

Guildford Grammar School

2025 Annual Report



Guildford Grammar School

FOUNDED 1896

School Purpose

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

School Values

EXCELLENCE

Being the best we can be.

RESPECT

Showing appreciation and consideration for those around us.

INTEGRITY

Sticking to moral and ethical principles even when others are not looking.

SPIRITUALITY

A personal way of loving, accepting and sharing with people and the world.

COMPASSION

Showing sympathy and empathy for others.



From the Principal

As we reflect on 2025 at Guildford Grammar School, it is clear this has been a year of steady momentum and purposeful progress. Across the School, we have continued to embed our Go Forward 2030 Strategic Plan, ensuring that our decisions remain grounded in our shared purpose: *inspiring students to achieve personal excellence and to be outstanding citizens who work to create a just, loving and peaceful society.*

This year has not been defined by a single initiative, but by the strength of collective progress across Learning, Wellbeing, Community, and Sustainability. Each pillar has advanced in a way that is both deliberate and interconnected, positioning Guildford Grammar strongly for the years ahead.

Learning

In 2025, we continued to strengthen a learning environment that is responsive, inclusive, and future-focused. In the Preparatory School, the introduction of specialist subjects including Drama, Dance, French and STEAM has broadened opportunities for our youngest learners, while the expansion of our digital and literacy resources has enhanced engagement and access.

Across the School, foundational work has been undertaken to establish a seamless PK-12 learning framework to be implemented from 2026. This reflects a clear commitment to continuity, clarity and excellence in teaching and learning.

In the Senior School, we have continued to expand pathways for students, ensuring that success is defined in multiple ways. The introduction of new courses, alongside the UniPath enabling program, has strengthened opportunities for students pursuing both traditional and alternative



post-school pathways. At the same time, initiatives such as the implementation of data dashboards are supporting staff to deliver increasingly personalised and contemporary learning experiences.

Wellbeing

Wellbeing remains central to the Guildford Grammar experience. In 2025, we saw further consolidation of our GROW program, extending its reach across both the Senior and Preparatory Schools and ensuring a consistent approach to student development.

The completion of the first full Years 7&8 HUB rotation and the review of our K-12 student leadership framework signal an intentional focus on belonging, voice and agency, and age-appropriate development. We have also invested in respectful relationships education and broader wellbeing strategy planning, with a whole-school approach to be implemented in 2026.

Within Boarding, this commitment is equally evident. With enrolments at their highest level in over 20 years, we have strengthened pastoral care through increased staff presence, expanded opportunities for student leadership, and introduced practical micro-credential programs that equip students with real-world skills.

Community

The strength of our community continues to be one of Guildford Grammar's defining characteristics. In 2025, we have seen meaningful growth in both engagement and connection.

New initiatives such as Bush Playgroup and Excellence Assemblies have created additional opportunities for families to connect with the life of the School. At the same time, the launch of the Guildford Horizons program has expanded global and experiential learning opportunities, reinforcing our commitment to developing confident, outward-looking young people.

Our Round Square candidacy further strengthens this direction, connecting Guildford Grammar to a global network of schools aligned in values and purpose, and opening new pathways for student experiences and leadership development.

We have also seen renewed energy in alumni engagement, with combined reunions and expanded regional events. These connections reinforce the lifelong nature of a Guildford Grammar education and the enduring strength of our community.

Sustainability

This year has been significant in shaping the future of our campus and operations. The launch of the Master Plan, with the Sports and Aquatic Centre identified as the first priority, represents a clear and ambitious step forward in ensuring our facilities match the quality of our programs.

At the same time, a range of projects and initiatives have strengthened our operational foundations. These include key infrastructure upgrades, the implementation of new technology systems, improved policy and data management, and continued investment in staff development and professional learning.

Our commitment to responsible stewardship is also reflected in strong financial management, a clean audit outcome, and a continued focus on long-term sustainability.

An important part of our progress in 2025 has been listening to our community. Insights from our parent and staff surveys affirm the strength of our School, particularly in wellbeing, belonging, and community connection, while also providing clear direction for future focus.

Families continue to value the breadth of opportunity available to their children, while also seeking continued investment in educational excellence, facilities, and communication. Our staff have similarly emphasised the importance of clarity, visibility, and ongoing support. These insights are not simply acknowledged; they are actively shaping our planning and priorities moving forward.

As we look towards 2026, the work undertaken this year has laid strong foundations for the next stage of our journey, including the continued development of our Master Plan, the implementation of a whole-school learning framework, and further growth in enrolments and community engagement.

Guildford Grammar is a school grounded in heritage, strengthened by community, and focused firmly on the future. The progress we have made in 2025 reflects not only strategic intent, but the collective commitment of our students, staff, families and Old Guildfordians.

Thank you for the role you play in this shared journey.

Mr Peter Allen
Principal

Strategic Plan



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 120 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.



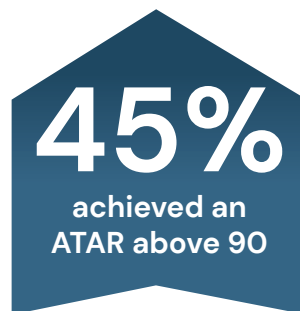
Student Success in 2025

I would like to begin by congratulating our graduating cohort from 2025. They have much to be proud of. Where the 2024 year group achieved our best results in recent history, and by a significant margin, last year's cohort managed to one-up them by outperforming them on most measures. The median ATAR of 88.05 was an improvement on the record set in 2024 and places us competitively among like schools. We had 20 students achieve an ATAR over 95 which is 24% of the cohort and three times the number from two years ago. 100% of our students achieved the WA Certificate of Education, which is quite rare. Equally as impressive are the results for our students on other pathways. For the 32 students who chose to complete a Certificate IV or UniPath, Notre Dame's university enabling course, they have opened the door to study at university or other options post-school. Our strong Workplace Learning program has also facilitated many opportunities for our graduating cohort in terms of offers for competitive apprenticeships and employment in industry.

It has been a pleasure seeing this cohort thrive throughout their final year of schooling. It was striking to see the strong positive culture that they cultivated, particularly within the academic domain. No matter their pathway, the students are to be commended in the way that they diligently strived for their personal best outcomes. When a strong academic culture is present, students understand that effort, curiosity, and improvement matter, while teachers see themselves as collective leaders of learning rather than isolated practitioners. High expectations are made visible through consistent routines, meaningful feedback, and a shared language about learning, which in turn builds student confidence and resilience. It is this strong positive academic culture that is the legacy the last two year groups have afforded us. Over time, this culture influences outcomes far beyond grades: it fosters intellectual risk-taking, persistence, and a sense of purpose, creating an environment where achievement is normalised and excellence becomes a shared responsibility.

As we look forward to 2026, we remain committed to continuous improvement and supporting our next cohort in seeing similar success. We will continue the successful initiatives implemented in recent years 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 the 2025 cohort and look forward to building on this success in the years to come.

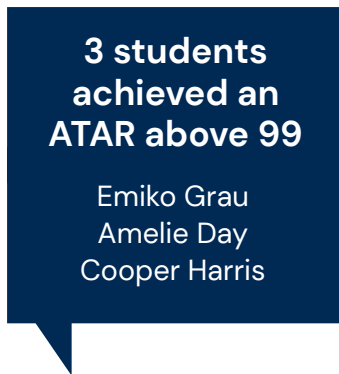
Mark Williamson
Director of Teaching and Learning



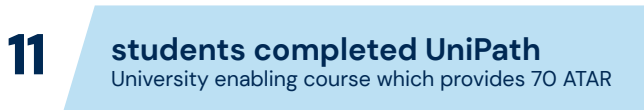
WAAPA

3 students gained entry to WAAPA

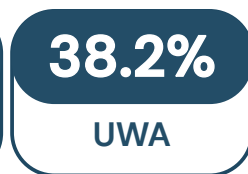
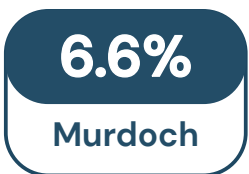
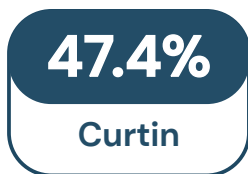
William Stoker
Macy Cowcher
Cody Lovell



John Curtin Scholarship winners



University destination (based on offers):



NAPLAN

2025 NAPLAN results for students in Years 3, 5, 7 and 9

Year group	Grammar & Punctuation	Numeracy	Reading	Spelling	Writing
Year 3 National Ave	408	405	402	405	414
Year 3 GGS Ave	432	435	418	420	436
Year 5 National Ave	497	492	492	487	480
Year 5 GGS Ave	489	498	495	467	478
Year 7 National Ave	539	545	538	542	438
Year 7 GGS Ave	571	574	564	562	568
Year 9 National Ave	559	573	568	569	575
Year 9 GGS Ave	578	607	602	572	599

Student attendance rates

2025 School attendance rates by year

Attendance by year group	%	Attendance by year group	%
Kindy (FT and PT)	92.85	Year 6	93.76
Pre Primary	91.50	Year 7	91.51
Year 1	92.88	Year 8	90.30
Year 2	92.48	Year 9	90.78
Year 3	94.66	Year 10	90.20
Year 4	91.98	Year 11	88.60
Year 5	94.55	Year 12	89.94

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
Deputy Principal	2	0
Head of School	1	0
Assistant Deputy Principal	2	0
Director of Teaching and Learning	1	1
Assistant Director of Teaching and Learning	1	0
Deputy Head of Preparatory School	1	1
Heads of Boarding	0	2
Heads of House	4	4
Heads of Learning	6	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	83
Graduate Diploma	46
Masters	40
Doctorate	2

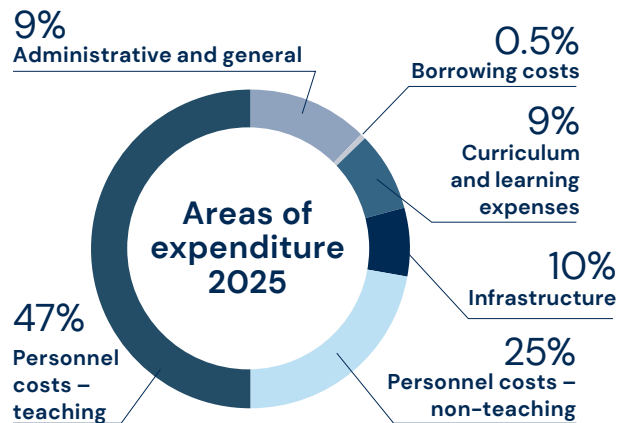
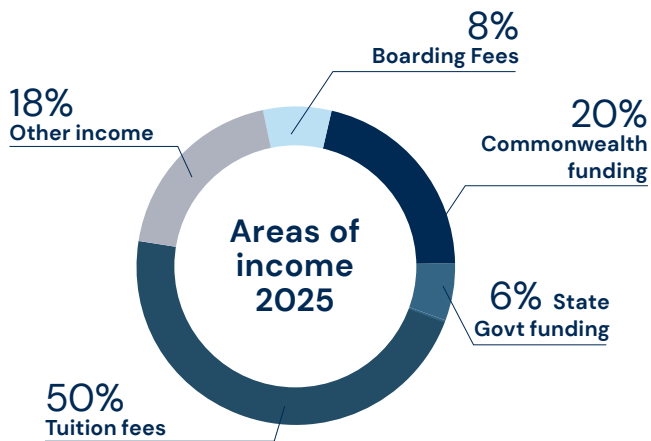
Staff who identify as Aboriginal or Torres Strait Islander

Aboriginal or Torres Strait Islander	4
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Permanent Staff – 336 (TOTAL) for 2025

Category	Female Part Time	Female Full Time	Male Part Time	Male Full Time
Teachers	15	70	4	55
Education Assistants	6	21	0	2
Health Professionals	10	2	0	0
Strategic Leadership	0	5	0	5
Administrative, Maintenance & Support Staff	49	48	11	48
Total	80	146	15	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 2025, we continued to invite feedback through a range of channels, including targeted surveys, parent forums, and informal conversations across the School.

As always, student voice is 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 partnered once again 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.

A summary of the survey results can be found on the next page.



Overall Satisfaction

82%

of parents rated their overall satisfaction as satisfied or extremely satisfied

▲ up from 78% in 2024

85%

of parents are satisfied with the teachers at the school

▲ up from 78% in 2024

81%

of parents are satisfied with the school's approach to teaching and learning

▲ up from 74% in 2024

81%

of parents are satisfied with the sense of community within the school

▲ up from 80% in 2024

80%

of parents are satisfied with the school's reputation

▲ up from 73% in 2024

79%

of parents are satisfied with the support provided for their child's personal wellbeing

● consistent with 2024

78%

of parents are satisfied with the quality and variety of co-curricular activities offered

● consistent with 2024



Boarding families show exceptionally high satisfaction with support and facilities.

Most strongly agree that Guildford Grammar:

83%

Fosters a safe environment

80%

Treats students fairly

79%

Welcomes and includes parents

Perceptions improving year-on-year among parents:

7%

Behaviour reflecting school values has increased.

5%

Value for money improved, especially for secondary families

Secondary parents increasingly feel the school offers preparation for life beyond school.

Opportunities for Growth

Elevating Educational Excellence

Education quality remains the **top priority** for families in 2025, reflecting a strong desire to continue building on Guildford Grammar's academic foundation and momentum in teaching and learning. Parents recognise the value of existing programs and see exciting potential for even stronger results and expanded learning pathways.

Enhancing the Sports Experience

Sport remains central to the School's identity, and parents are keen to see further investment to ensure programs reflect Guildford Grammar's ambition and community spirit.

Investing in Future-Ready Facilities

Expectations around facilities continue to grow, with families emphasising the importance of upgrades, modernisation, and improved amenities.

Strengthening Parent Engagement and Communication

Our parent community is deeply engaged and wants to remain informed and connected to their child's learning journey. Parents appreciate efforts already underway and are asking for continued clarity and transparency around academic progress.

Broadening Co-Curricular Opportunities

While many families highly value the existing range, parents also see opportunities to expand inclusion, variety, and balance in co-curricular offerings especially beyond sport.



Guildford Grammar School

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Whadjuk Boodjar, 11 Terrace Road, Guildford, WA 6055 • www.ggs.wa.edu.au