

Guildford Grammar School

2009 annual report





Headmaster's Report

As I reflect on this school year I am reminded of some great moments and achievements enjoyed by our students, their families and our Staff over this period. Typical of any large community we have celebrated wonderful events and on other occasions we have grieved and have experienced sorrow.

Of central importance to any school is a healthy and growing enrolment list. Enrolments have continued the sustained upward trend of the past 6 years to a current population of 1,082 students, with 623 boys enrolled in the Senior School, and 459 boys and girls in the Preparatory School. Strong parent support for the revitalised boarding program continues to sustain our two Halls of Residence to a capacity of 100 boarders. This achievement is a critical one for the School given the importance of boarding provisions throughout the School's history and the centrality of boarders in the broader culture of Guildford Grammar School. We anticipate that 2010 will commence with a School enrolment of 1140 students, thus creating history as this figure will be higher than any previous enrolment in the School's 113 years of existence. The year also saw the busy preparations that are necessary for the introduction for the first time of the Year 7 cohort into the Senior School in 2010. Running parallel to this structural change has been the fine tuning of the Catalyst Curriculum which will deliver the Year 7 to Year 9 academic program commencing next year.

Recent years have seen significant capital, curriculum and other developments transform the School's learning, physical and social landscape. The macro projects including the One Campus Project, the Boarding Renaissance Project and the Catalyst Curriculum were obvious to all who has an association with the School, though additionally, there were also a raft of other innovations introduced which have significantly improved the educational journey of all boys and girls who attend the School. Significantly, these developments in infrastructure, program, staffing and curriculum have been delivered without the need to approach the School's parent group for extraordinary funding. Moreover, recognising the socio-economic circumstances of families living within the School's traditional draw area, the School Council has consistently maintained a policy of appropriate and stringent financial management. In an effort to reduce the financial impost on rural, regional and local families who seek an Anglican education for their sons and daughters at our School, fee increases were limited to 6% in 2009 and will be maintained at that level of increase in 2010. Some 7% of total fee income is directed towards additional financial assistance to families in need of greater support. The School continues to support an increased number of Aboriginal students through bursary assistance and a

comprehensive Noongar/Newgen Power Scholarship Program. Assistance in managing financial commitments is also provided to families through a deferred payment scheme, the Guildford Grammar School Fee Plan Program and the Australian Scholarship Group saving plan.

In 2009 the budget allocation for curriculum resources expenditure was increased by 15.8%. Over this year information communication and technology expenditure increased by 5.0% which included an additional 40 desktop computers being connected to the Senior School.

The School has continued a program of capital improvements structured within a philosophy of 'excellence, not extravagance.' Three additional classroom spaces have been created to temporarily accommodate Year 7 students in the Senior School by refurbishing previously dormant facilities. A significant upgrade of the Early Learning Centre has included installation of shade sails and refurbishment of the bathrooms and kitchen. An extensive surface resealing program for pedestrian entrances and car parks has continued. Due to challenging social issues in the area, a video surveillance system has been installed for key areas of the School campus.

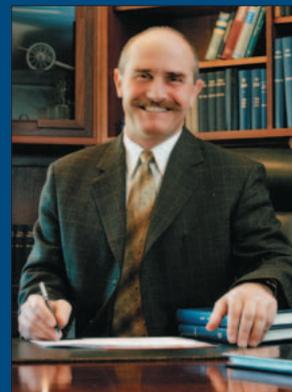
Successful applications for the NSP (National School Pride) and P21 (Primary Schools for the 21st Century) categories of Building Education Revolution initiative from the Federal Government has resulted in a total of \$3.2 million in funding for significant redevelopment of the library and arts facilities at the Preparatory School. These building extensions and developments will commence during the course of 2010.

Guildford Grammar School students achieved one General Exhibition, four Certificates of Distinction, one Subject Exhibition and four Certificates of Excellence in the 2008 TEE. 67% of students gained first preference for university placement in Western Australia. Students also accepted offers at tertiary institutions interstate in New South Wales and Victoria and overseas in the USA and SE Asia. 27% of our students deferred university enrolment to undertake work experience or complete a GAP year in Europe or the Americas. Our academic performances were meritorious and especially so when one acknowledges that Guildford has always focused on a broad based and liberal education, of which academic achievement is only a part, albeit an important part of the educational experience. Moreover, this School, unlike some others, is also governed by a genuine open intake enrolment policy which does not seek to enrol students based solely on academic prowess and capacity. Yes, academic scholarships are issued each year, but they are limited in number. The most compelling quality that determines the offer of a place is the applicant's citizenship.

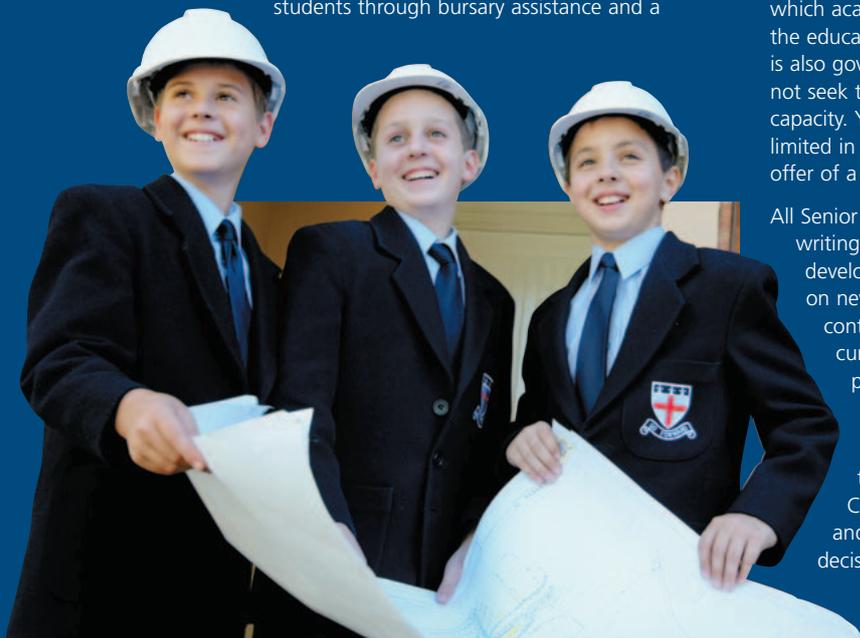
All Senior School teaching staff have continued involvement in syllabus writing, examination preparation and leading professional development required for the new WACE courses. Apart from work on new courses, the major focus for staff professional learning continues to be the development and delivery of a differentiated curriculum to cater for the needs of individual students and particularly those with learning disabilities.

A comprehensive School community survey was commissioned as part of a cyclic program to provide feedback to management on aspects of the School's operations.

Constructive feedback was received from the School community and this information will serve to guide our deliberations, decision making and strategic directions into 2010 and beyond.



Robert Zordan
Headmaster





Key student outcomes

NAPLAN Results			
Year		% at or above National Benchmark	% change from 2007 WALNA testing
Year 3			
	Numeracy	100%	-
	Reading	98%	-
	Spelling	96%	-
	Writing	96%	-
	Grammar & Punctuation	100%	-
Year 5			
	Numeracy	98%	+5%
	Reading	95%	-3%
	Spelling	95%	+6%
	Writing	87%	-13%
	Grammar & Punctuation	92%	N/A*
Year 7			
	Numeracy	98%	+4%
	Reading	96%	-2%
	Spelling	95%	+12%
	Writing	93%	+1%
	Grammar & Punctuation	95%	N/A*
Year 9			
	Numeracy	100%	+2%
	Reading	98%	+2%
	Spelling	98%	+6%
	Writing	95%	+3%
	Grammar & Punctuation	98%	N/A*

* Grammar & Punctuation was not assessed under WALNA testing.

Value Added

In 2009, Guildford Grammar School began using the Australian Council for Educational Research (ACER) Middle Years Assessment Test (MYAT) in Literacy, Numeracy and Problem Solving to ascertain the value added impact of the School's curriculum initiatives.

Base line data was gathered at the end of 2009 for Years 6, 7 and 8. Ongoing end of Year testing will be conducted at Years 7, 8 and 9 to establish annual value added results. Initial data reveals the following averages:

Value Added	Literacy		Numeracy		Problem Solving	
	Avg. Percentile	Avg. Stanine	Avg. Percentile	Avg. Stanine	Avg. Percentile	Avg. Stanine
Year 6	44.2	4.7	37.9	4.2	41.6	4.5
Year 7	49.2	5.0	44.6	4.7	46.6	4.8
Year 8	57.5	5.5	63.1	6.0	65.2	6.2

Senior Secondary Outcomes

Median Year 12 results

Using final TEE/WACE scores, generating an Australian Tertiary Admissions Rank as the measure, the median Year 12 result was 78.75%.

For GGS, 59.8% of university bound students scored an ATAR of 75% or better, placing them in the top 25% of the State.

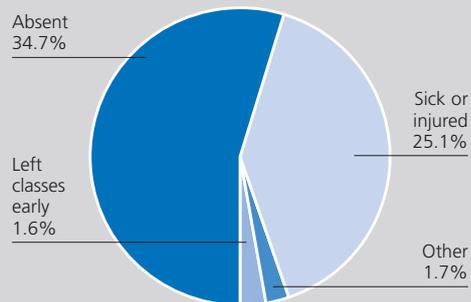
Proportion of Year 9 students retained to Year 12

85% of Year 9 students continued at the School until the completion of Year 12.

Post-school destinations

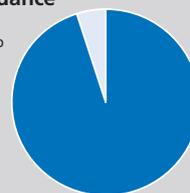
As far as can be determined the 2009 Year12 student destinations were: University 60%, Gap Year 20%, Apprenticeships 14% and TAFE 6%.

Analysis of senior student absences



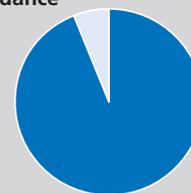
Preparatory school attendance

94.6%



Senior student attendance

94%



School Performance Indicators

Staff

Staff retention

In the Senior School, there was a 92% teaching staff retention rate. Of the six staff departing at the end of the year, three went to promotional positions, two transferred to other schools, one concluded a temporary contract. In the Preparatory School, there was an 86% teaching staff retention rate. Of the three staff departing at the end of the year, one transferred to our own Senior School, one concluded a temporary contract and one was terminated.

Teacher participation in Professional Development

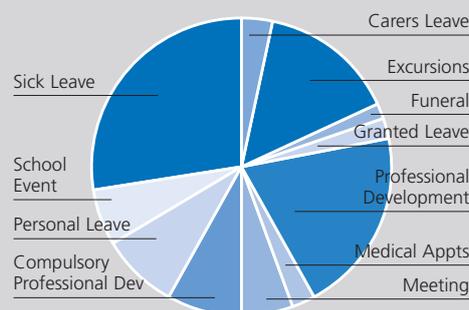
298 separate courses/training sessions were attended, amounting to 1475 hours of professional learning and development.

93 staff participated in one or more days professional development conducted by external agencies.

Expenditure on PD

\$54,953 was spent directly on courses related to staff professional development. Further, eight days of in-house staff professional learning was conducted for all staff, both teaching and non-teaching staff.

Analysis of staff absences





Parent Survey: Top 10 perceived overall strengths of Guildford Grammar School

Parents' level of satisfaction with educational programs, co-curricular programs and pastoral care and underpinning values was as follows:

Preparatory School	
Rank	Strength
1	Small class sizes
2	Standard of teaching/teachers
3	Balanced education
4	Co-ed prep school & single sex senior school
5	Range of opportunities for students
6	Outside school hours care program
7	Facilities/presentation
8	Location/convenience
9	Individual attention to children
10	Headmaster/leadership team

Secondary School	
Rank	Strength
1	Small class sizes
2	Pastoral care
3	Co-ed prep school & single sex senior school
4	Standard of teaching/teachers
5	Headmaster/leadership team
6	Balanced education
7	Facilities/presentation
8	Range of opportunities for students
9	Small school (relatively)
10	Prestigious independent school

Boarders	
Rank	Strength
1	Denomination of school (ethos/values)
2	Balanced education
3	Small class sizes
4	Standard of teaching/teachers
5	Location/convenience
6	Not elitist
7	Small school (relatively)
8	Reputation (word of mouth) in your community
9	Quality of parents & students
10	Academic standards (Including TER)

Future directions

In 2009 the School commissioned *The Knowledge Partnership* to conduct a parent survey to gauge levels of satisfaction.

Key Research Conclusions included:

Motivating factors in selecting Guildford were:

- A balanced (holistic/well rounded) education
- Small class sizes
- Range of opportunities for students
- Disciplined environment.

The top strengths (attributes) across all three school sections sampled were:

- Small school size
- Standard of teaching/teachers
- Balanced education
- Co-ed prep school & single sex senior school (prep/secondary school sample).

Importance ranking compared to performance ranking		
Importance	Expectations and Values of GGS	Performance
1	Happy experience/well adjusted person (balanced outlook from positive experience etc)	1
2	Personal development (confidence, self esteem etc)	2
3	High standards/expectations	5
4	High academic attainment (TER results/university entrance)	7
5	Good values instilled	3
6	Life skills/readiness for the 21st century world (e.g. independent learner)	6
7	Sporting success/strength	8
8	Mateship/friendships	4

Future priorities and directions at Guildford

The initiatives evaluated with the most perceived benefit were:

- Tailored Education Program
- Anti Bullying
- One Campus Project
- Catalyst Program (for implementation 2010).



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