

# 2023 Annual Report



Guildford Grammar School

FOUNDED 1896

# From the **Principal**

**As I reflect on my inaugural year as Principal of Guildford Grammar School, I am filled with pride and gratitude. This year has been one of growth, learning, and community building. It has been a privilege to witness firsthand the exceptional spirit and resilience of our students, staff, and families.**

Guildford Grammar School, with its rich heritage dating back to 1896, continues to be a beacon of educational excellence. Our mission to inspire students to achieve personal excellence and to be outstanding citizens who contribute to a just, loving, and peaceful society remains at the heart of everything we do.

In my first year, I have been constantly impressed by the dedication and professionalism of our teaching staff. They are not only skilled and knowledgeable but also kind and empathetic. Their unwavering commitment to fostering a love of learning and supporting each student's individual journey has been inspiring. The last few years have presented numerous challenges, yet our educators have shown remarkable passion, professionalism, and persistence.

Our students have shown incredible perseverance and spirit throughout the year. They have engaged enthusiastically in co-curricular activities, and their contributions to the school community have been inspiring. Whether on the sporting field, on stage, or in various other settings, their collaborative efforts have enriched their own lives and those of their peers.

Our school's picturesque campus, nestled on nearly 100 hectares of land along the Swan River, provides an idyllic setting for education. The vast bushland and open spaces offer our students unique opportunities for nature-based learning, fostering a deep appreciation for the environment and a sense of adventure.

In 2023, we launched our strategic plan Go Forward 2030 and witnessed significant strides in our commitment to excellence across the four pillars: Learning, Wellbeing, Community, and Sustainability. Here are some highlights:

## **Learning:**

- Completed a comprehensive review of our school timetable for implementation in 2024.
- Established pathways into a new Agribusiness course, broadening educational opportunities.



- Introduced a full-time VET coordinator position for 2024.
- Forged a partnership with A-Team Tuition to enhance boarders' learning culture and academic standards.
- Initiated a full school learning space audit, focusing on audio-visual quality and upgrading projectors.
- Commenced a WiFi systems review for improved speed and connectivity, with full replacement planned for 2024.
- Launched the Music in Action program, offering greater musical pathways for students.

## **Wellbeing:**

- Embedded Visible Wellbeing into Prep Wellbeing programs.
- Expanded small-group social skills intervention groups for comprehensive support.
- Designed and implemented the GGS Positive Behaviour Adventure Trail.
- Adopted Lea Waters' Visible Wellbeing approach across the entire school.
- Restructured Years 7-12 pastoral care to better align with student needs.
- Established student advisory committees for Tech Centre and boarding technology provisions.

## **Community:**

- Employed a Director of Community and Sustainability.
- Established the Head of Community Engagement role.
- Improved parent experience with password resets and a ticketing system.

- Designed a Little Explorers playground through student inquiry.
- Hosted the Valedictory Dinner at Optus Stadium.

#### **Sustainability:**

- Implemented CultureAmp for staff engagement tracking.
- Restructured the Strategic Leadership Team (see infographic attached for new structure).
- Commenced renovation of Malcolm Hall for Junior Boys Boarding.
- Reviewed technology subscriptions and initiated a methodology for purchasing teaching resources.
- Expanded Bush School to include Year 1.
- Exited the 5GN relationship and transitioned to in-house tech support, enhancing efficiency and personalisation.
- Established a new partnership with Horizons West for a sustainable school bus run.

In addition to the above, we also conducted a review of the current security posture of our technology systems and infrastructure of network hardware and systems. We have tendered a capital works project for a full network replacement, and created a new Tech Centre office space and Help Desk within Hamilton Library.

I want to extend my gratitude to all our staff, both those in the classroom and those working tirelessly behind the scenes. Your contributions are invaluable and deeply appreciated. To our students and their families, thank you for your support and for making my first year as Principal so rewarding. Your encouragement and involvement are vital to our collective success.

As we look ahead, I am excited about the future of Guildford Grammar School. Together, we will continue to nurture a community where every student can thrive, achieving personal excellence and making meaningful contributions to society.

**Mr Peter Allen**  
**Principal**

## Our School

**Guildford Grammar School leads the way as an inclusive Pre-K-12, co-educational, boarding and day school in Western Australia. With a proud heritage of over 125 years and guided by the Anglican faith, students are inspired to live a life of purpose:**

***“Inspiring students to achieve personal excellence and be outstanding citizens who work to create a just, loving and peaceful society.”***

As one of Western Australia's oldest independent schools, Guildford Grammar School has a rich history of providing an outstanding education. The School was formed in 1896, when pastoralist and Parliamentarian, Charles Harper saw the critical need for better education as a way to transform young lives.

We believe that students have agency in their own learning, and the ability to positively influence their own lives and the world around them, now and into the future.

Our team of educators strive to support each young person to discover the joy of learning, their passions and strengths and to develop essential skills and capabilities to enable them to not only survive, but to thrive during their time at school and beyond.

Regarded as one of the most beautiful and expansive schools in Western Australia, our School sits on almost 100 hectares of undulating land. Surrounded by vast bushland, our picturesque grounds and impressive campus on the banks of the Swan River offer plenty of wide-open spaces for our students to explore and experience nature-based learning opportunities.

Our students experience extraordinary opportunities on their learning journey and are empowered on their pathway to personal excellence, inspiring them to go forward and define their own version of success.

# Student Success in 2023

Our Year 12 students of 2023 are to be commended for their achievements and positive contributions to the School. We thank them for the effort put into academic studies and acknowledge the excellence of those recognised as amongst the best in the state in their subjects.

We also recognise their input into many cocurricular activities whether that be on the sporting field, on a stage or in many other environments. These varied experiences have certainly worked to enrich students' lives but have also helped shape and develop both their intrapersonal and interpersonal skills.

We continue to see our students engage in a variety of pathways during Year 11 and 12 that prepare them for university, TAFE or work. Students are increasingly able to choose pathways that give them flexibility and choices about what to do when they leave school. For example, many of our students chose to study a nationally recognised Vocational Qualification that when matched with other subjects allowed them to gain access to certain university courses while still providing a pathway to TAFE.

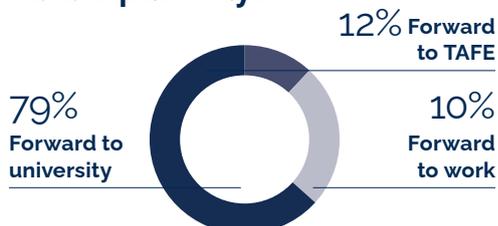
While we congratulate our students who did achieve university entry, we equally congratulate those who have found success in gaining employment as well as those who have gone on to study at other training providers and TAFE as they look to find fulfillment in an industry of their choice.

Considering post-secondary options can be daunting for students, and we hope that we have prepared them for these future pathways by recognising that they are more than just a final number. Our staff's support for our students is an integral part of their development and I would also like to thank the wonderful and dedicated group of people who give so much to the students at our School.

We hope that they have enjoyed the richness of experience that has been their journey at Guildford Grammar and that they in turn, feel ready to contribute and engage in the next stage of their life in the broader community.

**Ben Nilsson**  
Director of Teaching and Learning

## Future pathways



## Results

WACE achievement



**78.98**  
Median ATAR



- 2** Subject Certificate of Excellence
- 5** Certificate of Distinction
- 17** Certificate of Merit

**24** students with a Cert IV pathway to university



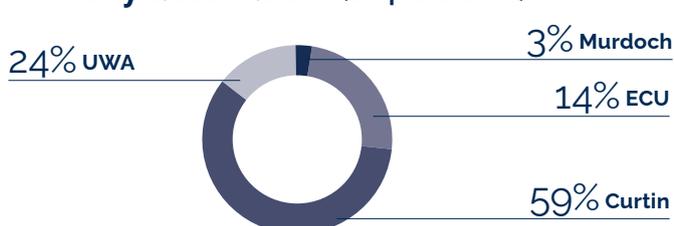
## ATAR scores



## Future pathways



## University destinations (1st preference)





# NAPLAN

2023 NAPLAN results for students in Year 3, 5, 7 and 9					
Year group	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	399	406	389	390	423
Year 5	506	496	495	503	500
Year 7	554	541	538	543	558
Year 9	612	602	585	597	610

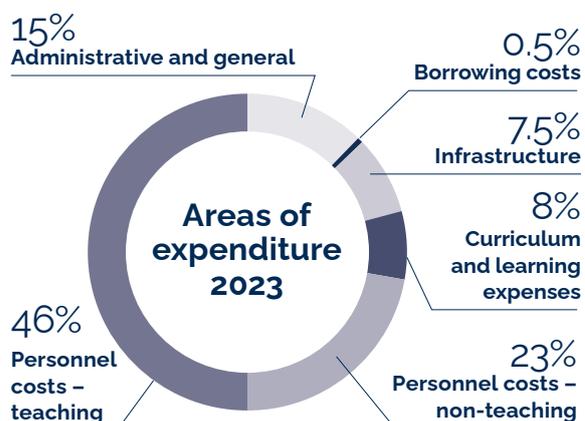
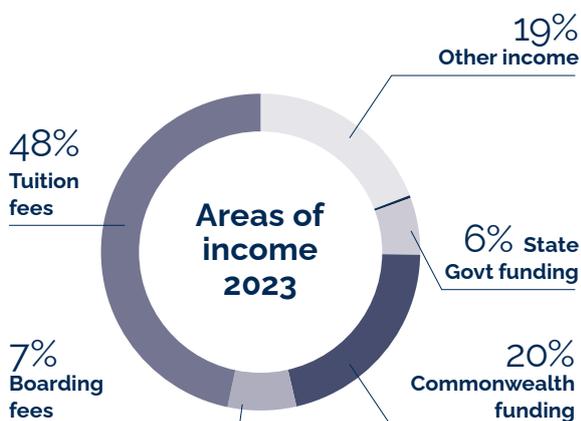
## Student attendance rates

2023 School attendance rates by year			
Attendance by year group		Attendance by year group	
	%		%
Year 1	91.40	Year 7	92.15
Year 2	90.12	Year 8	91.59
Year 3	88.88	Year 9	87.29
Year 4	89.01	Year 10	91.26
Year 5	87.70	Year 11	90.56
Year 6	86.99	Year 12	83.27

The School has a non-attendance management system for daily absentees. Following a student being recorded as absent from a class without an explanation, the Student Services Administrator will

then contact the parent (or guardian) via telephone and email. Senior Administration would also be involved in the process if a student is away for a medium to long term period.

## School income and expenditure



# Workforce distribution

Most teaching staff hold more than one qualification. The following is a summary of the highest qualification held by our teachers:

Workplace profile		
Category	female	male
Principal	0	1
Head of School	1	1
Deputy Heads of School	2	2
Heads of Faculty	5	5
Heads of House	3	5
Heads of Boarding	0	2

Qualifications	
Qualification	Number of Teachers
Bachelor Degree	49
Graduate Diploma	56
Masters	31
Doctor	3

Permanent Staff – 336 (TOTAL) for 2023				
Category	Female Part Time	Female Full Time	Male Part Time	Male Full Time
Teachers	18	64	7	54
Education Assistants	12	22	0	2
Health Professionals	6	1	0	0
Strategic Leadership	0	3	0	7
Administrative, Maintenance & Support Staff	26	44	26	44
<b>Total</b>	<b>62</b>	<b>134</b>	<b>33</b>	<b>107</b>

Staff who identify as Aboriginal or Torres Strait Islander	
Aboriginal or Torres Strait Islander	3

## Parent Feedback

The school places immense value on feedback, conducting yearly parent surveys to gather insights. These surveys empower parents to voice opinions and suggestions, shaping school policies and practices for an improved educational experience.

*"We have really enjoyed our Year 1 experience at GGS. The opportunities GGS offer our child are amazing and greatly appreciated. When speaking to other parents not associated with GGS with similar aged children, they were surprised with what GGS offer compared to their experiences in their chosen schools."*

*"Sport opportunities are excellent for high achievers but I'd like to see more opportunities for those who are keen to participate but not overly talented."*

*"I couldn't be more happy with the way GGS has handled some school attendance challenges my child has had this year. They have provided guidance to us and dealt with the situation professionally and compassionately and have helped us and our child feel supported the whole way through."*

*"There will always be children who push the boundaries behaviorally and challenge us academically but I believe Guildford Grammar School staff are acting appropriately and sensitively to address these situations as and when they arise."*



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Whadjuk Boodjar, 11 Terrace Road, Guildford, WA 6055 · (08) 9377 9247 · [www.ggs.wa.edu.au](http://www.ggs.wa.edu.au)