in building more designs.

With another grandfather who worked as an actuary, it's no surprise that Finnley's appreciation for numbers runs deep.

Finnley is a Year 3 STEM standout whose curiosity, creative problem-solving, and love of numbers fuel daily self-driven learning.

STUDENT REFLECTIONS

From Kindergarten to leadership: Ella's Grammar journey



Ella's journey through Central Coast Grammar School began in Kindergarten, and as a Year 6 student leader in 2025, she reflected on her experiences so far with warmth and pride. From the very beginnings at Grammar, Ella felt supported by caring and understanding teachers who helped her thrive in a diverse and inclusive environment.

When it comes to schoolwork, Ella says she has a special interest in mathematics, especially enjoying topics like chance and probability. In addition, Ella finds joy in the challenge of external competitions such as the Newcastle Permanent Primary School Mathematics Competition. "I really enjoyed challenging myself and tackling five tricky questions without the aid of calculators or rulers."

Leadership has always been on Ella's radar. A moment from her early school days stuck with her when a teacher observed that Ella showed strong leadership potential. That comment planted a seed, and she's been nurturing it ever since.

As a Year 6 Citizenship Leader, Ella focused on making meaningful contributions. She drew inspiration from the everyday moments around her, whether in the classroom, at school events, or through conversations with peers. She plans

to channel those ideas into initiatives that foster inclusivity, practicality, and a sense of community.

Outside the classroom, Ella is actively involved in several cocurricular activities.

"I love playing basketball during the summer and join in volleyball whenever I get the chance. Recently, I've also started exploring acting. Performing for the very first time at a theatre in Palm Beach was such a proud moment for me."

Turning her sights to Year 7, Ella is excited about her first high school camp. "I am excited to meet new people, grow through the camp challenges, and build lasting friendships."

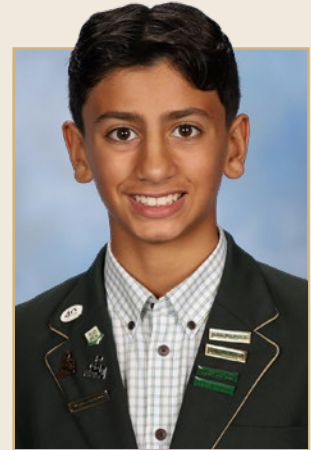
Ella's story is one of curiosity and courage, both qualities that will no doubt serve her well as she continues her Grammar journey.

“ ”

I really enjoyed challenging myself and tackling five tricky questions without the aid of calculators or rulers.



Oliver's passion and pride shine through Junior School leadership



Oliver embodies the spirit of leadership, community, and opportunity that defines the Junior School. Since starting Kindergarten in 2018, Oliver has grown alongside the school, witnessing its transformation and embracing every moment as part of his journey. With both of his older sisters also attending Grammar, his connection to the school runs deep, making it feel like a second home.

Over the years, Oliver has developed a strong sense of belonging and pride in his school. He credits Grammar for helping him build confidence, character, and leadership skills. Now, as Citizenship Leader, he is committed to inspiring others and fostering a positive, inclusive environment where every student feels valued.

Oliver's passion for geography reflects his curiosity about the world. "I really enjoy learning about different cultures, environments, and all kinds of history. I also like Geography which helps me better understand how people live and interact across the globe."

His decision to pursue a leadership role was driven by a desire to help others and promote the values that make Grammar a welcoming place to learn and grow. For Oliver, leadership means setting a good example, encouraging kindness, and making

school life enjoyable for everyone. His goals include ensuring every student feels respected and included, promoting teamwork and positivity, and motivating others to embrace new opportunities with pride.

Outside the classroom, Oliver is involved in several cocurricular activities. Rugby is a passion, as he thrives on the teamwork and challenge of the game, and finds inspiration watching the first team play, imagining himself in their shoes one day. Music is another area where Oliver shines, especially through performances at the annual Espresso concert, which he describes as a celebration of talent and collaboration.

This year, Oliver also took part in the Junior School production of *Finding Nemo Jr.*, a highlight that brought his cohort together and revealed hidden talents among his peers. "The production gave students like me a chance to express ourselves and build confidence in a supportive, creative environment," Oliver said.

Oliver's journey is a testament to the power of community, opportunity, and student leadership. His enthusiasm, dedication, and vision for a kind, inclusive school make him a standout role model in the Junior School.



“ ”

I really enjoy learning about different cultures, environments, and all kinds of history. I also like Geography which helps me better understand how people live and interact across the globe.

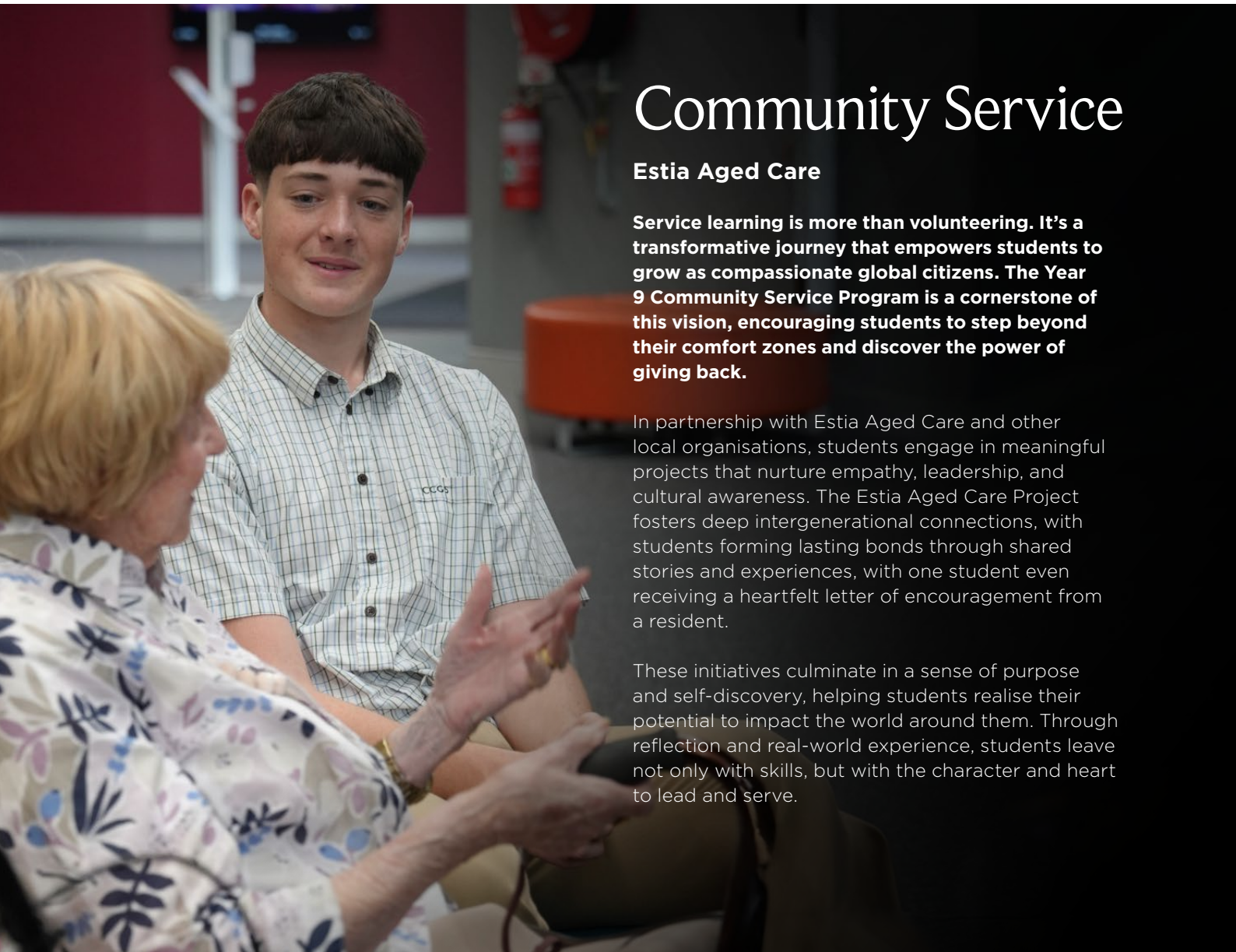
MIDDLE SCHOOL EXCELLENCE



Message from the Head of Middle School

Our Middle School community is a vibrant and supportive environment where students are encouraged to grow, discover, and thrive during these important years of adolescent development. We place a strong emphasis on building character and practical wisdom, while guiding students to develop social confidence and emotional maturity. With a focus on academic excellence, every student is supported to reach their personal potential. Through a truly holistic education, we inspire young people to become compassionate leaders and responsible citizens, well-prepared to make a positive impact in the future.

Jacki Lynch
Head of Middle School



Community Service

Estia Aged Care

Service learning is more than volunteering. It's a transformative journey that empowers students to grow as compassionate global citizens. The Year 9 Community Service Program is a cornerstone of this vision, encouraging students to step beyond their comfort zones and discover the power of giving back.

In partnership with Estia Aged Care and other local organisations, students engage in meaningful projects that nurture empathy, leadership, and cultural awareness. The Estia Aged Care Project fosters deep intergenerational connections, with students forming lasting bonds through shared stories and experiences, with one student even receiving a heartfelt letter of encouragement from a resident.

These initiatives culminate in a sense of purpose and self-discovery, helping students realise their potential to impact the world around them. Through reflection and real-world experience, students leave not only with skills, but with the character and heart to lead and serve.

Citizenship

Learning consent

In 2025, Central Coast Grammar School strengthened its commitment to excellence through academic and research partnerships with leading universities and educational experts. These collaborations ensure our students experience programs shaped by evidence, global standards and innovative practice.

One example is the Learning Consent program for Years 7 to 9, developed with La Trobe University and aligned with UNESCO's international guidance. Evaluated as part of a national research project, it equips students with the knowledge and confidence to navigate relationships with respect and responsibility.

These partnerships reflect a broader vision. From Deep Learning frameworks, partnerships with national and international Character Institutes, to engagement in literacy, STEM, and wellbeing, we are connecting students with the very best thinking in education.

Through these research-driven programs, Grammar students are not only learning but also contributing to knowledge that shapes practice nationally and internationally.



Academic Excellence

Curiosity, creativity and achievement

Middle School academic excellence shines through a rich array of opportunities that ignite curiosity, creativity and achievement. From the pioneering LaunchBox Satellite Project and Brilliant STEM experiences, to the inspiring Year 8 Be Your Own Person Expo and the NSW Health Future Health Worldbuilding Competition, our students are encouraged to think boldly and embrace challenges.

Success in the Big Science Competition, Science and Mathematics Olympiads, the Future Problem-Solving Program, VEX Robotics, and our Mathematics Acceleration Program reflects students' passion and dedication. Participation in HICES Maths Day, HICES Music Festival and the Sydney Science Park STEM Schools Challenge highlights a vibrant culture of excellence and lifelong learning.

SENIOR COLLEGE EXCELLENCE



Message from the Head of Senior College

This year our Senior College students have once again exemplified a standard of excellence across academic, cocurricular, and leadership domains. With strong HSC results placing many students among the top performers in the state, they have demonstrated not only academic rigour, but a deep commitment to personal growth and intellectual curiosity. Beyond the classroom, students have achieved remarkable success in music, sport, debating, and competitions, reflecting a culture of balance and holistic development. Many have also stepped confidently into leadership roles, inspiring younger peers and contributing meaningfully to the school and wider community. Their achievements are a testament to their resilience, ambition, and the supportive environment fostered at Central Coast Grammar School.

Janine Comber
Head of Senior College



Global Citizenship

Global learning continues to define the Senior College. In 2025, a record 24 students participated in overseas exchange programs, travelling to partner schools in Japan, France, Canada, Germany, and Ireland.

This year marked the beginning of an exciting new partnership with French school Le Caousou, with Year 10 student Amelie, among the first to welcome a visiting student into her family home.

“Having somebody from a very different culture and way of life has been a really fun experience,” said Amelie. “Although she was coming to us to learn about our way of life, I was surprised to find that I also found out a lot about her way of life.”

The strength of our program lies in the long-standing relationships that have been nurtured over many decades. These enduring relationships give students authentic, immersive cultural and linguistic experiences that reach far beyond our gates.

Conquering the Kokoda Trail

Year 11 student Nick recently completed the 2025 Kokoda Youth Leadership Challenge, after being selected as a Central Coast representative following his school leadership experience.

The unforgettable 10-day trek through Papua New Guinea's historic Kokoda Trail tested his endurance, leadership, and perspective on Australian history.

For Nick, the journey was the fulfilment of a long-held dream. "I've always been into the military," he explains, "and I have loved the outdoors since I was a kid. Mum and I used to make lists of all the hikes we wanted to do, and right at the top was the Kokoda Track."

The Kokoda Youth Leadership Program aims to create a greater awareness among young Australians of the sacrifices made by the diggers during the Kokoda campaign, allowing them to experience conditions like

those faced by Australian soldiers in 1942.

"The most memorable part was the people who were with us, aged from 16 to their late 30s. We had a crew of about 30 descendants, including direct descendants of the Fuzzy Wuzzy Angels.

He recalls the poignant experience of watching the sun rising over the mountainous ridge and the local community singing their national anthem as it rose.

Despite the heat and humidity and his own physical fatigue, Nick persevered through the terrain and even experienced a 7.7 magnitude earthquake, which he surprisingly slept through.

The trek's deep historical significance also left a deep impression.

"At every rest stop we learned about what happened there during the war, which has often been overlooked," he said.

"At the end of the trek, we were in the cemetery where all the Australians are. We were there visiting a grave that has never been formally recognised. We each walked in honour of those overlooked and fallen Australian soldiers. That made it really personal."

Beyond the physical challenge, Nick says the program brought out his personal style of leadership. "I learned that real leadership isn't about being out in front necessarily. For me, it is about supporting others from the middle. I have also made some lifelong friends," he reflects.

Now back home, Nick is considering a future career in outdoor design and knows the Kokoda experience will stay with him forever.

"Whenever I'm struggling, I think back to the Kokoda track. It taught me grit, gratitude, and how lucky we are."



PERFORMING ARTS EXCELLENCE

Senior School Production

Singin' in the Rain

Message from the Head of Drama

Creating the magic of this glamorous, bygone world has been central to our vision. From colourful costumes to art deco-inspired sets, every design element has worked to transport audiences to another era. In a prop-heavy show featuring everything from pianos to cakes people jump out of, to countless period-specific pieces, the attention to detail has helped make this world feel real, theatrical, and fun. It has been wonderful to watch our students embrace the world of 1920s Hollywood, learning tap dance, vaudevillian movement, and characterisation from the silent film era.

The dedication, passion, and perseverance our students have shown has been nothing short of extraordinary, rehearsing tirelessly and never giving up.

Cate Whittle
Head of Drama





Senior Drama Production

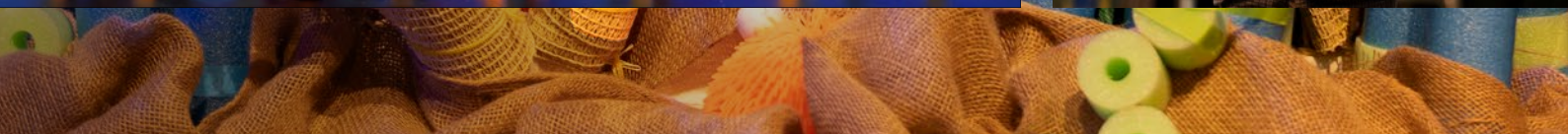
The Girl Who Cried Wolf

Our Senior Drama ensemble captivated audiences with a standout production of *The Girl Who Cried Wolf*. Featuring talented performers from Years 9 to 12, the show delivered a sophisticated blend of suspense, wit and contemporary social insight. The story of a missing schoolgirl, and the frenzy that followed, unfolded with striking theatrical flair, inviting viewers to question the power of perception and the allure of notoriety. Bold, polished and thought-provoking, this production affirmed the remarkable calibre of our emerging performers.

Junior Production

Finding Nemo Jr.

The Junior School production was a vibrant showcase of creativity, from impressive shark costumes and the comedic charm of Crush and his turtle crew to the lively Tank Gang ensemble and heartfelt lead performances. Head of Drama Cate Whittle praised the staff and students, noting the dedication of director Sinéad Zille and her team. She highlighted the joy and confidence-building opportunities the show offered Year 6 students, many experiencing the stage for the first time.



Music

A rising talent in Australian music

Elana Sydenham's final year at Central Coast School Grammar has been marked by extraordinary musical achievement and unwavering determination. On the first day of her HSC exams, she received an unconditional offer for her first choice degree, a Bachelor of Music (Performance - Flute), following a successful audition and CASAS assessment. Adding to this success, Elana earned a coveted place in the Australian Youth Orchestra for 2026, securing spots at National Music Camp in Adelaide and the flagship Summer Series in Melbourne. She has also been invited to join the Sydney Youth Orchestra's European tour. Her success reflects both her remarkable talent and the outstanding support of Grammar's Music Department.



40 years of excellence in Music

Across our 40th anniversary year, our student musicians brought confidence, discipline and joy to every stage. From intimate ensembles to massed performances, their musicianship and commitment were evident in every note. This depth of talent was powerfully on display at the Legacy Leaders event, the Gala Ball and the 40th Anniversary Gala Performance, where students honoured our musical heritage with maturity, connection and a commitment to excellence.



Dance Academy and Eisteddfods

The Grammar Dance Academy has flourished in its first year, with 300 students from Kindergarten to Year 12 participating in 57 weekly classes across a diversity of styles. Mid and end of year showcase performances and a collaboration with UK choreographer Thomas Page further enriched learning and highlighted the strength and creativity of our Academy.

Eisteddfod successes

Our students also achieved outstanding results across several prestigious Eisteddfods.

Achievements included multiple first place results and a second-place finish at the Ultimate Dance Challenge, Live to Dance, and Sydney Performing Arts Challenge Experience.

Dance highlights

Junior Dance Team

- 1st place in the Primary School section at the Ultimate Dance Challenge

Senior Lyrical Group

- 1st place at Live to Dance
- 1st place at the Ultimate Dance Challenge
- 1st place at the Sydney Performing Arts Challenge Experience

Senior Jazz Team

- 1st place at the Ultimate Dance Challenge
- 1st at the Sydney Performing Arts Challenge Experience

Senior Contemporary Group

- 2nd place at the Sydney Performing Arts Challenge Experience





COCURRICULAR EXCELLENCE



Cambodia Service Program

The Cambodia Service Program is one of the most transformative experiences offered at Central Coast Grammar School. Over 12 months, students in Years 10 and 11 engage in fundraising, workshops and overseas service in Cambodia and Vietnam, developing empathy, resilience, leadership and global citizenship.

The program extends learning beyond the classroom, linking directly with Modern History, World Religions, Visual Arts and Science. It also reflects our school values, giving students opportunities to apply kindness, gratitude, responsibility and resilience in real-world contexts.

Student-led fundraising, from barbecues to community dinners, supports partnerships with respected organisations including Volunteer Building Cambodia (VBC), Sunrise Cambodia and AllKids Cambodia.

Since its inception, the initiative has raised more than \$510,000, supporting the construction of 254 homes, with an additional

build in December 2025 as part of the Grammar Staff Service Trip. This was the first of its kind and saw staff raise \$10,000 to fund the construction of one house. They will also donate five drills with batteries, teaching resources, and books for the VBC and Sunrise Cambodia libraries. The team also delivered teacher training sessions to local educators.

The program embraces the whole school community. Junior School students have delivered seven wells and three solar panels since 2023, while younger children support initiatives such as Wheelie Good Days. The Parents and Friends Association, Rotary Club and Lions Club and local businesses also contribute generously.

Cultural immersion is central, with students taking part in temple visits, cooking classes and service projects, while completing components of the Duke of Edinburgh Award. Pre-departure workshops build resilience, construction skills and cross-cultural understanding.

Partnerships further strengthen the program. AUB Group sponsors the annual Sunrise Cambodia Student Study Tour, welcoming Khmer students and teachers to Grammar. Collaboration with Coastwide Therapy Services has extended professional expertise to children with special needs in Cambodia.

For many, the greatest impact comes in seeing lives changed. As one student reflected, "I didn't realise how emotional I would get when the mothers of the families stood up to thank us and started to cry."

The Cambodia Service Program continues to shape compassionate, engaged and globally minded citizens.



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Model United Nations Assembly

The intellectual poise and global awareness of three Year 11 students were on full display as they achieved national acclaim at the Model United Nations Assembly (MUNA) in Canberra.

After winning the Central Coast regional round, the team progressed to the national competition, joining schools from across four states and the ACT. Over two demanding days, the Grammar team tackled issues ranging from democratic accountability to food security and global conflict. Their articulate diplomacy and confident engagement with complex international issues earned them an impressive second place.



Ethics Olympiad Success

Critical thinking, ethical reasoning and respectful dialogue were on full display as Central Coast Grammar School's Middle School Ethics Olympiad team achieved an outstanding result at the regional level. Competing against more than 20 schools, the team was awarded second place, earning the Silver Medal and securing qualification for the International Ethics Olympiad Final in February 2026.

Year 8 students Caitlin, Maddy, Niamh, Bethan and Anjali represented Grammar with confidence and integrity, demonstrating exceptional teamwork, clarity of thought and moral insight as they tackled complex ethical challenges. Their performance reflected both academic strength and the values of empathy, respect and reasoned discussion central to a Grammar education.

We look forward with pride as they represent Grammar on the international stage.

Debating

Our Debating community continues to flourish, offering students a platform to build confidence, critical thinking and communication skills that last a lifetime.

In 2025, close to 100 students from Year 5 to Year 12 participated in the cocurricular program. The Year 5 Debating Club continued our tradition of giving our younger students the chance to develop foundational skills and etiquette before entering formal competition. Students from Years 6 to 12 compete in the prestigious HICES Debating Competition, supported by dedicated coaches who guide them in persuasive argument, teamwork and respectful contest of ideas.

Our Opens team, crowned Grand Final winners in 2024, once again showcased their talent by reaching the semi-finals in 2025.



SPORTING EXCELLENCE



“”

This has been an outstanding year for sport at Central Coast Grammar School, marked by exceptional team performances, individual achievements, and a growing sense of pride across our sporting community. Our students have once again demonstrated commitment, resilience, and teamwork across a diverse range of disciplines.

Paul Geddes
Head of Sport

Individual Highlights

Eva Lewry (Year 7)

Represented Grammar and NSW at the Australian Interschool Equestrian Championships.

Jessica Boreham-Cole (Year 9)

Represented NSW RU Under 16 Girls Rugby at the Australian Schools Rugby Championships on the Sunshine Coast.

Tom Rice (Year 9)

Placed 4th in the NSW All Schools Triathlon (14 Boys) and finished 17th at the Australian All Schools Triathlon.

Noah Taylor (Year 9)

Competed in the NSW Ice Hockey Final with his Newcastle-based team.

Amy Thomson (Year 9)

Represented Grammar and NSW at the Australian Interschool Equestrian Championships.

Emily Rice (Year 11)

Achieved 3rd place in the NSW All Schools Triathlon (17 Girls) and finished 7th at the Australian All Schools Triathlon.



Team Highlights

Girls Touch Football Firsts: Division 1 Championship

Our Girls Firsts Touch Football team excelled all season, earning premier status through skill, consistency, and teamwork. They delivered standout performances, grew stronger in each round, and set a high standard on and off the field. They were rewarded with a well-earned victory over Barker College Firsts in the final.

Girls Basketball Junior A: ISA Premiership

Our Junior A Girls Basketball team enjoyed an outstanding premier season, showcasing skill, resilience, and teamwork. The players grew in confidence, delivered strong performances, and consistently represented the school with pride. Their commitment and camaraderie made for a memorable year and set a high benchmark for future teams.



10-Year-Old Girls CIS Cross Country: First place

Our 10-year old Girls Cross Country team delivered an exceptional performance, winning their division at the CIS Cross Country Carnival team event. Their perseverance, teamwork, and determination were evident throughout this event and those leading up to it, earning a well-deserved victory, and showcasing the strength and spirit of our athletes.

HICES Cross Country 2025: Champion School

The Central Coast Grammar School Primary Representative Cross Country team achieved an outstanding victory at the HICES Cross Country Carnival in 2025. Their determination, teamwork, and strong individual efforts combined to secure the top result. The team showed exceptional spirit and commitment, proudly representing the school and celebrating a well-earned championship performance.

STAFF EXCELLENCE



Message from the Deputy Head and Head of Senior School

At Central Coast Grammar School, excellence is viewed as both academic achievement and the development of strong character. Across the whole school, students are challenged to think deeply, act responsibly and contribute positively. Staff model professional excellence through expertise, compassion and high expectations, shaping a culture grounded in respect, integrity and kindness. Every interaction is an opportunity to learn, lead and grow. With exceptional teaching and diverse experiences, students are supported to become capable, confident individuals who make a meaningful impact.

James Bowles

Deputy Head and Head of Senior School

2025 Achievements

Grammar continues to be recognised as a leader in teaching and learning excellence, with staff actively shaping education beyond our own community.

In 2025, our teachers contributed significantly to the Higher School Certificate and broader NSW Curriculum Reform process and shared their expertise nationally and internationally, presenting at conferences, contributing to networks, and receiving formal recognition for their leadership. These achievements highlight the depth of professional engagement across our school and the impact our educators have on the future of learning.

Nominated for Primary School of the Year (Non-Government) in the Australian Education Awards

Nominated for Best Co-Curricular Program Cambodia Service Program in the Australian Education Awards

Two chief examiners for NESA setting HSC exams

26 teachers served as HSC markers

Several judges contributed their expertise in the HSC marking process

Contributed to Teacher Expert Networks, curriculum writing, Technical Advisory Groups, and sample HSC Examination Writing Committees

Presented at the AISNSW Curriculum Conference

Presented at the Japanese Teachers' Association of NSW

Shared Deep Learning case studies with the AISNSW Designing for Deep Learning Network and New Pedagogies for Deep Learning Network

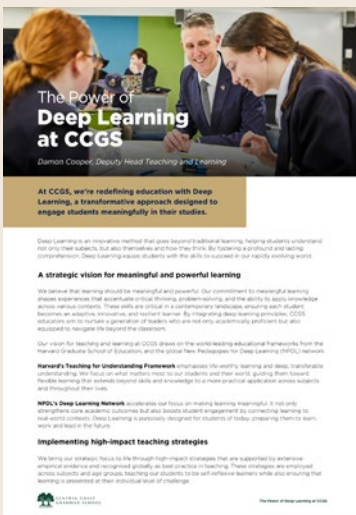
Thought Leadership

Harnessing data to enhance student learning and wellbeing

“Data is far more than numbers on a spreadsheet, it tells the story of every student. At Central Coast Grammar School, we use data to personalise learning, reduce bias and identify academic or wellbeing needs in real time. By integrating insights across performance, engagement and attendance, our teachers create responsive, supportive learning environments. This approach strengthens critical thinking, self-directed learning and adaptability, preparing students for life beyond school.”

Naomi Riley

Director of Learning and Studies, Years 7-9



The power of deep learning

“Deep Learning at Central Coast Grammar School goes beyond traditional instruction, helping students understand not just their subjects but themselves as learners. Grounded in leading frameworks from Harvard’s Graduate School of Education and the global New Pedagogies for Deep Learning network, our approach emphasises critical thinking, creativity and real-world application. Through high-impact teaching strategies and six Global Competencies (6Cs), we design learning that is meaningful, challenging and future-focused.”

Damon Cooper

Head of Teaching and Learning

Unlocking student agency in the junior years

“Building student agency in the junior years means empowering children to take ownership of their learning, make purposeful decisions and recognise their capacity to create change. At Central Coast Grammar School, authentic experiences from scientific investigations of the school pond to solving real-world environmental challenges, performing slam poetry and engaging in global citizenship through a mock UN Youth Summit help students develop voice, autonomy and confidence. These opportunities build resilience, empathy, and a strong sense of identity.”

Sacha Webster

Director of Prep, Years 3-6



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