

Guildford Grammar School

2024 Annual Report



Guildford Grammar School

FOUNDED 1896

From the Principal

As we reflect on 2024 at Guildford Grammar School, we are reminded of the power of purpose-driven education. This year, we have seen our students, staff and community embody our vision, inspiring excellence and nurturing young people to live with integrity, compassion, and respect.

Our *Go Forward 2030* Strategic Plan continues to guide our decisions and initiatives across the four pillars of Learning, Wellbeing, Community, and Sustainability. In 2024, these pillars were not just aspirations, they were actioned in ways that deepened learning, strengthened relationships, and expanded opportunities.

Learning and Pathways

Our academic results continue to affirm our commitment to personalised success. The Class of 2024 achieved a median ATAR of 87.2, with 41% of students achieving above 90 and three students attaining an ATAR above 98. Equally significant were the 67 students who completed at least one Certificate II or higher, 57 Certificate IV qualifications, and 106 work placements. Our students demonstrated that there are many paths to success, supported by our *Go Forward Pathways* framework – UniDirect, UniAlternative, TAFE, Industry+ and WorkReady Horizons.

We celebrated student achievement in both ATAR and VET domains, with Business Management & Enterprise and Philosophy & Ethics recognised among the state's highest performing subjects. Our pathways model ensures that every student finds relevance and rigour in their journey whether progressing to university, pursuing further training or entering the workforce.

Wellbeing and Growth

2024 saw further embedding of our Visible Wellbeing approach across all year levels, particularly in the Prep School, where inquiry and connection underpin daily experiences. In the Hub and Houses, where pastoral care programs are delivered, the focus remains on fostering strong relationships and a sense of belonging.

Our pastoral care program, *GROW*, has continued to evolve to support the distinctive developmental stages of our students, especially in Years 7–12. Student voice remains central to school life, with



advisory and leadership groups contributing meaningfully to decision-making across academic, wellbeing, and co-curricular domains.

Community and Connection

This year, the strength of our Guildford Grammar community was evident in so many moments– from the vibrancy of our Field Days in regional WA, to the warmth of parent events, and the pride of our Old Guildfordians returning to mentor, speak and support.

We also deepened our commitment to community partnerships, celebrating collaborative programs in areas including agribusiness, outdoor learning, and regional engagement.

Sustainability and Stewardship

We continue to honour our legacy while preparing for the future, with a significant amount of work put into the development of our Master Plan, to be launched in 2025. We progressed our technology replacement plan, including full WiFi upgrades and enhanced digital learning infrastructure. Bush School expanded once again, reinforcing our belief that nature is a vital teacher, and preparations are underway for our Senior Administration and staff room renovation.

Looking Ahead

2024 was a year of authentic progress, not only in metrics but in mindset. Our students are embracing their own definitions of success, supported by staff who care deeply, families who partner generously, and a community united by shared values.

As we look to 2025 and the official launch of our next era through the Master Plan, I remain proud to lead this extraordinary school and confident in the future we are shaping together.

Thank you for being part of our journey.

Mr Peter Allen
Principal

Our School

Guildford Grammar School leads the way as an inclusive Pre-K-12, co-educational, boarding and day school in Western Australia. With a proud heritage of over 125 years and guided by the Anglican faith, students are inspired to live a life of purpose:

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

As one of Western Australia’s oldest independent schools, Guildford Grammar School has a rich history of providing an outstanding education. The School was formed in 1896, when pastoralist and Parliamentarian, Charles Harper saw the critical need for better education as a way to transform young lives.

We believe that students have agency in their own learning, and the ability to positively influence their own lives and the world around them, now and into the future.

Our team of educators strive to support each young person to discover the joy of learning, their passions and strengths and to develop essential skills and capabilities to enable them to not only survive, but to thrive during their time at school and beyond.

Regarded as one of the most beautiful and expansive schools in Western Australia, our School sits on almost 100 hectares of undulating land. Surrounded by vast bushland, our picturesque grounds and impressive campus on the banks of the Swan River offer plenty of wide-open spaces for our students to explore and experience nature-based learning opportunities.

Our students experience extraordinary opportunities on their learning journey and are empowered on their pathway to personal excellence, inspiring them to go forward and define their own version of success.

Go Forward pathways





Student Success in 2024

The graduating class of 2024 has much to be proud of. Not only were there many individual stories of personal excellence, but collectively they were one of the best performing cohorts in recent history. The median ATAR of 87.2 was above 82 for the first time since 2018 and there were double the number of students above 95 compared to recent years. The students are to be commended for the diligent approach they brought to their studies.

This success would not be possible without the hard work and expertise of their teachers. To support staff in providing the best opportunities for our students to succeed, there were a number of strategic initiatives implemented over the last two years.

The School has invested significantly in our Careers team to ensure that students get the best advice and opportunities. Students at Guildford Grammar School are guided in selecting one of the three pathways available: *Forward to University*, *Forward to Training* or *Forward to Industry*. Students are increasingly able to choose pathways that give them flexibility and choices about what to do when they leave school. By providing students with the highest quality advice on the best pathway towards their post-school goals, they are more likely to achieve these goals and the whole cohort's performance is lifted.

The *Forward to University* pathway consists of predominantly ATAR students. With 41% of the ATAR cohort achieving an ATAR above 90, it wasn't just the top end students who performed strongly. Students were able to improve their performance throughout Year 12 as a result of the School's focus on high quality feedback to support learning and examination revision sessions during co-curricular time in Term 3.

Whilst we congratulate our ATAR students on their performance, equally as impressive are the 57 Certificate IV qualifications achieved and the many stories of students who secured apprenticeships in their chosen field. Many of the students with a Certificate IV were able to secure university offers, while others used their qualification to go *Forward to Training* at TAFE or *Forward to Industry*.

As we look forward to 2025, we remain committed to continuous improvement and supporting our next cohort in seeing similar success. We will continue the successful initiatives implemented in 2024 and look to improve our data informed intervention. Thank you to all staff, students, families, and the wider community for your ongoing support. Together, we celebrate the achievements of this year and look forward to building on this success in the years to come.

Mark Williamson
Director of Teaching and Learning



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Certificates of Distinction

17

Certificates of Merit

41%

achieved an
ATAR above 90

3 students
achieved an
ATAR above 98

Two Subjects in Highest
Performing Schools list:

Business
Management
& Enterprise

Philosophy &
Ethics

147

Endorsed
Programs
Completed

57

Certificate IV
qualifications
achieved

106

Work Placements
completed

15

students applied
for university
through pathways
other than ATAR

67

students achieved at least one qualification at Certificate II or higher

145 out of 147 students (98.64%) achieved WACE

University destination (based on offers):

38.4%

Curtin

9.3%

ECU

7.0%

Murdoch

9.3%

Notre Dame

36%

UWA

NAPLAN

2024 NAPLAN results for students in Year 3, 5, 7 and 9

Year group	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3 National Ave	404.0	416.0	401.0	409.0	404.0
Year 3 GGS Ave	402.0	406.0	397.0	401.0	420.0
Year 5 National Ave	492.0	485.0	486.0	498.0	489.0
Year 5 GGS Ave	502.0	492.0	489.0	503.0	496.0
Year 7 National Ave	535.0	540.0	540.0	537.0	540.0
Year 7 GGS Ave	567.0	569.0	562.0	562.0	567.0
Year 9 National Ave	565.0	567.0	567.0	555.0	565.0
Year 9 GGS Ave	605.0	581.0	581.0	585.0	599.0

Student attendance rates

2024 School attendance rates by year					
Attendance by year group		%	Attendance by year group		%
FT Kindy KG		93.72	Year 6		92.07
PT Kindy Y-8		90.39	Year 7		90.73
Pre Primary		91.5	Year 8		90.64
Year 1		91.9	Year 9		90.34
Year 2		94.14	Year 10		86.61
Year 3		94.28	Year 11		90.90
Year 4		93.7	Year 12		87.52
Year 5		93.95			

The School maintains a structured system to monitor and manage both short- and long-term student absences. While parents and guardians are responsible for notifying the School of any non-attendance, the School follows up directly if notification is not received. This ensures all absences are appropriately managed and documented in accordance with the requirements of the Education Act.

Workforce distribution

Workplace profile		
Category	female	male
Principal	0	1
Head of School	1	0
Deputy Principal	2	0
Assistant Deputy Principal	2	0
Director of Teaching and Learning	1	1
Assistant Director of Teaching and Learning	1	1
Deputy Head of Preparatory School	1	1
Heads of Boarding	0	2
Heads of House	4	4
Heads of Learning	10	4

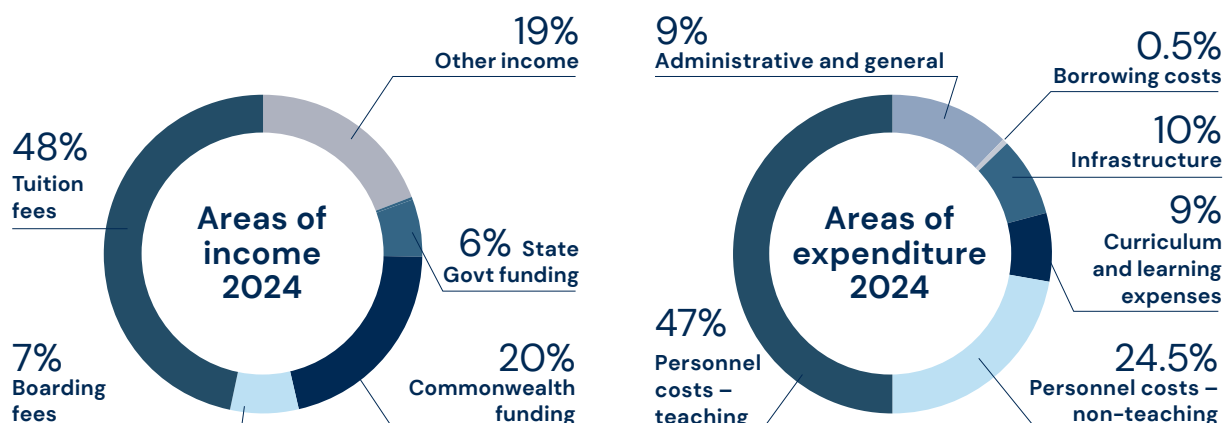
Most teaching staff hold more than one qualification. The following is a summary of the highest qualification held by our teachers:

Qualifications	
Qualification	Number of Teachers
Bachelor Degree	69
Graduate Diploma	50
Masters	36
Doctorate	2

Staff who identify as Aboriginal or Torres Strait Islander	
Aboriginal or Torres Strait Islander	3

Permanent Staff – 336 (TOTAL) for 2024				
Category	Female Part Time	Female Full Time	Male Part Time	Male Full Time
Teachers	12	75	4	55
Education Assistants	9	19	0	2
Health Professionals	6	2	0	1
Strategic Leadership	0	5	0	5
Administrative, Maintenance & Support Staff	49	42	21	44
Total	76	143	25	110

School income and expenditure



Community Feedback

Guildford Grammar School continues to place high value on authentic engagement with our community as an essential element of continuous improvement. Throughout 2024, we invited feedback through a range of channels, including targeted surveys, parent forums, and informal conversations across the School.

Importantly, student voice was central to this process. Our young people shared meaningful reflections on their learning, wellbeing and school experience – helping to shape the strategic direction of Guildford Grammar School with honesty, insight and clarity.

This year, we also partnered with independent research firm Painted Dog Research to undertake a comprehensive community engagement study. This initiative invited input from current parents, students, staff and members of the wider community, providing us with a deeper understanding of the perceptions, experiences, and aspirations that will shape our path forward.

The feedback affirmed the School's reputation as a caring and inclusive environment where every student is known, supported, and empowered to achieve personal excellence. Parents consistently acknowledged the strength of relationships between students and staff, the School's strong values, and the breadth of academic and co-curricular opportunities available.

Below is a snapshot of the comments shared:

"The staff genuinely care about the students and provide strong support both academically and emotionally."

"Guildford Grammar offers so many opportunities for children to discover what they love – whether that's in sport, music, service, or outdoor learning."

"We feel that our child is seen as an individual, not just a number. The pastoral care is outstanding."

"There's a real sense of community here – it feels like we are part of something bigger."

"We've seen our child grow in confidence and independence since starting at GGS. They're thriving."

"The communication from the School has improved significantly and we always feel informed and included."

We extend our sincere thanks to all who contributed to this important process. The voices of our students and families are instrumental in helping us shape a future-focused, values-led school experience for every learner.



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