

Forward

SCHOOL MAGAZINE • SUMMER 2024/2025

Preserving our history
for the future

Celebrating the
Class of 2024

Expanding our co-curricular
offering in 2025

A place where everyone
is visible and valued



Guildford Grammar School

FOUNDED 1896

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Where Tradition Meets Tomorrow

A Vision for Guildford Grammar School

As an educator and historian, I've often reflected on the delicate balance between honouring the past and preparing for the future. It is this balance that defines Guildford Grammar School—a place steeped in tradition yet forward-thinking in every way.

At Guildford Grammar, we draw strength from a rich legacy that spans nearly 130 years. From our foundation on Whadjuk Noongar Boodjar to our evolving role as a leading institution in Western Australia, our history is a testament to enduring values of excellence, respect, integrity, spirituality, and compassion. These timeless principles form the foundation as we boldly embrace the opportunities of tomorrow.

Empowering Success through Innovation

Our Strategic Plan, *Go Forward 2030*, embodies our commitment to continuous improvement. This year, we are setting new benchmarks across academics, wellbeing, and community engagement. Whether it is the introduction of state-of-the-art technologies, the growth of our Visible Wellbeing initiatives, or the unveiling of expanded co-curricular offerings, every decision is grounded in research and guided by our mission to equip students for a rapidly changing world.

This edition of *Forward* showcases the remarkable breadth of our School community's achievements. From the advancements in our

sustainability initiatives to the creativity of our students in the arts and their commitment to service, Guildfordians are leaders in their fields, inspired by the strong foundations of tradition and innovation.

Community at our Core

Our community has always been at the heart of Guildford Grammar School. The bonds formed here—whether through House activities, the Bush School program, or the countless moments shared at events like the Guildford on Swan Regatta—are enduring. These connections reflect our shared values and the vibrant spirit that unites us as one Guildford family.

The Old Guildfordians, in particular, play a pivotal role in preserving and celebrating our rich traditions. Their dedication ensures the continuity of our legacy and inspires our current students to embrace their place in the School's storied history. Through their support and involvement, they remind us that the Guildford Grammar experience extends far beyond graduation, connecting generations of Guildfordians around the globe.

Looking Ahead

In February, we will share our ambitious new Campus Master Plan with our families—a vision for Guildford Grammar School that blends tradition and innovation seamlessly. From improved facilities and programs to an enriched digital learning environment, our goal is clear: to ensure that every student has the tools and confidence to thrive in an interconnected world.

This edition of *Forward* celebrates not only where we've been but also where we are headed. Together, as a community, we honour the values and traditions that define us, while boldly embracing the possibilities of tomorrow.

To go forward is to evolve, to innovate, and to inspire.

Peter Allen
Principal

Preserving our history for the future

Guildford Grammar School was the first private school in Western Australia to have a purpose-built, fireproof and climate-controlled document repository for its historical records. Our collection is today still housed in this physical repository on campus.

The Archives was officially opened on 15 May 1992 in the old Bennett House with special guest, Ms Anne Pederson, Senior Lecturer in Archives Administration at the University of NSW attending. The Guildford Grammar School Foundation and Ladies' Auxiliary believed that proper housing of the School's records and heritage was imperative and their considerable support made the establishment of the Archives possible.

With the advancement of technology and digital documents taking over, digital archiving has become a necessity. With many of the School's historical records in non-digital format, it is important that we preserve, access and share our history for future generations of Guildfordians. The School has commenced a significant project to transform the Archives collection by transferring our entire archival collection to a digital asset management system. The digital system will provide many benefits to our community, including:



1991 Archives in Big School

Access for all

Our archival records provide an important link between the School and its wider community. With families spanning across Australia and overseas, digital archival content will allow our School's history to be viewed from anywhere, giving our community access to nearly 130 years of history via a quick link, with certain content available at their fingertips.

The community will also be able to submit to online collections for staff

approval. Active participation in the contribution and preservation of material ensures that future generations have diverse resources to explore and learn from.

Some records will only be used by the School to ensure privacy of student and staff information, while still offering the chance to research and explore.

The public will also have limited access to content, with tailored permissions in place.

This will allow for more streamlined copying and sharing processes across devices, applications and programs.



More information recorded

The system will host entire photographs, records, publications and more. The ability to add more detailed metadata ('information about data') to these resources than what is currently available is essential. The more information that can be captured upon the creation of an archival record, the more context can be preserved.

The system will allow us to search across metadata fields and create digital collections. An added feature will be the ability to find terms within scanned documents, making searching for items simpler for the public and School bodies.

Education resource

The collection will provide an educational resource for current students who will be able to discover more about how school life was in the past, or research family members who previously attended Guildford Grammar. It will also enable teachers, researchers and past students to search for any topic or name by browsing by categories or a timeline to find what they need.

Environmental impact

The digital collection will eliminate the need to print or copy records. Born digital records will simply be added to the system, along with their corresponding metadata.

Guildford Grammar's Archives collection captures the School's extensive history, traditions and stories and are the foundation for our future.

The evolution of the Archives into a permanent and secure digital format will ensure the longevity of the collection for the benefit of all Guildfordians and the wider community, now and into the future.

Hannah Spencer

Heritage Officer



Anne Pederson at Archives opening in 1992



C1991 Jim Norwood

Congratulations

2025 Student Leaders

Congratulations to our 2025 student leaders who have demonstrated exemplary leadership, dedication and commitment to the Guildford Grammar School community:

Senior School

School Captains

Macy Cowcher (Ha)
Oliver Aynsley (Fr)

Vice Captains

Addison Smith (St)
Chayse Parsons (Ha)

Captains of Boarding

Clare Bradley (Sc)
Griffin Naisbitt (St)

Prefects

Amelie Day (St)
Jason Dayoub (SG)
Lucas Howard (Be)
Daniel Klinger (St)
Cody Lovell (SG)
Matilda Parker (Sc)

House Captains

Jacob Laurene (Sc)
Daniel Klinger (St)

Ellie Metaxas (SG)
Eoin Young (He)
Judd Patton (Ha)
Elizabeth Moss (Wb)
Emiko Grau (Fr)
Stanton Venoutsos (Be)

Drama

Co-captains - Felix Lethbridge (Wb) and
Elizabeth Mathwin (He)

Music

Captain - William Stoker (He)
Vice-Captain - Belinda Yuen (Wb)
Choir Captain - Elizabeth Moss (Wb)

Preparatory School

School Captains

Amelia Gorton (We)
Geoffrey Munroe (So)

School Vice Captains

Grace Perez Olea-Hulley (No)
Kallen Hatch (Ea)

Quarter Captains

North:

Summer Loveridge (Captain)
and Mitchell Griffiths (Vice Captain)

West:

Nava Adin (Captain)
and Patrick Haines (Vice Captain)

East:

Inari Patselis-Lyon (Captain) and
Benjamin Wood (Vice Captain)

South:

Blake Hodge (Captain) and
Isobel Bower Martinez (Vice Captain)

We are confident that they will uphold the values and traditions of Guildford Grammar School as they step into their roles for 2025.



Arts in French and Italian from the same institution.

Father Thomas is deeply committed to serving his community, evident through his past role as a Foundation Governor at St Jude's Church of England Junior School, where he contributed to various committees and provided oversight on matters related to education and spirituality.

His blend of pastoral experience, educational expertise and commitment to service make him an invaluable addition to our School community and we are excited to see the positive impact he will have on the lives of our students, staff and families.

Welcome Father Thomas



▶ staff profile:

In October we welcomed our new Chaplain, Reverend Thomas Pote to our School community with his wife and young daughter. Father Thomas brings with him a wealth of experience and a passion for pastoral care and spiritual guidance that will enrich our school environment.

Prior to joining Guildford Grammar School, Father Thomas served as the Chaplain at The King's School Canterbury, where his leadership was pivotal in orchestrating the seamless execution of weekly school services spanning both the Preparatory and Senior schools. His responsibilities included assisting with the pastoral care of students and staff, preparing individuals for baptism and confirmation and providing support to the school's most vulnerable students.

Father Thomas brings a diverse educational background, including experience as a language teacher and director of studies. His academic achievements include: a Bachelor of Arts in Theology and Religious Studies from Corpus Christi College University of Cambridge; a Masters of Arts in Italian Literature from Royal Holloway University of London and a Bachelor of

25th Anniversary Guildford on Swan



Saturday 9 November marked the milestone of the 25th Annual Guildford on Swan Rowing Regatta, held on the beautiful upper reaches of the Swan River. This long course time trial regatta is one of the highlights of the Rowing calendar.

The Michael Patton Trophy is awarded to the school with the highest aggregate points. Named in honour of Michael Patton Esq (1955–1960), a former Stirling/School House Old Guildfordian, proud parent and grandparent of Guildford rowers, the trophy celebrates excellence in Rowing and School spirit.

Congratulations to our talented rowers for securing Second Place overall! Your dedication, teamwork and sportsmanship were evident both on and off the water. We are incredibly proud of each of you!

Thank you to the Guildford Rowing Association who provided much support for this amazing event.

2024 Results

Michael Patton Trophy (Overall points):

- 1st Christ Church Grammar School
- 2nd Guildford Grammar School and Trinity College (tied)

6.5km Events (Place and margin from 1st):

- 1st VIII 2nd (+4.38s)
- 2nd VIII Unable to start

3km Events:

- 3rd VIII 2nd (+6.08s)
- 4th VIII 4th
- 5th (GG2) 5th
- 10A VIII 2nd (+3.76s)
- 10B VIII 3rd (+13.79s)
- Snr Quad 5th
- 10A Quad 4th
- 10B Quad 3rd (+30.29s)
- 5th (GG2) 5th
- 10C Quad 2nd (+1.05s)



United in Remembrance

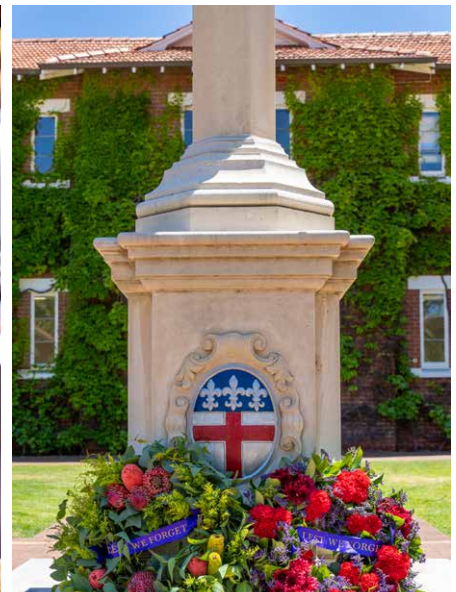
This year's Remembrance Day Ceremony at Guildford Grammar School was a poignant reflection on the values of service, sacrifice, and community that have been central to our School's ethos for generations.

Held outside in the Memorial Quadrangle, the Service united students from Years 3 to 12, staff, and members of our community in an act of remembrance that bridges our rich traditions with the aspirations we hold for the future.

Conducted by our Cadets, the Ceremony upheld a proud School tradition of coming together to honour the lives of those who served. The Last Post echoed through the historic buildings at the School, followed by a moment of silence—a reminder of the sacrifices made by those who came before us, including many of our Old Guildfordians.

The act of remembrance is not only about looking back but also about inspiring the leaders of tomorrow. By honouring the resilience and selflessness of those who served, we instill these values in our students, encouraging them to think beyond themselves and contribute meaningfully to their communities.

"At the going down of the sun and in the morning, we will remember them."



2024 Chapel Gift



Our annual Chapel Gift race is held in August, traditionally welcoming the Athletics season. The Chapel Gift is a unique 520m race around the Senior School campus, measured by the bells of the Chapel of St Mary and St George.

Congratulations to all our runners for their remarkable efforts!

Girls' Race:

- 1st Mikaela Hyman (11Be)
34 bells – 1:34.79
- 2nd Isla McLean (10Fr)
- 3rd Emma Pittman (12St)
- 4th Rosie Webster (12Ha)
- 5th Charlotte Cousin (8Sc)
- 6th Emma Lancaster (11W/b)
- 7th Grace Willing (11SG)
- 8th Portia Fidge (10He)

Boys' Race:

- 1st Chaz Gresele (12Sc)
27 bells – 1:16.58
- 2nd Daniel Klinger (11St)
- 3rd Cody Lovell (11SG)
- 4th Monty McMahon (12W/b)
- 5th James Park (11Ha)
- 6th Sam Brooks (12Be)
- 7th Harry Kerr (12Fr)
- 8th Kai Toohey (11He)

Celebrating our Dads and Father Figures



We celebrated our Dads and special father figures in Term 3 with our annual Dads' Big Breakfasts.

Fathers of Preparatory School students enjoyed a delicious buffet-style breakfast while listening to live music performed by our talented students. They then had the opportunity to visit classrooms to spend time with their children. While Fathers in the Senior School enjoyed breakfast with their children with the backdrop of the Chapel of St Mary and St George.

Both events included a spirited tug-of-war, with Bennett House emerging victorious in the Senior School event for the first time! The Preparatory

School tug-of-war was unfortunately interrupted by unexpected rain. Despite this, everyone's enthusiasm and good humour made the event a great success. The cheers and camaraderie were a testament to the strong community spirit at our School.

Thank you to all the dads and father figures for joining us and making these mornings special and to our Catering team for these couple of events with fantastic food.



Celebrating the Class of 2024



The journey of our Year 12 students culminates in a series of cherished traditions and celebrations, marking the transition from their time at Guildford Grammar School to the wider world. From the touching presentation of Leavers' Jumpers by our youngest students to the camaraderie of Celebration Day and the memorable farewells of Valedictory Day, these moments embody the spirit of community, achievement, and inspiration that defines Guildford Grammar.

Presentation of Leavers' jumpers

We continued our new tradition in July as our Pre-Primary students handed over the Class of 2024 Leavers' Jumpers to our Year 12 students.



Each jumper was accompanied by a hand-drawn postcard from the Pre-Primary student, while our Year 12 students wrote back, sharing their favourite school memories. This heartwarming exchange allowed the younger students to look up to the 'big kids' and marked a momentous celebration for our graduating class, ending with cupcakes for all!



Celebration Day

Term 4 marks the beginning of celebrations and farewells to our Year 12 students.

Celebration Day is a day of fun and relaxation for our Year 12 students before the commencement of their formal farewells. The day kicked off with the



annual breakfast by the river, where our students were welcomed into The Old Guildfordians Association and proudly received their membership kits.

Each House then put their strength, teamwork and House spirit to the test with our much-loved tradition, the Tractor Pull, where the students pulled a stationary tractor 40 metres to the finish line in the fastest time. After an intense tie-breaker between Harper and Woodbridge, Harper House emerged victorious!

Our students enjoyed a special gratitude lunch with staff to finish a fabulous day!

Valedictory Day

Valedictory Day is a special and emotional one, where we celebrate the outstanding achievements of the Class of 2024. The day commenced with a morning tea with students and their parents before the Valedictory Eucharist Chapel service, concluding with an evening ceremony at Optus Stadium, marking the culmination of their journey of growth, learning and lasting memories.

Congratulations to all our Valedictorians, and best wishes as you embark on the next exciting chapter of your lives.

Go Forward!



Sleeping out to make a difference

On the evening of Friday 9 August, nine of our Year 10 Anglicare Ambassadors, along with Ms Langley and Mr Fernandes, attended the annual Anglicare WA School Sleepout at Optus Stadium.

Swapping their beds for a thin piece of cardboard and sleeping bag, our students experienced what it might be like to be a young person sleeping rough.

Upon arrival, students received a lanyard containing information about a fictitious character they would portray. Together with students from other schools, they assumed their character's persona, exploring what it might be like for young people who are homeless or at risk of homelessness. They experienced how a welfare system designed to support people can sometimes

work against them. During the night, students experienced what it might be like to sleep rough as they tried to get comfortable and stay warm.

More than 500 students from various schools across the Perth metropolitan area and regional Western Australia raised a record-breaking \$216,750.00 for Anglicare's Street Connect, a service that works with young people on the streets of Perth to help them get their lives back on track.

Sophie said: "The Anglicare Sleepout was very enjoyable apart from the sleep. We understood how awful the conditions are for people in poverty and the lasting effects it has throughout your day."

Isobel said: "The Sleepout was an incredible experience. We had the chance to meet many new people from different schools, and the



atmosphere at Optus was electric. We also gained valuable insights into the harsh realities of homelessness, particularly the overwhelming bureaucratic hurdles that make it nearly impossible for those affected to get the help they need."

A huge thank you to everyone who participated and supported this important cause. Your involvement makes a significant difference in the lives of young people in need.



An outstanding debating season!

Our Debating team had an impressive season with three Guildford Grammar School teams heading into the semifinals of the Western Australian Schools Debating Competition!

The WADL Schools Debating Competition is the largest and most prestigious secondary school debating competition in WA, with more than 200 teams competing across Novice, Junior and Senior categories. This year, our School shone brightly, with 11 teams participating and four teams advancing to the finals.

Our Senior 1 team of Lachlan Blair (12St), Oscar McCallum (12Be), Levi Rossetto (12Fr) and Alexander McAuliffe (12St)

were awarded WADL Senior Champions - the first time that Guildford Grammar had won this trophy. Congratulations to Lachlan for winning Best Speaker of the Debate; his exceptional performance and eloquence set a new standard.

Our students also had a successful AHISA Debating (Association of Heads of Independent Schools of Australia) season with five teams entering the competition against several independent schools including Hale School and Christ Church Grammar School. With multiple clean sweeps of the rounds, Novice 1 and 2 won their division and Junior 2 team also won their division at the conclusion of the competition.

Mr Fedor and Mrs Kerr were beyond impressed with our students' work ethic and passion for Debating. Our School Values of Excellence and Respect have shone through in their training, speeches and sportsmanship. It is a marvellous testament to our students' efforts and a reminder that the debating culture at Guildford Grammar continues to go from strength to strength!

NAIDOC Week

Our School celebrated NAIDOC Week early September.

A NAIDOC assembly kicked off the occasion with students, Brian Nokes (11SG) and Kaleb Walley (12Sc) playing the didgeridoo for procession as well as a meaningful reflection from Cody Lovell (11SG) and Robert Davis (gWb), who shared the importance of NAIDOC and appreciation for their culture. Celebrations continued with cupcakes shared by students from our Boodjar Bidi program.

Workshops were presented to our Preparatory School students by the Association of Independent Schools WA Aboriginal Consultants with learning and activities including:

- the meaning and significance of Acknowledgement of Country
- Noongar language and activities
- Yarning circle activity and optional face painting
- Interactive bush tools session
- Yidaki (didgeridoo) playing and movement activity.

The conclusion of NAIDOC Week was marked with a special celebration involving the Davis family and Brian Nokes (11Sg). The group was mesmerised by the Welcome to Country, conducted by Kaleb Davis (Year 3) his brother Bobby (gWb), his father Robert and Mr Davis, who also shared aspects of their culture through music and storytelling.

As a school, which proudly stands on Whadjuk Noongar Boodjar, we are fortunate to have a strong connection to the world's oldest continuous living culture and are grateful to the Davis family for their continued support.



Brian Nokes (11SG) and Kaleb Walley (12Sc) playing the didgeridoo

Preparatory School students continued their learnings at assembly with Dylan Collard sharing his story with the community. Dylan (Ha 2007-2009), an Old Guildfordian, will work closely with our Preparatory School students in 2025 to further develop our collective cultural competence and support a beginning knowledge of the Noongar language.

NAIDOC Preparatory Workshop





**Charlotte
Donovan**
Head of Science

► staff profile:

Charlotte Donovan joined our School at the beginning of this year as Head of Learning, Science. She was previously with St George's Anglican Grammar School, where she had also been the Head of Science since 2017. She was also previously Assistant and Acting Head of Science at St Mark's Anglican Community School over a period of 10 years.

Charlotte is a keen innovator dedicated to building capacity within her team and in science offerings. She holds a Bachelor of Science in Multidisciplinary Science and Graduate Diploma of Education (Secondary). We sat with Charlotte to ask her a few questions as she begins her Guildford Grammar School journey.

What have been your first impressions of the Guildford Grammar School community since you joined?

I was immediately struck by the strong sense of community. I feel proud to be part of the Guildford Grammar community and am always impressed by the loyalty to the School, shown by students, staff and families. I admire how the School's rich traditions are blending with progressive and innovative teaching approaches and am excited to be a part of the development of pedagogy which will set our young learners up for the future. The teaching staff are outstanding, knowledgeable, passionate and genuinely caring, setting a high standard for teaching and learning.

Can you share some of the key changes or initiatives you have introduced this year?

We have introduced several key initiatives this year, aimed at enhancing student engagement and learning in Science:

- The Year 9 STRIVE Chemistry Exhibition and Year 10 Universe Gallery Exhibition have provided a platform for students to present their work and explore scientific creativity.
- Inviting the Preparatory School into our Senior laboratories during Science Week, sparking interest and curiosity across different age groups.
- We have placed a strong focus on highlighting our Science facilities, emphasising the hands-on teaching and learning happening in our laboratories.
- Behind the scenes, we have been working to keep the Science curriculum innovative and relevant, helping students grow in their scientific understanding, year by year.

How do you approach fostering curiosity, creativity and connection among students in your role?

I am fortunate to lead a team of passionate educators who are dedicated to encourage students to ask questions and think critically.

Competitions at local, state and international levels offer students valuable opportunities to engage with a wider community, face new challenges and showcase their talents.

We have integrated a STEM-focused approach to lessons and inquiry tasks in our Year 7 course, encouraging students to collaborate while applying relevant scientific principles.

Looking ahead, we are focused on incorporating technology, including AI, to shift students from passive consumption to active creation.

What are some of the most rewarding experiences you've had at Guildford Grammar School so far?

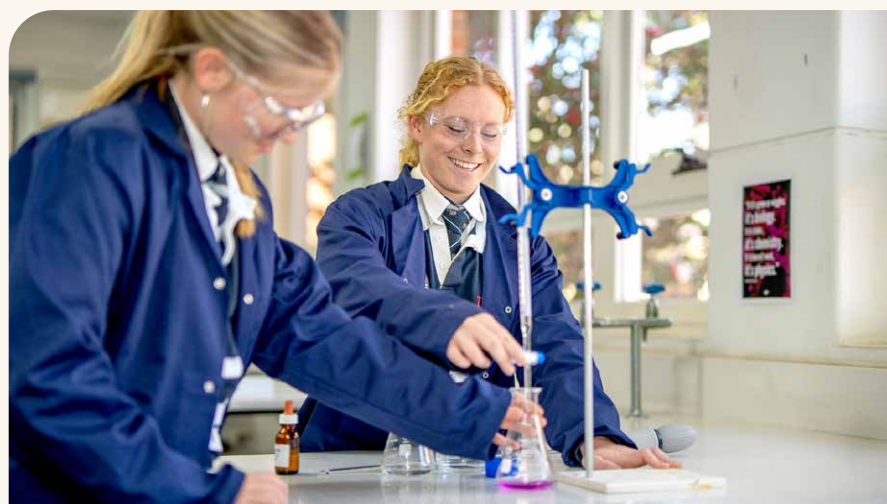
The most rewarding experiences I have had are all about the students. I love when they go out of their way to share a fun science fact or bring in something from home that excites them—it's a reflection of how much they connect with their teachers' passion and enthusiasm.

Looking ahead, what are your plans and vision for the Science learning area?

Exciting developments are on the horizon!

- We are in the process of revitalising the learning spaces in the Moody and Memorial buildings to create more engaging learning environments.
- Our Teaching and Learning programs for Years 7 to 10 are being updated to align with the upcoming changes in the Australian Curriculum.
- Over the next two years, we will complete the introduction of two new General courses for Years 11 and 12, aimed at enhancing student engagement in science.
- I am also eager to expand science competitions for students in Years 7–10.
- We are strengthening our connections with the Preparatory School through Science Week and running STEM days for Years 7 and 8.
- Additionally, we will offer more immersive experiences through excursions and incursions with universities and scientific organisations, providing students with real-world exposure to science.

Our commitment is to continually develop our teaching and learning programs in ways that promote personal academic excellence and inspire a deeper engagement with science.





We welcomed Mark Williamson into the new role of Assistant Director of Teaching and Learning (7-12) in Term 4.

Mark brings a wealth of knowledge and expertise to our school with 13 years teaching experience and a postgraduate Bachelor of Education with Professional Honours. His diverse background at Hale School, including his tenure as Assistant Head of Mathematics and Assistant Head of Boarding, coupled with his previous leadership roles, equips him with a unique perspective and skill set.

Mark has made a positive impact since joining Guildford Grammar, demonstrating his leadership abilities and commitment to enhancing student outcomes and will take over the role of Director of Teaching and Learning (Years 7-12) in January 2025.

We congratulate Mark on his promotion and look forward to seeing the continued success he will bring to the role.

Our Student Voice group recently put some questions to Mark, which he kindly responded to on short notice!

Where did you grow up and go to school?

I originally grew up in Yuna, a small town in the Mid-West region of WA, in the Shire of Chapman Valley. When I was six, my family bought a farm in the Wheatbelt near Bruce Rock, so we moved there. I was there until Year 7 and then boarded at Hale School ... don't hold it against me!

What subject do you teach and why did you choose it?

I teach Mathematics because it was a subject that I've always enjoyed and was good at. Although when I left school, I had no idea I was going to be a Maths teacher; it was one of those things that I took a while to work my way towards.

Why do I teach it?

I enjoy those moments when a student has been really struggling to get something and understand it, and then the penny drops! I quite like seeing those moments happen.

Do you have any hidden talents?

I wouldn't say I have many, but I think dad jokes - though my daughter would disagree! I reckon I've got some pretty good dad jokes, so hopefully I'll share them next year.

2026 Year 7 Academic Scholarships are open

Enrolments for Year 7 Academic and Music Scholarships for 2026 are now open. Applications will close on Friday 14 February 2025.

Our comprehensive Scholarship program provides financial assistance to gifted and talented high school aged students who may not otherwise be able to attend the School. The program attracts a high calibre of candidates each year, who seek extraordinary opportunities, pathways to personal excellence and a stimulating learning environment.

To the right is feedback from some of our 2024 Year 7 Scholarship recipients:



"I appreciate and enjoy the wide range of opportunities available. I have participated in the Netball tournament, Triathlon Carnival, House Drama, House Debating, Da Vinci Decathlon and the Swimming and Athletics carnivals. I even had the opportunity to be Mentor Captain, and it was a great leadership experience.

I also like the Hub because it is a warm, welcoming space. It's nice to have a space just for the Year 7 students where anyone can sit down and enjoy their lunch." **Abbie**

"I have enjoyed many things in Year 7, like playing Beach Volleyball and Basketball at lunch time.

The opportunities I have been able to experience have been great, from being a mentor captain to playing for the footy A team. I have loved my first year at Guildford Grammar and I'm excited to go into Year 8 next year." **Joe**

"I have made lots of happy memories in just one year at Guildford Grammar - it is truly a home away from home. The endless opportunities are one of the best things and I try to do as many as possible.

The Hub has truly changed my life; it is a place of friendship where I can grow as a person and make friends along the way." **Barney (boarder)**



"I really like being a Guildford Grammar student because it is a safe and friendly environment and because the staff are kind and helpful. I think the opportunities offered are great as they teach you a lot while still being fun. I really love Maths and Science; I love the experiments we get to do in Science. I also have a passion for learning about how stuff works and problem-solving." **Abel**



New Opportunities for our Preparatory School students!

Katie Petchell

Head of Preparatory School

We are thrilled to introduce two new programs in 2025 for our Preparatory School students, designed to fuel curiosity, inspire creativity and unlock potential! These new offerings will complement our Art, Music, Physical Education and Language programs that are already a hallmark of a Guildford Grammar School education.

STEAM - Building curiosity and innovative thinking

We are excited to introduce STEAM (Science, Technology, Engineering, Arts and Mathematics) as an integrated approach to learning. STEAM encourages students to explore, question and experiment, making learning both engaging and hands-on. Through STEAM, children can connect concepts from Science and Maths with creativity from the Arts, fostering a deeper understanding of how the world works.

Students will engage in activities that encourage problem-solving, critical thinking and collaboration, all while exploring real-world challenges. Whether designing a simple engineering project, experimenting with scientific principles, or using technology to create art, our STEAM curriculum will help students develop essential skills for the future.

By combining the logical and creative aspects of learning, STEAM helps children build curiosity, confidence and the ability to approach challenges with innovative thinking.

Dance and Drama – Encouraging creativity and self-expression

We are equally thrilled to introduce Drama and Dance to our curriculum, as a key medium that encourages creativity, self-expression and personal growth.

Through Drama, our learners will have the opportunity to explore different characters, stories and emotions, helping them build confidence, communication skills and empathy. Whether its role-play, improvisation or group performances, Drama encourages teamwork and invites children to express themselves in a fun and supportive environment.

Dance offers students a chance to express their ideas and emotions through movement, fostering coordination, rhythm and physical awareness. Dance helps build confidence, encourages creativity and promotes collaboration as students work together to create dynamic performances.

Drama and Dance inspire students to think imaginatively, work with others and develop a deeper understanding of themselves and the world around them. This new subject not only promotes physical activity but also enhances social, emotional and cognitive development, to enrich student learning further.

We can't wait to watch our students flourish in these new creative, innovative and inspiring programs to further discover their strengths, nurture their talents and ignite their passions!



Transforming the Hamilton Library:

A Fresh Era for Learning and Literacy

Brad Tyrrell
Director of Technology

The Hamilton Library in Guildford Grammar School's Senior School is entering an exciting new phase, with a series of improvements during 2024 aimed at enhancing the student experience.

These updates are part of our commitment to creating a space where students not only access knowledge but also engage with technology, information literacy and a rich collection of resources.

Integration with our Tech Centre

One of the significant changes includes welcoming back the Tech Centre, which now shares the Library space. This integration brings technical support and information literacy under one roof, allowing students to find answers to digital queries and obtain guidance on information sourcing in the same place. It is a collaborative step forward in equipping our students with the skills they need for a digital world.

New staff

We are also thrilled to introduce two new members to our Library team: Mrs Kate Kerr, our Digital Integration Coach and Ms Kate Flowers, our Senior Librarian. Kate Kerr is dedicated to fostering digital literacy and smooth technology use across all learning areas, while Kate Flowers brings a fresh perspective on library management and the provision of resources for students.

Designated zones

This year also saw the successful creation of designated library zones: a silent study space, a group learning area and a new reading space. These have proven highly beneficial, particularly

for Years 11 and 12 students. While it took some time to get used to the new layout, students now use each space for focused study, group projects and personal reading in an intentional way. Many students preparing for exams have found these zones essential for structuring their study time effectively.

Enhanced visibility and accessibility

Throughout the year, we experimented with various layouts and designs to make the space more functional and welcoming. As part of this transformation, we have relocated the circulation desk directly in front of the Library entrance. This new set-up enhances visibility and accessibility, making it easier for students and staff alike to navigate library services.

Expanded collection

Additionally, we have expanded our collection, focusing on enhancing our biographies section, updating current series and purchasing new releases to provide a robust and relevant selection for our readers. This revival reflects our dedication to fostering curiosity and providing reading materials that resonate with student interests and academic needs, and we welcome their input in the selection process.

Library website

One of the most exciting updates is our enhanced Library website. For the first time, students can log in, browse the

catalogue, reserve books, and check their current loans—all online. Visit us at <https://library.ggs.wa.edu.au/home> to explore our offerings and discover more about what the Library provides.



Looking ahead

The Library's development continues in 2025 with the relaunch of our Book Club, fostering a reading community where students can share their favourite books and discover new ones. We are also increasing support for academic success by introducing Research Guides, tailored to assist students with assignments by providing reliable resources and research strategies.

As we move forward, the Hamilton Library will continue to evolve as a central hub for learning, support and inspiration at Guildford Grammar School. We look forward to seeing our community thrive in this revitalised space.



Katie Petchell

Head of Preparatory School

► staff profile:

Almost a year into her role as Head of Preparatory School, Katie Petchell has brought a wealth of experience and a fresh perspective to Guildford Grammar School.

Katie's career spans over 20 years across local, national and international educational contexts. Prior to joining Guildford Grammar School, she was the Director of Junior School at Perth College. Katie is dedicated to fostering curiosity, creativity and connection amongst students, encouraging them to embrace learning and reach their full potential.

Recognised in 2018 for her leadership excellence by the Australian Council for Educational Leaders (ACEL), Katie was also an Excellence Awardee at the 2023 Australian Education Awards.

Katie is known for her ability to cultivate positive relationships and build enduring trust within the School community. Her impact over the past year has been profound, and she continues to inspire both staff and students with her innovative approach and commitment to education. We sat with Katie to ask her a few questions as she begins her Guildford Grammar School journey.

What have been your first impressions of the Guildford Grammar School community?

Guildford Grammar School is a warm and inclusive community and in a very short period, I developed a deep sense of belonging. Having grown up in a small farming town in the Wheatbelt, I have

a sense of 'coming home' to people that genuinely care for one another and embody the Guildford Grammar School values of excellence, respect, integrity, spirituality and compassion. With an unrivalled campus, delightful students and deeply committed educators to work alongside, I feel fortunate to have the opportunity to lead the Preparatory School.

Can you share some of the key changes or initiatives you have introduced this year?

In the first year in my role, I have prioritised developing relationships and seeking feedback from the community as to what the inherent strengths of the Preparatory School are, while determining areas for further development. I have enjoyed meeting with every staff member individually to hear what they love about the School, the challenges and the potential opportunities. Equally, the Head of Preparatory School 'Coffee Catch Ups' have provided insight from parents and caregivers.

Guildford Grammar School has a proud history, and it is essential to build on the strong foundations developed by those that have come before me yet remaining attuned to the needs of students in a rapidly changing world. Connecting with students has brought me great joy and there have been a variety of events and experiences that have been a highlight, such as visiting Outdoor Learning Programs, attending Bush School, participating in assemblies and Chapel services, watching the Production, Music concerts and eisteddfods, and simply greeting each child as they arrive at school in the morning and in the playground during break times.

How do you approach fostering curiosity, creativity, and connection among students in your role?

At the core of my overall educational philosophy, is the fundamental need to encourage students to discover their strengths and passions, while developing the skills to be flexible, optimistic, persistent, grit-filled and courageous.

With a determined focus on a holistic approach to development of competencies which equip students to be effective communicators, leaders and innovators.

What are some of the most rewarding experiences you've had at Guildford Grammar School so far?

I can honestly say that working at Guildford Grammar School is incredibly rewarding from both a professional and personal perspective. In my year of 'firsts', it has been connecting with students, staff and families that has been deeply gratifying and I look forward to strengthening these relationships over time.



Looking ahead, what are your plans and vision for the Preparatory School?

The Strategic Plan *Go Forward 2030* provides the vision for Guildford Grammar School and all decisions made would be in alignment with this intent as we continue to bring the School purpose to life.

As a Pre-K to 12 co-educational school, there is tremendous opportunity to support each individual to achieve personal excellence through a responsive, relational and contemporary approach. Education should look different to that of our own schooling experience to meet the needs of students living in a very different world to that of yesteryear. A steely focus on literacy and numeracy absolutely matters, but we must continue to allow for children to develop their learner assets through curation of environments that ignite curiosity, allow for wonder and exploration and support research and inquiry. I am excited to continue to review, refine and enhance the experience for our students and they remain at the heart of all decisions we make.

Expanding our Co-curricular offering in 2025

Janine Finnie

Director of Co-curricular and Experiential Learning (K-12)

Our Co-curricular program is aimed at providing students with practical, hands-on and meaningful experiences that develop their skill set, exhibit their non-academic abilities and balance their curricular program.

These enrichment opportunities will promote overall personal development and provide prospects for future opportunities, whether transitioning to university, TAFE, an apprenticeship, into the workplace, or a range of international options through scholarships, Year 13 programs or nomadic study.

We are committed to developing our co-curricular program to ensure the opportunities available for our students reflect the changing nature of the world they will enter when they leave school – we are excited to expand our co-curricular offering in 2025 with the following:

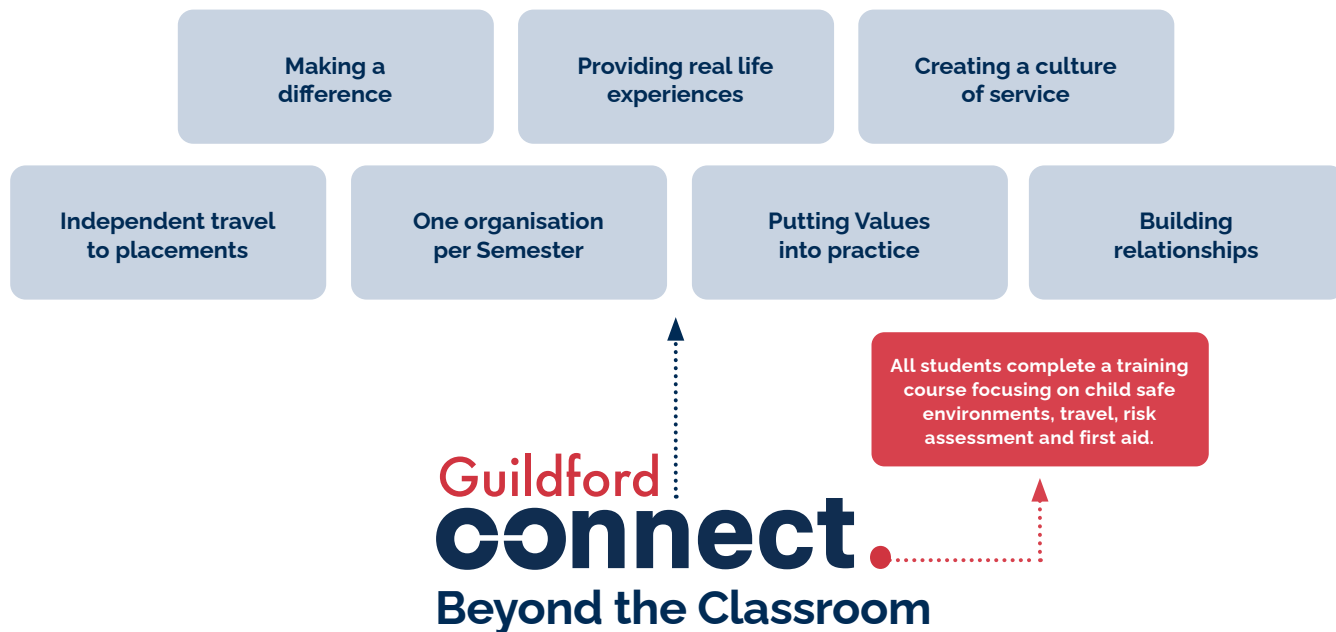
Guildford Connect

Guildford Connect is our unique weekly service-learning program for all Year 10 students, endorsed by the School and Standards Authority (SCSA).

Each week the students will independently travel to placements at various local organisations, developing practical skills and building relationships that enrich our community.

Through these semester-long placements, students engage meaningfully, putting values into action and cultivating a culture of service.

Upon successful completion, Guildford Connect will not only contribute towards students' graduation portfolio, but will also shape well-rounded, resilient individuals with a lasting sense of purpose and community connection.

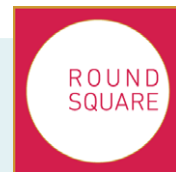


Weekly Service Learning SCSA endorsed program for all Year 10 students

- Benefits**
- Independent learning: taking the initiative and a sense of responsibility
 - Social and cultural education: developing compassion and empathy
 - Appreciation of diversity: through meeting new people from a range of backgrounds and cultures
 - Communication skills: learning to ask questions and to listen!
 - Confidence: experiencing new situations and growing in confidence
 - Resilience: learning how to deal with new and challenging situations
 - Leadership experience: learning how to support others
 - Teamwork: learning to work with others including individuals from the wider community
 - Self-awareness: learning about me and my place in the world

- Leading towards**
- The holistic individual (self-awareness, compassion, appreciation of diversity, sense of responsibility)
 - Building resilience
 - Using the endorsed course 'C' grade (upon successful completion) towards graduation
 - Providing evidence towards a robust graduation portfolio





Round Square School

We are undertaking the process of applying to become a Round Square School. This global network of schools in more than 50 countries is based on a shared understanding of the importance of character education and experiential learning built around six themes – International Understanding, Democracy, Environmental Stewardship, Adventure, Leadership and Service.

Over the coming years we will embed additional co-curricular opportunities for our students, including exchanges in Years 8 and 10 with other Round Square Schools.

An expanded Cadets program

We will offer a cadets Program for Years 8-9 students, complementing our existing Years 10-12 Cadets program.

The Years 8-9 program will focus on technology, logistics and life skills where students will have the opportunity to work with drone technology, logistics and planning.

The ADF Cadets Program provides students with opportunities to:

- Develop transferable skills in practical logistics
- Make decisions and to work under pressure
- Better understand the power of your voice
- Work in a team to achieve significant outcomes.

A more robust Year 10 Cadets Program

Year 10 students will either join the ADF Cadet program or complete six months of Service Learning within the Guildford Connect program and Keys 4 Life.



Adventure and Internationalism

We will launch a five-year plan in early 2025 focused on opportunities which provide experiential learning to inspire and grow minds, character and passions.

Students will have opportunities to learn from other cultures to embrace our similarities and differences and to broaden our understanding of transnational contexts.

Opportunities will include:

- Educative immersions in skills and subjects at world-class universities
- International adventure and service for students in the upper years
- Academic tours to experience learning in Singapore or Europe
- An expansion of our Outdoor Learning Program for students in Years 1-9.

Clubs

There will be an increased number and range of Senior Clubs. For example, there will be a Strategy Club where students will participate in games to challenge them to think critically, plan ahead and make creative decisions under pressure. Games will include: Dungeons and Dragons, Master of Strategy, Chess, board games and digital strategy challenges.



Model UN

Model United Nations debate simulates a session in the UN Security Council Chamber where students represent different countries in teams of two and engage in debates to solve global issues.

This competition provides an opportunity for our students to compete against other like-minded peers, developing their public speaking and negotiation skills.

We will continue to invest and grow this important program which equips students with the skills, knowledge and confidence to navigate and succeed in an increasingly interconnected world.

Friday afternoon enrichment program

Broader and more robust range options will be provided to allow students to demonstrate the breadth of their character and experience. Students who engage fully in robust Co-curricular programs have a more refined and competitive high school resumé.

For Year 11 and 12 students we encourage selecting a range of the following options across the seven-term program. Options are tailored to provide students with the opportunity to strengthen their graduation portfolio and resumé for life after school.

- Social enterprise - students work with staff to create their 'business' which can tackle a social issue or improve the community we live in.
- Environmentalism - students with a passion for the environment advocate and create action to improve our environmental footprint.
- Service - external service options connecting students to their local communities through service.
- Life skills – skills for the world after school, from practical cooking, sewing and repairing to life administration, tax returns, superannuation and finances.
- Wellbeing – range of wellbeing options to balance the week.
- Democracy- explore your place in a democratic system and the power of your voice. Practical skills of public speaking, debating, negotiating and influencing.
- New skills, talents and passions, from drama to golf, try something new.
- UWA Micro Credentials - For students who wish to extend themselves to try university.
- Term 3 WACE exam practice for Year 12 ATAR students.





A Wonderful Year of The Arts

Brad Minchin
Head of Learning - The Arts



The first half of the year saw much of the Guildford Grammar School Arts program on display. We are privileged to have such a rich culture of creativity and innovation in our Arts program, with so many students taking part in the range of options available.

Drama

Testament to teachers, Ms Phoebe Gatsos and Mrs Lucy Felstead, our seniors are the largest school drama cohort in Western Australia! This year, students were provided with numerous live performance opportunities, including the brilliant Year 12 production of Tim Winton's *Cloudstreet* - which was a spectacular showcase of amazing talent by ATAR and General Drama students.

The expansion of the AMEB Speech and Drama Program has seen more than 80 students take part in individual lessons to better develop their performance and public speaking skills with expert specialist staff. This is providing our young performers with the confidence and expertise to perform and speak on a larger stage, from Year 3 to Year 12.

The Senior Production of *A Trip to The Moon* was the culmination of six months of hard work by an incredible cohort of Year 10-12 students. It was a unique play, providing all our performers an opportunity to take a leading role and shine. Highlight performances by all our Year 12 veteran performers steered this production to a resounding success, and it was three perfect nights of performance for audiences.

Special thank you to Ms Phoebe Gatsos, Ms Ash Harvey and Mr Paul Cairns for their incredible work developing the play. A special thank you to students Tom Skinner, Charlotte Slater-Gauci and Caris Lloyd, for leading the students on stage and behind the scenes.

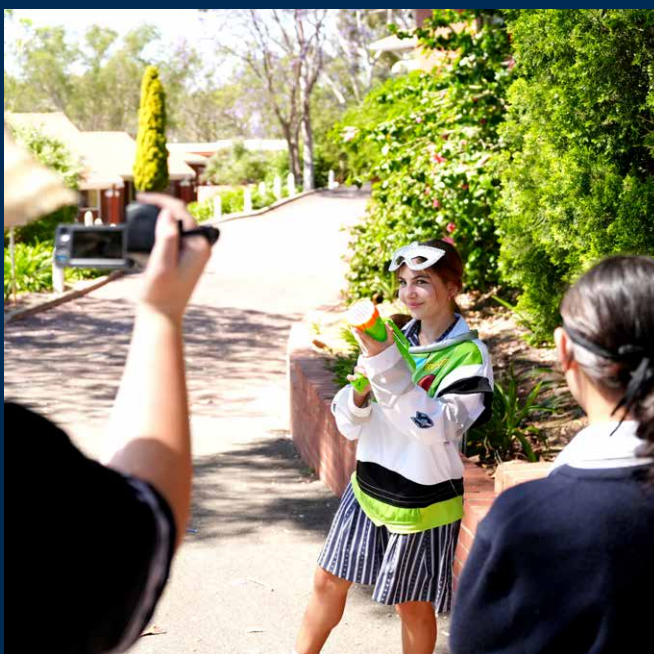


Highlight performances by our Year 12 veteran performers steered this production to a resounding success.



Junior Production

In Term 4 our Year 7-9 students performed *Get Smart* over two nights. Adapted from the classic 1960s spy spoof TV series, bumbling secret agent Maxwell Smart - Agent 86, teams up with Agent 99 to save humanity and stop the evil organisation KAOS from blowing up the Statue of Liberty. From the hilarious antics to the action-packed twists, our talented cast brought this classic spy adventure to life.



Media

Media students across Years 7-12 have been hard at work developing films for various purposes, from action sequences in junior years, to senior production submissions in Year 12. It has been wonderful to see these students hone their skills and develop some incredible art. Highlights have included Gurtaj Singh's thought-provoking piece exploring the Sikh Turban and its importance to culture and religion, as well as Drew Benporath's comedic look at examination stress.

We have also been very excited to launch our podcasting room, which students can now utilise to develop their own projects. We have already seen some great use of the space, with the Year 12 sport podcast run by Chaz Grezele and various projects in development in the Religion, Philosophy & Ethics and Humanities & Social Sciences learning areas.



Visual Arts

It has been wonderful to see our Visual Art students exploring so many opportunities to develop their skills and immerse themselves in the culture of art. Visits from professional artists like Rachelle Dusting and Melissa Clemments gave our students the opportunity to hone their skills. Visits to the Sculptures by the Sea and Pulse at the Art Gallery of WA exhibitions gave them an appreciation for the varied processes and mediums of Visual Art. This experience has resulted in many of our students achieving excellence at a state level, with Year 12 students Zoe Darling, Emma Bolland and Jack Cassidy's art pieces selected for exhibition in the St George's Cathedral Art Exhibition. It was wonderful to see these students achieve so much, particularly Zoe, who has been selected for exhibition for two years running. Special thank you to Ms Grace McKell and Ms Sophie Mercer for all their work with our students.



Dance

We have also been delighted to see Dance grow this year to include our very first senior cohort in Year 11. Students have been requesting this pathway for several years and have been thriving in the course, learning both practical and theoretical dance. It has also been wonderful to work with passionate students who have been researching and exploring other ways to expand Guildford Grammar's growing Dance program. Special thanks to Ms Phoebe Gatsos for spearheading this program.

I am always amazed by the passion of the Arts team to provide our students with an incredible range of opportunities. Guildford Grammar School has established itself as a leading Arts school in Western Australia, due to the incredible passion and commitment of our staff and students.

Music

The Guildford Grammar School Rock Night at the Crooked Spire saw our Music students don their best metal shirts and black jeans to shred the night away for an adoring crowd. It was incredible to see the depth of our Preparatory and Senior School students' performance skills, and an absolute highlight to see our senior Rock Band perform for the last time. Elwood Birgden's mastery of the harmonica, which has seen him perform in the United States with some of the world's finest musicians, was incredible to see in action. Audience members were also blown away by Gabriel Bostelman's drum solo with rendition of 46 and 2 by rock legends, 'Tool'. Special thank you to Mr Quentin Edmonds for his leadership of this event.



Another wonderful music event was the Merredin fundraiser, where students performed for three continuous hours on the Merredin link train, followed by a concert at the Merredin theatre for town locals and St Mary's Primary School. It was a privilege to witness the diversity of our Music program and how invaluable it is to Guildford Grammar School's culture. Watching Year 9 and Year 12 students perform together, seeing visible wellbeing on display and so many barriers broken down by a shared love of music, warmed hearts. The locals of Merredin were absolutely thrilled by the concert, with many of our students encouraging them to get up and dance, creating a wonderful atmosphere. It was an incredibly positive experience and one that showcased the many gifts of our students. Congratulations to Mr Kieran Hurley and the Music team for this wonderful initiative.



Year 6 Canberra Tour

During the October School Holidays, our Year 6 students embarked on an exciting adventure to Canberra, filled with exploration, learning and plenty of fun!

Day 1: Off to a great start!

After a heartfelt goodbye to their parents, our Year 6 students navigated through airport security and boarded their flight to Canberra. The journey began with a mix of excitement and a bit of turbulence, but the students remained enthusiastic as they approached their destination.

Upon landing, they were greeted by Peter, their friendly bus driver, who escorted them to their hotel. Along the way, the students were thrilled to spot kangaroos and admire the beautiful Australian flowers. Once they settled into their dorms, the group enjoyed a hearty dinner of beef stew and mashed potatoes, followed by some well-deserved free time filled with games and a movie.

A special shoutout to those students who exemplified our School values and received certificates for their efforts!

Day 2: Adventure awaits

Day two started with a delicious breakfast, energising the students for a day of exploration. The first stop was Mt Ainslie, where they were treated to breathtaking views of Canberra from above. After soaking in the scenery, the group embarked on a thrilling bike ride around Lake Burley Griffin, splashing

through the water and overcoming the challenges of the ride.

After lunch, the students split into two groups for visits to Floriade and the National Capital Exhibition. The vibrant tulips and interactive exhibits sparked their curiosity and creativity. They had a fantastic time capturing the beauty of the gardens and learning about the history of Canberra.

The day wrapped up with an exciting rock-climbing session, where many students achieved personal bests, showcasing their determination and teamwork.

Day 3: Culture and creativity

The third day kicked off with a visit to the National Gallery of Australia. Students learned about the iconic Jackson Pollock painting, *Blue Poles* and were amazed by its history. Following this, they enjoyed a picnic lunch in the sculpture gardens, surrounded by inspiring art.

After lunch, the students headed to the Glassworks, where they crafted their own glass coasters. The creativity on display was impressive, with designs ranging from abstract patterns to representations of nature.





Later in the day, they had a blast bowling in their dorm groups, followed by an exciting exploration of science at Questacon. The highlight was the earthquake simulation, where students experienced the effects of a 5.9 magnitude earthquake, which left them both thrilled and educated!

Day 4: Government and history

A highlight of the tour was the visit to Parliament House. Here, students had the opportunity to role-play as members of Parliament, engaging in lively debates about important issues. They learned about the structure of government and the significance of their participation in democracy.

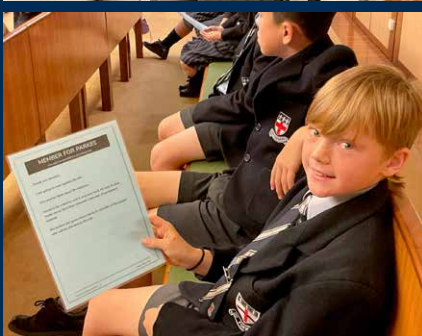


The group also visited Government House, where they met the Governor-General, Her Excellency the Honourable Ms Sam Mostyn AC. This experience provided a unique insight into the role of the Governor-General and the history of the residence.

The day concluded with a moving ANZAC service at the War Memorial, where students paid their respects and learned about Australia's military history. They were touched by the sight of the Tomb of the Unknown Soldier and witnessed the placing of wreaths at the Pool of Reflection.



To cap off the day, the students visited the Dinosaur Museum, where they learned fascinating facts about dinosaurs from the Triassic to the Ice Age. They were amazed to discover that dinosaurs couldn't actually roar!



Day 5: Reflecting on our journey

The final day began at the National Museum of Australia, where students heard inspiring stories about trailblazers like Nova Peris, who made history as the first Indigenous woman to compete in the Olympics. They were captivated by tales of bravery and determination.

Next, they explored the National Archives, where they learned about Australia's history and the significance of the voting process. The students even attempted a dictation test similar to those faced by immigrants in the past, with humorous results!

The last stop was the Electoral Education Centre, where students participated in a mock voting session. They had fun choosing their favourite fruit, with peach emerging as the winner!

As the trip concluded, students reflected on the incredible experiences they shared. Many expressed how much they learned about Australia's history, culture, and government, and how the trip helped them bond as a group.

A big thank you to all the staff and parents who made this trip possible. Our Year 6 students were a fantastic group, and the memories created during this Canberra Tour will last a lifetime!



For the love of books!

Each year, Book Week is eagerly anticipated in the Preparatory School and this year was no exception!

It was a week of celebrating a love of literature and the magic of reading. Our students enjoyed visits from authors Tanya Batt, Sally Rippin, Sally Murphy and Mark C Evans, as well as storytelling in the Library with Mr Allen, Ms Petchell and Mrs Rattray.

The highlight of Book Week is the annual parade where our students and staff always make so much effort, dressing up as some of their favourite book characters.



Write a Book in a Day



Write a Book in a Day is an annual competition that challenges teams of students across Australia to write and illustrate a novel in just 12 hours, raising vital funds for The Kids' Cancer Project.

In September, five teams of students from Years 5-9 participated in the competition. They were given several characters, a setting and an issue that they had to include in their story and write creative and cohesive narrative. Students arrived at school at 8.00am and worked incredibly hard, creating their books until 8.00pm in the evening!

The books created by the five teams are now housed in our libraries and also stored in an online library for children in hospital oncology wards around Australia to access.

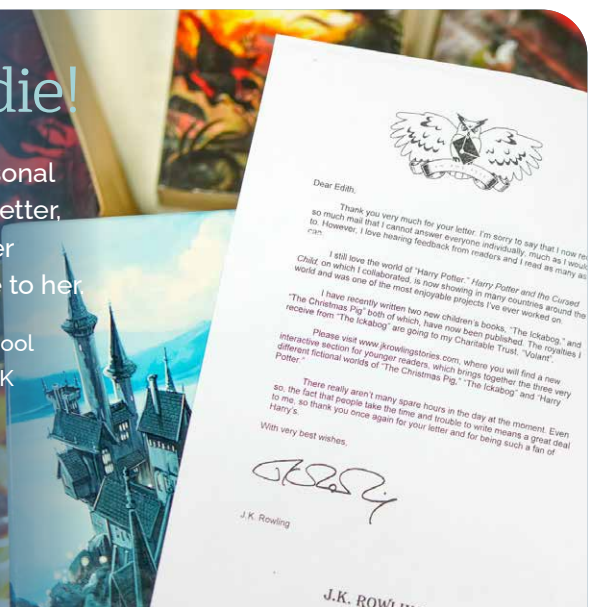
Years 5 and 6 students involved in *Write a Book in a Day* organised a successful book sale leading up to the competition, selling pre-loved books and beautiful bookmarks. They raised an incredible \$1,109.40 for the Kids' Cancer Project.

A magical moment for Edie!

Edie Curtis (Year 2) was overjoyed to recently receive a personal letter from one of her favourite authors, J K Rowling. In her letter, J K Rowling expressed how delighted she is to hear from her readers and acknowledged Edie for taking the time to write to her.

The Harry Potter series remains a firm favourite in our Preparatory School Library, inspiring imagination and adventure for students of all ages. J K Rowling's other works, such as *The Christmas Pig* and *The Ickabog*, are also popular choices among our avid young readers.

We love seeing our students connect with the stories and authors they cherish!



David Walliams Book Show

Several of our lucky Preparatory School students attended author, David Walliams Book Show in October where he shared hilarious childhood stories, inspirations behind his famous characters, and acted out funny extracts.

Here are some of our students' reflections from the event:

'The show was AMAZING!! The best part of the show was when David told me and Alexander to stand up and talk to him because Alexander wanted to nominate me as an annoying brother for his next book.'

Oliver Jones De La Iglesia (Year 5)

'David Walliams was very funny and made everyone laugh. My favourite parts were when he showed us pictures of his childhood. One of the pictures was of him in a dress standing in front of his house. This memory inspired one of his books called *The Boy in a Dress*.'

Amelia Gorton (Year 5)

'I liked hearing about his personal stories especially when he talked about how his sister dressed him up. This gave him ideas for characters in *The World's Worst Children*.'

Rosie Willis (Year 5)

'I loved David Walliams because he is very funny and because I shouted "YES!" the loudest at the show. Which meant that I got a signed edition of his latest book, *Super Sleuth*! I was also recorded for an advert for the UK saying 'My new book: Super Sleuth is coming October 24! What does Australia think of it? GREAT!!' shouted Australia!'

Jack van Wijk (Year 3)



Amy Hawkins
Pre-Primary Teacher

▶ staff profile:

We welcomed Amy Hawkins to our School at the beginning of this year.

Where did you work before Guildford Grammar School?

Over the past nine years, I've had the privilege of working in various educational settings in both Perth and Sydney. I began my career in early childhood education, working in daycare, and later took on my first classroom teaching role at West Balcatta Primary School.

What are the values that drive you?

I am deeply committed to creating a child-centred, play-based learning environment that fosters a sense of safety and where each child is excited to come to school. My goal is to nurture confident, curious learners who find joy in the process of discovery.

What have been your first impressions of the Guildford Grammar School community since you joined?

From my very first day, Guildford Grammar has felt like a welcoming, close-knit family. Everywhere I go, I am met with friendly faces, open conversations and a genuine sense of belonging.

What do you like most about your role?

Watching the self-growth in the children over the year is incredibly rewarding. They start Pre-Primary as little learners, and by the end of the year, they're reading, writing and embracing independence. I love the imagination, creativity and joy that this age group brings to school every day.

How do you approach fostering curiosity, creativity, and connection among students in your role?

Our learning environment is designed to spark curiosity, creativity and a sense of community. The classroom showcases the children's artwork and the topics we are exploring, and I encourage them to take ownership by contributing ideas for the space. They actively participate in designing and caring for the classroom, which creates a sense of shared responsibility and pride.

What are some of the most rewarding experiences you've had at Guildford Grammar School so far?

Working alongside a dedicated team and witnessing the growth of our Preparatory School children has been incredibly fulfilling. Watching their confidence blossom, seeing them form friendships and hearing their unique ideas come to life are moments I treasure.



National Science Week



Our Preparatory and Senior Schools participated in various activities from 10-18 August to celebrate National Science Week, with this year's theme being *Species Survival – More Than Just Sustainability*.

WWF fundraiser

Our Preparatory School held an 'animal inspired' fundraiser to go towards helping the WWF Australia to regenerate nature through their Adopt a Koala program. Thanks to the generosity of our Preparatory School families, \$611.60 was raised, which was enough to adopt a turtle, a platypus and a koala. Our Environmental Club students ran a competition to name the animals, who are now: 'Shelbert' the turtle, 'Pablo' the platypus and 'Kiki' the koala.

With more than 1,900 Australian animals and plants at risk of extinction, the theme for National Science Week has never been more relevant and we are proud to have contributed to such a worthy cause.

Year 2 students visit Year 9 STRIVE class

Our Year 2 students visited the Senior School and were welcomed into the Science laboratories by our Year 9 STRIVE class. They learnt about:

- The importance of insects and how to use a microscope
- How chemists can test for acidic substances
- Why dry ice sublimates in water,

- How different colours of dye behave in milk and on filter paper.

Classes in the Senior School were challenged with science-themed Kahoots! and some fun brain breaks, all celebrating the joy and wonder of science.

Demonstration to Preparatory students

Our Senior School Science teachers were invited to the Kindy to Year 2 Assembly during Science Week. The students met our teachers and carefully listened to a story about bees and how they are vital for helping produce the world's chocolate and delicious fruits and vegetables.

They then learnt about elephants' teeth and were delighted with a demonstration of how to make some elephant toothpaste! To conclude, the teachers excited the students' senses with flaming eruptions and where some brave volunteers from the audience, Mr (Pete Allen, Ms Katie Petchell and Mr David Taylor) participated in the 'butane bubbles' ably setting themselves on fire, much to the squealing delight of our young audience. The students all left with a spirit of science, fun and wonder!

Livestream incursion – The Marine Team

Our Years 3-6 students attended a livestream incursion delivered by The Marine Team. This interactive science sketch comedy covered:

- What is ocean sustainability
- How oceans impact our planet
- Solutions that generate healthy oceans, and
- How we can help to ensure the survival and thriving of different species in an ever-changing world.

Staff science quiz

Our staff also supported Science Week with a special morning tea at recess and a take home science quiz which really challenged their scientific knowledge. Mr Ben Nilsson, impressively won first prize!



A place where everyone is Visible and Valued

Julia McGibbon-Briggs
Deputy Principal - Student Experience (K-12)

At Guildford Grammar School, one of the most remarkable aspects of our community is the quality of the relationships.

Each student is known. They are visible and valued. Everyday, we witness how our students' voices and experiences shape the heart of our School, reinforcing a culture where each individual feels seen and heard.

We recently ran an appreciative inquiry with a selection of students from Year 6 to Year 10, asking them what they believe Guildford Grammar is famous for. The response was overwhelmingly clear: students feel lucky to be part of a school that provides them with such a rich array of opportunities. From personalised learning pathways to Co-curricular experiences that stretch their talents, Guildford Grammar School is a place where doors are open, and students are encouraged to walk through them.

What stood out to me most was how students highlighted the diversity of these opportunities—academic, artistic, cultural, sporting and beyond—that allow them to explore their potential in many ways. It is through these experiences that they feel both challenged and supported. It improves their wellbeing and sense of connectedness. This, they said, is what makes Guildford Grammar School stand out. We are proud of the breadth of experiences we offer, but more than that, we are proud of how these opportunities help our students find their voice, gain confidence and take ownership of their learning journey.

The importance of student voice and agency is central to who we are as a school. When students are empowered to share their ideas, to lead and to

take active roles in shaping their education, it enriches not only their individual experiences but also our entire community. It is these moments of agency that help us move toward fulfilling our School's motivation: to provide an education that prepares students for life beyond the school gates, where they can contribute thoughtfully, lead with compassion and continue to grow as learners and as people.

At Guildford Grammar School, we remain committed to nurturing a school environment where every student feels visible, valued and lucky to belong. We thank our students for being an essential part of our ongoing journey and for constantly reminding us of what makes our school so special.

Raising the Bar in Sport



"We want every student to feel they belong in our sports community," David says. "From the beginner to the seasoned competitor, there's a place for everyone to grow, learn, and succeed."

Sport has always been a vital part of life at Guildford Grammar School, teaching students the values of teamwork, resilience, and leadership while building a sense of belonging. This year, we're proud to usher in an exciting new chapter with a reimagined sports structure, designed to elevate every student's experience—whether they're taking their first steps on the field or aiming for competitive excellence.

A Vision for Growth and Inclusivity

At the core of this transformation is David Guest, our Director of Sport, whose leadership is driving a renewed focus on inclusivity, opportunity, and excellence. David's vision is simple but powerful: to foster a culture where every student feels supported to explore their potential, both as athletes and as individuals.

A Dynamic Team of Leaders

Guiding our students are newly appointed Heads of Sport, each bringing their expertise and passion to their respective programs:

Shawn Stone

Head of Basketball

Shawn joined Guildford Grammar School in October 2024, motivated by the opportunity to shape a competitive Basketball culture. His goal is to inspire both male and female teams to perform at their best while fostering personal growth among students. Shawn balances competitiveness with personal development, ensuring students learn values beyond the game. His vision for the program includes achieving greater competitiveness and teamwork, supported by his commitment to staying updated with the latest trends in Basketball.

Brent McPherson

Head of Football

Brent took on the role in November 2024, driven by the chance to lead and innovate in Football at Guildford Grammar School. He aims to create an inclusive environment where students of all abilities feel valued and achieve personal and team growth. Brent sees Football as a platform for life lessons, balancing performance with character development. Over the next year, he hopes to elevate the program's competitiveness while nurturing a supportive culture.

Carly Walters

Head of Volleyball

Carly, who joined the school in October 2024, brings her lifelong passion for Volleyball to Guildford Grammar School. Her primary goal is to foster individual improvement among students while instilling a love for the sport. Carly believes in balancing competitiveness with personal growth, recognising that not all students are naturally competitive. She sees the Volleyball program growing in numbers and skill over the next year, with students thriving in a supportive and engaging environment.

These staff join our current experienced coaches who will step into formal Heads of Sport roles alongside the new structure:

- **Viv Paver - Head of Cricket**
- **Andras Jo-Kovacs - Head of Aquatics**
- **Tony Lovrich - Director of Rowing**

Also joining this dynamic team soon will be dedicated Heads of Hockey, Netball, and Rugby, completing a leadership team that reflects the depth and breadth of our sports offerings. Supporting these leaders is **Emma Moon**, our Strength and Conditioning Coach, who plays an integral role in enhancing students' physical and mental resilience.

A Network of Support

Sport at Guildford Grammar thrives on the strength of its community.

Our newly expanded sports administration team—including Phil Marshall (Boys Sport Admin), Cale McNess (Girls Sport Admin, starting January 2025), and Rebecca Del Pup (Pre-Sport Admin, starting January 2025)—ensures seamless coordination across every program. Additionally, Joelene Cousin, our new Sport HR Manager, oversees the development of over 130 casual coaches who bring energy and expertise to every training session.

Together, this collaborative network ensures students are not only prepared for success on the field but are also developing skills that will serve them for a lifetime.

This exciting new structure reflects our unwavering commitment to providing students with opportunities to thrive. With passionate leadership, innovative programs, and a strong sense of community, the future of sport at Guildford Grammar School is brighter than ever.

Go Forward with Grit.



A New Chapter for AFL at Guildford Grammar School

At Guildford Grammar School, our AFL program stands as a testament to the power of teamwork, effort, and determination.

As we step into 2025, the program is evolving to reflect our values and commitment to creating meaningful opportunities for every student. This new chapter is about more than the scoreboard—it's about building a legacy of connection, growth, and pride.

Under the leadership of a new Head of Football and First XVIII Coach, our reimaged AFL program is designed to support every student, whether they are discovering the game for the first time or pursuing ambitious goals. An exciting partnership with the West Coast Eagles AFLW will bring invaluable expertise to our girls' football program, ensuring students learn from the best and feel inspired to reach new heights.

Fostering Growth and Connection

- **Pathways to Success**

The AFL program provides structured pathways that focus on skill development, fitness, and confidence from Year 5 through to senior levels.

- **Building Leadership**

Senior players will guide and mentor younger teammates, strengthening our teams' bonds and reinforcing the values of respect, courage, and integrity.

- **Championing Inclusion**

Every player has a place in our program, with a focus on creating an environment where effort is celebrated, and personal progress is championed.



More Than a Game

Football at Guildford Grammar School isn't just about kicking goals—it's about fostering resilience, building lifelong friendships, and developing the values that students carry into every aspect of their lives. With a culture of effort and enjoyment at its heart, the AFL program supports students to take pride in themselves, their teams, and their school.

This year marks a new era for AFL at Guildford Grammar School. We're excited to welcome students, parents, and supporters to be part of a program that reflects the spirit of Guildford Grammar: bold, inclusive, and always striving to go forward.



Guildford Grammar Shines on the ACC Stage



Guildford Grammar School Leaps to B Division Glory

Guildford Grammar School has achieved a remarkable milestone by securing promotion to the B Division in both the Associated & Catholic Colleges (ACC) Swimming and Athletics Carnivals.

This dual advancement underscores the dedication, hard work, and exceptional skill of the School's athletes and coaching staff.

In March 2024, the School's swimmers showcased outstanding performance at the ACC C Division Swimming Carnival held at HBF Stadium.



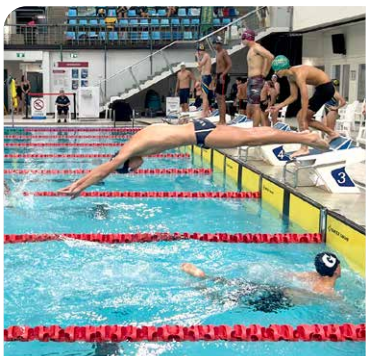
Celebrating ACC Letters and All Stars Awards

Guildford Grammar School is proud to celebrate the exceptional achievements of three of our talented swimmers. Carys D'Addario (12Ha) and Josh Powell (10SG) were recently honoured with ACC Swimming Letters, the highest individual accolade presented by the Associated & Catholic Colleges of WA (ACC). This prestigious recognition reflects their unwavering dedication, exceptional skill, and remarkable contributions to the sport.

In addition, Carys, Josh, and Emma Pittman (12St) were recognised with ACC Swimming All Stars awards, further acknowledging their outstanding performances in the pool and their commitment to excellence.

These awards highlight the Guildford Grammar spirit of embracing opportunity and striving for success. Carys, Josh, and Emma have set an incredible example of what can be achieved through determination and passion.

Go Forward, Guildford!



Guildford Grammar School clinched the Combined Aggregate, Junior, Senior, and Overall Boys shields, narrowly surpassing Nagle Catholic College by 35 points.

Similarly, in September 2024, the School's athletes excelled at the ACC C Division Athletics Carnival at the WA Athletics Stadium, securing a First Place finish and earning promotion to the B Division.

These consecutive successes in both Swimming and Athletics highlight the School's commitment to fostering talent and a culture of excellence. The promotions are the culmination of years of dedication by students, coaches, and the entire school community.

As Guildford Grammar School prepares to compete at higher levels in both disciplines, we look forward to embracing new challenges and continuing our legacy of achievement. These promotions serve as both recognition of past efforts and inspiration for future success.

R U OK? Day



Asking someone if they are okay can mean the world to the receiver. Our School celebrated this simple act of compassion on national R U OK? Day held on Thursday 12 September.

The message for 2024 was 'Ask R U OK? any day because life happens every day.' It reminds us of the importance of checking in on each other's mental health.

To support the message, a Conversation Cafe was held in the Senior School during lunch, where students enjoyed a cupcake and drink in the beautiful Spring sunshine, while learning skills for meaningful conversations. Our Preparatory School students also enjoyed cupcakes and a colouring-in competition.

Our staff were also treated to cupcakes for morning tea and a small gift as a reminder about the significance of checking in with each other and/or reaching out if you are not ok.

Shining a light on our Nurses and Psychologists

At Guildford Grammar School, the tradition of caring for our students' health and wellbeing stretches back generations. Our School has a long history of dedicated nurses providing care in the infirmary, tending to the needs of students in times of illness and injury.

While the foundation of that care remains rooted in the past, today's approach is future-focused, embracing best-practice, holistic and compassionate care to ensure the safety and wellbeing of every child.

Our medical team of experienced nurses and the wellbeing team of psychologists are the heart of this commitment. They lead with compassion, ensuring that every student feels heard, valued and cared for. The safety and wellbeing of the child always come first, and their approach has transformed the way we support our students. No longer is it a time when concerns are hidden away; instead, we foster a culture of help-seeking behaviours. Students are encouraged to reach out, knowing they will be met with understanding, care and support.

The spaces our teams work in reflect their warm, inviting nature. These are safe, welcoming environments where students

feel at ease, whether they are dealing with a physical ailment or emotional distress. The collegiality of our nurses and psychologists creates a seamless wrap-around team, providing continuity of care that is both personalised and individualised. Each student's unique needs are met with specialised care, ensuring that no one slips through the cracks.

Our wellbeing and medical teams are more than just experts in their fields—they are trusted partners in the lives of our students and their families. The links they have forged with the community are strong, ensuring that the support students receive at school continues at home. This family-focused care emphasises the importance of collaboration, ensuring that students are not only supported by professionals at school, but also by their families and the wider community.



In every way, the tradition of care at Guildford Grammar School is meeting tomorrow's challenges head-on, with an unwavering commitment to the wellbeing of every student. Our nurses and psychologists exemplify the values of Guildford Grammar School, combining tradition with innovation to provide the best possible care, now and into the future.



Charles Harper 1908



Harper Family Reflections

Woodbridge 1894

This year marks a special moment for the Harper family, closely linked to Guildford Grammar School, as the youngest great-great-grandchild of founder Charles Harper graduates with the Class of 2024.

Whilst much has changed over the years, a sense of tradition endures. We asked three generations of Harpers to reflect on their Guildford Grammar experiences, offering a glimpse into how the School continues to blend the past with the future, *where tradition meets tomorrow*.

Who are you?

John Harper (Henn's 1944-1948)
Grandson of Charles Harper and son of Prescott Harper.

Robert Harper (Henn's 1979-1983)
I grew up in Gingin as the son of John Harper and was a boarder for five years before spending two years at home. I studied at Muresk from 1986-1987, farmed in Gingin, and moved to Dandaragan in 1997, selling the farm in 2012. After that, I managed Carnegie Station in the Wiluna Shire for six years before retiring to Chidlow in 2018. My farming career was focused on beef cattle.

Lawson Harper (Henn's 2014-2018)
As the son of a 5th generation farmer, I grew up raising beef cattle in Dandaragan, learning sustainable land management from my father. I studied online while working as a head stockman in the Pilbara and as a contractor across WA. I now manage a beef farm in Bridgetown.

What does your Guildford Grammar education mean to you?

John: I spent five years at Guildford Grammar—four in Prep and one in Senior School—giving me a shorter, and different, experience than my family.

Robert: I was a shy kid before starting at Guildford Grammar, however, over time, I found my place and made the best of it. Boarding was tough at first but grew on me. A standout memory was cramming 20-30 kids into the back of Ken Langford-Smith's army truck—and heading out for the day.

Lawson: It well equipped me to pursue higher education when I did not consider myself a "scholar". Guildford Grammar prepared me to obtain my Associate degree in Agribusiness and Bachelor of Science, Regenerative Agriculture.

Describe a 'typical' school day

John: As a boarder from Year 3 in the 1950s, I spent four years in simple

routines. I'd tinker with carpentry near Henn's House and sometimes grab leftover bread from the horse-drawn bakery cart. At Prep, I helped Mrs. Bowra, the gardener, though once accidentally hitting her on the head with a mattock. After school, we'd make clay tanks and race them, inspired by wartime games.

Robert: A typical school day started with waking up and heading to breakfast, though the boarding house food was pretty awful—kids today don't know how lucky they are! I was an average student, but our teachers were great, mostly male with just one female teacher. They all tried hard to support us. If you misbehaved, though, you'd face the cane!

Lawson: I'd usually run across the flats to Preparatory School and back with a couple of boarders, then have breakfast, a quick shower, and roll call at Henn's House. The day was busy with classes, but I'd still hang out with the boys during lunch.

What did your classroom look like?

John: The classrooms were simple, with separate desks for each student. We used pencils and inkwells for writing. There were no girls in Preparatory, and Mr Hart was the Headmaster. I remember him getting engaged and married whilst we were at school, a notable event for us at the time.

Robert: Classrooms were basic, with rows of desks and blackboards, though whiteboards were starting to appear. Lessons often involved rote learning. Computers were just emerging, using punch cards, and computing classes were run by Mr Ellis.

Lawson: Looking back I enjoyed the basic classrooms, usually filled with content related to the study genre of the class. I believe I learnt and built the foundation for my university studies in the Brian building in my BME and Geo classes. As they felt "old school" (pardon the pun) and knowing my father had studied there motivated me to follow suit.

Elective subjects often included "pop quizzes," which I enjoyed as they made memorising the excess information more fun.

The classroom always buzzed when during a Kahoot.

Despite not being fond of constant exams and pre-ATAR tests, I'm grateful for the exposure, as it prepared me well for university exams. I remember first-year university students being shocked by exams lasting over an hour, but I was ready for 3-hour closed-book exams and long practicals. Without this training, I would have struggled, as I'm not a natural "book student."

Describe how you got to school everyday?

John: As a boarder, I followed the usual daily routines. Occasionally, we had outings beyond school grounds, like visiting Fogart Jones Butchers, where we watched sausages being made. One memory that stands out is when a friend sneaked an extra potato at mealtime and, as a result, was banned from the outing—a lesson that has clearly stuck with me to this day.

What was in your lunchbox?

John: Lunch was served daily in the

Dining Room, always a cooked meal, though we were still always hungry. I didn't have a favourite dish but absolutely hated tripe. We were each given a third of a pint of milk provided by the government, but Mum wanted me to have two bottles. I often forgot to drink it, and one day, after forgetting, I was made to finish it—sour and all.

Robert: Lunches were generally pretty average, but things improved when they introduced hamburgers around 1982—a highlight of the "food revolution." There really was no choice in what we ate, so any improvement was welcomed.

Lawson: The Dining Hall could always make a great soup.

What school activities kept you busy?

John: I used to play "alleys" (marbles) and was quite good at it. We'd play near Woodbridge House, digging holes by a line of palm trees to hide our precious marbles.

Robert: Sport was a highlight—hockey, tennis, cadets—and staff like Ted Gray were fantastic. I made lifelong friends through sport, and we're still all close today!

Lawson: I was involved in rowing and hockey (as goalie) for most of my time at Guildford Grammar.

What does Charles Harper's mission to start a school at Guildford mean to you?

John: I feel proud of my grandfather, Charles Harper, and his mission to start a school firstly at Woodbridge and then at Guildford Grammar. My father, though modest and never one to speak about it, was deeply passionate about education as well. They were both intelligent and innovative men, involved in many initiatives, making my grandfather's role in founding the school even more meaningful to our family.

Robert: There's a deep pride in knowing my great-grandfather founded the School. I want to see it thrive, be progressive, and reach its full potential, and I'm sure he would be proud of its evolution. While we never discussed it when I was at school, I now realise how important it is for newcomers to understand the history, as it's what makes Guildford Grammar what it is today.

Lawson: Charles Harper has always fascinated me. Beyond the fact I am a direct descendant of him, I continue to be in awe of his pioneering achievements all across the state. From owning several pastoral stations, Koordarie and Yanrey, to developing the pearling industry in the North. I do wonder how on earth he achieved all of this in the late 1800s. I find his mission to start a school to create a better education for his children, others, as well as for future generations very noble.



Harper Charles and Sons 1905

What do you think has stayed the same at Guildford Grammar School over all these years?

John: The campus and buildings still feel the same, which brings a sense of continuity. I was in Henn's House, as were my sons and grandsons, and this legacy makes me proud. I'm proud of the school's dedication to education—originally producing many scholars, later focusing on agriculture, and now offering endless possibilities for each and every student, no matter what their interests.

Robert: The values at the School have remained the same throughout the years, with the Chapel being central to that. I was senior sacristan during my time there, and it was and still is a very special place. The church involvement provided a solid foundation for values which remain today.

Lawson: The Chapel will always be an iconic and special place for me. It always drew my attention when I was younger but I still enjoy driving past it when I'm back in Perth.

Anything else you'd like to say or share?

Lawson: Ms Truscott you were always my favourite teacher, you taught me more so much about how to navigate school when I struggled with the workload and leaving the family farm, you helped me learn how to act like and be a gentleman and to ensure I go forward.

A Guildford life, a life of Service

One only needs to step on to the Guildford Grammar School campus to be immersed in stories of service. Service to others for the sake of themselves.

It's no wonder, that this year, the Old Guildfordian Association felt it important to acknowledge the life and story of Malcolm Wells (Woodbridge 1987-1991) by bestowing him the great honour of becoming the 2024 Old Guildfordian of the Year.

Whilst in Perth, to accept his award as OGA of the Year, Malcolm continued his approach to service by attending a range of School events, supporting staff and students and being immersed once more in the Guildford Grammar community.

His week was busy!

From the OGA Annual Dinner, Class of 2024, 'Welcome to the OGA' Breakfast, Cadet Parade, Cadets' Formal Dinner, Valedictory Events – Morning Tea, Chapel, Dinner, meetings with student leaders and several meetings with staff, Malcolm gave so selflessly of his time to our community, with the impact of his visit, widely felt by all.

His reflections at the Year 12 Valedictory Dinner were particularly poignant as he shared his genuine gratitude for his Guildford Grammar experience and the opportunities and foundations it provided. Stating, "Guildford Grammar freed me from the belief that my world was defined by the suburban postcode I lived in. It gave me the confidence to stand on my own feet and set a course toward ambitious goals after school." This message clearly resonated with many in the room.

He also spoke to the graduating class about the importance of not fearing challenges and setbacks. Instead, he encouraged everyone to embrace them as part of life's journey, adding, "In the difficult moments, there has always been a voice inside me – a voice that began during my years at Guildford Grammar School – saying, 'Go Forward.' 'Go Forward' on the difficult, dangerous path, but also the right path."

The School is deeply grateful to Malcolm for reconnecting with us and bringing his valuable skills, experience and inspiration. We could not be prouder.

Additionally, we are grateful to Malcolm for his offer to work alongside us as we reimagine several programs in the future, from the Cadets to the Old Guildfordians Association, all whilst strengthening our ties to the past, where tradition meets tomorrow.

The Remarkable Career of Brigadier Malcolm Wells DSC AM (Retd)



Brigadier Malcolm Wells DSC AM (Retd) joined the Australian Army in 1992 after winning a scholarship to attend the Australian Defence Academy.

In 2024 he retired from full-time service after 32 years of service, with his final appointment as the Chief of Staff Forces Command, the Chief Operating Officer for the largest Division of the Australian Army.

Between 2020-21 he formed and led Joint Task Force 629 which provided

the ADF's national community support during the COVID pandemic, and was made a Member of the Order of Australia for his leadership in this role.

As the co-commander of the Australian Amphibious Force in 2018 he led an amphibious contingency force in Papua New Guinea for the APEC Economic Leaders Conference which was a landmark operation to support Australia's nearest neighbour during a period of geo-strategic change in the Indo-Pacific.

In Afghanistan between 2011 and 2013 Malcolm served as a campaign planner and strategic adviser to General John Allen, the US commander of coalition forces, and commanded the 7th Battalion, Royal Australian Regiment in Uruzgan Province where he was awarded the Distinguished Service Cross and US Bronze Star.

In earlier operational roles Malcolm served as a company commander in

Baghdad at the height of sectarian conflict in Iraq during 2005-06 and in 2002 was an advisor to a Sierra Leone infantry battalion at the conclusion of a long-running and bitter civil war.

In 2001 he led the first Australian training team to deliver professional training to the FALANTIL guerilla force that formed the new East Timor defence force following the INTERFET operation.



In other roles Malcolm has served on exchange in the UK and in a range of instructional and leadership positions through Australia and the Indo-Pacific.



Brigadier Malcolm Wells
DSC AM (Retd)



A reflection on Service

By Malcolm Wells (Woodbridge 1987-1991)

Service in the Australian Defence Force is a strong theme at Guildford Grammar School.

Old Guildfordians have served, and continue to serve, on the front line, on the sea, and in the air in all of Australia's wars as well as during times of peace.

The School community can be very proud of this service. The leadership of Brigadier Arnold Potts on the Kokoda Track, the courage of Charles Harper's sons Gresley (School 1896-1901) and Wilfred (School 1899-1908) at Gallipoli, the naval engineering of Rear Admiral David Holthouse (School-1949-1953), and the historical research of Bomber Command veteran Peter Firkins (Henn's 1935-1942) are but a few outstanding examples of service from this group of Old Guildfordians.

The price paid for this service is never forgotten. The School memorial, stained glass windows in the Chapel, the Memorial Science block and its Book of Honour, and the panels in the dining hall all honour Old Guildfordians who served and especially those who sacrificed their future for the sake of service to their country.

This service is not just history. Today Lieutenant Colonel Craig Madden (Woodbridge 1982-1986) is seconded to the United Nations in New York; Lieutenant Colonel Rich Adamson (St George's 1995-2001) is the Commanding Officer of the 3rd Combat Signals

Regiment in Townsville; and many Old Guildfordians serve on ships at sea and in Army and Air Force units all around Australia. Old Guildfordians serving in the Australian Defence Force continues to reflect the values imparted by the School since 1896.

At the Guildford campus and in the community today, this service remains an important example for the students in the classroom, on the sports field, in cadets and in Co-curricular pursuits.

We acknowledge all Old Guildfordians who have served and are serving in the Australian Defence Force.

Reunions every 10 years – help us organise yours:
1965, 1975, 1985, 1995, 2005, 2015 to celebrate in 2025

The Old Guildfordians Association holds reunions for classes every 10 years. If you are from the class of **1965, 1975, 1985, 1995, 2005, or 2015**, we need your help to make it a celebration worthy of the occasion. If you are not sure what your class year is, consider what the calendar year was when your age group graduated in Year 12, even if you left beforehand.

If you would like to assist in organising your reunion, please email og@ggs.wa.edu.au or contact (+61 8) 9377 8522.



Annual Dinner **A night to reconnect and celebrate!**

The recent The Old Guildfordians' Annual Dinner welcomed more than 150 former students and staff, all gathered to reconnect and celebrate friendships formed as Guildfordians.

The evening began with a simple, Chapel service that brought alumni back to our beloved Chapel of St Mary and St George —truly the heart of our School. Reverend Keith Wheeler presided over the service, capturing hearts and minds among the stained-glass windows, candlelight and surrounds.

Led out of the Chapel, with thanks to our talented organist, Raphael Elvish (Prep/Stirling '09-'22) and the reverberating tones of the pipe organ, the congregation then moved to a wreath laying service, led also by Rev'd Keith and supported by a catafalque party of current Cadets. It was a moving ceremony to reflect on lives lost.

Thanks to our catering team of talented chefs, a delicious meal was then served in the Dining Hall and provided alumni with the chance to reminisce and catch up with old friends over dinner, in familiar surroundings. The event was filled with a sense of friendship, reminding all present of the strong bonds that were formed in their school days and the many, many days beyond the final school bell.

How fabulous it was to have older Guildfordians, John Harper (Henn's 1944-1953) and Alec Piper (Stirling 1945-1950) celebrating with us too. We were all so fortunate! Notwithstanding a bit of friendly rivalry, the annual roll call showcased the unique House system we have here at Guildford Grammar - turns out this competition is as fierce as ever!

Malcolm Wells (Woodbridge 1987-1991), was named Old Guildfordian of the Year for 2024; not surprising, when you consider his accomplished resumé (read more about Malcolm on page 36). Malcolm embraced the opportunity to celebrate the stories of all Old Guildfordians, while challenging the School and the OGA Committee to continue their hard work in building and showcasing the amazing achievements and network of the Old Guildfordians Association. He encouraged everyone



Principal, Peter Allen, followed by walking guests through the exciting phase in which Guildford Grammar finds itself - an amazing school with a rich history and an exciting future, where tradition undoubtedly meets tomorrow.



The event was filled with a sense of friendship, reminding all present of the strong bonds that were formed in their school days and the many, many days beyond the final school bell.

to think big—bigger than before—to accomplish great work and achieve even more!

Our Principal, Peter Allen then walked guests through the exciting phase in which Guildford Grammar finds itself—an amazing school with a rich history and an exciting future, where tradition undoubtedly meets tomorrow. His passion for pushing Guildford Grammar to continue going from strength-to-strength was inspiring, a mission that calls on everyone in this community to achieve together.

A special thank you to the organising committee, including staff from the Community and Sustainability team and the OGA committee, MC - Denys Warren (Stirling 1971-1975), speakers, catering, musicians and the School's Strategic Leadership Team for making this gathering possible.

It was a night to nurture connections, reflect on many memories and to make plans for the future.



Out and About



OG Reunion Class of 1994 - 30 Years
The Shoe Bar



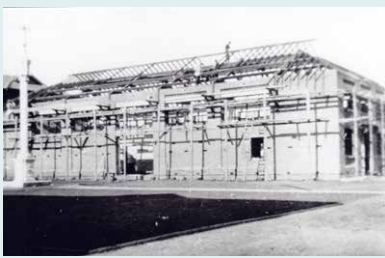
OG Reunion Class of 2003 - 21 Years
Stirling Arms



OG Reunion Class of 2004 - 20 Years
Northbridge Brewing Company



OG Reunion Class of 2014 - 10 Years
The Shoe Bar



From foundations to future!

As a parent of children at Guildford Grammar School, I feel a sense of pride knowing that my children are part of a community with deep historical roots.

One of the special things about Guildford Grammar School is being part of a community with deep historical roots. My daughters Claudia and Nina are at the beginning of their education journey, currently in Year 1 and Kindy. Their Great-great-grandfather, Lieutenant General Sir J. J. Talbot Hobbs was one of the original architects of the school and designed many of the historical buildings. When Talbot was designing the buildings, he probably never imagined that the school would one day include girls. However, knowing what I do about Talbot's personal values of integrity and fairness, I am sure that he would delight in knowing that Guildford Grammar

is continuing to evolve and provide a progressive and inclusive educational space for all children.

Mimi Leith



Reunions & Events 2025

To ensure you receive timely notification of events, please provide your email address to og@ggs.wa.edu.au or call (+61 8) 9377 8522.

Event Date	Event	Venue
28 March 2025	OGA Golf Day	Vines Resort and Country Club
4 April 2025	All Boarders Alumni Dinner	Hale School
TBC	OGA 50 + Reunion	School
19 April 2025	Winter PSA Sport Season Opener (at home)	School
23 June 2025	GGs Career Expo with OGA Mentors	School
27 August 2025	Regional Reunion	Dowerin
27 September 2025	OGA Annual Dinner	School
7 November 2025	Regional Reunion	Albany
15 November 2025	Guildford on Swan Regatta	School
November/December 2025	OGA AGM & Sundowner	TBC



Get your team together and join the OGA for their

Annual Golf Day!

Date: 28 March 2025

Venue: Vines Resort and Country Club

Competition: Ambrose



Register now

<https://oldguildfordians.com.au/golfday2025>

Keen to sponsor?

Please contact The Old Guildfordian Office to find out more!
OG@ggs.wa.edu.au | 9377 9225

Update your details

Have you moved or changed your mobile number or email address? You can now login and update your information on our website, or contact our office on og@ggs.wa.edu.au or (+61 8) 9377 8522.

www.oldguildfordians.com.au



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news

in year order

Graham Swinney (SG 1953-1955)

Celebrated 60th wedding anniversary, married Kayre Hurren 5 September 1964

John Mattiske (SG 1953-1956)

Celebrated 60th wedding anniversary, married Jennifer Egerton-Warburton 6 November 1964.

Peter Geraghty (Preparatory/Ha 1968-1971)

In May this year Peter was named RAC WA Volunteer of the Year after 43 years of extraordinary service to the Wheat belt community where he has lived all his life.

The truly humble hero has devoted most of his life to helping others since joining the Kununoppin Sub Centre as a Volunteer Ambulance Officer in 1980.

The Mukinbudin local is known across the Wheatbelt as a selfless, kind and hardworking person who always puts his community first. He has been the sub centre's secretary and treasurer since 1985, providing strong and steady leadership for more than four decades.

At 18,000 square kilometres, the Kununoppin crew cover one of the largest patches in WA, servicing the shires of Mukinbudin, Mt Marshall, Trayning and Nungarin.

In recognition of Peter's impact on the region, all four local governments made him an Honorary Freeman of their shires in 2016, the highest honour a council can bestow.

In an incredible sign of his dedication to the community, Peter has been the sub centre's sole call-taker and ambulance dispatcher since 1985.

Philip Good (St 1971-1976)

Philip retired from Murdoch University in 2021 after a 42-year career that started as a Laboratory Assistant in 1979 and finished as the Environmental Science Technical Manager.

Philip has been married to Nancy Ruth for 35 years and have two sons, Nicholas (29) and Stephen (26). Nicholas and his partner are expecting a boy in February, so Philip is looking forward to being

a grandfather. Philip's sister has six grandchildren, so he has a lot of catching up to do!

Philip's passion for the underwater and particularly fish, has seen him Scuba dive in many countries. He recently co-authored the Fishes of Omeo poster, created to help divers identify fish while visiting the Omeo wreck at Coogee Beach, WA.

Philip commenced a voluntary position at the WA Museum earlier this year, assisting the Curator of Fishes. Philip's job is to assess fish specimens that were collected and preserved in the past. Some were never Identified and catalogued, dating back to the 1950s. Philip is enjoying the challenge.

Philip is fortunate to still have his mother (95) and father (87) living close by. He takes them for an outing each week; a precious time for them all.

Chris Iseppi (Sc 1978-1980)

Chris is the owner of the Medical Field Care Response Unit (MFCRU), based in Maryborough, Queensland. The MFCRU has two ambulances which are used for event coverage and industrial use. Chris has woven medical and safety services together to give him a rewarding experience and career.

Chris's medical days started at Guildford Grammar when he joined St John Ambulance Cadets in 1978 to 1980 under Captain Ted Gray.

When not running his business, Chris rides horses including carriage driving and has also represented Australia in competitive archery. Chris lives in Maryborough, Queensland and would welcome catching up with any Old Guildfordians who are ever over his way.

Chris is always available to provide guidance should any Guildford Grammar students need advice about becoming a paramedic or safety adviser.

Dylan Harvey (Preparatory/Be 1995-2007)

Dylan currently works as a management consultant in the strategy and industrial

division at Deloitte Australia, advising clients across the mining, energy and defence industries. He completed an MBA this year from the University of Western Australia, with a thesis on gold investment strategy. Dylan will move into an executive role with a private wealth management firm in 2025.

Before his consulting career, Dylan worked in professional sports with the Fremantle Dockers Football Club and in education as a teacher and Director of Rowing in WA and SA. After his WAFL football career ended with a fourth knee reconstruction, Dylan sought his next sporting challenge, recently taking up sailing with the Royal Freshwater Bay Yacht Club.

In his spare time, Dylan provides sponsorship advice to teams in the WA motorsport community and helps at his future parents-in-laws' farm in Gidgegannup.

David Armstrong (Preparatory/Sc 1997-2010)

David married Rachael on 21 September 2024 in the Chapel of St Mary and St George with former Guildford Grammar School Chaplain, the Reverend Canon Dr Philip Raymont presiding over the service. The happy couple honeymooned in Europe.

Jonathan Armstrong (Preparatory/Sc 2002-2014)

Married Jade on 9 November.

Christopher Peters (Prep/Sc 2005-2018)

Chris' original research has been published in the scientific journal *Animals*, a remarkable and exceptionally rare achievement for an Honours student. The title of the paper is 'The Periodic Feeding Frequency of the Juvenile Tropical Rock Lobster in the Examination of Chemo-Attract Diet Performance and Colour-Contrast Preference'.

Gareth Evans (Be 2008-2010)

Became engaged to Nicole on 18 August 2024.



PSA COMBINED ALUMNI
BOARDING DINNER

As a former boarding student, we're excited to invite you to a special evening at our inaugural PSA Combined Alumni

LONG TABLE DINNER

It's the perfect chance to reconnect with old friends, share some laughs, and relive those unforgettable boarding school memories.

Friday 4 APRIL 2025 | 6pm till late

Tickets: \$80 | Hale School, Hale Road, Wembley Downs



Vale

Stephen Tonkin
(He 1938-1942)

Michael Fancott
(He 1941-1950)

Stuart Harrison
(SG 1955-1959)

Robert Cameron
(SG 1960-1966)

Davies Maxwell
(Ha 1961-1965)

Christopher May
(Fr 1967-1974)

Graeme Plummer
(Staff 2003-2014)

Lloyd Tonkin
(Staff 1981-2012)



Have you ever wondered about Freemasonry?



Have you ever wondered about Freemasonry? Or maybe you once had a family member who was a Freemason? Did you know that there is an Old Guildfordians' Masonic Lodge, which was established in 1953?

You don't need to be an Old Guildfordian to become a member, so calling all staff members, parents, care-givers, grandparents and Old Guildfordians. If you'd like to know more, please contact **Jon Durrant** on mobile 0424 265 215, email jonathan.durrant@outlook.com or contact **Grant Cucel** on mobile 0438 418 009, email gucel@yahoo.com for further information.

Business Hub for Old Guildfordians and Old Guildfordian Parents

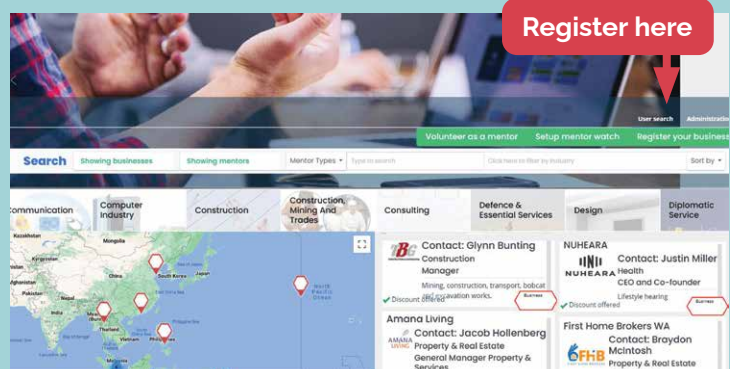
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Search for businesses and mentors.

With over 300 businesses now listed, our Business Hub is growing nicely. Support our Old Guildfordian community and make the Hub your first port of call if you have a business opportunity, or you are looking to extend your network ... all searchable and from the one place.

Add your business at no charge to increase exposure and access the advice and support of mentors, or become a mentor yourself.

To take a look or register, visit:

www.oldguildfordians.com.au/hub





Guildford Grammar School

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