

BUNDARA

Magazine

Issue 63 • Summer 2024



DEEP DIVE INTO VISION SPLENDID

Artist in Residence, Girls in STEM and CCGS Dance Academy.

ARTIST IN RESIDENCE, GIRLS IN STEM AND CCGS DANCE ACADEMY.

BUNDARA is the biannual magazine of
Central Coast Grammar School.

Contact

Central Coast Grammar School
Arundel Road
Erina Heights NSW 2260
Australia

Enquiries

E: info@ccgs.nsw.edu.au

T: +61 2 4367 6766

Website

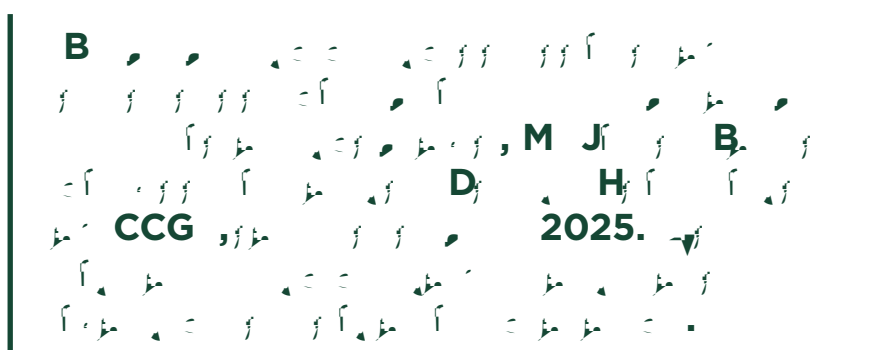
www.ccgs.nsw.edu.au

Social Media



CCG Through Connection

James Bowles



C My Year 12 Biology teacher, Mrs Ronald, was an inspirational and boundlessly kind person who left a lasting impact on my life. I vividly remember her saying, “The only way to change people’s experience at school is by working with children in school”. That piece of advice set me on the path to becoming a teacher.

At university, I pursued a degree in Marine Biology, driven by my passion for the natural world. Afterward, I trained as a teacher, allowing me to bring the wonders of science into the classroom. Over my career, I’ve been fortunate to work in schools across the UK, Zimbabwe and, for the past 16 years, here in Australia. In addition to classroom teaching, I’ve held various academic and wellbeing leadership roles which have given me a strategic and holistic view of education. In my leadership positions, I’ve focused

on fostering cohesive school communities where each student feels valued and supported to reach their full potential.

I believe that education should empower each student to discover and develop their unique strengths and interests. Learning is about much more than academics; it’s about helping students build resilience, curiosity and a sense of purpose.

“The only way to change people’s experience at school is by working with children in school.”

My role as a leader is to support an environment where students feel safe to take risks and pursue their goals, and where teachers feel equipped and encouraged to support this journey.

In my leadership approach, I value collaboration and the use of data to inform decisions. Data allows us to understand students’ needs more deeply and to track their growth, helping us provide targeted support when needed. I also strive to model the values of empathy and integrity, recognising that building positive relationships within the school community is essential to a thriving learning environment.

One of my key priorities is catching the middle in our student body—those students who may not be top achievers or in need of direct intervention but who have tremendous potential. Often, they just need a clear action plan to help them achieve it.

I believe available data is essential for matching students’

performance and engagement levels. By analysing assessment results, attendance records and engagement metrics, we can gain a clearer picture of students who might not otherwise stand



out but could benefit from extra support to keep progressing. With this data, we can create targeted interventions, such as personalised feedback, tailored resources and additional support. I want every student to feel valued and motivated to excel, regardless of where they sit academically.

تحتوي على دعم إضافي للتقدم، مع هذه البيانات، يمكننا إنشاء تدخلات مستهدفة، مثل التعليقات الشخصية، الموارد الإضافية والدعم الإضافي. أريد كل طالب أن يشعر بالتقدير والدافعية للتميز، بغض النظر عن مكانه الأكاديمي.

Consolidating a positive and inclusive culture is a whole-school effort that begins with shared values. My aim is to support an environment where students feel heard and respected. This might involve exploring ways to amplify student voice, encourage leadership development and promote kindness, empathy and respect.

Maintaining strong collaboration across year levels and supporting inclusive initiatives will help reinforce the unity within our

school community. By continually assessing our approach, we can ensure that our established culture continues to provide a respectful and cohesive environment for both students and staff.

تعزيز ثقافة إيجابية وشاملة هو جهد مدرسي كامل يبدأ بالقيم المشتركة. هدفي هو دعم بيئة يشعر فيها الطلاب بالسماع والتقدير. قد يتضمن ذلك استكشاف طرق لتعزيز صوت الطلاب، تشجيع تطوير القيادة وتعزيز الكرم والتعاطف والاحترام.

One of the biggest challenges facing students today is balancing academic success with personal life, cocurricular activities and social commitments. To support this, I focus on helping students find a healthy balance and offering programs that teach effective time management, mindfulness and overall wellbeing. I also encourage students to think in terms of what's next instead of what's forever, helping them navigate their future step-by-step rather than feeling pressured by long-term decisions. By providing practical tools and strategies for handling setbacks, we aim to equip students with the skills

they need to thrive both inside and outside the classroom.

أحد أكبر التحديات التي تواجه الطلاب اليوم هو التوازن بين النجاح الأكاديمي والحياة الشخصية، والأنشطة اللامنهجية والتزامات اجتماعية. لدعم هذا، أركز على مساعدة الطلاب في إيجاد توازن صحي وتقديم برامج تعلم إدارة الوقت الفعالة والوعي الذاتي والصحة العامة.

I love those lightbulb moments - when a concept clicks and students see the world in a new way. Being part of that learning process is incredibly rewarding. I also enjoy the relationships I build with students and colleagues; it's inspiring to work in a field where I get to help young people discover their strengths and passions, surrounded by colleagues who are equally dedicated to making a difference.

أحب تلك اللحظات المتوهجة - عندما يندرج المفهوم على الطلاب ويرون العالم بطريقة جديدة. المشاركة في عملية التعلم أمرًا مثيرًا للغاية. أتعجب أيضًا من العلاقات التي أبنها مع الطلاب والزملاء؛ من المثير للإلهام العمل في مجال يمكنني فيه مساعدة الشباب على اكتشاف نقاط قوتهم واهتماماتهم، محاطًا بزملاء مخلصين تمامًا في صنع الفرق.

I stay active by running, sometimes with my kids in tow! My family and I are also planning a move from Sydney to the Central Coast, where I'm hoping the beach will slow us down. But I suspect we'll still be running around just as much as ever!

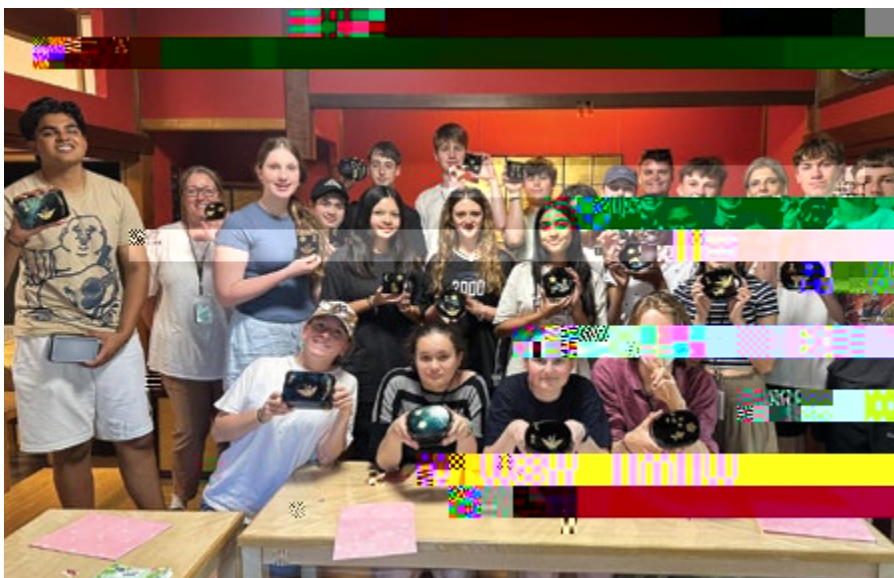
Global Awareness : Enriching Experiences in Japan and Cambodia

CCG

Enriching Experiences in Japan and Cambodia

AC

Twenty students from Years



Outstanding Achievement



Congratulations:
Recognition Award

In a celebration of educational excellence, two outstanding CCGS teachers were honoured with a World Teachers' Recognition Award from the Teachers' Guild of New South Wales. Head of Library, Nadia Merchant and English Teacher, Emily Glover were awarded for their exceptional commitment to cultivating a love for learning and for nurturing the potential of every student. Their innovative teaching methods and ability to connect with students make a significant impact in the classroom and beyond. This recognition is a testament to their hard work and dedication to creating an enriching educational environment. We congratulate them both on this well-deserved honour and thank them for their inspiring contributions to our school community.

Enriching Experience

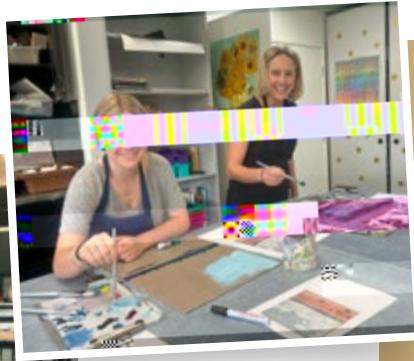
Year 10 have been engaged in the world of the hospitality service and catering industry, learning about the industry, the role it plays in society, and career opportunities.

Students worked in teams to present a themed pop-up restaurant which served a two-course meal to a staff member of their choice. Cuisines spanned the continents of North America, Europe and Asia with guests enjoying meticulously designed menus and table settings.

"This was a wonderful opportunity for students



Oil Art



Art Club

Students and their parents recently participated in the annual Sunday Art Club. Participants gathered every Sunday for a month to learn new techniques and explore their passion for art.

Together, they created oil paintings—either a landscapes or still life—under the guidance of CCGS art teachers.

“Sunday Art Club is such a wonderful opportunity for students and parents to connect through the creative process. Watching them collaborate and express their unique perspective truly showcases the power of art to bring people together,” shared Linda Tebbs, Head of Visual Arts.

Debating Grand Final

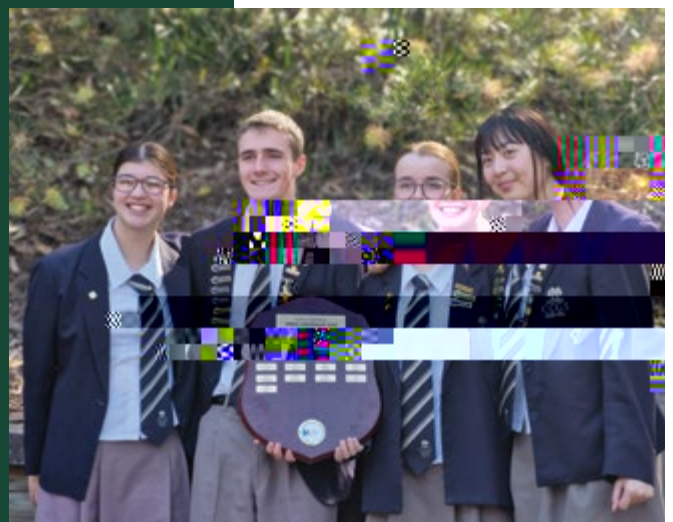
Congratulations to our debating team on winning the Open HICES Debating Grand Final.

Competing against 65 teams, the final showdown came down to CCGS and Inaburra School.

In their first face-to-face debate of the year, our outstanding team of Janine Southwell, Ethan Lenton, Rose Holmes and Isabella Wang (pictured L to R) tackled the topic: ‘All social media influencers should be registered with the Government before they are allowed to post online.’ This thought-provoking topic sparked some fantastic discussions.

“It has been 10 years since CCGS has won this division, and I am very proud of them. They are exceptionally talented debaters,” remarked Debating Coach and Co-Convenor Catherine Lawrance.

A special congratulations to Ethan Lenton, who was named Best Speaker overall in the Opens division.



Discover

Year 3 students transformed into budding scientists as they explored the thriving ecosystem of the CCGS Vision Splendid pond. By taking an immersive, cross-curricular approach, students used their skills in science, english, and technology to uncover the hidden wonders of this habitat nestled within school grounds.

Collaborating like true researchers, students worked to observe and document the diverse life above and below the pond's surface. With the help of a time-lapse camera, they deepened their learning and ensured every creature was recorded and investigated.

At the end of their research, students converted their findings into digital posters, which were transformed into permanent educational signage located around the pond. They went on to share their learning in presentations to Kinde(w tt8(g)-9.1 (a)2n)-6.2 (i)4(r)-6 (nd(i)4



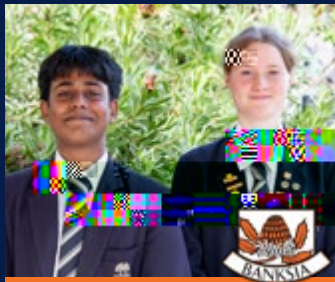
2025 Portfolio Captains

"In addition to our Head Prefects and House Captains, we have introduced several Portfolio Captain positions to expand and diversify leadership opportunities, aligning with the growing interests of our student body" - Headmaster O'w.001 Tc 0.01h7.576 re6t Od 11 .ETO.9

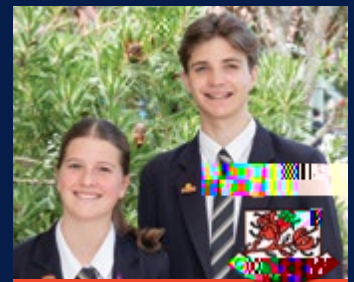
2025 House Captains



Isabella Benedetto
and Jack de Leon



Ram Sivasampavan
and Saskia Dixon-Valk



Eva Watman and
Will Palasty



Taylah Doyle and
Alexander Hunter



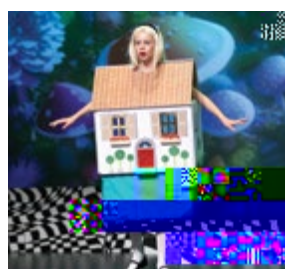
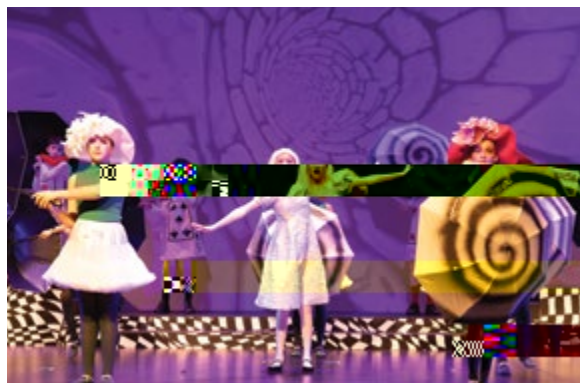
Chloe Frost and
Jamie Ansell

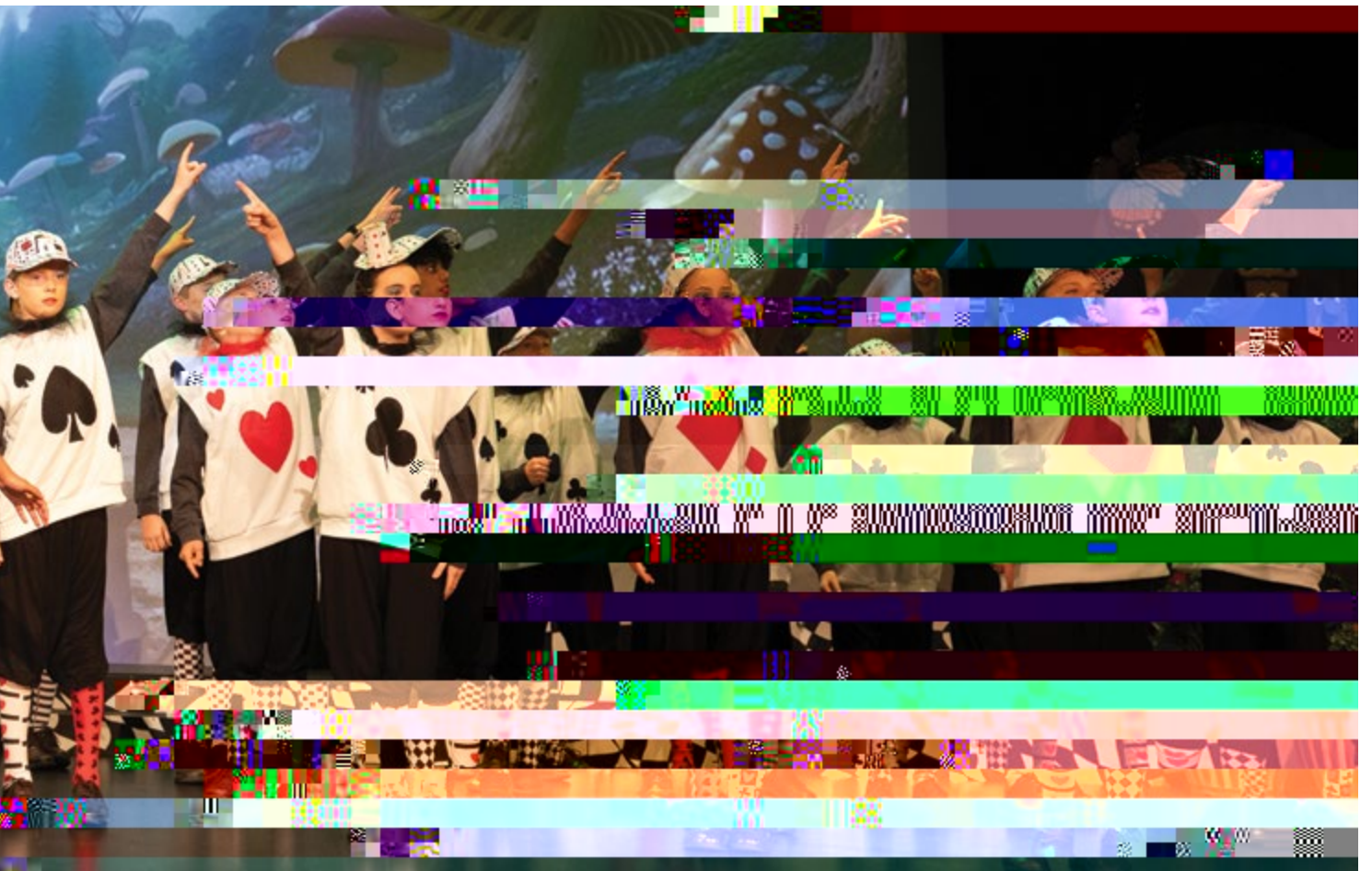
2025 Student Leaders

O 12 2025
P I H
P P L K

H P ?
P :







6C

Alice in Wonderland Junior

Sam Hunt, Sam Marker and Kristy Kirkman - Producers/Directors

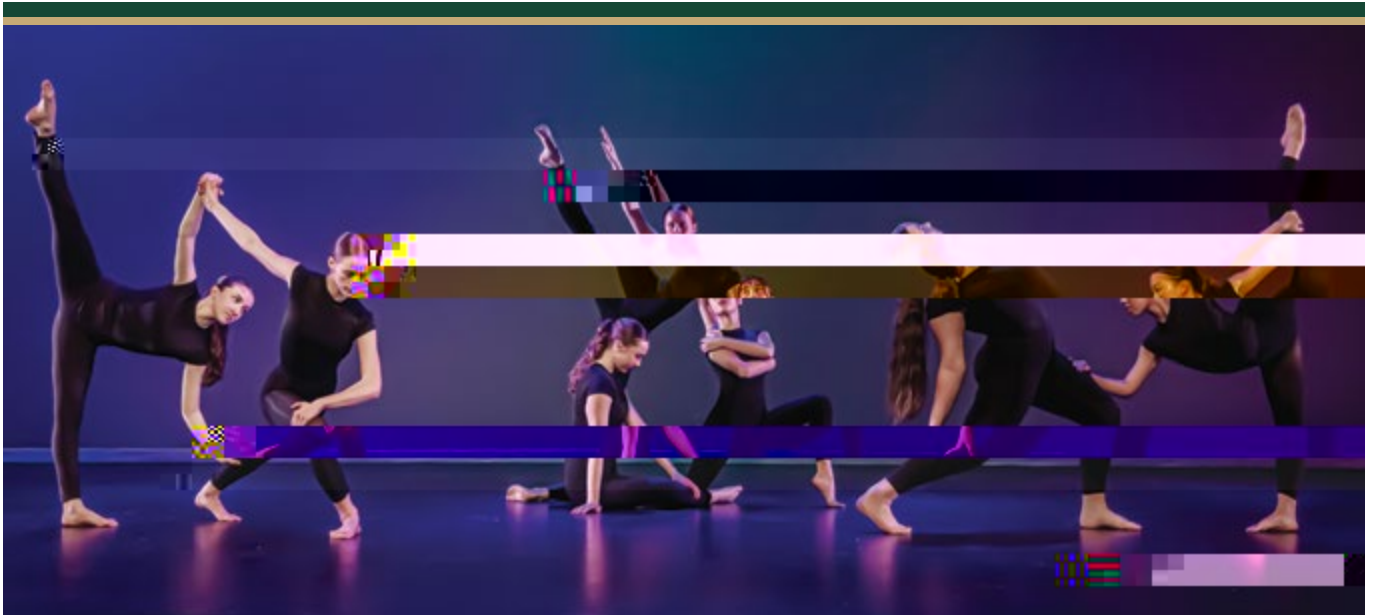
Alice in Wonderland Junior.

Our Junior School Production of *Alice in Wonderland Junior* was an epic undertaking, with a cast of over 100 Year 6 students.

Every student and staff member's creativity, energy, and dedication resulted in a magical and unforgettable musical.

From the brilliant performances to the vivid costumes and imaginative hair and make-up, each detail worked together to transform the Performing Arts Centre stage into a whimsical Wonderland.

Audiences were captivated by beloved characters like the ever-late White Rabbit, the entertaining Mad Hatter, and temperamental Queen of Hearts, reminding audiences of all ages that anything is possible with imagination.



AN ACCG DANCE ACADEMY

2025
CCG DANCE ACADEMY
K **12.**

Dance styles including ballet, contemporary, jazz, hip hop, tap, dance acro and musical theatre will be taught in purpose-built, fully-equipped dance studios, featuring custom flooring and mirrors.

Head of Dance Academy and Dance Curriculum, Larissa Koch said, "I'm thrilled to create a dedicated space where all students can engage in dance. Whether experienced or just starting out, the CCGS

Dance Academy will be a home for students to express themselves with confidence, surrounded by friends and guided by expert teachers."

"Our students will develop the valuable and life-long skills of teamwork, discipline, and creativity. Through their dance works, they'll tell stories, communicate ideas, and make lasting memories."

Earlier this year, Lana and Janine hosted CCGS's first Girls in STEM breakfast for students in Years 3 to 12. Alumna Ailbhe Doyle - currently on a scholarship studying a Bachelor of Information Technology at UTS - and Director of Learning and Studies (Years 7 to 9), Naomi Riley, shared their insights, personal experiences, and advice during the event.

Building on that success, a second, even larger event featured ~~Amelia Wrybos and J4~~ CCGS parent Michael Drew, along with his colleagues Danielle Ferguson and Amanda Milan from

Coca-Cola. They shared their unique journeys into the world of STEM and emphasised how important diversity is in the field.

Amelia, who is studying a Bachelor of Engineering (Honours) in Software Engineering captivated the audience, explaining that it is often courage - and not marks - that

each

Bee -

Lana and Janine:

0823 T2783 T204 scn712 0.f01 Tc20.03 O -150 O O 50 4(u)19



LOGAN RADFORD - A R

2023,
Ri
100

What began as an opportunity to help preparations led to being part of a line honour winning racing team in the Maxi Yacht Rolex Cup in Porto Cervo.

He went on to race in Barcelona for the America's Cup regatta and recently has been involved in the Rolex Middle Sea Race

- one of the most prestigious and challenging offshore yacht races in the world – finishing with line honours.



Arundel Road, Erina Heights NSW 2260, Australia
☎ +61 2 4367 6766 📠 +61 2 4365 1860
📍 www.ccgsw.edu.au ✉ info@ccgsw.edu.au
ABN 85 002 839 607