

Guildford Grammar School

2011 annual report





Headmaster's Report

We are a community of diverse people with a wide range of gifts who share in the common goal of supporting our students to grow and develop into their full potential, with a strong sense of purpose, confident in who they are and what they have to offer.

Our programs provide students with an exceptional array of activities in which they can learn, grow, flourish and excel. There were many highlights throughout the year, which include the following outstanding achievements by groups of students:

- Tournament of the Minds teams reached the state finals.
- 1st place in the Junior Chess Grand Prix competition.
- 2nd in State Philosothon finals.
- Solar Car and Solar Boat teams in the national finals.
- Finalists in Robocup competition and DaVinci Decathlon.

These are all fine examples of the breadth of academic talent in the School. The Academic Culture in the School has continued to develop in 2011 and will remain a central strategic focus in the future. The 2011 Year 12 results were excellent and the Junior Secondary Catalyst Program again demonstrated significant gains in literacy and numeracy achievement.

The quality of our Drama and Music productions across the School was exceptional, with highlights being *A Midsummer Night's Dream*, the Choral Concert and the School Carols Nights. The quality of our students' art shone out at the Art Exhibition and the depth of talent in Media was exceptional, with Kian Esmaili a stand-out performer with his win in the documentary section of the Bond University Film Awards.

A defining moment for me in 2011, which speaks volumes for the culture of the School, was an exceptional Contemporary Dance performance by students in the Chapel. The dance piece was beautifully choreographed by our Head of Arts and Drama, Jane Diamond, and the dancers presented a skilful and moving interpretation of the reading, which was respected and admired by the student body. This is a wonderful example of young men being confident to share their gifts in a supportive and trusting environment.

There were many fine achievements in sport and a growing competitiveness and passion evident amongst the students. Highlights included; Rowing placing second in the Hamer Cup and winning the Guildford on Swan Regatta for the



first time in seven years, the Preparatory School Rugby team going undefeated, with the 10A and 1st Rugby team finishing a narrow second, the PSA Golf team recorded a fine win and the 8A Cricket team remained undefeated.

There continues to be a strong focus on community service and fundraising for others throughout the School. Events such as the World's Greatest Shave, Crazy Hair Day, Jeans for Genes, Pray for Japan Art Exhibition, support for Anglicare agencies, fundraising for Sunshine House Orphanage in Cambodia and a wide range of activities through Houses, have all enabled students to respond to the needs of others.

As we reflect on these highlights from the year that has passed we are cognisant of a vibrant, dynamic and busy school community that is in good heart. I suspect that one of the reasons parents send their children to Guildford Grammar School is because of our strong focus on values and our desire that students grow to become young men and women who demonstrate integrity, compassion, respect and an ability to contribute positively to society.

Our focus is on developing students who will leave the School confident in their ability, with a broad range of skills, strong in the knowledge of who they are and what they stand for, able to articulate what they ought to do in a situation based on a solid foundation of values and ethics. We want our graduates to leave with hope and optimism for their future and their positive contribution to our society and be recognised as a 'good man'.

I have been most impressed with the dedication, professionalism and commitment of our staff and with the quality of the applicants that we have attracted to positions this year. With the School undergoing a period of growth, development and change, staff are

being attracted to the opportunity to work in an environment in which innovation, creativity and evidence based curriculum development is valued. In addition, the School's fine traditions, Anglican Ethos and values based programs provide a sense of connection, structure and strength.

Relationships lie at the heart of School and high quality staff know that these relationships are the key to student success in all areas of their school life. Quality staff provide quality teaching and learning, leading to engaged and positive students, enabling high performance, personal excellence and the confidence to flourish.

Whilst our central focus will always be on the people in our School, we are entering an exciting stage in the development of the physical environment of Guildford Grammar School. The Catalyst building is quickly taking shape and will have a major impact on the teaching and learning program, not only in the Catalyst program but throughout the Senior School program, with the Mathematics and English faculties moving into the state-of-the-art building. The School Master Plan is currently being revisited by Council and the Strategic Leadership Team, which will obviously be a major focus of our Strategic Plan. It is an incredibly exciting time in the development of the School with the next major development being a new classroom building in the Preparatory School.

Strong financial management and a record enrolment level of over 1200 students in 2012 have the School in a wonderful position looking ahead to the future.

And in line with our vision and values we will always remember that the 'heart of education is the education of the heart'.

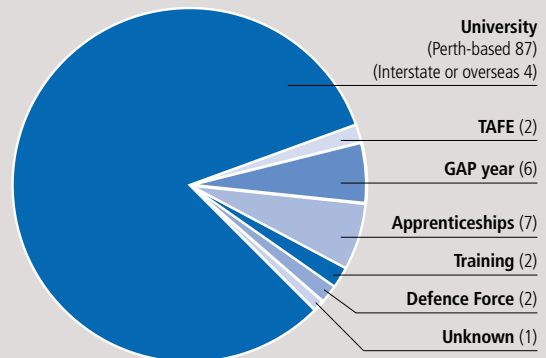
Mr Stephen Webber
Headmaster



Key student outcomes

NAPLAN testing results		% at or above National Benchmark
Year 3	Numeracy	100%
	Reading	99%
	Spelling	99%
	Writing	99%
	Grammar and Punctuation	96%
Year 5	Numeracy	95%
	Reading	92%
	Spelling	92%
	Writing	93%
	Grammar and Punctuation	88%
Year 7	Numeracy	100%
	Reading	97%
	Spelling	96%
	Writing	93%
	Grammar and Punctuation	96%
Year 9	Numeracy	99%
	Reading	99%
	Spelling	96%
	Writing	95%
	Grammar and Punctuation	96%

Year 12 Leaver destination by group



Senior Secondary Outcomes

Median Year 12 results: Using final WACE scores, generating an Australian Tertiary Admissions Rank as the measure, the median Year 12 result was 80.55%. For Guildford Grammar School, 59.8% of university bound students scored an ATAR of 75% or better, placing them in the top 25% of the State.

Secondary graduation: 99.11%

University entrance: 94.94% offered a place at UWA, Curtin, Murdoch or ECU in first round University offers.

Proportion of Year 9 students retained to Year 12: 96.4% of Year 9 students continued at the School until the completion of Year 12.

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 Catalyst curriculum initiative.

Base line data was gathered at the end of 2009 for Years 6, 7 and 8. Ongoing end of year testing, conducted at Years 7, 8 and 9 has confirmed academic progression in the Junior Secondary Catalyst curriculum. The School is pleased that data tracking reveals the following growth and improvement:

Year 6 to 7 (2010 – 2011)	Results end of Year 6 2010	National Average Year 6	Results end of Year 7 2011	National Average Year 7	Change Year 6 – Year 7
Literacy	59.8		61.9		+2.1
Numeracy	62.6	51.0	64.3	51.0	+1.4
Non-verbal	62.9		66.3		+3.4
Overall	61.5		64.3		+2.8

Year 6 to 7 to 8 tracked annual improvement (2009 – 2011)	Results end of Year 6 2009	National Average Year 6	Results end of Year 7 2010	National Average Year 7	Results end of Year 8 2011	National Average Year 8	Change Year 6 – Year 8
Literacy	37.9		65.1		68.1		+30.2
Numeracy	44.2	51.0	67.4	51.0	73.0	56.0	+28.8
Non-verbal	41.6		67.0		72.9		+31.3
Overall	38.4		67.0		72.1		+33.7

Year 7 to 8 to 9 tracked annual improvement (2009 – 2011)	Results end of Year 7 2009	National Average Year 7	Results end of Year 8 2010	National Average Year 8	Results end of Year 9 2011	National Average Year 9	Change Year 7 – Year 9
Literacy	44.8		63.6		68.7		+ 23.9
Numeracy	49.0	51.0	67.4	51.0	73.0	56.0	+ 24.0
Non-verbal	46.1		65.1		74.4		+28.3
Overall	44.8		67.0		73.1		+28.3



School performance indicators

Staff

Staff retention (Senior School)

In the Senior School there was a 95% teaching staff retention rate. Of the four staff departing at the end of the year, two went to promotional appointments, one retired and one left to undertake travel.

Teacher participation in PD

308 separate courses/training sessions were attended, amounting to 2664 hours of professional learning and development. 120 staff participated in one or more days professional development conducted by external agencies.

Expenditure on PD

\$105,154 was spent directly on courses related to staff professional development. Further, eleven days of in-house staff professional learning was conducted for all staff, both teaching and non-teaching.

Parent Survey

What do you believe makes Guildford Grammar School special?
The quality of the teaching and support staff
The Catalyst program
The relatively small size of school
A mixture of boys from a range of socio economic backgrounds
The School grounds and facilities
Communications with parents and students
The Chapel and traditions
The School produces confident and good young men
The Community spirit
The House system
Leadership development
Promoting achievement for all students

Student Survey

What do you believe makes Guildford Grammar School special?
The teachers and staff are very friendly and they talk in a positive manner
Students are encouraged to do well in both co-curricular and curriculum activities
The Catalyst Project. There is a fantastic range of electives
There are opportunities to go on a wide range of tours both academic and sporting
The House System and School Spirit
Students are recognised for academic achievement
The Anti-Bullying programs
Respect offered to all members of the School
We have a strong community culture that is unique
The School grounds and history

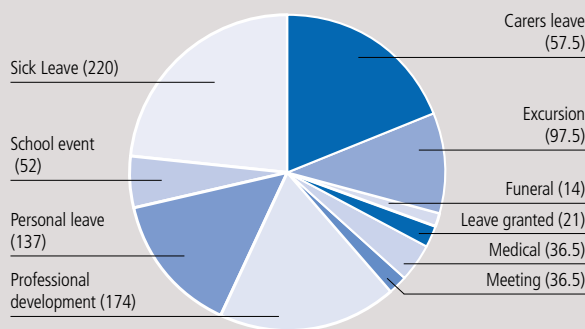
New Parents' Survey April 2011

Senior School: % of responses which either agree or strongly agree	
I have been treated courteously and made to feel welcome	93%
I am getting feedback about my child's progress	100%
Enquiries are dealt with promptly	80%
There is an understanding of my child's learning needs	80%
The advice I received at the time of enrolment was accurate	93%
The School has communicated effectively with our family	80%
A rapport has been established with the teacher/mentor	80%
The School has met our expectations	93%
My child is happy in the new School	87%
I would recommend the School to other parents	100%

Preparatory School: % 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	100%
Enquiries are dealt with promptly	100%
There is an understanding of my child's learning needs	90%
The advice I received at the time of enrolment was accurate	90%
The School has communicated effectively with our family	95%
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	90%
I would recommend the School to other parents	100%



Staff absences



Guildford Grammar School

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