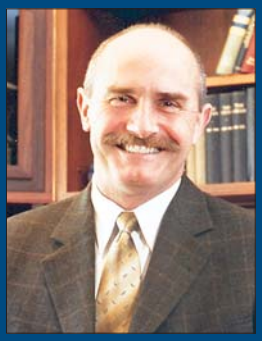
Guildford Grammar School

2006 annual report

Headmaster's Report



Guildford Grammar School had a successful and busy year in 2006:

- Student enrolments during 2006 increased across all levels to over 970 students.
- Capital works have included the essential upgrading of the high voltage electricity transformers and power grid within our campus, refurbishment of the Early Learning Centre and the creation of a Design and Technology area at the Preparatory School. Two Humanities classrooms in the Senior School also received comprehensive makeovers early in the year.
- The 'One Campus Project' which encompasses the redevelopment of a number of our sporting fields as well as the creation of two new soccer pitches, a new football oval, a new hockey pitch and fourteen artificially surfaced tennis courts neared completion.
- Traffic safety was improved by upgrading internal roadways, parking areas, and the installation of traffic lights with accompanying road modifications.
- A review of the School's Strategic Plan which will be implemented over the period 2007 to 2011 was completed.
- The Boarding Renaissance Project was completed.
- Senior and Preparatory School students were successful in various academic competitions during the year. Students entered all major national competitions in Mathematics, Science, Languages other than English, Computing and Geography, with some very impressive results being attained.
- The 'Fund for Excellence' initiative resulted in a very successful comedy workshop sponsored by the English Faculty, and an equally successful Innovation Design Challenge within the Faculty of Technology and Enterprise.
- Guildford staff continued their commitment to active research, ensuring a high degree of involvement at the decision making level. This resulted in the finalisation of new courses of study in English, Engineering Studies, and Media Production & Analysis, as well as further development in French and Information Systems. The major focus for staff throughout the year involved the development and implementation of new courses of study in Years 11 and 12.
- The Tailored Education Program (TEP) initiative was further refined through the work of a cross campus TEP working party. A series of workshops entitled 'Parents as Partners' have been introduced to embed the principles of goal setting and communication, and provide three-way support for each student in a positive environment.
- Leadership training in the School has focused on revitalising the role of the School Prefect System
- The 2006 school year was one of significant growth and optimism at Guildford Grammar School.

Robert Zordan
Headmaster

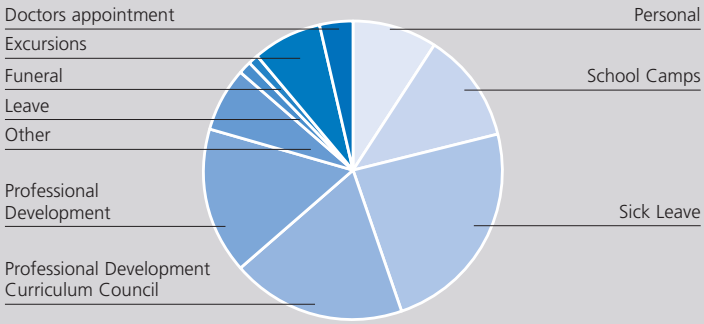
School Performance Indicators

Professional engagement

Staff attendance

Faculty	DAYS ABSENT	% OF TOTAL DAYS
Administration	26	3.5
Art	49.1	5
English	119	9.2
Science	79.9	6.2
Mathematics	142.5	9.6
Physical Education	75.5	5.8
Technology & Enterprise	95.5	10.3
Languages other than English	113	15.3
Society & Environment	158	12.2
TOTAL	**858.5**	**9.5**

Reasons for absence



Staff retention

In the Preparatory School 100% of the teaching staff of 2005 continued into 2006. In the Senior School there was a 90% retention rate. Of the seven staff that departed at the close of 2005, three went to promotional positions at other schools, two went into retirement, and two entered careers outside the teaching profession.

Teacher qualifications

Diploma of Teaching	Bachelor Degree	BA Hons	MA	PhD
Senior School Staff:				
–	39	6	11	4
Preparatory School Staff:				
7	20	0	4	0

Teacher participation in Professional Development

Every teacher at Guildford Grammar School is involved in professional development throughout the year. Some of it occurs within the school, but a significant amount is delivered at external venues. Some of the PD is delivered to large groups such as the whole of the Preparatory School or the whole of the Senior School; other PD is delivered to subsets, such as a particular Faculty or the teachers involved with a particular year group; while other PD is delivered to individuals. The Professional Development must align with the School Goals and the Strategic Plan, and covers areas of specific expertise, adoption of innovation, enhanced teaching techniques, and improved response to student needs.

Expenditure on Professional Development

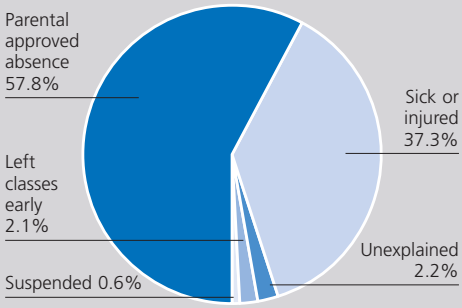
The Guildford Grammar School Council has always been proactive in budgeting for professional development for all of its staff, not only the teachers, and while a considerable amount of PD is provided at no cost, in 2006 $35,944 was spent on PD directly for teachers working in the classroom. This represented an average expenditure of $570.55 for teachers enrolled in invoiced PD.

Key student outcomes

Senior student attendance

95.4%

Analysis of senior student absences



Preparatory school attendance

94.5%

Guildford Grammar Preparatory School – WALNA Results

		Total Students	Above Benchmark	Below Benchmark	% Above Benchmark 2006	% Above Benchmark 2005
Year 3	Numeracy	45	42	3	93%	92%
	Reading	45	44	1	98%	97%
	Spelling	45	40	5	89%	91%
	Writing	44	44	0	100%	98%
Year 5	Numeracy	64	60	4	94%	92%
	Reading	64	63	1	98%	95%
	Spelling	64	53	11	83%	82%
	Writing	63	58	5	92%	92%
Year 7	Numeracy	68	67	1	98%	97%
	Reading	69	66	3	96%	94%
	Spelling	69	64	5	92%	93%
	Writing	67	67	0	100%	97%

Year 9 benchmarking

Year 9 MSE testing is optional in 2006-07, but will be compulsory in 2008. As it was felt that there would be negligible educational information derived from such testing when there would not be assessment of the full national cohort, and as there would be an unbudgeted cost to Guildford Grammar School of $4140, we decided not to enrol the school for testing this year.

Senior secondary outcomes

In 2006 Guildford Grammar School had 120 Year 12 students, of whom 88 were enrolled in a full TEE/WACE course. Of these, 4 chose to apply to TAFE rather than university, 75 applied to TISC universities, while the remainder applied to non-TISC universities in WA, the Eastern States and overseas. Two students received General Exhibitions, being in the top 40 students in the whole state, while the median Tertiary Entrance Rank was 83.0. 21 students applied to TAFE and 20 received offers of places. The remaining students directly entered the workforce.

Proportion of Year 9 students retained to Year 12

97% of the Year 9 cohort of 2003 remained with the School until the conclusion of Year 12 in 2006. Of the students who left, the reasons for departure were either financial or relocation to other parts of Australia.

Post-school destinations

The School only receives formal reporting on post-school destinations from the TISC universities, from the University of Notre Dame, and for full-time February enrolments in TAFE. We make every effort to acquire data about other student destinations from the students themselves and their families. As far as can be determined the 2006 Year 12 student destinations were:

- University 69%
- Full-time TAFE 10%
- Part-time TAFE 8%
- Workforce 8%
- Unknown 5%

Parent satisfaction survey

A survey was forwarded to all parents in August 2006. 169 completed surveys were received. Parents' level of satisfaction with educational programs, co-curricular programs and pastoral care and underpinning values was as follows:

Educational Programs

- Very Satisfied 62%
- Satisfied 30%
- Not Satisfied 7%
- No Response 1%

Co-curricular Programs

- Very Satisfied 52%
- Satisfied 38%
- Not Satisfied 7%
- No response 3%

Pastoral Care and Underpinning Values

- Very Satisfied 57%
- Satisfied 37%
- Not Satisfied 3%
- No response 3%

Student satisfaction survey

What do you like about your school?

100% of all respondents mentioned *two* or more of these factors:

- The school spirit.
- The learning atmosphere.
- The seven values our school abides by.
- Recognition of achievement.
- Freedom of opinion.
- The Chapel.
- The access to technology.
- The range of co-curricular activities offered.
- Support received from Staff.
- The small classes enabling one-on-one learning.

What don't you like about your school?

80% of respondents mentioned *one* or more of these factors:

- The Music facilities compared to other schools.
- The toilet facilities.
- The long Tuck Shop line.

- The banning of some Internet sites needed for research.
- Lack of activities with girls' schools.

Staff satisfaction survey

What are Guildford Grammar School's special and distinguishing characteristics?

100% of respondents mentioned *two* or more of these factors:

- Our traditions.
- The strong community spirit within the School.
- The Chapel.
- The services the school offers: Prep after-school care, Library opening hours.
- The opportunities, including Friday afternoon activities.
- The Music program.
- Compulsory sport.
- Innovations. The new things happening each year, eg Arts Month.
- Pastoral care.
- The boarding population.
- Students are friendly and happy.
- Good integration of parents.
- The skills and experience of the staff.
- The Old Boys' network and contacts that are ongoing.

What new initiatives should be introduced?

100% of respondents mentioned *two* or more of these factors:

a) Academic Program: rebuilding of the classrooms and learning environment to meet needs, as a major item of priority.

b) Establish a Student Services Centre.

c) Develop a Senior School Student Common Room.

d) Revamp, renew and enlarge the Tuck Shop.

e) Unify the Administration offices to one location.

f) Develop safer entrance and exit routs to the School, with traffic lights.

g) Encourage boys to do their absolute best, even if not in the First Team.

h) Introduce staff communication protocols, policy and procedures.

i) Introduce ways for staff to share excellence in professional practice.

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