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 146 boys from Years 7-12.

Guildford Grammar School is leading the way in 21st 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 21st 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, AFL, Cricket, Basketball, Badminton, Swimming, Water Polo, Tennis, Volleyball, Cross Country and Rowing. Co-curricular programs include Music, Drama, Chess, Debating, Cadets, Philosothon, Tournament of Minds, Pedal Prix Challenge, Electric Vehicle Challenge, Archery, Fencing and Golf. Throughout the year, students have opportunities to participate in a number of local expeditions and international tours. In 2015 groups travelled on a hockey tour to Singapore and music tour to Kalgoorlie and a Preparatory School tour to Singapore for Rugby and Melbourne for AFL.

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

The CEO of Goldman Sachs Australia and New Zealand, Simon Rothery, presented a keynote address ‘Building an Inclusive and Successful Culture’ at this year’s Independent School Head’s conference in Sydney, during which he clearly articulated the Investment Banking company’s focus on strategically broadening the diversity of the type of people working in the organisation. Diversity of gender, diversity of age, diversity of personality types, diversity of sexuality, diversity of thinking styles, diversity of Socio Economic Status and educational background. He expressed that the driver for this strategic change was about changing the culture of the organisation and whilst the pure notion of being inclusive is mentorious, Goldman Sachs is a firm whose performance is measured by financial outcomes.

The company wanted to gain an advantage by employing a more diverse workforce so that it could become more innovative in its culture, more flexible, adaptive and agile in responding to change and challenges. Through this approach the company went from the fifth ranked firm to number one in a short period of time. Mr Rothery expressed the view that in the past a number of disastrous responses by firms responding to global financial changes were the result of a lack of diversity in thinking evident in largely White Anglo Saxon Protestant male boards.

Goldman Sachs is not alone in having diversity as a focus. Apple openly state in promotional material: ‘we rely on our employees’ diverse backgrounds and perspectives to spark innovation. So we’re hiring more inclusively, changing the culture of the organisation and whilst the pure notion of being inclusive is mentorious, Goldman Sachs is a firm whose performance is measured by financial outcomes.

I find it interesting that these global companies are striking on something that educators inherently know and value, that each and every diverse individual student in our school community has gifts and talents to offer. They bring their unique personalities, experiences, backgrounds and abilities and they enrich the life of our school. The sum is much greater than the parts, the collective eclectic mix of students enables dynamism and vibrancy.

Every student in our school has been made in the image of God and it is essential that we continue to enhance the culture in our school that values the individual, that not simply tolerates difference but that embraces this diversity and celebrates it.

A small sample of outstanding student achievements during the year that reflects this diversity of interest and talent includes the following:

- The exceptional Arts performances during the year, including: the moving production of Les Misérables with the students displaying maturity beyond their years; the Boodjar Bidi Dance troupe and String Orchestra performing at a National Music conference and subsequently being invited to perform at the Sydney Opera House; the Jackraphonic Orchestra and Boodjar Bidi performing on Telethon; and student finalists in National Media and Photography competitions.
- The 1st XVIII Football team’s emotional challenge.
- In an exceptional performance Joel Moffet (10Fr) was one of only seven students in WA in Year 10 to receive a Laureate Prize in the Alliance Française examinations.
- Simon McDowall (9SG) was awarded 1st prize on Pipe Organ at the Fremantle Eisteddfod and 3rd place at the Sydney Pipe Organ Competition.
- Kane Clarke (11Ha) attained a Bronze Award in the Senior National Informatics Olympiad.
- And Benjamin Armstrong (12Fr) and Mitchell Chatfield (12He) finished 2nd in the Grand Final of the 2015 British Parliamentary Debating Competition.

I pay credit to our incredibly dedicated and diverse team of staff who work with passion towards achieving our School Purpose and who inspire the students on a daily basis. It is a joy and great privilege to work with young people; however, it also takes energy, drive and selfless commitment. I thank all of you for making such a difference and for creating such a positive and dynamic school culture.

I recognise the exceptional leadership of our two outgoing Heads of School, Dr Clayton Massey and Mr Justin Krause, and I thank them for their total dedication to their demanding roles and for working with heart and passion to continually strive to improve the programs we provide to our students. Both men have served the School with distinction and leave their respective sub-schools in stronger positions. I wish them every success as they embark on their respective Principal positions in 2016.

It is also important that we recognise the dedicated and loyal service of several long serving members of staff who have completed their time at the School this year. These are Mr Ric Palmer, Project Manager (37 years), Gennevieve McEwen, Preparatory School Visual Arts Teacher (27 years) and Shirley Durrant, Housemother (over 20 years). I thank them and other staff leaving us, for their fine contribution.

Our School Council ensures that Fellows have a diverse range of backgrounds and experience which significantly adds to the quality of governance in the School. I often am reminded as to how fortunate we are to have such an outstanding group of people serve the School, in this essential role.

Outgoing Vice-Chair Michael Abbott has given exceptional service to Council, firstly for a three year term and then more recently for the past nine years, and I pay tribute to the...
support that he personally provided to me as Chair in my first four years at the School. His wise counsel will be greatly missed.

Current Chair Mitchell Wells brings great energy, passion and enthusiasm to the demanding role and I thank him personally for his wonderful support during 2015.

During recent years the Old Guildfordians have held a number of functions in places such as Windsor in the United Kingdom, Singapore, Melbourne and Sydney. I always come away from these invigorated by the discussions that I have with past students regarding their achievements post school and the contribution they are making to society.

In a new initiative this year, the Prefect group established the Old Guildfordian in Residence Program, to provide the opportunity for the student body to interact and learn from innovative Old Guildfordians, from a diverse range of interesting backgrounds. The inaugural OG selected was Dr Michael Ottaviano (Wb 1986-1990), Chief Executive Officer of Carnegie Wave Energy, an ASX-listed company that has developed and owns the patented CETO wave energy technology.

During his time at the School Dr Ottaviano gave an inspirational address to students at the Senior School Assembly, visited a range of classes, shared lunch with the students and engaged in several Q and A sessions regarding his career path and life post-school. I have no doubt that this innovative program will become a tradition that will continue to inspire our students for years to come.

The 2015 Prefect group have led the School with distinction and this evening I would like to particularly thank Captain of School Jacob McKellar, Vice-Captain of School Max Chapman and Captain of Boarding Marshall Jones for their fine example, dedicated service and commitment to enhancing the life of the School. You leave the School in good heart.

We are most fortunate to have a highly skilled, enthusiastic and dedicated Religion, Philosophy and Ethics faculty who provide the students with the opportunity to ethically explore a number of challenging real world questions, through structured frameworks, such as community enquiry. One of the topics explored in Year 10 is the list of our School Values, Excellence, Respect, Integrity, Spirituality, Team-work and Compassion. Year 10 student Toby Digney recently was selected to present his speech on Integrity at an Assembly. He wisely stated:

Integrity is not as prevalent as other values but it is there underlying every one of them, all the time, it may not be something that people will recognise you for but it makes a big difference to the communities you’re in. Integrity is the trait shared by the people who change the world and we are all potentially those people, because we all have it in us somewhere. Every one of you before me has integrity but it’s up to you to use it.

Inherent in Toby’s words is the understanding that whilst the student body is made up of a diverse cohort of individuals, there is unity through their common humanity and potential to be outstanding people of Integrity.

On a broader global scale this sense of human unity is being sorely tested through the tragic loss of human life, in terrorist acts around the world. Recent events in Paris are designed to create fear and division, increase hatred and revenge and break down the bonds that hold our societé together.

We are encouraged to fear the other, that which we don’t understand, to blindly be suspicious of Islamic faith, without first seeking to understand the teachings of Mohammed, to categorise and label people and to put up barriers. To see this as a religious issue when it is really about misguided fanatical fundamentalism.

We then fear the very diversity that makes our communities richer, more interesting, more vibrant, dynamic and innovative. We seek safety and protection and somehow we think we can put up walls to any difference.

Our School Values and our Purpose direct us to the counter-cultural alternative.

We challenge our students, staff and parents to not to be manipulated, to not choose the easy path and respond by fear, to choose not to hate, to question the propaganda and the manipulation. To still embrace diversity and not fear without question or analysis.

Goldman Sachs and Apple have realised that embracing diversity makes good business sense, but what they are essentially tapping into is the Unity of Purpose and our collective sense of belonging, that is enhanced through the recognition of the importance of our individual differences.

In the end, as it often is, it is a choice between Love and Fear.

I have loved every year I have worked in education, because every year I am challenged to be a better man by the lessons I learn from the students.

To conclude I leave you with the insightful words of Year 12 student and Prefect Benjamin Armstrong – taken from his assembly address delivered earlier this year titled ‘Difference and Love’:

In essence, this is me, asking you - to love. To love one another in spite of our differences and our quirks and in spite of our often damned annoying personal traits. Stand up, speak up, don’t be carried along with the crowd in hating or in discriminating, and embrace our differences.

I am proud of the things Guildford Grammar School has taught me in nearly six years of being able to call myself a student here. I’m proud of my ambitions and my achievements, neither of which I’d have without this place.

I’m proud of this school. But perhaps the thing I am most proud of is the sheer weight of difference and diversity that can be contained in an institution of a couple hundred staff and kids.

I’m proud that here we get to voice our differences and our varied ways of seeing the world. Although, I think that what would make me even prouder, is if we remembered that we are all just humans. We are all just people, all different and none the same. I’d be proud if we could remember that we don’t have to conform to the ridiculous stereotypes that are so often placed upon us because of our gender, or our race, or how much money we have. We can all be proud if we remember to love one another.

Because we are all Guildfordians, staff, students and Headmaster. We’re all Guildfordians and all just people, trying to find a safe place in a world that can be very harsh. I say we help one another find that safety at this school.

Once, one of our headmasters, Percy Henn, said in a poem he wrote in 1916: “forward be our watchword, and forward we shall go. Guildford is for the right.” Together, as a school, as a nation and a world, let us be for the right.

Love, accept, and watch people blossom before your very eyes.

The challenge for us all is to realise what incredible Unity and Strength is possible when we collectively embrace our individual Diversity.

I am proud that here we get to voice our differences and our varied ways of seeing the world. Although, I think that what would make me even prouder, is if we remembered that we are all just humans. We are all just people, all different and none the same. I’d be proud if we could remember that we don’t have to conform to the ridiculous stereotypes that are so often placed upon us because of our gender, or our race, or how much money we have. We can all be proud if we remember to love one another.

Because we are all Guildfordians, staff, students and Headmaster. We’re all Guildfordians and all just people, trying to find a safe place in a world that can be very harsh. I say we help one another find that safety at this school.

Once, one of our headmasters, Percy Henn, said in a poem he wrote in 1916: “forward be our watchword, and forward we shall go. Guildford is for the right.” Together, as a school, as a nation and a world, let us be for the right.

Love, accept, and watch people blossom before your very eyes.

The challenge for us all is to realise what incredible Unity and Strength is possible when we collectively embrace our individual Diversity.

Mr Stephen Webber
Headmaster
Workforce distribution

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

<table>
<thead>
<tr>
<th>Category</th>
<th>female</th>
<th>male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headmaster</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Head of School</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Deputy Heads of School</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Heads of Faculty</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Heads of House</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Heads of Halls of Residence</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Senior Managers</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Senior Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>51</td>
<td>37</td>
</tr>
<tr>
<td>Education Assistants</td>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td>Peripatetic Music Teachers</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>Health Professionals</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Other Managers/Administrators</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Administrative, Maintenance and Support Staff</td>
<td>68</td>
<td>39</td>
</tr>
</tbody>
</table>

Staff qualifications – Senior School

The 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 AIPM 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

Chaplaincy
Rev Dr P Raymont BA BEd Stud MEd PhD MACE MAPHA FRSA
Rev L M Perkins Dip Anglican Orders GradDipEd MTM Theo

Academic Staff
Mr I Adcock BA Hons Bus Studs PGCE
Ms L S Allen BA Psych DipEd
Mr P R Ashby DipT BEd GradDipAppSc
Ms S Bannister BEd BMA MassComm
Miss E Brown GradDipEd BAMA Mass Communication Cert 1V Marketing Management Dip Human Resources
Ms J L Bryant
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 H 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 C D Embry BCreateA BEd
Mr B J Evans BCom GradDipEd
Mr D J Fawcett BScHons MA PGCE
Mrs L N Felstead BEd BCArts
Mr D G Felton BSc DipEd
Mr L N Fernandes BPhysEd DipT
Mr J A Field BA PGCE
Mrs S Forward BA GradDipEd Cert 4 Community Services
Mr G R Foster GradDipEd BAppSc HTCert
Mr I P Frame BPhysEd DipT HC
Mr D R Gething MA BMus GradDipEd
Mr J J Giles BScHons GradDipEd
Mrs E J Goforth BA Hons GradDipEd
Mr V W Graham BA GradDipEd
Ms B I Gratte DipT GradCertCareerDev, Tertiary & Adult Education GradDipCareerDev
Miss G P Haddleton BSc GradDipEd
Mr A J Handleby BEd Sec Cert IV TAE CMT
Mr R Heyes BScHons PGCE
Mr R J Higgins BSc DipEd HTCert
Mrs J V Hildebrand BEd
Mrs K M Holloway BEd BA
Mrs M Humphreys DipAppLing
Dr B J Hunt PhD BScHons GradDipEd
Mr K M Hurley BA GradDipEd
Dr G Jamieson BScHons GradDipEd DPsych
Mr L S Jones BA
Mr T J Kendall BEd Sec GradDipPrim GradCert Math
Mr D R Lampard BSc GradDipEd
Miss A S Lang BAHons PGCE
Ms J J Leah BSc GradDipEd
Mr S Lumbus BA AppSc GradDipEd
Mrs S Macdonald BSc GradDipEd
Ms U O Macfougall-Hull BAEd MEd
Mr R J Manson DipT BEd PGradDipAppSc MEd Admin
Ms H Mao BA Hons BEd MA
Mr A Mayhills BA BEd CELTA
Mrs L S McGuire BCom DipEd
Mr B M Minchin BCom BEd
Mrs L T Morien Grad DipEd BA Hons BEnvDesign
Mr D B Moss BSc DipEd
Mr C A Naylor BSc PG rDipHDE
Mr B A Nilsson BA Grad DipEd
Mrs R E Notte BA BEd
Mr P D Orriss BA Ed DipT
Ms J Patrquin MCouns BEd BSChKIN
Ms A Peachment BMus ST Grad Dip Cult Herit
Mr J O Perrin BA Hons PGrad CertEd
Ms F L Perring MBA BSc Hons Grad DipEd
Mr M J Pervan BMus Hons
Mr N G Phillips BSc DipEd
Mrs K S Powell BA BEd
Ms M Pritchard Ass Dip App Sc Grad Cert Info Serv
Mr M C Prosser BBus Grad DipEd
Ms C Puddicombe BA Dip Ed MA
Ms C J Reed BA DipT
Mrs A J Roberts BSc Grad DipEd
Mr T Roost BBus Grad Dip Ed
Miss A L Rosario BCom Grad Dip Ed
Ms J H Rumble BA BEd
Mr R A Shaw MSc BSc Hons BEd PGCE
Mr S Styles Dip Ed Dip Mus
Mr G Swan BA BEd
Mr M K Tolomei BA Ed Dip Electro tec
Mr Tooby J J
Mrs L E Truscott BEd Hons
Mr G D Valentine BSc BEd
Mr M Weston Dip T BEd
Mr M T Weston BA Grad Dip Ed ME d
Mr A S Wildman BA Hons Grad Dip Ed AIFA MBII
Mr T P Wilson BEd
Mrs E J Winch BA Hons Dip Ed

THE PREPARATORY SCHOOL
Administration
Head of the Preparatory School:
Mr J Krause BPrimEd MACE
Deputy Head of the Preparatory School:
Mr R H Budler PT D HDE ME d
Deputy Head Curriculum:
Mr S G Edgar BA BEd ME d

Academic Staff
Mrs S F Anderson BEd Dip T
Dr J Baayens BPsych Dip Ed ME d Psych DE d Psych
Miss K Bernic BA BEd
Mrs L M Budler PT D HDE
Miss S Coker BA
Ms B E Cooper Dip T
Mr S M Day BEd
Mrs E R de Jong BEd ECS
Mrs F M Edney BEd
Mrs M Emslie BAE d Grad Dip Ed
Mrs V J Fuller BEd Dip T
Mrs L T Gass High Dip Ed PGrad Dip Rem Ed
Mr D Griffiths BSc Grad Dip Ed
Mrs J L Griffiths High Dip Ed
Mrs C A Grigson BA BEd
Mrs D G Harris BA
Miss C E Hemelaar BEd BA Med Grad Dip Early Childhood Grad Dip Special Needs
Mrs K E Hewett BA
Ms A Hurley BA Hons PGCE
Mrs M Emslie BA Ed Grad Dip Ed
Mrs S E Judges Grad Dip Ed BAMedia Comm
Ms A E Liggett BEd

Mr D M Macdonald BSc Dip Ed MHist
Mrs J E MacLachlan Dip T BEd
Miss M May BEd
Mrs G C McEwen BEd Dip T Cert Art TC
Mrs S Milinch BEd
Miss K O’Brien BA Hons Grad Dip Ed
Mrs C Ray Dip T QTS
Mrs M A Roberts BEd Dip T
Dr A G Saxby PhD BMus Ed Hons
Mr D G Taylor BA Grad Dip Ed
Ms B J Tracey BEd
Mrs T R Teuchert BEd Dip T
Mrs T Tupling BEd
Mrs J R Utley Dip T BEd
Miss B A Vance BEd
Mrs C J Wall BEd
Mrs J M Weston Dip T BEd
Key student outcomes

NAPLAN 2015

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

<table>
<thead>
<tr>
<th>Mean Performance for Guildford Grammar School, State, National</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td>Year 3</td>
</tr>
<tr>
<td>Year 5</td>
</tr>
<tr>
<td>Year 7</td>
</tr>
<tr>
<td>Year 9</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td>Year 3</td>
</tr>
<tr>
<td>Year 5</td>
</tr>
<tr>
<td>Year 7</td>
</tr>
<tr>
<td>Year 9</td>
</tr>
<tr>
<td><strong>Grammar and Punctuation</strong></td>
</tr>
<tr>
<td>Year 3</td>
</tr>
<tr>
<td>Year 5</td>
</tr>
<tr>
<td>Year 7</td>
</tr>
<tr>
<td>Year 9</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
</tr>
<tr>
<td>Year 3</td>
</tr>
<tr>
<td>Year 5</td>
</tr>
<tr>
<td>Year 7</td>
</tr>
<tr>
<td>Year 9</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
</tr>
<tr>
<td>Year 3</td>
</tr>
<tr>
<td>Year 5</td>
</tr>
<tr>
<td>Year 7</td>
</tr>
<tr>
<td>Year 9</td>
</tr>
</tbody>
</table>

= significant positive performance

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.
Year 7

- Year 7 GGS mean results across all domains are above state and national mean results.
- Mean performance in all domains is also above similar school mean performance for 2015.
- Year 7 GGS cohort growth is marginally above state and national growth across all domains other than writing.

Year 9

- Year 9 GGS mean results across all domains are above state and national mean results.
- Year 9 GGS cohort growth is consistent with state and national growth across all domains other than writing.
- Year 9 GGS cohort shows significant growth in writing against state and national cohort growth data for the same domain.
- Year 9 GGS cohort growth from Year 7 to Year 9 is above state and national mean growth for numeracy, writing, spelling and grammar and punctuation.
Pleasing academic achievement was again a feature of our results, with 21 boys (18.75% of those sitting four or more Stage 3 examinations) achieving an ATAR above 90, ranking their results in the top 10% nationally. Four 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).

A snapshot of the Class of 2015 reveals:

- 88% of all Guildford Grammar School Year 12 students achieved an ATAR
- 21 (18.75%) students achieved an ATAR above 90
- A further 28 students (25%) achieved an ATAR of between 80 and 89.95
- The median ATAR of students applying for University was 78.70

It is pleasing to note that 49 students out of 112 (or 43.75% 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**

98.43 of our boys achieved secondary graduation.

**University Entrance**

92% of Guildford Grammar School students who applied were offered a place at the University of Western Australia, Curtin, Murdoch or Edith Cowan in first round University offers.

**Sources of Income**

*Includes non-recurrent income
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

- After interstate and international moves, we consider ourselves fortunate that our son can attend GGS, where he is flourishing and achieving at much higher standards than ever before. He’s no longer happy to cruise. His whole mindset has shifted and he’s been inspired to do his best, whatever the task. The best bit? We haven’t said a word - his amazing teacher and the school deserve the credit. We could not wish for more. Thank you for bringing the very best out of our boy.
- My son loves GGS and has always looked forward to school. The school encourages him to aspire to achieve his personal best and he feels a valued part of the school community. We could not have picked a better school for our son. We are very happy with his well being and his achievements.
- We have had two children attend GGS and could not be happier with the school for what they have done for both our children.
- We are very pleased with the values GGS instills in our son.
- Our son has been extremely fortunate to have some fantastic role models at GGS.

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.

<table>
<thead>
<tr>
<th>Attendance Rates 2015</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td>Rate</td>
</tr>
<tr>
<td>Pre Primary</td>
<td>93.56</td>
</tr>
<tr>
<td>Year 1</td>
<td>94.15</td>
</tr>
<tr>
<td>Year 2</td>
<td>94.16</td>
</tr>
<tr>
<td>Year 3</td>
<td>95.2</td>
</tr>
<tr>
<td>Year 4</td>
<td>95.87</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.29</td>
</tr>
<tr>
<td>Year 6</td>
<td>94.21</td>
</tr>
<tr>
<td>Year 7</td>
<td>95.65</td>
</tr>
<tr>
<td>Year 8</td>
<td>95.76</td>
</tr>
<tr>
<td>Year 9</td>
<td>94.32</td>
</tr>
<tr>
<td>Year 10</td>
<td>94.9</td>
</tr>
<tr>
<td>Year 11</td>
<td>93.4</td>
</tr>
<tr>
<td>Year 12</td>
<td>88.21</td>
</tr>
</tbody>
</table>

Parent Survey Snapshot

<table>
<thead>
<tr>
<th>The behaviour of GGS students reflects our school values of excellence, respect, integrity, spirituality, teamwork and compassion.</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>36%</td>
<td>55%</td>
<td>6%</td>
<td>2%</td>
<td>1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Staff work towards our purpose of inspiring students to achieve personal excellence and to be outstanding citizens who work to create a just, loving and peaceful society.</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>32%</td>
<td>51%</td>
<td>11%</td>
<td>5%</td>
<td>1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The School offers a wide range of co-curricular activities.</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>44%</td>
<td>46%</td>
<td>7%</td>
<td>2%</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I would recommend the School to other parents.</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>56%</td>
<td>32%</td>
<td>9%</td>
<td>2%</td>
<td>1%</td>
</tr>
</tbody>
</table>

Staff Survey Snapshot

<table>
<thead>
<tr>
<th>Guildford Grammar School is a professional workplace.</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>34%</td>
<td>55%</td>
<td>4%</td>
<td>3%</td>
<td>4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>My work at Guildford Grammar School is satisfying and fulfilling.</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>41%</td>
<td>50%</td>
<td>7%</td>
<td>3%</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>At Guildford Grammar School, staff are provided appropriate opportunities for professional development</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>33%</td>
<td>47%</td>
<td>13%</td>
<td>7%</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I get personal satisfaction from my role at Guildford Grammar School</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>45%</td>
<td>46%</td>
<td>8%</td>
<td>1%</td>
<td>0%</td>
</tr>
</tbody>
</table>