

The Master Plan



Guildford Grammar School

FOUNDED 1896

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Acknowledgement of Country

Guildford Grammar School acknowledges the Whadjuk Noongar people as the Traditional Custodians of the land on which our school stands. We recognise their deep connection to this place—where the waters of the Derbarl Yerrigan (Swan River) have long been a source of life, knowledge, and cultural exchange.

We honour their Elders past, present, and emerging, and respect the wisdom they share. As we plan for the future of our school, we remain committed to learning from the stories, traditions, and enduring legacy of the Whadjuk Noongar people, ensuring that our connection to Country is reflected in the spaces we create and the community we build.

Disclaimer: All images depicted in this booklet are artist's impressions and concepts only. Final designs will vary.



From the Chair

It is a privilege to celebrate the launch of our Master Plan, an important milestone that demonstrates our commitment to ensuring a bright and sustainable future for Guildford Grammar School.

As custodians of this remarkable School, the Council is dedicated to supporting our students so they can achieve personal excellence, whatever that means to them. Their growth, wellbeing and potential are at the heart of every decision we make. The Master Plan reflects this commitment, providing a clear framework to evolve our facilities in ways that enhance learning, nurture community connections and honour the School's unique heritage.

I would like to acknowledge the outstanding efforts of our Principal, Peter Allen, the leadership team, consultants and the project group in shaping this vision, and on behalf of the Council, fully endorse the launch of the Master Plan.

Our School's unique environment, surrounded by natural beauty, is an integral part of who we are. This plan ensures we continue to capitalise on these assets, creating spaces that inspire our students, staff and community to thrive.

This is a defining moment in Guildford Grammar School's journey.

Together, we are honouring our rich history whilst building a future that empowers our students and strengthens our community for generations to come.

Michael Hillgrove
Chair of Council



From the Principal

It is with great excitement that I introduce our Master Plan, a vision *where tradition meets tomorrow*.

This plan honours the rich legacy of our School and celebrates those who have come before us. At its heart is our commitment to ensuring that every student in our care has a remarkable experience. It provides opportunities for students to remain creative and curious learners, capable of thinking critically and adapting to the ever-changing technological, educational, working and living landscapes.

Centred on three key precincts—**Heritage, Innovation and Culture & Land**—the Master Plan reflects our dedication to inspiring the students of tomorrow, nurturing our community, and preserving the values and traditions that define a Guildford Grammar School education.

Developed in partnership with With Architecture Studio and through extensive consultation with the wider community, this plan turns our shared vision into a reality. It supports the School's Strategic Plan, *Go Forward 2030* and its four pillars of success—Learning, Wellbeing, Community and Sustainability—whilst making the most of our unique campus and its natural beauty.

I am deeply grateful to everyone who contributed during the consultation phases, and I thank the School Council for their steadfast support throughout this journey.

Together, we have created a roadmap that honours our past, embraces innovation and inspires a bold future for Guildford Grammar School.

Peter Allen
Principal

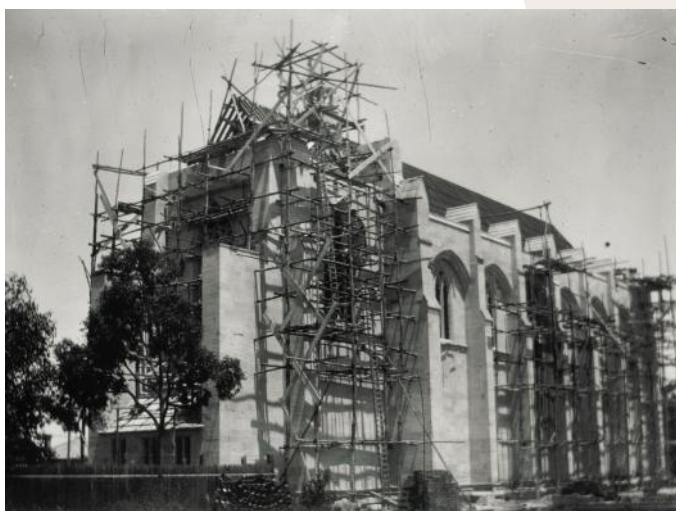
A School of Stories, A Future of Opportunity

Every corner of Guildford Grammar School holds a story—a story of vision, generosity and a belief in the power of education.

From its humble beginnings in 1896, when Charles Harper turned a billiards room into a classroom, to the generosity of Cecil Oliverson, who gifted the Chapel of St Mary and St George, our School has been shaped by those who dared to dream of something greater.

Generations of students have walked these grounds, learning, growing and forging their own stories. The first dedicated school building, the Big School Room, has stood for 125 years, a testament to the enduring legacy of those who came before. The Old Guildfordians Association, formed in 1905, ensures that lifelong connections remain strong, while the establishment of the Preparatory School in 1914 and the introduction of girls to Kindergarten in 1976 have continued to evolve our story.

Beyond the classroom, Guildford Grammar has always encouraged students to strive for personal excellence, whether in academics, the arts, sport, leadership or service. Whether competing on the field, performing on stage or excelling in the classroom, our students continue to push boundaries and embrace new opportunities. The inaugural Guildford on Swan Regatta in 2000, the opening of the Mueller Tennis Pavilion and the DLD refit in 2005 are just a few examples of how our campus has evolved to support generations of students. It is through the School's mission, the dedication of staff and the generosity of our community that we have been able to create spaces that inspire learning and growth, ensuring students have what they need to thrive, when they need it.



Set on one of the most beautiful locations in Perth, our campus is more than just a place of learning—it is a place of connection, history and belonging. With expansive grounds, historic buildings and a deep cultural significance, it offers an environment unlike any other. We honour the enduring connection of Indigenous Australians to this land and recognise its role in shaping the story of our School.

As we unveil our Master Plan, we look to the future with the same pioneering spirit that has defined our past. A future of opportunity awaits—one where new stories will be written, where tradition and innovation will stand side by side and where generations to come will continue to learn, grow and thrive.







OUR PURPOSE

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

Design Processes

How the Master Plan will evolve through
collaboration, consultation and refinement.



Investigation, Research and Consultation

The Master Plan has been developed through a comprehensive process, drawing on a mix of surveys, community consultations, analytical evidence, meaningful conversations, and insights passed down through Guildford Grammar School's rich history. This collaborative approach ensures the plan reflects the aspirations and needs of our School community, both now and into the future.



Workshops

Held with key stakeholders and the Project Group, workshops covered, Strategic Drivers, Campus Utilisation, Further Growth and the Master Plan Vision.

Phases of Master Plan established

Key Capital Project sites identified and explored

As a result of a thorough site analysis, collaborative workshops and identification of key moves that would be necessary to develop particular locations, several key capital projects were identified (see more on page 20).

Priority Matrix Established

Taking into account the building audit, site analysis and community consultation, a Priorities Matrix has been developed and provides the framework for the top 5 x Major Priorities as outline on page 20.



Assembling the Project Group

Consisting of Guildford Grammar School staff and representatives and Consultant Team; Project Manager (Total Project Management), Lead Design Consultant (With Architecture Studio), Town Planner and Heritage Consultant (Urbis), Landscape Architect and Quantity Surveyor.

Site Analysis

A thorough site analysis was conducted by WS and explored the following key details: Existing Context, Flood Map, Landscape and Sport, Interfaces, Vehicular Movement, Pedestrian Movement, Open Green Spaces, Existing Trees, Heritage and Building Audit.

Further Community Consultation

Several community consultation opportunities were made available to staff, students, families and Old Guildfordians. All comments and feedback were taken into consideration in Preparation of the Master Plan and its priorities.

Master Plan Finalised

The Master Plan is a forward-looking framework for Guildford Grammar School. It is a working and living document, designed to evolve in response to the changing needs of the School and its community. Whilst it presents a clear vision for the future, it is intentionally flexible, allowing for adjustments as priorities shift, opportunities arise or unforeseen challenges emerge. This adaptability ensures the Plan remains relevant and effective, providing a framework that can accommodate growth and innovation whilst staying true to the School's core values and long-term goals. By remaining dynamic, the Master Plan continues to serve as a guiding vision that balances aspiration with practicality.

Design Principles

The Guildford Grammar School Master Plan is built on three core design principles, shaping a future that honours our history, inspiring innovation, and strengthens community connections.

These principles are brought to life through transformative initiatives within three distinct areas: Heritage, Innovation, and Culture & Land. Together, they ensure that the School's legacy, learning environments, and connection to place are strengthened for generations to come.

Heritage

Celebrating the School's rich history, the Heritage Precinct focuses on preserving and enhancing Guildford Grammar School's historic architecture while creating spaces that foster connection and belonging.

- **Honouring our Legacy** – Restoring and adapting heritage buildings to serve as vibrant hubs for learning and gathering.
- **Strengthening Community Bonds** – Thoughtfully designed areas that bring together students, Old Guildfordians, staff, and families.
- **A Sense of Place** – Enhancing the historic core of the campus to maintain a strong link between past, present, and future.



Culture & Land

This precinct recognises the profound connection between people, culture, and the natural environment. It seeks to honour the land while reinforcing a commitment to environmental stewardship and outdoor learning.

- **Respecting the Land** – Embracing and preserving the School's unique landscape, including wetlands and the riverfront.
- **Fostering Outdoor Learning** – Reimagining natural spaces as educational resources for immersive, hands-on experiences.
- **Sustainability in Action** – Implementing green infrastructure, native landscaping, and biodiversity initiatives to enrich the environment.

Innovation

Future-focused and dynamic, the Innovation Precinct prioritises modern learning environments, wellbeing initiatives, and sustainability-driven spaces that empower students to thrive in an ever-changing world.

- **Learning for Tomorrow** – Creating flexible, technology-enabled spaces that support personalised and innovative learning.
- **Wellbeing at the Centre** – Designing environments that nurture mental, physical, and emotional growth.
- **Sustainable Futures** – Incorporating environmentally responsible practices, ensuring long-term social and economic sustainability.

The Master Plan is not just about infrastructure—it is about people, experiences, and the future of Guildford Grammar School. By uniting our history, innovation, and connection to the land, we are shaping a campus that is dynamic, inclusive, and ready to Go Forward.



DESIGN CHARACTERISTIC

The Third Classroom

This initiative transforms Guildford Grammar's riverfront into a dynamic extension of the traditional classroom, fostering curiosity and innovation in a setting that connects students to the natural world.

Big Plans need
big ideas!



The riverfront and wetlands are one of the campus's most remarkable natural assets, yet they remain underutilised. The 'Third Classroom' concept envisions rehabilitating this unique environment to serve as an immersive outdoor learning space. By restoring

the area and integrating it into the educational experience, students will have opportunities to engage with nature, learn about environmental stewardship and explore disciplines like biology, sustainability and art in a hands-on, meaningful way.



ECOLOGICAL REGENERATION



SERENE SANCTUARIES



CULTURAL EXPLORATION



OUTDOOR LAB





DESIGN CHARACTERISTIC

Connected Campus

A connected campus will ensure students, staff and visitors experience a sense of unity and flow, enhancing the overall campus atmosphere and fostering a stronger sense of community.



Currently, the separation between the Preparatory and Senior campuses can create challenges for seamless movement and collaboration. The 'Connected Campus' concept focuses on bridging this divide through intentional

interventions that improve accessibility and foster cohesion. This could include new pathways, shared spaces and innovative architectural solutions that visually and functionally link the two areas.

RESTING NODES



VEGETATED PATHWAY



SHELTERS



DESIGN CHARACTERISTIC

Campus Life

The 'Campus Life' concept aims to create a harmonious relationship between the campus and its surroundings by adopting nature-based solutions.



Guildford Grammar School is integrating nature-based solutions to enrich learning, wellbeing, and innovation, fostering a campus that inspires curiosity and connection.

This involves designing spaces that respond to the local environment, such as native landscaping and wetlands' rewilding, which will improve biodiversity and support sustainable practices. These

initiatives not only enhance the visual and ecological value of the campus but also enrich the daily lives of students and staff by providing inviting spaces for gathering, reflection and recreation. By embracing this approach, Guildford Grammar School can establish itself as a leader in sustainable campus design, reinforcing its commitment to community and environmental wellbeing.

OUTDOOR SOCIAL SPACES



RECREATIONAL ZONES



INTERACTIVE PLAY



IMMERSIVE CULTURAL GARDENS

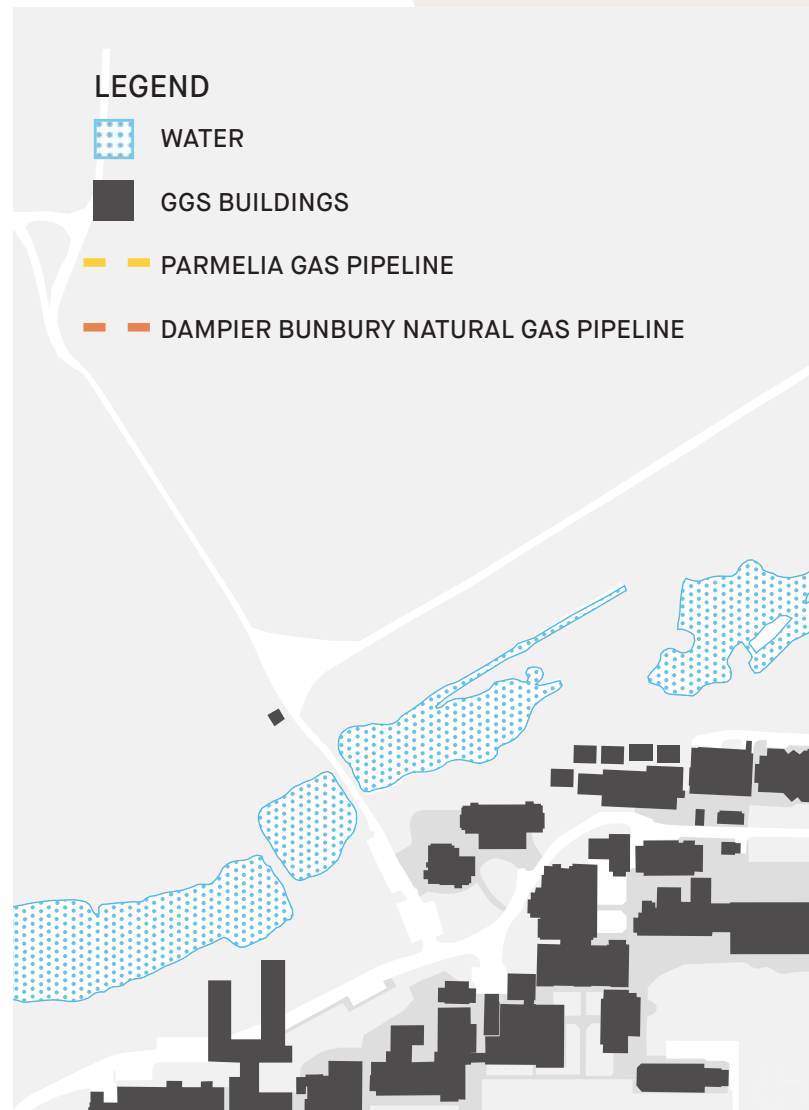




Navigating Constraints

These factors have guided the Master Plan's development and will continue to influence its staged implementation, ensuring that all future works align with the School's long-term vision while respecting regulatory, environmental, and community considerations.

The development of the Master Plan has been shaped by a range of constraints that must be carefully managed to ensure a successful outcome. Through extensive consultation and research, key challenges have been identified, and these will remain central to future decision-making as the Master Plan progresses. Balancing heritage preservation, environmental considerations, regulatory requirements, and the practicalities of construction within an active school environment will be critical to delivering a sustainable and functional outcome for the campus.



Regulatory Changes: Project could require reassessment under evolving statutory frameworks such as NCC 2025 and updated Planning Regulations.

Heritage & Existing Buildings: Protecting heritage structures and minimising risks to adjacent buildings requires careful sequencing of construction activities, with compliance upgrades that respect the campus's historical character.

Bushfire Risk: The south-eastern portion of the campus falls within a Bushfire Prone Zone, necessitating ongoing consultation with specialists to address Bushfire Attack Level (BAL) requirements.

Flood Plain Considerations: Large sections of the site are within an AEP floodway zone, detailed investigation and research has been conducted to mitigate flood risks and will be considered as the Plan is rolled out.

Tree Preservation: Maintaining mature trees within the campus core is important and will require arborist oversight to protect root systems during construction.

Existing Easements: Constraints such as overhead and underground power lines near the hockey field, as well as the Parmelia and Dampier Bunbury Natural Gas Pipelines, have been investigated to determine construction feasibility and incorporated into the design of the Plan.

Aboriginal Cultural Considerations: Future phases of the Master Plan may integrate Aboriginal perspectives, requiring consultation and respectful planning.

Managing a Live School Environment: Construction will be carefully staged to minimise disruption to students, staff, and boarding facilities, with clear communication and management plans in place.

Latent Conditions: Building near wetlands and flood zones has required geotechnical testing to address potential ground stability issues within the Plan.


Clearing & Environmental Impact: Any necessary clearing will require permits, with environmental management a key factor.







The Master Plan

- | | | | |
|---|---------------------------------------|--|---|
|  | WATER |  | NEW EARLY LEARNING CENTRE AND OSC |
|  | GGS BUILDINGS |  | REPURPOSING EXISTING OSC |
|  | NEW WORKS |  | REPURPOSING BOAT SHED AND REWILDING OF WETLANDS |
|  | GREEN AREA |  | NEW PERFORMING ARTS CENTRE |
|  | SPORTING HARDCOURTS |  | NEW DESIGN & TECHNOLOGY |
|  | SPORTING FIELDS |  | NEW GENERAL LEARNING |
|  | REWILDING WETLANDS |  | NEW PREP GYM |
|  | NEW AQUATIC & SPORTS CENTRE |  | REPURPOSE TO ADMINISTRATION |
|  | REFURBISH EXISTING GYM |  | REPURPOSE TO MUSEUM/GALLERY |
|  | NEW HOUSE HUB & CANTEEN/DINING |  | NEW ROWING AND FUNCTION FACILITY |
|  | REFURBISH LIBRARY TO STUDENT SERVICES |  | FUTURE BOARDING EXTENSION |
|  | REPURBISH DINING HALL TO LIBRARY | | |
|  | NEW HOUSE HUB & GENERAL LEARNING | | |

Performing Arts

Early Learning Centre

General Learning
Areas and D&T

House Hub and
Canteen/Dining

**View from the West looking
across the Senior School**



Aquatic and Sports Centre

Senior Boarding House

Rowing and
Function Facility

Monop Building

Joobaitch Building

**View from the South-West over the
Main Entrance and Preparatory School**



Preparatory Gym
and Pool Enclosure

Early Learning Centre

Performing Arts

Aquatic and Sports Centre

View from the North through the
Senior School Main Entrance



Thwaites

Oliverson Gym

Houses and Canteen/Dining

**View from the South through
the House Hub and Dining area**



Houses and General
Learning Areas



Shaping the Campus of tomorrow

Extensive consultation and strategic planning have shaped the key priorities of the Master Plan. These priorities have been identified through a careful assessment of educational needs, community aspirations, sustainability goals, and the School's long-term vision.

Priorities

Highlighting the main projects and key priorities for a lasting impact: a vision brought to life in stages.

Top priorities: (not in order)

Aquatic and Sports Centre

House Hub and Canteen

Early Learning Centre

Culture and Science Centre

Performing Arts Centre

Secondary Priorities: (not in order)

Design & Technology Faculty

General Learning Spaces

Preparatory Gym

New Museum/Gallery

Rowing and Functions Facility

The Guildford Grammar School Master Plan envisions a campus that connects its people, place and purpose through the distinct areas of Heritage, Innovation and Culture & Land. It aims to strengthen ties with the wetlands, the Guildford and Guildford Grammar School communities, and enhance connections between the Preparatory and Senior Schools.

By honouring the site's rich heritage and embracing its transition to a co-educational environment, the plan focuses on enhancing existing assets, supporting sustainable growth and creating future-focused spaces. Balancing preservation and progress, the Master Plan provides a roadmap for a campus that evolves with purpose and inspires generations to come.

Early discussions with key stakeholders identified significant capital projects for both the Senior and Preparatory Schools, aligned with the Guildford Grammar School Strategic Plan: *Go Forward 2030*.

With an enrolment goal of 1,900 students by 2030, these projects represent major physical and economic developments. Whilst these capital works will shape the Campus Master Plan, additional focus will be placed on enhancing access, traffic flow, carparking and green spaces to create a cohesive and functional campus. Additional community consultation will also be sought as each priority is considered.

Looking ahead, the vision for Guildford Grammar School extends beyond immediate needs to

anticipate future growth, educational advancements and evolving community engagement.

These longer term goals are designed to ensure that the campus not only meets the demands of a growing student body but also adapts to changing educational practices, technological innovations, and sustainability efforts.

By focusing on strategic investments and developments, we aim to create a vibrant, forward-thinking campus that continues to foster excellence in education and enrich the experience for students, staff and the wider community.



Aquatic and Sports Centre

Combining the Aquatic Centre and Sports Hall into a single building will optimise space, share amenities and improve efficiency, ensuring Guildford Grammar continues to offer high-quality facilities for students and the wider community.





Rationale

Sport is an integral part of life at Guildford Grammar School, with all students from Years 4 to 12 participating in compulsory sport. As a founding member of the Public Schools' Association (PSA), the school provides students with extensive opportunities across PSA competitions, community sport, and other competitive pathways. With a rich sporting tradition, Guildford Grammar frequently hosts interschool events, leveraging its extensive array of sporting fields. However, the existing gym and pool no longer meet the required sporting standards and are nearing the end of their operational life. To address these issues, combining the Aquatic Centre and Sports Hall into a single building will optimise space, share amenities, and improve efficiency, ensuring Guildford Grammar continues to offer high-quality facilities for students and the wider community.

Description

The new Aquatic and Sports Centre is marked to be located east of the Thwaites Building, with the current grass hockey field repurposed as a construction laydown area.

This facility aims to feature a 25m/50m enclosed swimming pool, learn-to-swim area, change rooms, strength and conditioning space, and an indoor court. A water polo facility will also be considered.

Once completed, it will allow the relocation of the Oliverson Physical Education Centre (current gym) and swimming pool amenities, enabling the hockey field to be transformed into new tennis and netball courts, thus replacing the current Preparatory School courts.

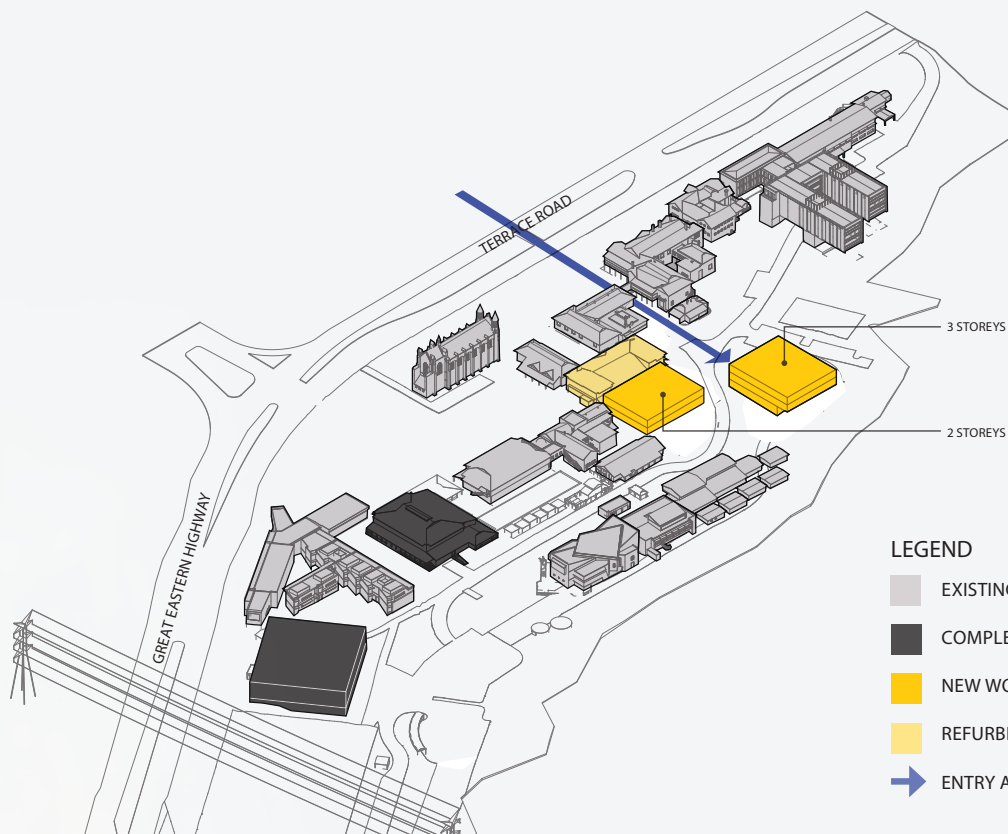




House Hub, Canteen and Dining

Guildford Grammar School's House system has long been a cornerstone of student life, fostering a deep sense of belonging, tradition, and pastoral care.





LEGEND

- EXISTING BUILDINGS
- COMPLETE KEY CAPITAL PROJECTS
- NEW WORKS
- REFURBISHMENTS
- ENTRY AXIS

Rationale

The eight Guildford Grammar School Houses are integral to the School's tradition, providing a sense of belonging and pastoral care. An audit revealed many Houses are underutilised, outdated and non-compliant, with poor passive surveillance which at times can contribute to antisocial behaviour.

Description

To address these issues, a new House Hub is marked to be developed north-west of the Waller Centre, housing four Houses and the canteen in a multi-storey building. This will enhance the campus grid, create a central point of arrival for Senior students and consolidate the pastoral care precinct to improve accessibility. The existing Waller Centre will house the remaining Houses.

The development will also incorporate a Senior School drop-off zone and additional car parking to accommodate growth. With the urgent need to upgrade the current Houses, this project directly supports the pillars of success outlined in the Guildford Grammar School Strategic Plan.

The new House Hub, canteen and dining project will be staged as following:

Stage 1: New House Hub & Canteen/Dining

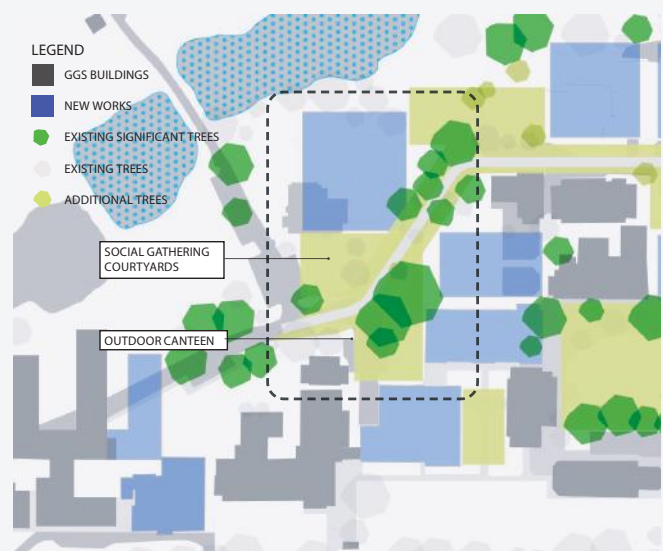
Replace Stirling, Woodbridge and Bennet Houses with a central facility housing four Houses, general learning spaces and a shared Canteen/Dining Area for boarders and students.

Stage 2: Repurpose to New House Hub

Transform the Waller Centre/Library into a hub for four Houses with integrated general learning spaces.

Stage 3: Relocate Library to Dining Hall

Shift the Library to the existing Dining Hall, activating its frontage and maintaining close proximity to the House Hubs, creating a central Student Services Hub.

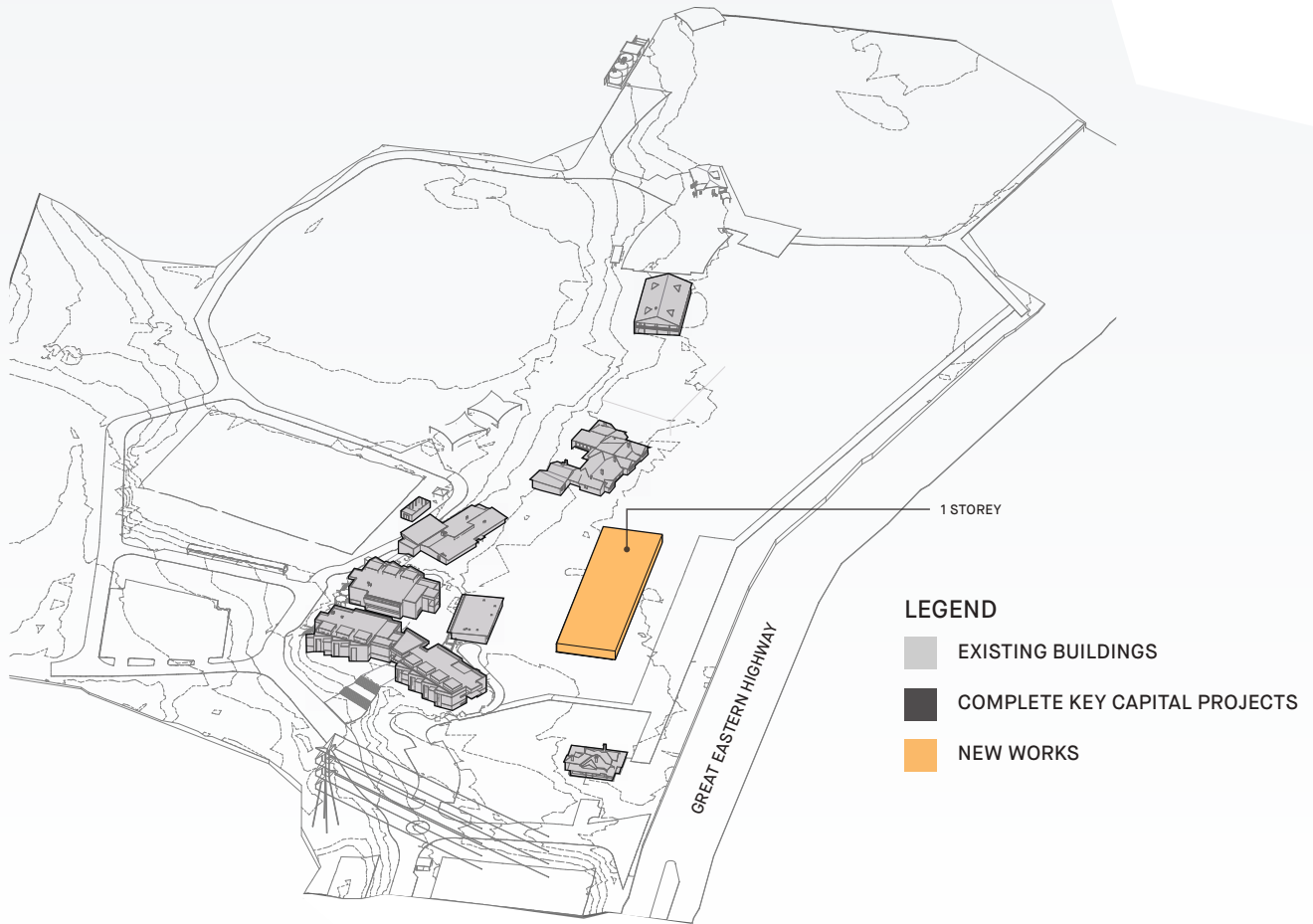




Early Learning Centre and Out of School Care

The new facility will offer larger, more suitable spaces that foster a stronger connection to nature play and better accommodate the increasing enrolments.





Rationale

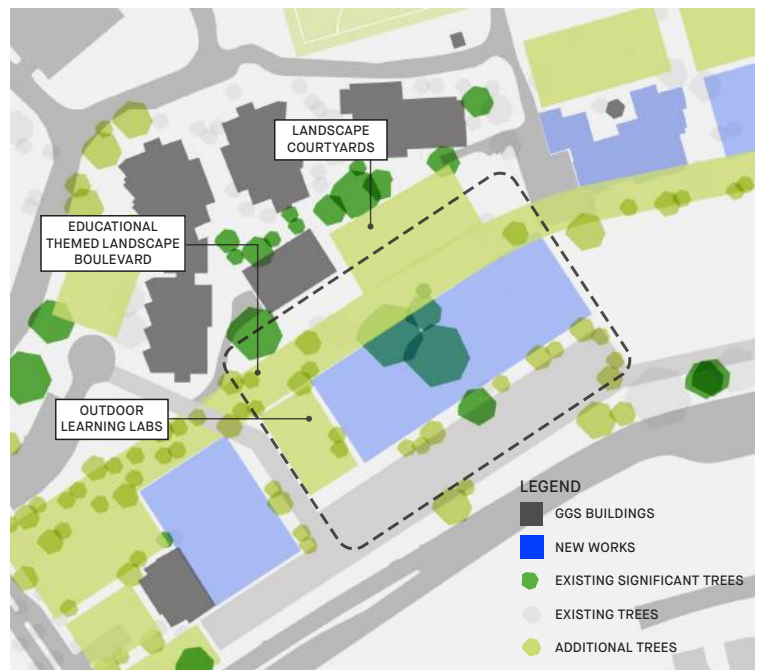
Guildford Grammar School is committed to providing high-quality education from Early Learning through to Year 12, and as the Preparatory School continues to grow, the development of a new Early Learning Centre (ELC) is essential. The new facility will offer larger, more suitable spaces that foster a stronger connection to nature play and better accommodate the increasing enrolments.

Description

The Early Learning Centre (ELC) development will be delivered in two stages to maximise space and ensure a seamless transition.

Stage 1: A new ELC building will be constructed west of the existing Little Explorers building. Once completed, the current structure will be relocated to facilitate the next phase.

Stage 2: The vacated space will be redeveloped, with further investigations into the main road intersection following the appointment of a traffic consultant.



To support the growth of the Preparatory campus, additional parking options near the new building will be explored for convenience. The internal courtyard space also presents an opportunity for transformation into a nature play area, providing accessible outdoor learning experiences for students.



Cultural and Science Centre

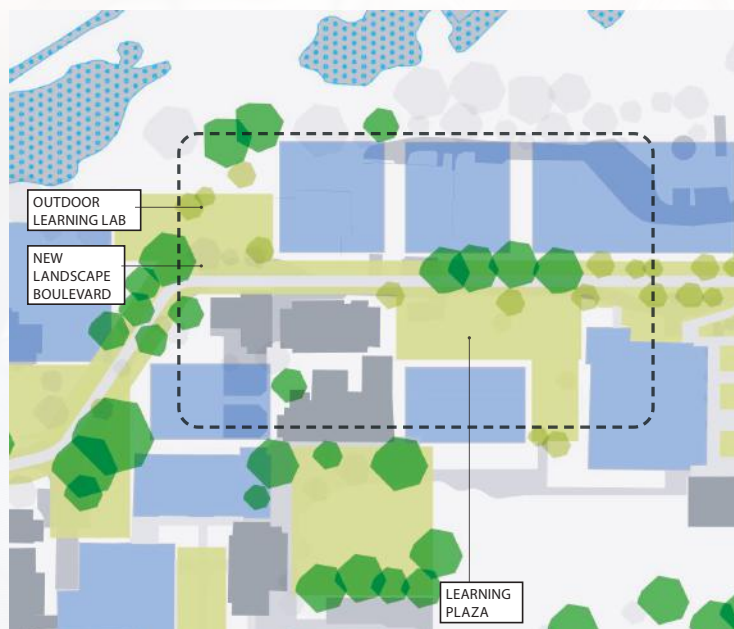
The Cultural and Science Centre will be strategically located within a scenic and natural setting, aligned with the 'Third Classroom' concept.





LEGEND

- EXISTING BUILDINGS
- COMPLETE KEY CAPITAL PROJECTS
- NEW WORKS



LEGEND

- GGS BUILDINGS
- NEW WORKS
- EXISTING SIGNIFICANT TREES
- EXISTING TREES
- ADDITIONAL TREES

Rationale

The development of the Cultural and Science Centre on the site of the historic boat shed site, located on the flats, is a key priority within the Master Plan, reflecting the School's commitment to preserving its cultural heritage and enhancing the natural environment. This initiative will serve both the School and the broader community, creating opportunities for engagement, exploration, and a deeper connection to the site's history.

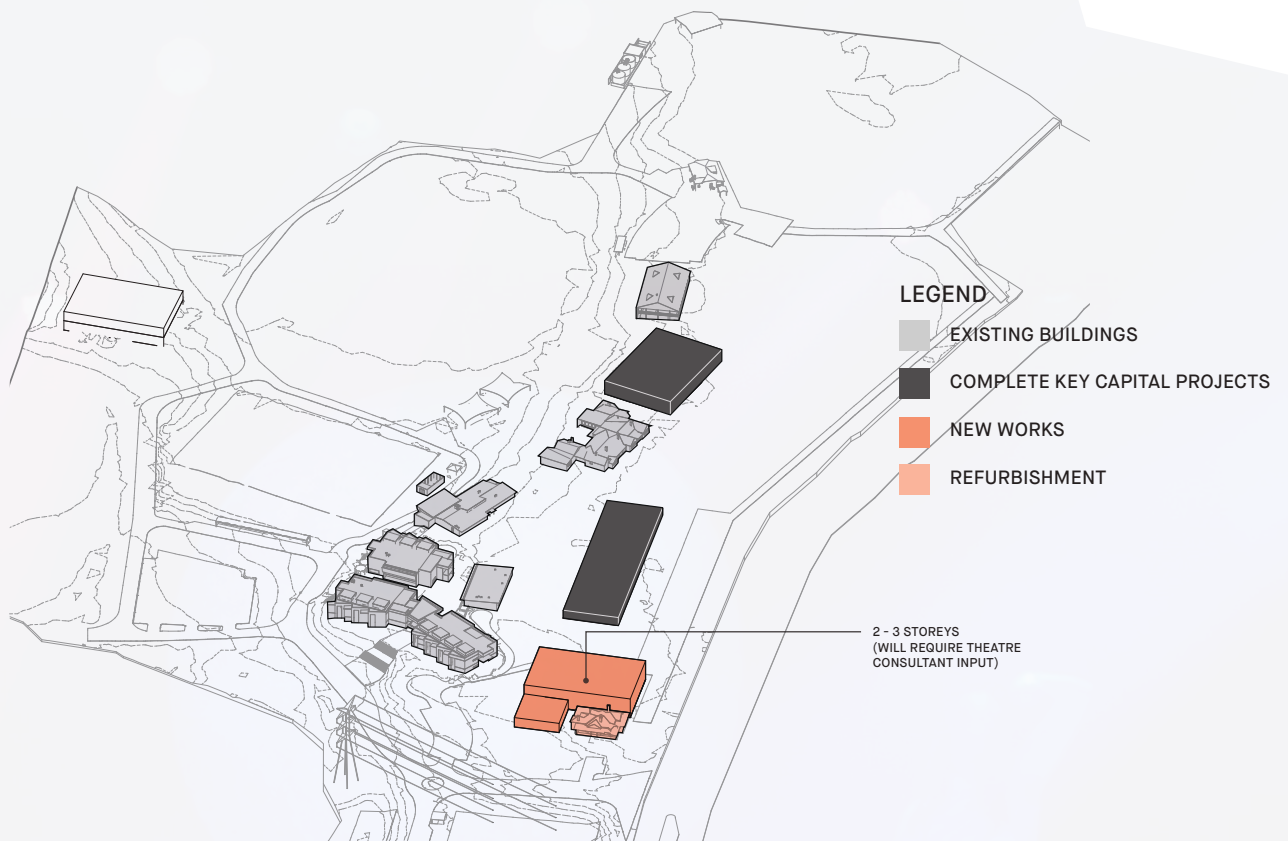
Description

The Cultural and Science Centre will be strategically located within a scenic and natural setting, aligned with the 'Third Classroom' concept. It will provide a space for hands-on learning, encouraging exploration of nature and sustainability. The centre will foster a vibrant, community-focused environment where students can connect with both the area's heritage and the broader curriculum, ensuring the preservation and growth of the site's educational value for future generations.

Performing Arts Centre

The new Performing Arts Centre will provide students with a modern, state-of-the-art facility that enhances their opportunities to explore and grow in the Arts.





Rationale

This dedicated space will bring together Music, Drama and other Arts education, enriching students' learning experiences and fostering their creativity. In addition to benefiting students, the Centre will serve the wider community by offering access to high-quality performance spaces for events.

Currently, the existing David Lawe Davies Centre is nearing the end of its usable life due to deteriorating conditions and non-compliance issues, which may present safety risks.

Description

The New Performing Arts Centre will be strategically positioned adjacent to the Early Learning Centre, serving as a prominent entry landmark for the campus along Great Eastern Highway. This facility will likely feature a standalone theatre with a 600-person capacity and will serve the whole School. It will also accommodate the relocation of the music rooms from the Preparatory School and the David Lawe Davies Centre into the new learning facility. By marking the campus entrance, the Performing Arts Centre will enhance the public interface and serve as a defining feature of the campus.





Secondary Priorities

A range of secondary priorities have been identified to further enhance the campus experience. These projects focus on refining learning environments, expanding facilities, and supporting the evolving needs of students and staff. While not the primary focus of initial development, these initiatives will play an important role in ensuring a well-rounded, future-ready school.



Design & Technology

Rationale:

As technology and innovation evolve, so too must the spaces where students learn and create. A new Design and Technology Hub will provide an enhanced environment that supports hands-on learning, collaboration, and industry-relevant skills.

Description:

The new facility will feature specialist workshops, digital fabrication spaces, and collaborative project areas. Designed to integrate traditional craftsmanship with cutting-edge technology, it will support a curriculum focused on creativity, problem-solving, and future-ready skills in design, manufacturing, and engineering.

New Museum/Gallery

Rationale:

Guildford Grammar has a rich history that deserves a dedicated space for preservation and display. A new Museum/Gallery will celebrate the School's heritage while engaging students and the broader community.

Description:

Located in repurposed Terrace Road assets, the Museum/Gallery will showcase historical collections, student artwork, and rotating exhibitions. Designed as a dynamic learning space, it will provide opportunities for exploration, creativity, and cultural engagement.

Rowing & Functions Facility

Rationale:

Rowing is an integral part of Guildford Grammar's sporting tradition, and a new facility will enhance training, storage, and event capabilities. This development will support both the rowing program and the broader school community.

Description:

Located at the HC Small Boat Shed site, the new multi-purpose facility will provide expanded boat storage, modern training areas, and a function space with views of the Swan River. Designed for both athletic and social use, it will strengthen the School's connection to the water while offering a high-quality venue for events and gatherings.

Preparatory Gym

Rationale:

Physical activity is essential to student development, and a purpose-built Preparatory Gym will provide a dedicated space for sport, movement, and wellbeing. This new facility will better support physical education programs and co-curricular activities.

Description:

Centrally located within the Preparatory School's sporting precinct, the new gym will include a multipurpose indoor court, movement spaces, and upgraded change rooms. Designed to encourage participation and active lifestyles, it will provide a modern, well-equipped space for students to develop fundamental skills in sport and physical activity.



Next steps...

To ensure the successful implementation of the Guildford Grammar School Master Plan, the next steps will involve conducting a detailed analysis and feasibility study of each priority area. This process will enable the School and Council to assess the viability, costs, and benefits of the proposed projects and determine the first priority to bring to life. This careful approach ensures that each development aligns with the School's strategic goals, supports sustainable growth, and meets the evolving needs of our community.

Detailed Analysis & Feasibility Study

A thorough review of each priority area will be conducted, incorporating insights from previous consultation, School and community research projects. This stage will assess site conditions, operational requirements, and long-term sustainability to ensure each project aligns with the School's strategic vision and practical needs.

Consultation & Engagement

Once the first priority project is identified, a dedicated consultation phase will begin. Further discussions with students, staff, parents, and key stakeholders will refine the design and functionality of the space, ensuring it meets the needs of the School community.

Implementation & Future Growth

Once the design is finalised and approved, construction will commence. As projects are completed, the School will continue to review and refine the Master Plan to ensure it evolves alongside the needs of the Guildford Grammar community, fostering excellence in learning, wellbeing, and community engagement, while ensuring the long-term sustainability of the School, its infrastructure and the environment.

Viability Assessment & Prioritisation

Guildford Grammar School and its Council will assess the feasibility, costs, and benefits of each proposed project. This evaluation will determine which initiatives will be prioritised first, ensuring the most impactful projects are brought to life in a considered and strategic manner.

Design & Planning

Following consultation, the project will move into the design phase. Architects and planners will develop detailed plans that not only meet the School's current needs but also support future growth, innovation, and educational advancement.




Guildford Grammar School
The Future

Help us bring this vision to life



Guildford Grammar School Master Plan



From Tradition to Tomorrow: Encouraging community involvement and financial support to bring the Master Plan to life.

This Master Plan represents an exciting and transformative vision for the future of Guildford Grammar School, centred on Heritage, Innovation and Culture & Land.

It draws inspiration from the School's rich history, honouring the past and celebrating those who have come before us—from tradition to tomorrow.

Our commitment to providing opportunities for students to strive for personal excellence is at the heart of this vision, ensuring we continue to foster an environment where they can reach their full potential.

By enhancing the campus and strengthening connections within our community, this plan sets the foundation for a future that nurtures growth, creativity and collaboration. The 'Big Ideas', alongside our unique campus assets, provide the framework for a thriving educational experience that honours our traditions whilst embracing the possibilities of tomorrow.

We invite you to join us in making this vision a reality, whether through financial contributions or other forms of involvement.

For more information and to learn more, please reach out to our Head of Philanthropy, Georgia Allen on 9377 9225 or georgia.allen@ggs.wa.edu.au and together, let's bring this vision to life for our school and community.



Guildford Grammar School

FOUNDED 1896

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