

Guildford Grammar School

# 2012 annual report





## Headmaster's Report

2012 has been a year full of wonderful achievements and moments of celebration juxtaposed with times of deep sadness, loss and grief. We have grown together in strength as a School community, with staff, students and parents all demonstrating incredible compassion, care and resilience.

When I speak to prospective parents on our tour days I often highlight the special community feeling at our School and the fact that people are accepted and able to be themselves without pretence. This aspect of our shared experience is intangible and at times difficult to explain.

Outstanding achievements by our students and staff are too many to name completely; however, the following give a taste of the breadth of individual and collective success;

We have been delighted to achieve recognition at a National level in a range of activities;

The School won the Best Overall School award at the Bond University Film and Television Awards competing against specialist Media Schools, with Ben Levin runner up in the Experiential category and Jasper Munday and Kian Esmaili also shortlisted in the top 50 films.

At the recent Australian-International Solar Challenge held in Melbourne our Solar Boat Teams won both the Advanced and Junior competitions as well as gaining 4th place in the Juniors, having previously been named State Champions.

Our Philothon team finished second in the National finals held at Bond University in Queensland as well as second place in the State competition. The team has once again qualified for the National Finals in 2013.

Our Rowing program continued to flourish; gaining a silver medal in the National Under 17 VIII Final, third place in the Hamer Cup and overall victory in the Guildford on Swan regatta for the second consecutive year.

The Community Relations team won a National Educate Plus award for the "Generations of Good Men" marketing campaign.

Our Senior School Drama production of Grease and Preparatory School production of Aladdin were both highly acclaimed and much loved by packed audiences

Jackson Passeri was one of only four finalists in the State Final of the Rotary Club Four way public speaking contest

The 1st XV Rugby team finished the season in 2nd position for the second consecutive year. The PSA Golf team claimed the newly named

P.C. Anderson Cup for the third time in four years.

Charles Lill broke a 39 year old Guildford Grammar School Darlot Cup Cricket record with his phenomenal score of 185 not out against Christ Church Grammar School. The week after Charles (92) and Nick Van Der Westhuizen (112) scored the highest partnership ever by Guildford players in Darlot Cup history (200 runs), a record that had held for 80 years.

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

The release of the 2011 Year 12 WACE results provided much for us to celebrate. William Tomlinson (Dux), Fraser Bower, Aaron Goldsworthy, Jeygopi Panisilvam, Declan Larsen and Callum Fitzpatrick gained entry into the School's Academic Honour Guild by scoring an ATAR above 97.5. The fact that 26% of students achieved an ATAR of 90 or above and that 95% of students who applied to TISC received a 1st round University offer was most pleasing.

In a new initiative this year we welcomed back many high achieving Old Boys as Academic Coaches for our students in Years 7 to 12.

A major focus during 2012 was the development of our new Strategic Plan, which involved consultation and input from all members of the community. The key starting point was to question our purpose, why do we exist and what makes us different from any other school? What are the most important things that we value as a community and what future do we want for our graduates?

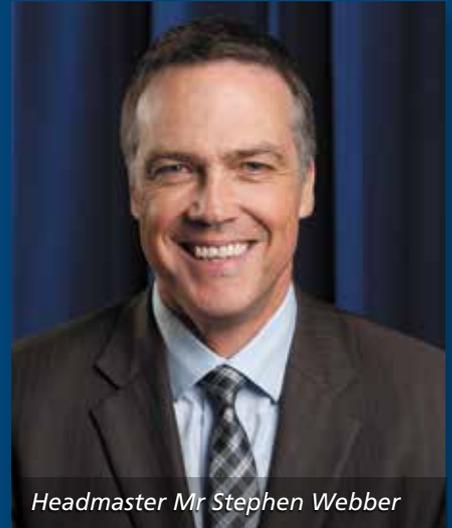
The answer to these questions is encapsulated in our new statement of purpose which is

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

Our core values have thus been revised as

- **Excellence**
- **Respect**
- **Integrity**
- **Spirituality**
- **Teamwork**
- **Compassion**

These Key Issues and the pillars of our organisational plan are:



**Headmaster Mr Stephen Webber**

- Attraction, development, reward and retention of outstanding staff
- Academic Growth by maximising individual student achievement
- Development of a Culture of Excellence throughout the School
- Facility and Infrastructure Renewal and Development cost effectively
- Utilising technology to enhance individual student achievement

In line with the new Strategic Plan has been the development of our 2012-2022 Master Plan. In what is an exciting period of growth and change in the School there are a number of new facilities that have been earmarked for construction.

The newly completed and now named Thwaites Centre provides the School with innovative, dynamic and creative teaching and learning facilities that will no doubt enhance student engagement and we are looking forward to moving in over the break. The Centre and our Catalyst Program has gained a great deal of interest from other schools and we continue to receive positive feedback regarding the level of student engagement and achievement from our Year 7-9 students.

Earlier this year Mr Kevin Lange, Deputy Headmaster and Head of Senior School retired after over 15 years of committed service to the School. Mr Geoffrey Hickling OAM retired during the year from the position of Registrar following 23 years of outstanding service.

I have been continually uplifted by the strength and passion of our School community this year and will return in 2013 with our dedicated and committed staff looking ahead with confidence and expectation to what lies ahead in our future together.

**Mr Stephen Webber**  
Headmaster



# Key student outcomes

## 2012 NAPLAN Summary

Guildford Grammar School's mean performance across almost all testing domains for all cohorts is consistently above both the State and WA school's mean performances.

Mean Performance for Guildford Grammar School, State, National			
Reading	GGS	State	National
Year 3	467	407	419
Year 5	507	482	493
Year 7	567	538	541
Year 9	599	572	575
Writing	GGS	State	National
Year 3	442	407	415
Year 5	474	470	477
Year 7	522	521	518
Year 9	599	557	553
Grammar and Punctuation	GGS	State	National
Year 3	429	401	414
Year 5	491	486	494
Year 7	558	549	543
Year 9	586	574	573
Numeracy	GGS	State	National
Year 3	418	384	395
Year 5	515	477	488
Year 7	575	535	538
Year 9	626	582	584
Spelling	GGS	State	National
Year 3	457	408	424
Year 5	499	479	491
Year 7	564	545	546
Year 9	598	570	573

**Secondary Graduation:** We are pleased to report that 100% of our boys achieved secondary graduation

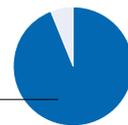
**University Entrance:** 90% of Guildford Grammar School students were offered a place at UWA, Curtin, Murdoch or ECU in the first round of University offers.

## 2012 NAPLAN Data

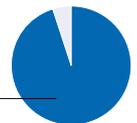
Student performance based on National Standards:

Percentage of students performing at or above National Benchmark				
Reading	Year 3	Year 5	Year 7	Year 9
Reading	99%	95%	99%	99%
Writing	100%	97%	96%	92%
Spelling	100%	100%	99%	95%
Grammar and Punctuation	100%	93%	99%	97%
Numeracy	100%	100%	99%	100%

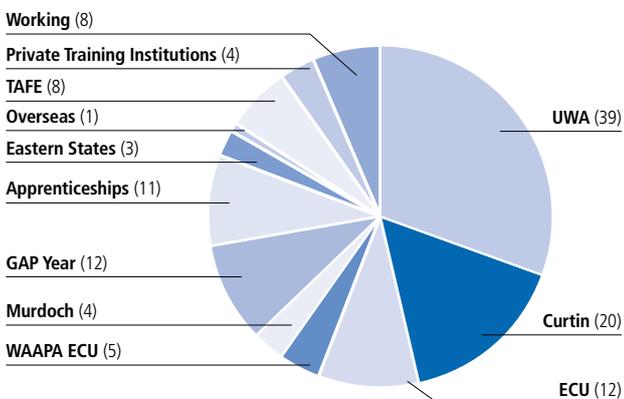
Senior School attendance: 94%



Preparatory School attendance: 95%



## Year 12 Leaver Destinations



## 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 80.85.

For GGS, 54% of university bound students scored an ATAR of 80 or better, placing them in the top 20% of the State.

## School performance indicators

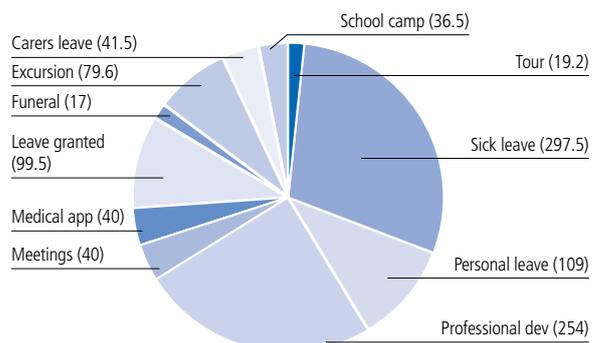
### Staff

**Staff retention (Senior School):** In the Senior School there was a 93% teaching staff retention rate. Of the staff departing at the end of the year, one went to a promotional appointment, two retired and two left to undertake travel.

**Teacher participation in PD:** 334 separate courses/training sessions were attended, amounting to 2837 hours of professional learning and development. 117 Staff participated in one or more days of professional development conducted by external agencies.

**Expenditure on PD:** \$109,038.65 was spent directly on courses related to staff professional development. There were also 12 days of in-house staff professional learning for all staff, both teaching and non-teaching.

### Staff absences





## Student *Catalyst* Survey 2012

### Summary

The *Catalyst* survey was conducted in Term 4, 2012. The purpose of this survey was to gather feedback from the Junior Secondary student population that could be used to inform future planning aimed at improving the quality of teaching and learning of students at Guildford Grammar School. The focus of the survey was student learning; identifying what inspires them to learn and how they learn best. The questionnaire had two sections relating to learning:

- Section A, *My Learning*, asked students questions about how they learn best.
- Section B, *Teachers and Teaching That Inspires Me*, asked students questions about the types of teaching they enjoy and which help them to learn.

332 Junior Secondary students took part in this survey.

### Section A – *My Learning*

There exists an overwhelmingly positive response from students to their learning at Guildford Grammar School. 82% of students surveyed either agreed or strongly agreed that their learning is progressing and they are confident about their success with future academic studies.

- 86% of students agreed or strongly agreed that their teacher is passionate about their subject area.
- 88% of students agreed or strongly agreed that they understood what was expected of them.
- 67% of students agreed or strongly agreed that they found all courses interesting and enjoyable.
- 82% of students surveyed either agreed or strongly agreed that their learning is progressing and they are confident about their success in the future.

### Section B – *Teachers and Teaching That Inspires Me*

There exists significant positive feedback about the quality of teaching at Guildford Grammar School.

- 75% of students agreed or strongly agreed that they have at least one teacher who inspires them.
- 75% of students agreed or strongly agreed that their teachers have a passion for their subject area.
- 82% of students believe that their teachers create a challenging learning environment.

## New Parents' Survey 2012

### In my contact with Guildford Grammar School: % Satisfied or very satisfied

I have been treated courteously and made to feel welcome.	98%
I am getting feedback about my son's/daughter's progress.	96%
Enquiries are dealt with promptly.	97%
The advice I received at the time of enrolment was accurate.	100%
The School has communicated effectively with our family.	100%
I am satisfied with the School's educational programs.	100%
A rapport has been established with the teacher/mentor.	86%
The School has met our expectations.	98%
My son/daughter is happy at the School.	97%
I am satisfied with the School's co-curricular programs.	96%

### What were your main reasons for choosing Guildford Grammar School?

Community/belief/morals/ethics	3
Location and safe environment	4
Old Guildfordian connection	5
Balanced education	7
Academic strength	5
Catalyst program	3
Quality boarding service	3
Sport	2
Other sons did well at the School	1
Reputation	4

### Further Comments

- *Brilliant school. Wish I had found it earlier!*
- *We have been thrilled with progress.*
- *Great school! We have been included from day one.*
- *It has been beyond our expectations.*
- *Great start at Year 7. He loves school.*
- *Happiest we have seen him at school. Thanks!*
- *He has thrived/grown in confidence.*
- *He loved first year-embraced all opportunities.*
- *Exceptional mentor for my boy.*



**Guildford Grammar School**

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[www.ggs.wa.edu.au](http://www.ggs.wa.edu.au)