

Guildford Grammar School

# 2010 annual report





## Headmaster's Report

I am delighted to share details related to Guildford Grammar School's achievements in the 2010 calendar year.

The School had a 2010 enrolment of 706 boys in the Senior School, and 428 boys and girls in the Preparatory School, with a total roll of 1134. These numbers saw the School at its largest since it was established in 1896 and the 2011 academic year will commence with student numbers close to 1200.

Strong parent support for the revitalised boarding program continues to sustain both the Junior and Senior Halls of Residence to capacity, with waiting lists for 2011 and strong enrolment enquiries for 2012 and beyond. Indeed, with the movement of Year 7 into the Senior School this year, a future decision that will need deliberation will be whether our boarding capacity should grow beyond the current 110 student cap. As stated, there exists the capacity for this to occur with keen families on a waiting list for boarding places. That the School is experiencing rapid growth is a wonderful statement about its positive reputation within the Perth metropolitan area and regional Western Australia, and for this the Governing Council and the School Staff need to be acknowledged.

In the Senior School we initiated an internal Academic Think Tank early in the year following the publication of our 2009 academic results. A number of constructive outcomes can be traced back to this Think Tank including the appointment of a new academic leadership position entitled Assistant Deputy Headmaster – Curriculum. Mr Graham Lawson has been appointed to this position with specific responsibilities to our Junior Secondary School academic program in Years 7 to 9 inclusive.

The biggest change has been the introduction of the Catalyst Program into our Junior Secondary years of study. This Program, which was two years in the making, has been well received by the students, their families and the staff. Some modifications and fine tuning will be made to the Program in readiness for 2011, with a view for further improvement. This will be guided by the feedback we will receive from Dr Alan Pritchard who was contracted from the University of Western Australia to undertake an objective external review of the Program in Term 3. In the interim, anecdotal feedback and an internal review suggest comprehensively that the Catalyst Program is delivering the educational outcomes that it set out to achieve.

To complement the changes and improvements that we are making to the teaching and learning programs across the School and to support the new management and leadership appointments, this year has also seen a great deal of planning for additional capital works. The Preparatory School has seen much building activity on site, with the \$3,000,000 redevelopment of the Hamersley Resource Centre and arts facilities under the Federal Government's "Building Education Revolution" initiative. These facilities which are scheduled to be formally opened

at the commencement of the 2011 school year will add immeasurably to the teaching and learning facilities within this part of our School.

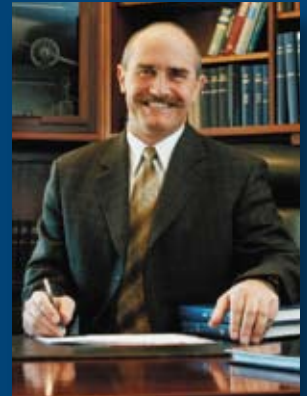
The Master Planning Project, facilitated by external consultants in 2009, has provided the School with a development pathway over the next ten years and beyond. Planning is currently well under way for the first stage of infrastructure redevelopment, with the Catalyst Building Project due to begin in 2011. Much more will be said about this Project, however in scale and scope it will be the largest and most ambitious capital development project undertaken by the School in the last three decades. Mr Justin Krause joined the staff as our new Head of the Preparatory School at the commencement of Term 3. He came to us from his position as Deputy Head of the Preparatory School at Bunbury Cathedral Grammar and in a short time his positive and energetic impact on our Preparatory School is already being felt. I wish to acknowledge the excellent leadership given by Mr Roger Budler as Acting Head of the Preparatory School for the three term period bridging Mr Wheatley's departure from the School and the arrival of Mr Krause.

Guildford Grammar School embarked upon the year 2010 with a commitment to academic excellence, coupled with consistency, and I applaud the students and teaching staff for the manner in which they embraced this ethos of achievement. This concerted effort to raise our collective academic performance has been well rewarded. Our much-improved ranking in academic 'league tables', placing the School at 24th position within the state, is a significant indicator of progress.

In 2009, Guildford began using the Australian Council for Educational Research Middle Years Assessment Test (MYAT) in Literacy, Numeracy and Problem Solving to ascertain the value added impact of the School's Catalyst curriculum initiative. Base line data was gathered at the end of 2009 for Years 6, 7 and 8 and end of 2010 testing has established the 2010 value added results. These results, reported in the following pages, are similarly impressive.

Accepting that academic performance remains an important measure of any School's success, Guildford continues to embrace a broad-based liberal philosophy of education. Pleasingly, this philosophy is bearing quality results.

**Robert Zordan**  
Headmaster



*New construction is underway as part of the Catalyst project.*



## Key student outcomes

| NAPLAN testing results |                         | % at or above National Benchmark | % of Year 3,5,7,9 students attaining National benchmarks in NAPLAN testing |
|------------------------|-------------------------|----------------------------------|--|
|                        |                         | % change from 2007 testing       |  |
| Year 3                 | Numeracy                | 98%                              |  |
|                        | Reading                 | 98%                              |  |
|                        | Spelling                | 85%                              |  |
|                        | Writing                 | 100%                             |  |
|                        | Grammar and Punctuation | 98%                              |  |
| Year 5                 | Numeracy                | 100%                             | 0%   |
|                        | Reading                 | 92%                              | +2%  |
|                        | Spelling                | 96%                              | +5%  |
|                        | Writing                 | 96%                              | -2%  |
|                        | Grammar and Punctuation | 94%                              | +1%  |
| Year 7                 | Numeracy                | 100%                             | +2%  |
|                        | Reading                 | 100%                             | 0%   |
|                        | Spelling                | 96%                              | 0%   |
|                        | Writing                 | 94%                              | -1%  |
|                        | Grammar and Punctuation | 96%                              | -2%  |
| Year 9                 | Numeracy                | 97%                              | -1%  |
|                        | Reading                 | 98%                              | -1%  |
|                        | Spelling                | 94%                              | -4%  |
|                        | Writing                 | 95%                              | +4%  |
|                        | Grammar and Punctuation | 99%                              | +4%  |

It is noteworthy that in 2010, Year 3 and 5 year-groups had cohorts of 48 and 49 students respectively. The largest cohort (Year 9) comprised 145 students. In light of cohort sizes, the minor changes in benchmarks from previous years, both positive and negative, are not considered significant.

### Value Added

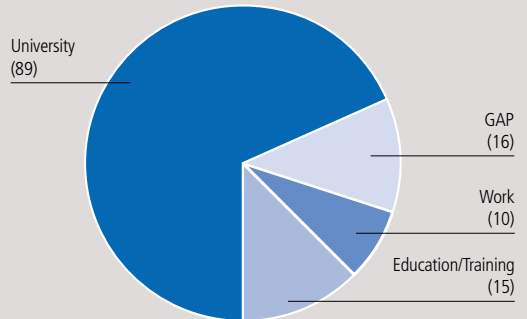
In 2009, Guildford Grammar School began using the Australian Council for Educational Research (ACER) Middle Years Assessment Test (MYAT) in Literacy, Numeracy and Problem Solving to ascertain the value-added impact of the Schools Catalyst curriculum initiative.

This test assesses performance in Literacy, Numeracy, and Non-verbal reasoning (problem solving) domains. The test instrument was developed in 2004. ACER provides Australian normative data for the MYAT test, both by year and gender, permitting comparison between results pre and post Catalyst introduction. The Australian norm data were obtained from 2099 Australian students across Years 5-9 and from all States and Territories. Using this data, comparisons and conclusions of gain or loss, relative to the Australian norm, can be drawn.

Base line data was gathered at the end of 2009 for Years 6, 7 and 8. Testing conducted at the end of 2010 established the first year, value-added result of the Catalyst curriculum. 2010 data reveals the following cohort improvement averages:

|          | End Year 6 2009 Average Percentile | End Year 7 2010 Average Percentile | End Year 7 2009 Average Percentile | End Year 8 2010 Average Percentile | End Year 8 2009 Average Percentile | End Year 9 2010 Average Percentile | % Growth Year 6 to Year 7 | % Growth Year 7 to Year 8 | % Growth Year 8 to Year 9 |
|----------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|---------------------------|---------------------------|---------------------------|
| Literacy | 37.9                               | 65.1                               | 44.8                               | 63.6                               | 57.5                               | 72.4                               | +27.2%                    | +18.8%                    | +14.9%                    |
| Numeracy | 44.2                               | 67.4                               | 49.0                               | 67.4                               | 63.1                               | 76.5                               | +23.2%                    | +18.4%                    | +13.4%                    |
| Problem  | 41.6                               | 67.0                               | 46.1                               | 65.1                               | 65.2                               | 78.6                               | +25.4%                    | +19%                      | +13.4%                    |
| Overall  | 38.4                               | 67.0                               | 44.8                               | 67.0                               | 61.8                               | 77.4                               | +28.6%                    | +22.2%                    | +15.6%                    |

### Year 12 Leaver destination by group



### Senior Secondary Outcomes

#### Year 12 results

Seven students achieved an ATAR of 97.5 or better, placing them in the top 2.5% of the state. Thirty students achieved an ATAR of 90 or better (26.3%).

- A further 27 students (23.68%) achieved an ATAR of between 85 and 89.95
- The School median ATAR was 81.12, against a State median of 78.24
- The School median ATAR of University applicants (4 or more WACE examinations) was 85.9 against a state average of 80.3

57 out of 114 students, or exactly 50% of Guildford Grammar School students who sat four or more examinations, were placed in the top 15% of the state using the ATAR as the measure.

#### Secondary Graduation

100% Secondary Graduation achieved in Year 12.

#### University Entrance

91% offered a place at UWA, Curtin, Murdoch or ECU in first round University offers.

#### Proportion of Year 9 students retained to Year 12

86% of Year 9 students, enrolled in 2007, continued at the School until the completion of Year 12.



# School performance indicators

## Staff

### Staff retention (Senior School)

In the Senior School, there was a 96% teaching staff retention rate. Of the three staff departing at the end of the year, one obtained a promoted position elsewhere, one transferred to another school, and one left the teaching profession.

### Teacher participation in PD

350 separate courses/training sessions were attended, amounting to 1779 hours of professional learning and development. 122 staff participated in one or more days of professional development conducted by external agencies.

### Expenditure on PD

\$56,573 was spent directly on courses related to staff professional development.

Further, nine days of in-house staff professional learning was conducted for all staff, both teaching and non-teaching staff.

## New Parents' Survey July 2010

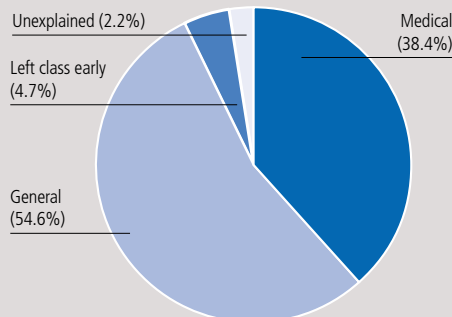
| Senior School: percentage of responses which either agree or strongly agree |      |
|---|------|
| I have been treated courteously and made to feel welcome                    | 100% |
| I am getting feedback about my child's progress                             | 76%  |
| Enquiries are dealt with promptly   | 93%  |
| There is an understanding of my child's learning needs                      | 92%  |
| The advice I received at the time of enrolment was accurate                 | 93%  |
| The School has communicated effectively with our family                     | 94%  |
| A rapport has been established with the teacher/mentor                      | 75%  |
| The School has met our expectations   | 92%  |
| My child is happy in the new School   | 100% |
| I would recommend the School to other parents                               | 100% |

| Preparatory School: percentage of responses which either agree or strongly agree |      |
|--|------|
| I have been treated courteously and made to feel welcome                         | 100% |
| I am getting feedback about my child's progress                                  | 97%  |
| Enquiries are dealt with promptly  | 100% |
| There is an understanding of my child's learning needs                           | 100% |
| The advice I received at the time of enrolment was accurate                      | 100% |
| The School has communicated effectively with our family                          | 98%  |
| A rapport has been established with the teacher/mentor                           | 100% |
| The School has met our expectations  | 100% |
| My child is happy in the new School  | 97%  |
| I would recommend the School to other parents                                    | 100% |

### Senior school attendance 94%



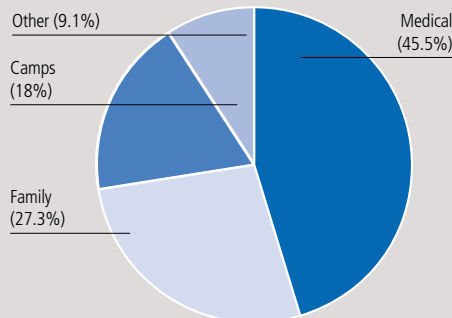
#### Senior school absences



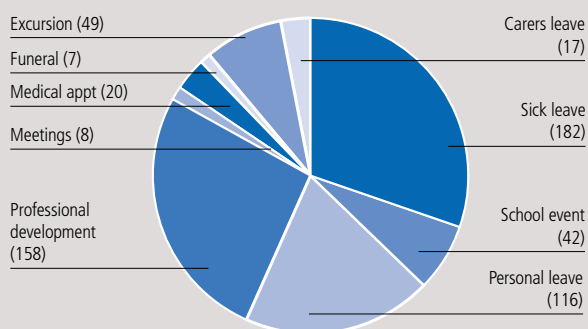
### Preparatory school attendance 94%



#### Preparatory school absences



### Staff absences



Guildford Grammar School

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