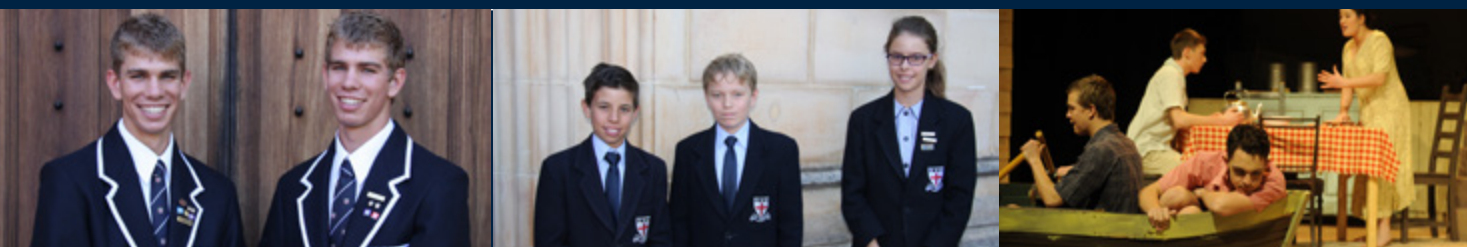


Guildford Grammar School

2014 annual report





Guildford Grammar School is a prestigious Anglican School established in 1896. The School is magnificently situated on almost 100 hectares along the banks of the Swan River, and houses one of the most beautiful and historical chapels in WA; the Chapel of St Mary and St George. The School has a long-standing reputation for providing a broad-based education for young people and is known for its high academic standards, sporting and cultural opportunities and traditional values. Guildford Grammar School is co-educational from K-6 (490 students) and boys' only from Years 7-12 (750 students). There are boarding facilities for 148 boys from Years 7-12.

Guildford Grammar School is leading the way in 21 Century education, through the introduction of its unique Catalyst curriculum, developed especially for boys in Years 7-9. Catalyst allows young men to participate in a three-year program of electives and projects designed to build on skills that will enable them to contribute to our changing world. Numeracy and literacy are the foundations of the Catalyst BIG skills, with a strong focus on critical thinking, problem solving, teamwork, collaboration and research; skills all highly sought after by 21 Century employers. An innovative new teaching facility has been built to accommodate the flexible learning style of the program.

We offer a wide range of sporting and co-curricular programs, competing in the PSA sporting competition in Rugby, Soccer, Hockey, Cricket, Swimming, Water Polo, Tennis, Volleyball, Cross Country and Rowing. Co-curricular programs include Music, Drama, Chess, Debating, Cadets, Philosothon, Tournament of Minds, Human Powered Vehicle Challenge, Electric Vehicle Challenge, Archery, Fencing and Golf. Throughout the year, students have opportunities to participate in a number of local expeditions and international study tours. Recently groups travelled on a Music Tour to Singapore and regular tours to the NASA Discovery Centre in the United States.

Guildford Grammar School has an open enrolment policy. There is a strong and effective pastoral care structure, through a house system, year group mentors, peer support leaders and the School's Chaplains. The School has a wonderful sense of community with many opportunities for our students, families and staff to participate in the broader life of the School.

Our collaborative team of expert staff are well supported with opportunities for professional development and they actively engage in the continual improvement of our School. We are all dedicated to achieve the School Purpose to inspire students to achieve personal excellence and to be outstanding citizens who work to create a just, loving and peaceful society.



Headmaster's Report

2014 has been a dynamic and successful year for the Guildford Grammar School community.

There have been a plethora of wonderful academic, artistic, cultural and sporting achievements throughout the year, a sample of which I will share with you below.

Lucas Roosendaal (11He) finished second nationally in the Chinese Bridge Speaking and Writing competition, which qualified him to represent Australia in the finals held in China.

Benjamin Armstrong (11Fr) made the state finals for the Plain English Speaking Competition, placing in the top five students from Year 11 and 12 in the state.

Cassius Hynam (10Be) won his Intermediate Division at the Youth Out Loud Speaking Competition and was also awarded the Charlie Gregorini Memorial Shield for the Best Overall Speaker.

Brayden Gray (11St) was one of two winners of the 2014 Hasluck Leadership Awards presented by Mr Ken Wyatt AM Federal Member for Hasluck. As a result Brayden had the opportunity to travel to Canberra to participate in a leadership program for a week whilst meeting political and community leaders.

Connor Burdan (12Fr) received an excellence award for his commitment to community service at the Royal Life Saving Society of Western Australia's annual community awards night.

Simon McDowall (8SG) was awarded first place in the U15 category for his Baroque style organ performance at the Fremantle Eisteddfod and was invited to participate in the Sydney Organ competition.

In the Australian RACI Chemistry Competition, Andrew Chance (8St) received a Special Plaque Award for achieving 100%.

Entering for the first year Matthew Wirth (11Be), Jesse McKenzie (11Sc), Ryan Vallelonga (11St), Matthew Finlayson (11Sc), Ryan Dale (11St), Blake Hillier (11SG) and James Nguyen (11He) finished in third place outright in the Electric Vehicle Challenge. The boys also won a third place award from ECU motorsport for the best engineered and constructed car.

Titan Webster (9Sc), Jaden Dzubieli (9He) and Samuel Martin (9He) finished in second place in the Aurecon Bridge Building competition and received a \$1,000 cheque for the School, which made them even more popular.

In our growing debating program, both our Year 7 (Novice) and Year 11 (Senior) teams reached the final eight of the Western Australian Debating League competition.



Headmaster Mr Stephen Webber

The Drama program has traditionally had a strong reputation; however, Head of Arts and Drama, Ms Jane Diamond, continues to take this to another level. Highlights for this year included the mature and moving Senior Production of *Cloudstreet*, our boys dancing away in the Perth College production of *High School Musical*, the opportunity to work with guest UK director Peter Reynolds in *The Knight of the Burning Pestle* as well as productions of *The Tempest*, *The Club* and *Arthur – the Boy King of Britain*.

Once again the School has received strong recognition for our Media Studies program, finishing second nationally in the Bond University Film and Television Awards, with Harry Cassell (12SG) winning the Best Music Video and being awarded a \$30,000 scholarship towards his studies at Bond University in the Bachelor of Film and Television degree.

The School spirit on display at the Head of the River was inspiring with the 2nd VIII, 9B, 9C and 9D crews finishing in first place in their races. The 1st VIII produced their strongest performance of the season at the right time and powered through the field in the last 500m to finish in second place in the Challenge Cup. The 4th VIII and Year 10 Quad also produced strong results, finishing in second place in their races. The Boat Shed finished in second place in the Hamer Cup for the best all-round School on the day in a fine achievement.

Our Golf team won the PSA competition for the fourth time in the last six years. The team, comprised of Liam Purslowe (12Sc), Yanni Keenan (11Sc), David Hyman (11Be), Freddie Cassell (8SG), Samuel Operchal (8Ha), Liam McEvoy (8St), Trentan Davey (10Fr) and Hardi Oosthuizen (9St), played exceptionally well in a challenging, high level competition to bring home the PC Anderson Trophy.

The 1st XI Soccer team made it through to the Veto Shield Schoolboys Soccer Cup final against Canning Vale College, narrowly conceding the game 0-1. Our team never gave up and were praised for their strong team spirit and sportsmanship throughout the competition. The stadium atmosphere was buzzing, with 75 Guildford students in attendance as a passionate and vocal cheer squad.

In the PSA Inters Athletics, Reilly Oliver (9Fr) equalled the PSA record in the U15 200m event in a blistering time of 23.9 seconds, Bradley Fullgrabe (11Be) set inaugural PSA records in the U17 shot put and discus, and the U17 4 x 100m Relay team consisting of Joshua Cipro (11Wb), Ewald Ellis (11SG), Bradley Fullgrabe (11Be) and Callum Lawton (11St) also set an inaugural PSA record. Other boys to win events on the day were Kieren Park (12Wb), Nicholas Palmer (9He) and Harry Ward (8Be).

In the PSA Inters Swimming, William Rollo (12Wb) once again performed at a very high level to record a first place and several other placings in first division events. At the national open water championships in Geelong, William and his brother Nicholas both performed at a very high level to achieve national rankings in their respective age groups.

Zachary Johnson (12Wb) was selected for the Australian Schools Polo team in the 2014 International Polo match against New Zealand.

Toby Digney (9Fr) excelled at the Australian Canoeing National Sprint Championship achieving a gold medal in the K4 500 metres event. As a result Toby was selected in the 2014 Australian Olympic Hopes Canoe Sprint Team.

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

The centennial celebrations this year for both the Chapel and the Preparatory School were significant milestones in the life of the School.

The stunning performance of Gerard Brophy's commissioned Mass in celebration of the Centenary of the Chapel of St Mary and St George was recorded live by ABC and will long be remembered for its beauty, spirit and emotion. The Choir shone, performing with the stunning voices of the Song Company, William Barton on didgeridoo and Daniel Trocmé-Latter on Organ. We were honoured to have the Governor, His Excellency Malcolm McCusker, in attendance at the concert and my thanks go to Mr David Gething and Ms Anita Fuhrmann for their



outstanding leadership of the Choir, Mr Kieran Hurlley for his overall coordination and Father Phillip Raymont for his vision for the event.

The Centenary of the Preparatory School was marked by special Centenary Eucharists and a Centenary assembly. Old Guildfordians and close friends Dr Izaak Lim (Sc 94-06) and Dr Alex Wood (He 94-06) entertained us in song and speech through shared memories and embellished characters. A Centenary banner, which Mr Krause and I seemed to destroy unintentionally, and the release of 100 pigeons added to the occasion; however, asking us to cut into two child-replica cakes with a large knife led to the ultimate photo opportunity.

The implementation of key actions in our Strategic Plan has enabled further development and constructive progress throughout the year:

Attracting, developing, retaining and recognising high quality staff in all areas remains a focus for us, and key new appointments have made a significant impact in a short space of time. Director of Outdoor Education, Mr Peter Ashby, has worked with passion and enthusiasm to enhance our program throughout the School and plan for future initiatives, and our Senior School Learning Support provision has been strengthened through the determined work of Coordinator, Ms Ulissa MacDougall-Hull. We continue to attract outstanding candidates to key positions with each appointment bringing new ideas, enthusiasm and a passion to work in the School.

Celebrating our new twin doctors, Dr Clayton Massey and Dr Julie Harris, has provided a fine example of scholarly dedication and persistence to staff and students alike. The number of staff involved in further study is extensive and yet another example of their commitment to professional learning and growth.

Our professional, dedicated and highly committed staff who go well beyond the call of duty will always be our greatest asset.

We remain committed to supporting the academic growth of each individual student and the further development of Dr Brian Hunt's work as Data Analyst has enabled internal and external data on student performance to be tracked.

The successful implementation of Coneqt P and Coneqt S has enabled parents and students greater access to their performance results throughout the year as well as providing resource materials online.

The further development of the Strive Academic Talent Development program has seen the introduction of a range of Catalyst program electives, such as Critical and Creative Writing and Nanotechnology, as well as high

level extension classes in Junior Secondary Mathematics and English.

The focus on enhancing a culture of excellence across the School has been supported by our ongoing partnerships with The Pacific Institute and Leading Teams.

With almost all staff having completed the Investment in Personal Excellence Program and 19 staff facilitators now trained, we have run the student PX2 course with all Year 10 students this year.

Darren Harris from Leading Teams has broadened his work this year to include the boarding community, Prefect group and a trial program with two Year 11 House groups that we plan to implement with other groups in 2015. The student developed 3G motto of United, Professional and Hard in relation to behaviours that they expect of each other in our sporting programs has been further embedded and has gained greater traction. Staff addresses at assemblies on each of our values of excellence, respect, integrity, spirituality, team-work and compassion have been powerful and moving and link across readily to the 3G motto.

A framework of essential sporting skills for every PSA sport has been developed and work with coaches in 2015 will focus on developing this program. Mr Jeffrey Giles will be working in the position of Director of Athlete Development in 2015 as he continues to coordinate our programs across the School in this important area.

The omnipresence of digital media in our lives and the growing corporate use of trans-media are trends that will have a significant impact on the lives of our students into the future. The development of a Media Centre of excellence, with Mr Brad Minchin appointed as Director, will enable partnerships with tertiary providers and business to enhance the educational experience for our students in this continuously changing space.

Year 6 to 12 students recently completed the Gallup Student Survey, which focuses on hope, engagement and well-being. Key themes from the results will be shared with the community early next year. Interestingly, studies in the US have indicated that hope as a measure is a more reliable predictor of future success than any school based GPA or SAT examination rating. Our goal is to track the poll results over time as we implement changes that address areas identified as being significant. Apart from the academic rigour applied by Gallup in selecting the key questions, it was reassuring to note the direct link to these items and our School purpose.

The Old Guildfordians Association continues to provide strong support to the School and I thank President, Denys Warren, and all members of the

committee for their contribution this year. One of our coolest OGs, recording artist N'Fa Jones, went one better this year by attending our leavers' assembly in person and performing for the Year 12 students, which will long be remembered.

I thank all Fellows of Council for their wonderful contribution throughout the year and in particular thank Mrs Vanessa Moss, Mr Ron Gamble and Prof. Helen Wildy for their extensive service and enthusiastic support over many years. They have each offered their talent and gifts freely and have enriched the life of the School. Chair, Michael Abbott, has led the Council with distinction and integrity and has provided amazing support to me personally during my initial years as Headmaster. I cannot thank him enough for the time and commitment he has given to the School, at times in challenging circumstances. Michael will step back from the role at the end of this year, to be Vice-Chair in support of Mr Mitchell Wells, who will be our new Chair of Council.

Our parent community is highly engaged and thoroughly enjoy contributing to the School. My thanks to all parents who have provided support during the year in a large variety of ways through FOPS, FOSS and the BPA. In particular I thank Presidents, Sheri-lee Knoop-Bender, Ruth Warden and Monique Brown for their leadership of the respective groups. I thank P&F President, Danielle Norrish, for providing such wonderful service throughout the year, particularly in enabling clear and honest communication between the School and parent body at key times.

The Year 12 class of 2014 have led the School with distinction, and being the half-cohort and a smaller group, they have developed strong bonds of friendship and demonstrated unity. I acknowledge the servant leadership displayed by the Prefect group and in particular Captain and Vice-Captain of School Fraser and Gavin Pensini. Whilst unique individuals in their own right, the boys share a common humanity, humility and grace that has greatly enriched the School. They embody the values of the School and have provided a powerful role model for the younger students to emulate. Thank you to the Year 12 students for their wonderful contribution as they move on to embark on future challenges.

In a world of increasing complexity and technological change it is essential that we educate and support our youth to be critical and creative thinkers who know themselves well, their strengths and what they can personally offer, as well as their understanding of their interconnectedness and responsibility to each other and their community.

Mr Stephen Webber
Headmaster



School performance indicators

Staff Absences	
Bereavement Leave	30.5 days
Carers Leave	130.5 days
Excursions	106 days
Leave Granted	70 days
Medical Appoint	89 days
Meetings	80.5 days
Professional Development	262 days
Personal Leave	102.5 days
Sick Leave	285 days
Camp	130.5 days
Meetings	75 days

Workforce distribution

Guildford Grammar School has one staff member that identifies as being Aboriginal/Torres Strait Islander.

Workplace profile and distribution by gender		
Category	female	male
Headmaster	-	1
Head of School	-	2
Deputy Heads of School	-	2
Heads of Faculty	3	7
Heads of House	4	4
Heads of Halls of Residence	-	2
Senior Managers	2	4
Senior Teachers	6	3
Teachers	44	33
Education Assistants	14	1
Peripatetic Music Teachers	3	9
Health Professionals	7	-
Other Managers/Administrators	5	3
Administrative, Maintenance and Support Staff	53	31

Staff qualifications – Senior School

Senior Administration

Headmaster: Mr S Webber BSc GradDipEd MEd MACE
 Bursar and Secretary to the Council: Mr K A Peters MBA (HRM) ACA
 GradDip Mgt NZ Dip Bus Dip MI MAICD AFAIM CAHRI AAIPM
 CSA(Cert)

Head of Senior School: Dr C J Massey EdD MEd BEd DipT MACE
 Assistant Head of Senior School: Mr P B Benzie MA BEd AssIndArts
 Director of Teaching & Learning: Dr J Harris BScHons MEd PGCE PhD
 Director of Catalyst: Mr G F Lawson BPHE DipEd GradDip HRM

Academic Staff

Mr I Adcock BAHons Bus Studs PGCE
 Ms L S Allen BA Psych DipEd
 Mr S R Angell BAEd BEd
 Mr P R Ashby DipT BEd GradDipAppSc
 Ms S Bannister BEd, BMassComm
 Miss J Bevan BAEd BA
 Mr G Blick DBA Bed DipHMR CertEd
 Mrs D J Chamberlain BA Hons PGCE
 Mr J Cheah BA DipEd
 Mr A J Creuzot BA GradDipEd
 Mr S A Davy BEd
 Miss M Delfos BSc BEd
 Mr M P Dell BScHons GradCertEd
 Mr A A Derums M VisArts GradDipEd BFA
 Mrs J Diamond BEd Drama & Dance
 Mr C B Dymock BA BEd
 Mr Q R Edmonds BA ADPA GradDipEd
 Mr B J Evans BCom GradDipEd
 Mrs L N Felstead BEd BCArts
 Mr L N Fernandes BPhysEd DipT
 Mr J A Field BA PGCE UNISA
 Mrs S Forward BA GradDipEd Cert 4 Community Services
 Mr G R Foster GradDipEd BAppSc HTCert
 Mr I P Frame BPhysEd DipT HC
 Mr G P Gallo BEd DipT
 Ms L M Gemell
 Mr D R Gething MA BMus GradDipEd
 Mr J J Giles BScHons GradDipEd
 Miss E J Goforth BAHons DipEd
 Mr V W Graham BA GradDipEd
 Ms B I Gratte DipT GradCertCareerDev, Tertiary & Adult Education
 GradDipCareer Dev
 Mr A J Handley BEd Sec Cert IV TAE CMT
 Mr G Hartley MA CertEd
 Mr R Heyes BScHons PGCE
 Mr R J Higgins BSc DipEd HTCert
 Ms K M Holloway BEd BA
 Mrs M Humphreys DipAppLing
 Dr B J Hunt PhD BScHons GradDipEd
 Mr K Hurley BA GradDipEd
 Miss G Jamieson BScHons GradDipEd DPsych
 Mr L S Jones BA
 Mr N L Jones MEd BEd
 Mr D R Lampard BSc GradDipEd
 Miss A S Lang BAHons PGCE
 Ms J J Leah BSc GradDipEd
 Mr S Lumbus BAppSc GradDipEd
 Mrs S Macdonald BSc GradDipEd
 Ms U O Macdougall-Hull BAEd MEd
 Mr R J Manson DipT BEd PGradDipAppSc MedAdmin
 Ms H Mao BAHons BEd MA
 Mr A Mayhills BA BEd CELTA
 Mrs L S McGuire BCom DipEd
 Mr B M Minchin BCom BEd
 Mr M T Miolin DipT BEd MA Bus
 Mrs L T Morien GradDipEd BArchHons BEnvDesign
 Mr D B Moss BSc DipEd
 Mr C A Naylor BSc PGradHDE



Mr B A Nilsson BA GradDipEd
 Ms R E Notte BA BEd
 Mr P D Orriss BAEd DipT
 Ms J Patriquin MCouns BEd BScHKIN
 Mr J O Perrin BAHons PGradCertEd
 Ms F L Perring MBA BScHons GradDipEd
 Mr M J Pervan BMusHons
 Mr N G Phillips BSc DipEd
 Mrs K S Powell BA BEd
 Ms M Pritchard AssDipAppSc GradCertInfoServ
 Mr M C Prosser BBus GradDipEd
 Mrs C Puddicombe BA DipEd MA
 Ms C J Reed BA DipT
 Miss A J Roberts BSc GradDipEd
 Mr T Roost BBus GradDip Ed
 Ms J H Rumble BA BEd
 Mr R A Shaw MSc BScHons BEd PGCE
 Mr M E Spicer BA BEd
 Mr S Styles DipEd DipMus
 Mr G Swan BEd
 Mr M K Tolomei BAEd DipElectrotec
 Mr J J Tooby
 Mrs L E Truscott BEdHons
 Mr G D Valentine BSc BEd
 Mr M Weston DipT BEd
 Mr M T Weston BA GradDipEd
 Mr A S Wildman BAHons Grad DipEd AIFA MBII
 Mr T P Wilson BEd

Chaplaincy

Rev Dr P Raymont BA BEdStud MEd PhD MACE MAPHA FRSA
 Rev L M Perkins DipAnglicanOrders GradDipEd MTheo

THE PREPARATORY SCHOOL

Administration

Head of the Preparatory School:

Mr J Krause BPrimEd MACE

Deputy Head of the Preparatory School:

Mr R H Budler PTD HDE MEd

Deputy Head Curriculum:

Mr S G Edgar BA BEd

Academic Staff

Dr J Baayens BPsych DipEd MEdPsych DEdPsych

Mr R A Baynes BA BEdHons MEd

Miss K Bernic BA BEd

Mrs L M Budler PTD HDE

Mr N J Christie BAsc GradDipEd

Miss S Coker BA

Ms B E Cooper DipT

Mr S M Day BEd

Mrs E R de Jong BEd ECS

Dr A G Fuhrmann PhD BMusEdHons

Mrs V J Fuller BEd DipT

Mrs L T Gass High DipEd PGradDipRem Ed

Mr D Griffiths BSc GradDipEd

Mrs J L Griffiths HighDipEd

Mrs D G Harris BA

Miss F M Heald BEd

Miss C E Hemelaar BEd BA Med GradDipEarly Childhood GradDipSpecial
 Needs

Mrs K E Hewett BA

Miss A Hurley BAHons PGCE

Mrs M Jackson BAEd GradDipEd

Mrs L M Jones BEd

Mrs S E Judges BA GradDipEd

Mrs S F Lamond BEd DipT

Ms A E Liggett BEd

Mr D M Macdonald BSc DipEd MHist

Mrs J E MacLachlan DipT Bed

Miss M May BEd

Mrs G C McEwen BEd DipT Cert Art TC

Miss S Milhinch BEd

Miss K O'Brien BAHons GradDipEd

Mrs C Ray DipT QTS

Ms M A Roberts BEd DipT

Mr D G Taylor BA GradDipEd

Mrs T R Teuchert BEd DipT

Ms B J Tracey BEd

Mrs T Tupling BEd

Mrs J R Utley DipT BEd

Miss B A Vance BEd

Mrs C J Wall BEd

Mrs J M Weston DipT BEd





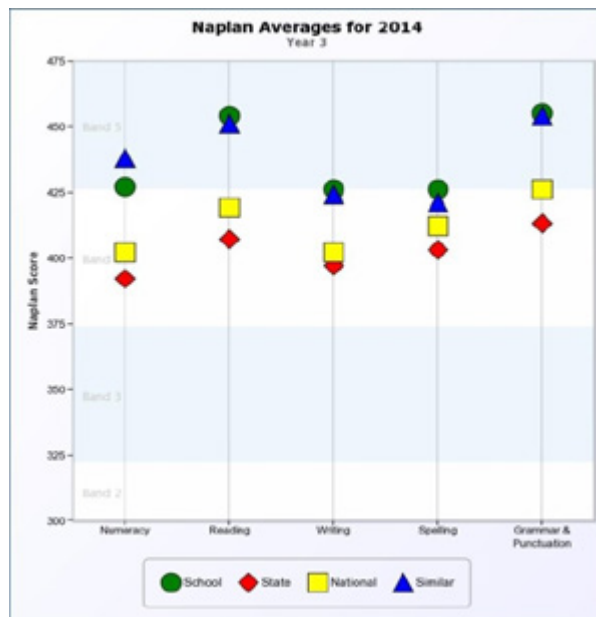
Key student outcomes

NAPLAN 2014

Guildford Grammar School's mean performance across all testing domains for all cohorts is above both state and national mean performances.

Mean Performance for Guildford Grammar School, State, National			
Reading	GGG	State	National
Year 3	455	407	418
Year 5	543	492	501
Year 7	578	544	546
Year 9	611	585	580
Writing	GGG	State	National
Year 3	426	397	402
Year 5	505	465	468
Year 7	532	514	512
Year 9	582	560	550
Grammar and Punctuation	GGG	State	National
Year 3	455	413	426
Year 5	535	495	504
Year 7	570	543	543
Year 9	600	574	574
Spelling	GGG	State	National
Year 3	426	403	412
Year 5	524	492	498
Year 7	558	543	545
Year 9	590	582	582
Numeracy	GGG	State	National
Year 3	472	392	402
Year 5	529	480	488
Year 7	594	545	546
Year 9	628	591	588

= significant positive performance



Year 5

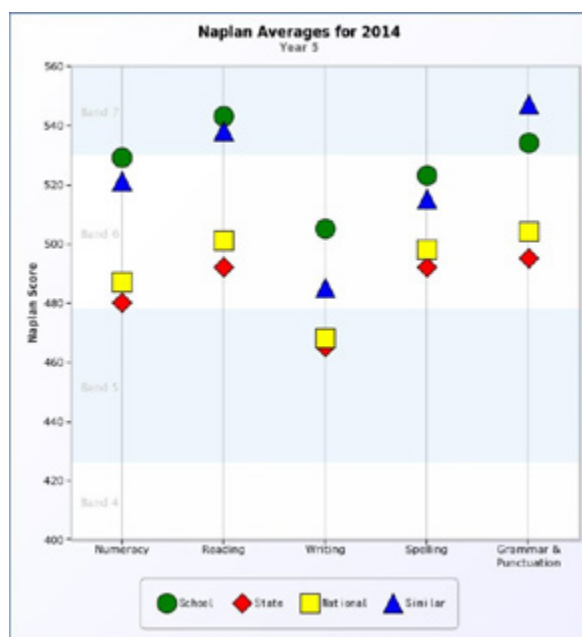
- Year 5 GGS mean results across all domains are above state and national mean results.
- Mean performance in all domains other than grammar and punctuation are above similar school mean performance.
- There exists a greater trajectory of growth in numeracy and spelling in comparison to state, national and similar school data. Positive growth in numeracy is particularly significant.

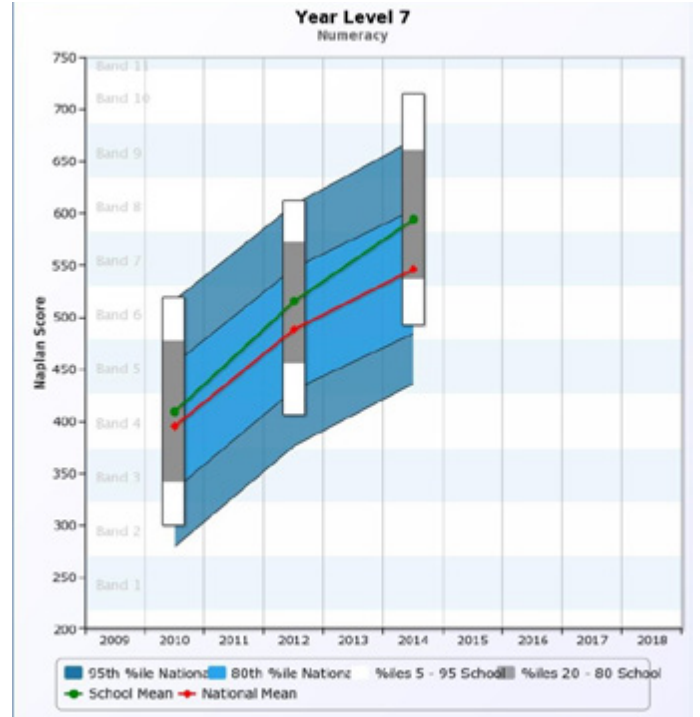
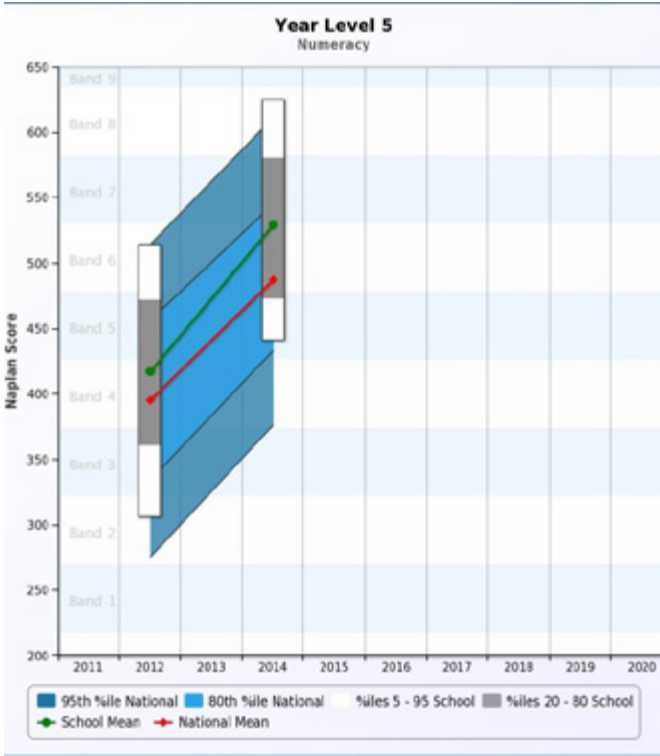
Cohort Growth over Time

Analysis of data for each cohort over time reveals strong growth across almost all domains for each year group

Year 3

- Whilst comparison data is not available for this year group, mean results across all domains are above both state and national figures.
- Mean performance in all domains other than numeracy are above similar school mean performance.



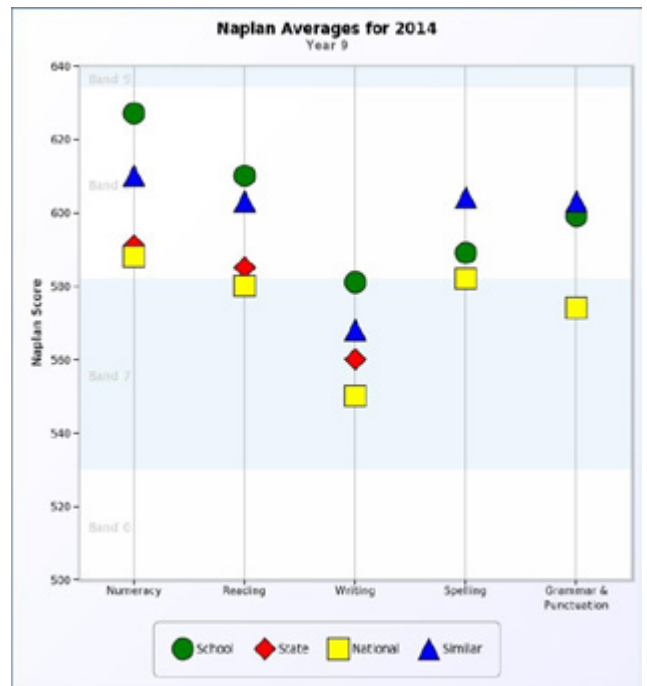
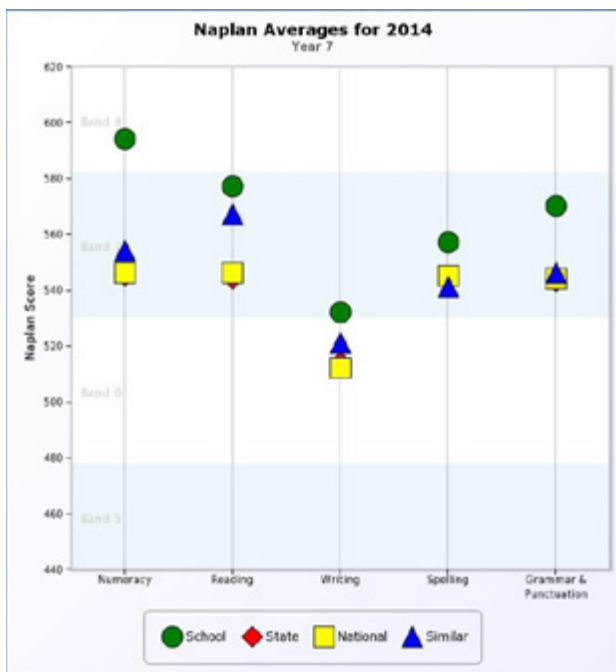


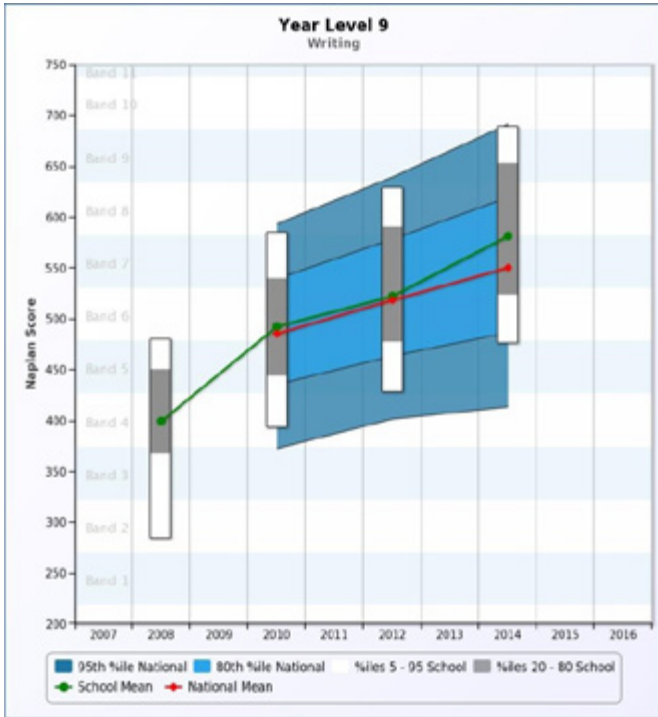
Year 7

- Mean cohort growth across all domains exceeded that of state, national and similar school mean growth performance.
- Mean cohort growth is particularly strong in numeracy, grammar and punctuation.

Year 9

- Mean cohort growth across numeracy, reading, writing and grammar and punctuation exceeded that of state and national mean growth performance.
- Mean cohort performance in spelling showed less growth than state, national and similar school mean cohort performance.
- There exists a greater trajectory of growth in reading and writing in comparison to state, national and similar school growth data. Positive growth in writing is particularly significant.





A snapshot of the Class of 2014 reveals:

- 83 % of all Guildford Grammar School Year 12 students achieved an ATAR
- 11 (16 %) students achieved an ATAR above 90
- A further 19 students (28%) achieved an ATAR of between 80 and 89.95
- The median ATAR of students applying for University was 78.3

It is pleasing to note that 30 students out of 69 (or 43.5% of Guildford Grammar School students who sat four or more examinations), were placed in the top 20% of the state using the ATAR as the measure.

VET results

Guildford Grammar School was ranked joint 1st in the state based on the percentage of VET students who achieved a Certificate II or higher qualification in Year 12. 100% of our VET students achieved a Certificate II or higher. These boys completed their Certificate courses in addition to their regular Year 12 program.

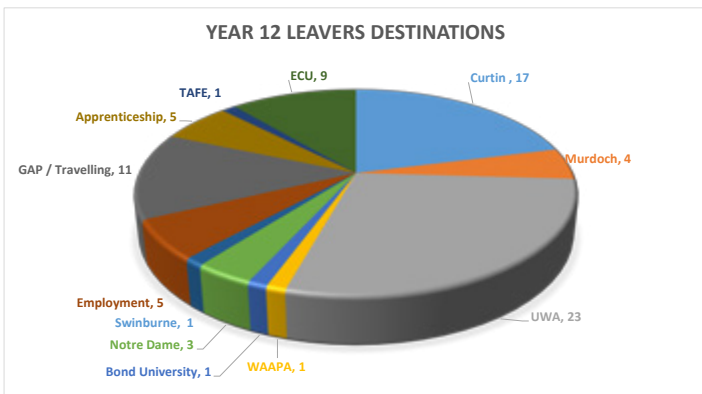
Secondary Graduation

100% of our boys achieved secondary graduation.

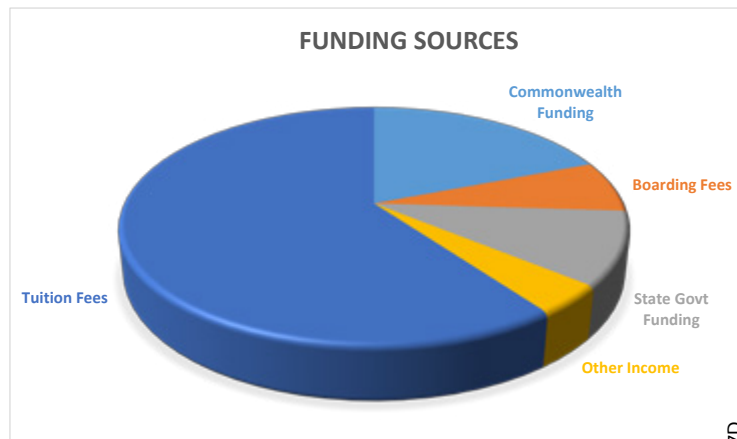
University Entrance

95% of Guildford Grammar School students were offered a place at the University of Western Australia, Curtin, Murdoch or Edith Cowan in first round University offers.

Year 12 Leavers Destinations



Sources of Income



Pleasing academic achievement was again a feature of our results, with 11 boys (16% of the boys sitting four or more Stage 3 examinations) achieving an ATAR above 90, ranking their results in the top 10% nationally. Two of these boys achieved an ATAR of 97.5 or more, placing them in the top 2.5% Australia-wide. These boys have the honour of entering Guildford Grammar School's Academic Honour Guild (previously known as the 400 club).



Attendance

Non – Attendance

The School has a non-attendance management system for daily absentees. Following a student being recorded as absent from a class without an explanation the School Marshal will then contact the parent (or guardian) via telephone and email. Senior Administration would also be involved in the process if a student is away for a medium to long term period

Attendance Rates 2014	
Year	Attendance Rate
Pre Primary	94.33
Year 1	94.96
Year 2	94.80
Year 3	96.10
Year 4	95.43
Year 5	95.32
Year 6	96.31
Year 7	95.33
Year 8	95.93
Year 9	95.16
Year 10	94.40
Year 11	95.55
Year 12	94.58

Parent, student and teacher satisfaction

Communication between the School (teachers and administration), parents and students is ongoing. The pastoral care and academic leaders within the School are in constant contact with parents and vice versa regarding issues that may arise, are likely to arise or have arisen. Issues of dissatisfaction are raised in these or other forms of communication that take place on a daily basis. Informal surveys are undertaken by teaching staff on a regular basis, exit surveys and interviews form part of the feedback mechanisms for the School. The Parents' and Friends' Association is another vehicle for feedback.

In 2014, Guildford Grammar School conducted the Gallop Student Poll, which tracks hope, engagement and well-being of students in Years 5 through 12.

Parent Survey – Quotes and Statistics

- Thank you Guildford Grammar School for helping my boys turn into wonderful young men and giving them the confidence and skills to move forward with their lives.*
- I am extremely happy with the way Guildford Grammar has nurtured and extended my child in all aspects of his "self". His confidence, enthusiasm and consideration of others is often noted by others and I am sure the school has a lot to do with this. I would not hesitate to recommend Guildford Grammar to other parents.*
- My son is truly happy at Guildford Grammar School and is definitely striving to achieve his personal best. He enjoys the recognition for his hard work from the school and is proud of his achievements. We canvassed a few schools for our son and have no doubt that Guildford Grammar School was/is the best fit for him.*

- The school has a wonderful sense of community, inclusiveness, understanding and support, whatever someone's personal circumstances are and I personally, am very grateful to the School for the opportunity my son is being given to get a good foundation for the rest of his life.*
- We have been made to feel a huge part of Guildford whilst our boys have attended the school and after leaving as well. I would definitely recommend the School to other parents. I feel sad that our time at Guildford comes to an end this year.*

Parent Survey Data Snapshot

490 respondents

	Strongly agree	Agree	Neutral	Disagree	
How well do you think the school performed in relation to Pastoral Care?	37.35%	45.10%	14.69%	2.04%	0.82%
Please rate the School with regards to the support given for your child's learning					
Teachers treat my child fairly	42.24%	43.88%	10.82%	2.24%	0.82%
In my contact with the School					
The Portal has been an excellent additional communication tool	32.45%	37.14%	22.04%	5.92%	2.45%
I would recommend the School to other parents	53.06%	32.65%	10.20%	2.04%	2.04%

Staff Survey Snapshot

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Guildford Grammar School is a professional workplace.	36%	52%	8%	1%	3%
I get personal satisfaction from my role at Guildford Grammar School.	37%	49%	10%	3%	1%
At Guildford Grammar School, staff are provided appropriate opportunities for professional development	44%	40%	11%	3%	2%
I enjoy being part of Guildford Grammar School	49%	38%	10%	3%	0%



Australian Gallup Student Poll

The Gallup Student Poll is a 20-question survey that measures the hope, engagement and well-being of students in Years 5-12. The primary application of the Gallup Student Poll is as a measure of non-cognitive metrics that predicts student success in academic and other youth development settings. Gallup's research has shown that hope, engagement and well-being are key factors that drive students' grades, achievement scores, retention and future employment.

Hope

The ideas and energy we have for the future drives, academic achievement and retention of all ages.

Grandmean (out of 5) 4.30

I know I will complete high school	4.62
There is an adult in my life who cares about my future	4.83
I can think of many ways to get good results	4.21
I energetically pursue my goals	3.98
I can find lots of ways around any problem	3.94
I know I will find a good job after I leave school	4.20

Engagement

The involvement in and enthusiasm for school, reflects how well students are known and how often they get to do what they do best.

Grandmean (out of 5) 4.13

I have a best friend at school	4.54
I feel safe in this school	4.36
At this school, I have the opportunity to do what I do best every day	4.02
In the last seven days, I have received recognition or praise for doing good school work	3.60
My school is committed to building the strengths of each student	4.07
In the last month, I volunteered my time to help others	3.95
My teachers make me feel my schoolwork is important	4.15

Well-Being

How we think about and experience our lives, tells us how students are doing today and is predictive of their future success.

Please imagine a ladder with steps numbered from zero at the bottom to ten at the top. The top of the ladder represents the best possible life for you

and the bottom of the ladder represents the worst possible life for you.

Your School		
Step at this time	Item Responses	Step in 5 Years
"Best Life"		
8%	10	20%
15%	9	35%
30%	8	25%
22%	7	12%
13%	6	4%
6%	5	3%
4%	4	1%
2%	3	1%
1%	2	0%
0%	1	0%
1%	0	1%
"Worst Life"		

Step at this time:

On which step of the ladder would you say that you feel you stand at this time?

Grandmean (out of 10) 7.28

Step in 5 years:

On which step do you think you will stand about five years from now?

Grandmean (out of 10) 8.38

Item Responses: (% Yes)

Were you treated with respect all day yesterday?	68%
Did you smile or laugh a lot yesterday?	86%
Did you learn to do something interesting yesterday?	72%
Did you have enough energy to get things done yesterday?	74%
Do you have any health problems that keep you from doing the things other people your age normally can do?	19%
If you are in trouble, do you have family or friends you can count on to help whenever you need them?	95%