2013 has been another exciting year for the School, and we have celebrated many fine achievements. We commenced the year with celebration of the 2013 WACE results which demonstrated a very strong performance from the group, with 22% of the boys achieving an ATAR of over 90 and 46% over 80.

There have been a plethora of wonderful academic, artistic, cultural and sporting achievements throughout the year.

In the State Finals of the RACI Chemistry Titration Competition, the Year 11 team won the competition.

Following on from the success of winning Best Overall School in 2012 at the National Bond University Film and Television Awards, this year Benjamin Griggs (12Ha) was the recipient of the $90,000 Best Film maker Scholarship, the People's Choice Award, Best Comedy, Best Screenwriter, and runner up Dean's Choice Award for his film A Day in the Life of a Librarian. Alex Berry (12Ha) and William Yagmich (12SG) were awarded the Best Experimental Film Award and Alex was also the runner-up in the Scholarship. In another National competition Cohen Dix (11SG) and Harry Cassell (11SG) were awarded the 2013 National Australian Teachers’ of Media association award for best Music Video.

Our Philosothon team again represented Western Australia at the National finals in Melbourne, recording an excellent fourth place having finished second in the State competition.

The junior debating team won their division in the both the WADL competition and the AHISA competition this year.

In the Australian Mathematics Competition Thomas Stanich (8Ha) finished in the top 0.5% to achieve the highest honour of a Prize, with a number of boys achieving High Distinctions.

The feedback from the community on the Senior Drama production of The Crucible was overwhelming, with many people commenting that it was the best School production they had ever seen. Audiences were captivated from the opening scene; the creative use of sound, lighting and stage led to a dramatic, ethereal feel with the cast rising to the challenge of the demanding and moving script.

In an exceptional team performance at the Head of the River the boys secured the prestigious Hamer Cup for the overall champion school on the day. It was the first time we had received the trophy since 2001, when shared, and the first outright since 1992. The team victory was the result of meticulous planning, dedication and commitment from staff, students, parents and Old Guildfordians, with the full support of the impressive Guildford Rowing Association.

The 1st XI Cricket team narrowly finished in second place overall on points, after they gave themselves every chance to win the Darlot Cup with a stirring final round victory over Hale School.

In the PSA Inters Athletics, Reilly Oliver (8Fr) set a new PSA record in the U14 100m event in a time of 11.8 seconds, as well as winning the 200m, leading to him being awarded the Graham Gipson trophy for the most outstanding performance on the day.

In the PSA Inters Swimming, William Rollo (11Wb) performed at a very high level to record first place in two events.

These fine achievements all reflect the diverse range of opportunities available to students in the School and the high standard of performance demonstrated.

Following the process of extensive community consultation and the development of the Strategic Plan in 2012, this year saw the implementation of the plan with our collective focus on each of the Key Issues identified.

Staff development and feedback through a new supportive review process has enabled an increasing number of professional conversations regarding future directions, goals and personal development plans. Student feedback for teachers and mentors as part of this process has been illuminating, informative and inspiring, in terms of student support and gratitude.

In a first for a school in Australia, we have partnered with The Pacific Institute to implement their investment in Personal Excellence program throughout the School, involving every staff member. The model developed involves our staff being trained to run the program internally, and feedback from all participants has been overwhelmingly positive, providing a strong endorsement of the impact of the program.

In enhancing the Culture of Excellence throughout the life of the School, the focus has been on addressing this at a personal level, as to what this means for each student and staff member. Only then can we collectively work towards achieving excellence in the broad range of endeavours.

In the sporting program our work with the organisation Leading Teams has had a significant impact on the unity; sense of purpose and attitude of many of the senior students regarding how they approach their respective PSA competitions. Through an honest analysis of the current sporting culture and the desired future culture, students from Years 10, 11 and 12 developed the 3G trademark, with the three pillars being united, hard and professional. Work still remains to be done with the senior boys to lead the embedding of this throughout the School; however, genuine traction occurred this year.

Another of our Key focus points has been how we best support the Academic Growth of each individual in the School as they work towards achieving their own personal excellence.

The implementation of the Honour Rolls for Excellence and Improvement in Attitude and Effort was well received by the students with many greatly appreciating the recognition they received for their application to their studies. Every single student can realistically aim to be recognised in this way if they are prepared to consistently approach their studies with determination and commitment to improve.

Robin Shaw’s new role as Academic Talent Development Coordinator led to the implementation of the Strive program in the Senior School with a pilot trial, which will be expanded to include Year 7 and 8 English and Mathematics as well as the Strive electives of Nanotechnology and Critical and Creative Writing in the Catalyst program in 2014. It has been heartening to receive feedback regarding the success of the pilot program and the strong interest in the new electives.

The Homework Help program expanded this year, with Old Guildfordians coming into the School as academic coaches both directly after school and also during Boarders’ prep at night.
The Prefect group also took the fine initiative to run and supervise sessions at lunchtimes, during which they provided academic support to students.

The much anticipated opening of the Thwaites Centre this year has had a significant impact on the teaching and learning environment and the feedback that I received from students during our shared lunches clearly articulated the pride they felt about the new facility and how it supported their learning.

In other developments we were pleased to finally open the new boarding facility to the east of the Sir Francis Burt Senior Hall of Residence, to house an additional 24 students to meet the strong growth in demand for boarding places.

We look ahead with anticipation to the new Preparatory School development which will provide state-of-the-art teaching and learning facilities as well as incorporating wonderful play facilities in the landscape design.

I acknowledge and thank all members of the community who have supported our Annual Giving campaign, through the Foundation, which we initiated this year, both in support of the building program and the Go Forward and Indigenous Scholarship trusts. We do not currently have a compulsory Building Fund levy as is the case in many schools and thus the Annual Giving program enables people to consider making a contribution considering their individual circumstances. We look forward to acknowledging the overall level of support at the end of the financial year in 2014.

I continue to be impressed by the significant support that members of our community provide to the School. I thank all Fellows of Council for their commitment, dedication and selflessness in their contribution to the most important governance of the School and in particular Chairman Michael Abbott, for his personal support and strong leadership.

I also thank people who have given their time and energy in support of the P&F, the Old Guildfordians’ Association and the Foundation.

A major event during the year in which this connection was clearly evident was the historic launch of the Guildford Grammar School Reconciliation Action Plan (RAP) and Flag Raising Ceremony. One of the actions recommended in the plan was that the School permanently fly the Indigenous Flag, alongside the National Flag and State Flag, to acknowledge that the School is situated on the traditional lands of the Wadjuk people. Barry McGuire conducted the Welcome to Country to commence the proceedings and we were privileged to welcome as guest speakers, prominent Old Guildfordian John McGuire (Fr 70-72), recent graduate Dylan Collard (Ha 07-09) and 2013 Young Australian of the Year, Akram Azimi, in what was a most moving and powerful ceremony.

We farewell several long serving members of staff this year who have given exceptional service to the School.

Ms Glence Grime stepped down officially this year, following 37 years of service in the Dining Hall, lovingly feeding and caring for the boarders and catering for countless large School events.

Ms Heather Hambleton has been a dedicated teacher and incredibly committed, enthusiastic and passionate staff member of the Preparatory School for 32 years and her positive outlook and no-nonsense approach will be greatly missed by staff and students.

Mr Lloyd Tonkin retired this year following a period of Long Service Leave, having served the School in the Sports program for 32 years, with many of those coordinating Hockey. Mr Tonkin is a legend in hockey circles and his enthusiasm and passion for the sport drove its development in the School.

Mr Graeme Hartley is looking forward to further developing his work as a counsellor, having given outstanding service to the School for 26 years, as an exceptional teacher and in several senior leadership roles, including Day and Boarding Housemaster and Deputy Headmaster: Curriculum.

Earlier this year we farewelled Mr Richard McLain, a most highly respected member of the teaching staff who gave exceptional service to the School for 23 years; as an outstanding English teacher, Mentor, passionate Football and Basketball Manager and Indigenous Support teacher.

As we look ahead it is also imperative that, whilst the Pastoral Care and Spiritual experiences we provide to students has consistently been viewed, as a strength of the School, we must ensure that we continually review our programs and our practices as we focus on the well-being of all students in our care. In our fast paced, technologically driven and often materialistically focused society, we increasing are all aware of mental health issues and the search for meaning and purpose in the lives of our students.

It is our purpose: 

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

The 2013 WACE results received at the very end of the year once again reflected a strong performance from the cohort, with a large number of boys achieving their aim of personal excellence. A summary of the results including highlights of outstanding achievements is available on the website. In particular we would like to highlight the following points:

- A pleasing 22% of the boys achieved an ATAR of over 90 and 46% achieved over 80.
- We congratulate Dux of School, Tristan Dale, on scoring an impressive 99.65 and the other seven students who join him in qualifying for the Academic Honour Guild by achieving scores above 97.5: Campbell Beck, Alexander Morrison, John Ridley, Jack Read, Alexander Duthie, Zakary Langtry and Jackson Passeri.
- 95% of the cohort qualified for an ATAR and 86% of courses studied were at the highest Stage 3 level. Both of these measures are amongst the highest for schools in the state and are a result of us supporting students to be the best that they can be and where it is their goal, to aim for University entry.
- This is supported by the fact that 95% of students were offered a place at UWA, Curtin, Murdoch or ECU in the first round of University offers.

These significant statistics are not reflected in the published SCSA list of top 50 schools based on the percentage of Stage 3 WACE scores above 75, which is just one of the reasons that School Principals across all sectors do not support the publication of these tables. One of my major concerns remains that too many schools across the state have low percentages of students doing subjects at the highest Stage 3 level. The fact that 25 of the top 50 listed schools had less than 65% of their course enrolments at Stage 3 level backs this up.

We remain committed to supporting students to achieve their own level of personal excellence and through the strategic new role of our Data Analyst, Dr Brian Hunt; we are working on developing a comprehensive data-base that tracks, in detail, students’ performance on internal and external assessments during their time at the School. Our aim is to provide our own measures of academic growth and development that we can utilise to support students and better inform parents.

Mr Stephen Webber
Headmaster
School performance indicators

Staff

Staff retention (Senior School): In the Senior School there was a 92% teaching staff retention rate. Of the seven staff departing at the end of the year, five went to other schools and two retired.

Teacher participation in PD: 285 separate courses/training sessions were attended, amounting to 2165 hours of professional learning and development. 116 Staff participated in one or more days of professional development conducted by external agencies.

Expenditure on PD: $263,441.42 was spent on courses related to staff professional development.

Workforce distribution

Guildford Grammar School has one staff member that identifies as being Aboriginal/Torres Strait Islander.

Workplace profile and distribution by gender

<table>
<thead>
<tr>
<th>Category</th>
<th>female</th>
<th>male</th>
</tr>
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<tbody>
<tr>
<td>Headmaster</td>
<td>-</td>
<td>1</td>
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<tr>
<td>Head of School</td>
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<td>2</td>
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<tr>
<td>Deputy Heads of School</td>
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<td>4</td>
</tr>
<tr>
<td>Heads of Faculty</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Heads of House</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Heads of Halls of Residence</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Other Senior Managers</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Senior Teachers</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Teachers</td>
<td>49</td>
<td>37</td>
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<tr>
<td>Education Assistants</td>
<td>12</td>
<td>-</td>
</tr>
<tr>
<td>Peripatetic Music Teachers</td>
<td>22</td>
<td>15</td>
</tr>
<tr>
<td>Other Professionals</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>Administrative, Maintenance or Support Staff</td>
<td>75</td>
<td>33</td>
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<tr>
<td>Sports and Academic Coaches</td>
<td>17</td>
<td>104</td>
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<tr>
<td>Total</td>
<td>191</td>
<td>214</td>
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</table>

Staff Absences

<table>
<thead>
<tr>
<th>Category</th>
<th>Absences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bereavement Leave</td>
<td>24</td>
</tr>
<tr>
<td>Carers Leave</td>
<td>71</td>
</tr>
<tr>
<td>Excursions</td>
<td>84</td>
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<tr>
<td>Leave Granted</td>
<td>40</td>
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<tr>
<td>Medical Appointment</td>
<td>33</td>
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<tr>
<td>Meetings</td>
<td>80.5</td>
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<tr>
<td>Professional Development</td>
<td>262</td>
</tr>
<tr>
<td>Personal Leave</td>
<td>84</td>
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<tr>
<td>Sick Leave</td>
<td>283.5</td>
</tr>
<tr>
<td>Tour</td>
<td>5</td>
</tr>
</tbody>
</table>

2013 ANNUAL REPORT

Staff qualifications – Senior School

Senior Administration

Headmaster: Mr S Webber  BSc GradDipEd MEd MACE
Bursar and Secretary to the Council: Mr K A Peters  MBA (HRM)  ACA GradDip Mgt NZ Dip Bus Dip MI MAICD AFAIM CAHRI AAIMP
Head of Senior School: Mr C Massey  MEd BEd DipT MAC
Assistant Head of Senior School: Mr P B Benzie  MA BEd Ass IndArts
Director of Teaching & Learning: Mrs J Harris  BScHons MEd PGCE
Director of Catalyst: Mr G F Lawson  BPHE GradDip HRM

Academic Staff

Mr I Adcock  BAHons Bus Studs PGCE
Ms L S Allen  BA Psych
Ms S Bannister  BEd, BMassComm
Dr B Burg  PhDPsych Dip Psych GradDipEd
Ms S L Capponi  BAPd
Mrs D J Chamberlain  BA
Ms S C Cooper  BAHons DipEd Cert ALS
Mr A J Creuzot  BA GradDipEd
Mr S A Davy  BEd
Miss M Delfos  BSc BEd
Mr M P Dell  BA Hons GradCertEd
Mr A A Derums  M Vis Arts GradDipEd BFA
Mrs J Diamond  BEd Drama & Dance
Mr C B Dymock  BEd
Mr Q R Edmonds  BA ADPA GradDipEd
Mr B J Evans  BCom GradDipEd
Mrs L N Felstead  BEd BCArts
Mr L N Fernandes  BPhysEd DipT
Mrs S Forward  BA GradDipEd
Mr G R Foster  GradDipEd BAppSc
Mr I P Frame  BPhysEd DipT
Mr G P Gallo  BEd DipT
Mr D R Getting  MA BMus GradDipEd
Mr J J Giles  BScHons GradDipEd
Miss E J Goforth  BAHons DipEd
Mr V W Graham  BA GradDipEd
Mrs B I Gratte  DipT GradCertCareerDev
Mr A J Handley  BEd Sec Cert IV TAE (AITT)
Mr G M Hartley  MA CertEd
Mr R Heyes  BScHons
Mr R J Higgins  BSc DipEd HTCert
Mr M A Holland  BA Bed
Ms K M Holloway  BEd
Mrs M Humphreys  DipAppLing
Dr B J Hunt  PhD BScHons GradDipEd
Mr K Hurley  BA GradDipEd
Miss G Jamieson  BScHons GradDipEd DPscy
Mr L S Jones  BA
Mr N L Jones  MA BEd
Mr C R Jordan  BEd
Mr D R Lampard  BSc GradDipEd
Miss A S Lang  BAHons PGCE
Ms J J Leah  BSc GradDipEd
Mrs S MacDonald  BSc GradDipEd
Mr R J Manson  DipT BEd PGradDipAppSc  MEdAdmin
Mrs L S McGUIere  BCom DipEd
Mr R C McLain  MA BA
Mr B M Minchin  BCom BEd
Mr M T Molin  BEd MA Bus
Mrs L T Morien  GradDipEd BArchHons BEvDesign
Mr D B Moss  BSc DipEd
Mr C A Naylor  BSc PGradHDE
Mr B A Nilsson  BA GradDipEd
Ms R E Notte  BA BEd
Mr P D Orriss  BAEd DipT
Mr J O Perrin  BAHons PGradCertEd
Ms F L Perring  MBA BScHons GradDipEd
Mr N G Phillips  BSc DipEd
Mrs K S Powell  BA BEd
Ms M Pritchard  AssDipAppSc GradCertInfoServ
Staff qualifications – Preparatory School

Administration

Head of the Preparatory School: Mr J Krause  BEd(Prim)
Deputy Head of the Preparatory School: Mr R H Budler  PTD, HDE, MACE

Deputy Head Curriculum: Mr S G Edgar  BA, BEd

Academic Staff

Dr J Baayens  BPsych DipEd, MEdPsych, DEdPsych
Mr R A Baynes  BA, BEd, Hons, MEd
Miss K Bernic  BA, BEd
Mrs L M Budler  PTD, HDE
Mr N J Christie  BASc, GradDipEd

Miss S Coker  BA
Ms B E Cooper  DipT
Mr S M Day  BEd
Mrs E R de Jong  BEd, ECS
Dr A G Fuhrmann  PhD, BMusEdHons
Mrs V J Fuller  BEd, DipT
Mrs L T Gass  HighDipEd, PGDipRemEd
Mrs J L Griffiths  HighDipEd
Mrs H R Hambleton  TC
Mrs D G Harris  BA
Miss F M Heald  BEd
Miss C E Hemelhaar  BEd, BA, MEd
Miss A Hurley  BA, Hons, PGCE
Mrs M Jackson  BAEed, GradDipEd (Sec, Prim, EC)
Mrs L M Jones  BEd
Mrs S E Judges  BEd, GradDipEd
Mrs S F Lamond  BEd, DipT
Mrs A E Liggott  BEd
Mr D M Macdonald  BSc, DipEd
Mrs J E MacLachlan  DipT, BEd
Mrs G C McEwen  BEd, DipT, Cert Art, TC
Miss S Milhinch  BEd
Miss K O’Brien  BA, Hons, GradDipEd
Mrs C Ray  DipT, QTS
Ms M Roberts
Mrs H K Sweeney  Grad DipEd
Mr D G Taylor  BEd, GradDipEd
Mrs T R Touchert  BEd, DipT
Mrs T Tupling  BEd
Mrs J R Utley  DipT, BEd
Miss B A Vance  BEd
Mrs C J Wall  BEd
Mrs J M Weston  DipT, BEd
Key student outcomes

NAPLAN 2013

Guildford Grammar School's mean performance across all testing domains for all cohorts is above both state and national mean performances.

<table>
<thead>
<tr>
<th>Mean Performance for Guildford Grammar School, State, National</th>
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<tbody>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td>Year 3</td>
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<td>Year 5</td>
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<td>Year 7</td>
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<td>Year 9</td>
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<tr>
<td><strong>Writing</strong></td>
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<tr>
<td>Year 3</td>
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<td>Year 5</td>
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<td>Year 7</td>
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<td>Year 9</td>
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<tr>
<td><strong>Grammar and Punctuation</strong></td>
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<td>Year 3</td>
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<td>Year 5</td>
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<tr>
<td>Year 7</td>
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<tr>
<td>Year 9</td>
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<tr>
<td><strong>Spelling</strong></td>
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<td>Year 3</td>
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<td>Year 5</td>
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<td>Year 7</td>
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<td>Year 9</td>
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<tr>
<td><strong>Numeracy</strong></td>
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<td>Year 3</td>
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<tr>
<td>Year 5</td>
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<tr>
<td>Year 7</td>
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<tr>
<td>Year 9</td>
</tr>
</tbody>
</table>

Parent, student and teacher satisfaction

Communication between the School (teachers and administration), parents and students is ongoing. The pastoral care and academic leaders within the school are in constant contact with parents and vice versa regarding issues that may arise, are likely to arise or have arisen. Issues of dissatisfaction are raised in these or other forms of communication that take place on a daily basis. Informal surveys are undertaken by teaching staff on a regular basis, exit surveys and interviews form part of the feedback mechanisms for the School. The Parents' and Friends' Association is another vehicle for feedback.