

GUILDFORD GRAMMAR SCHOOL

Boarding



Guildford Grammar School

FOUNDED 1896

Boarders are central to the life of Guildford Grammar. Our School was built with regional families at its heart, guiding who we are and how we care.





CONTENTS

Welcome	4
Principles of Boarding	6
Boarding Staff	8
Wellbeing and Pastoral Care	10
Guildford Ascent	12
The Boarding Pathway	14
Academic Support	16
Communication With Families	18
Separate Boarding Houses	20
After School Hours	22
Equestrian Access Service	24
Grounds That Feel Like Home	26
Belonging For Life	28
Frequently Asked Questions	30
Join Our Community	34

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. 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 live in and the community we build.

Welcome

FROM THE PRINCIPAL



Our boarders come to us from across Western Australia, interstate and overseas. Many arrive from regional and remote communities, bringing a grounded outlook and a readiness to engage fully in school life.

Boarding at Guildford Grammar is a place of belonging, a home away from home, where students spend formative years learning, growing and developing into young adults. I understand the trust this requires. I give you my full commitment that your child will be known, supported and cared for with intention and purpose.

Our Boarding program supports the whole child. We build independence and resilience while maintaining high expectations for learning, conduct and contribution. Students are guided to manage their time, care for themselves and others, and engage fully in the Academic and Co-curricular life of the School.

Our Boarding Houses have been designed with purpose. As a co-educational boarding school, we have taken a thoughtful approach to how students live and grow together. Three Boarding Houses support different stages of boarding life. Younger boys and girls begin their journey in houses designed to nurture confidence, friendships and play. Older students, from Year 9 to Year 12, live in our Senior Boarding House, with separate wings for boys and girls. These spaces are secured and supervised, with shared common areas where students come together to relax, talk and spend time with one another.

Strong relationships sit at the heart of our Boarding program. The connection between staff and students creates an environment where young people feel safe, supported and ready to meet each day with confidence.

Our grounds often feel familiar to students who come from agricultural and regional communities. Set on the banks of the Derbarl Yerrigan (Swan River) and bordered by natural bushland, the campus offers space, calm and connection to the outdoors. We invite you to visit and experience our Boarding community for yourself. We look forward to welcoming you.

Mr Peter Allen
Principal

FROM THE HEAD OF BOARDING

When families are considering boarding, they are placing great trust in the people who will care for their child each day. That responsibility is shared by a boarding team who live, work and belong within the community.



Boarding Year Coordinators live on campus with their families, including myself. This is our home as well as our workplace, and that shapes the way we care for students. We see boarders across every part of their day, from mornings and study time to evenings, weekends and quieter moments. Over time, we come to know each student well, how they settle, what they enjoy, where they need encouragement and how best to support them.

With more than 170 boarders living together, there is a strong sense of family. Younger students are supported by older peers who naturally take on a big brother or big sister role. These relationships form quickly and help new boarders feel secure, included and confident as they find their place.

Our Boarding staff are on site at all times. Because they live here, they are fully integrated into daily boarding life and closely connected to students and families alike. Support is consistent and visible, and when a student needs extra care, it is noticed early and responded to thoughtfully.

Care extends into the Day School. As Head of Boarding, I sit on the School's Executive Leadership Team and work closely with academic, pastoral and wellbeing leaders to ensure students are supported across all areas of school life. Key staff are aware of what matters for each child, allowing care to be coordinated and continuous.

Boarders also receive additional academic support, with tutors available on site during homework hours. This provides structure, reassurance and guidance as students develop study routines and manage their workload.

Transition into boarding is approached with care and intention. The Guildford Ascent program supports new Year 7 boarders, while students joining at other year levels are welcomed through a clear and well-established process that continues to evolve. Every new boarder is supported to settle in, build connections and begin their boarding journey with confidence.

Nothing replaces home, but our aim is to create a place where your child feels safe, supported and genuinely known. We have a community where they can grow in independence, confidence and connection.

Mr Matthew Weston
Head of Boarding

GUILDFORD GRAMMAR SCHOOL

Principles of Boarding

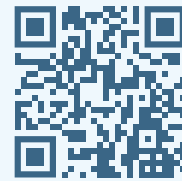


VALUES THAT GUIDE US

Boarding has been part of this School from the beginning. Over time, a clear set of values has guided how boarding is lived and experienced. Respect, trust and community sit at the centre of boarding life and inform the way students, staff and families work together.

Boarding at Guildford Grammar is guided by the following principles:

- Boarding thrives on open and honest relationships, built on mutual respect for the individual.
- Each boarder's full potential is nurtured through emotional, intellectual, moral, social, spiritual and physical development.
- Every boarder and staff member has the right to live, learn and relax free from harassment or bullying of any kind.
- Boarders have the right to pursue their academic goals in a positive, supportive environment that encourages learning and growth.
- Respect for privacy is fundamental to life within the boarding community.
- Shared values are lived and communicated for the greater good of the community.
- All students are offered equal opportunities, regardless of culture, religion, ethnicity or background.
- Service and leadership are encouraged through actions. By taking an interest in others, being a positive role model and earning respect through integrity, not privilege.
- Boarding is a partnership between the School, boarders and parents, united in support of each student's wellbeing and success.



SCAN TO VIEW

Read more about our exceptional boarding facilities

GUILDFORD GRAMMAR SCHOOL

Boarding Staff

"The Boarding community at Guildford Grammar is incredibly special. My children have grown up surrounded by Boarders — they're part of our extended family,"

Gemma Haddleton, Boarding Year Coordinator



A CONNECTED COMMUNITY

Our Boarding Year Coordinators and boarding staff support students each day with homework, pastoral care and recreation. The team includes carers who work exclusively in the boarding houses, as well as teachers, tutors and sports coaches from across the School who are closely involved in boarding life. They form a connected community where students are cared for and warmly welcomed as part of the extended boarding family.

Boarding Year Coordinators live on campus with their families and remain closely connected to students throughout their boarding journey. In the Junior years, two dedicated Year Coordinators support students across Years 7 and 8. Through the Middle Years, students are guided by a Boarding Coordinator who remains with them from Years 9 to 11, before they complete their Guildford Grammar journey with a dedicated Year 12 Coordinator. This continuity allows staff to build strong relationships and develop a deep understanding of each child and their individual needs. Students benefit from a consistent presence as they grow in confidence and independence.

The boarding team creates a supportive and well-structured environment. The consistency of care and the strength of these relationships give families confidence and help students feel known, supported and settled in boarding life.



GUILDFORD GRAMMAR SCHOOL

Wellbeing and Pastoral Care



WRAP-AROUND SUPPORT

The transition into boarding is a significant step for your child and your family. Living away from home and starting at a new school can feel overwhelming, particularly in the early stages. This is understood and carefully planned for, with a considered approach to helping students settle into boarding and Senior School life.

Support begins well before your child starts through the Guildford Ascent program and continues with Orientation Weekend, Step Up Day and a structured introduction to Senior School in The Hub. This approach allows younger students time to adjust, build friendships and gain confidence before moving fully into School life.

As well as this considered approach and the Guildford Ascent program, boarders are supported by a structured wellbeing program that flows through each age and stage. It builds over time, helping students develop self-awareness, strengthen relationships, grow in confidence and prepare for life beyond school, with their personal wellbeing at the centre throughout.

Wellbeing support continues throughout the year. Boarders can take part in a full recreational program, have access to supervised weekday study and receive regular check-ins from boarding staff. Families are kept informed through ongoing communication, ensuring you remain connected to your child's experience.



GUILDFORD GRAMMAR SCHOOL

Guildford Ascent



SUPPORTED STEPS TO SUCCESS

The transition to boarding is a significant milestone for your child and your family. As a boarding school with a 130-year history, we understand the care this transition requires. To support students as they prepare for boarding, we have developed Guildford Ascent – Supported Steps to Success.

Guildford Ascent is a structured onboarding program designed for new Year 7 boarders and is the ideal place to begin a boarding journey. It is carefully planned to help families feel welcomed, informed and prepared, and to ensure students arrive confident and familiar with boarding life.

The program begins nine months before your child starts and follows a clear, supportive progression:

9 Months Out

Families are welcomed to a BBQ at Malcolm Hall, where they meet boarding staff, current boarders and other new families. This early connection helps students and parents become familiar with the boarding environment and begin forming relationships.

6 Months Out

Where possible, boarding staff visit families at home to deliver technology, assist with set-up and answer questions through a personal visit. This helps students feel supported and known well before they arrive on campus.

4 Months Out

Students take part in a short series of online transition sessions led by our technology team and Deputy Head of Boarding. These sessions introduce routines, expectations and daily life in boarding, while also creating space for conversation. Often, these discussions continue beyond the formal sessions, with students connecting through online forums and chats, sharing stories and building friendships before they meet in person.

2 Months Out

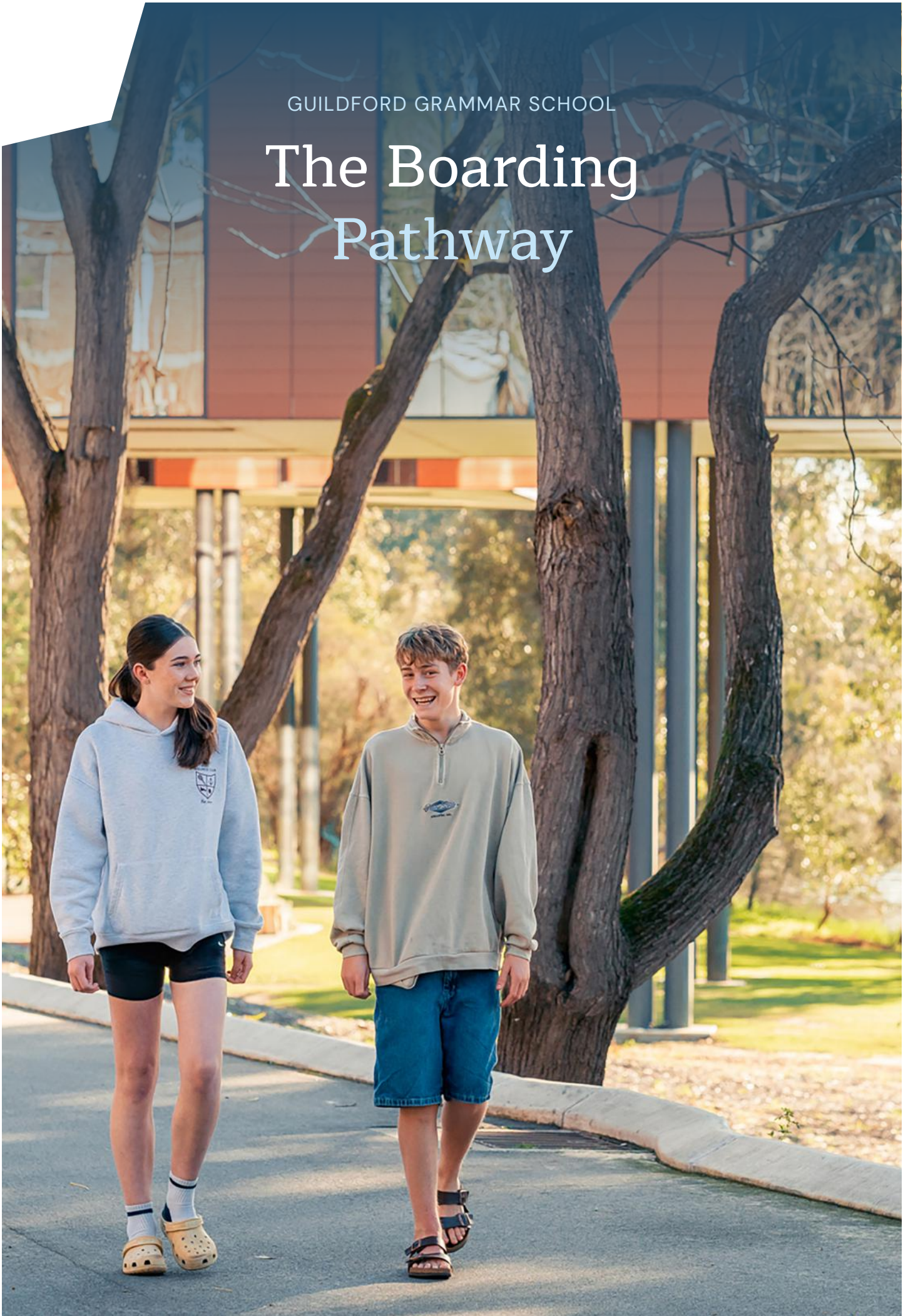
Orientation Weekend includes an overnight stay in the boarding precinct, allowing students to experience boarding life firsthand. This is followed by Step Up Day, where students join their Senior School peers for a full transition experience.

While Guildford Ascent is designed for new Year 7 boarders, students who join boarding mid-way through the year or at other year levels are also supported through an adjusted transition program. This ensures every new boarder, regardless of when they commence, is warmly welcomed, well prepared and set up for a positive start.



GUILDFORD GRAMMAR SCHOOL

The Boarding Pathway



JOURNEY OF GROWTH

Boarding is a journey of growth, responsibility and increasing independence. Each year level is supported through age-appropriate experiences that help students build confidence, strengthen relationships and prepare for what comes next.

Year 7: Looking in

Students develop self-confidence and resilience. They learn to manage emotions, reduce anxiety and build the social and emotional foundations needed for boarding life.

Year 8: Looking out

Students strengthen interpersonal skills and learn how to build positive relationships. There is a focus on kindness, empathy and responsible digital literacy.

Year 9: Venturing out

Students build confidence by challenging themselves mentally and physically. In addition, all boarders take part in the City to Surf event, setting goals and preparing together as a team and supporting one another.

Year 10: Helping out

Students engage with their community and learn the importance of giving back. Service Learning encourages reflection and contribution.

Year 11: Stepping out

Students develop practical life skills that support independence. This includes preparation for work, training or tertiary study.

Year 12: Looking back

Students reflect on what supports their wellbeing and learning as they prepare to step into life beyond school. They manage routines, maintain balance and access wellbeing activities that support focus, resilience and life-ready independence.

GUILDFORD GRAMMAR SCHOOL

Academic Support



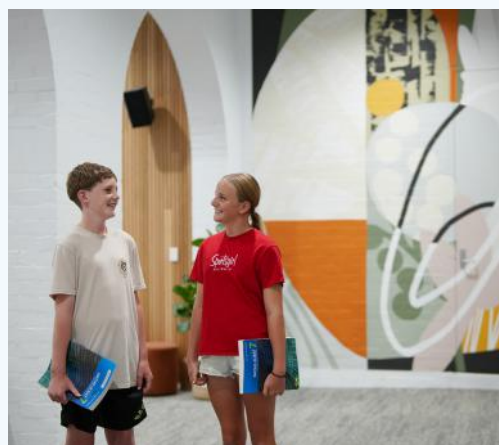
STUDY PROGRAM

Alongside access to teachers across the Senior School, boarders are supported through a structured and supervised evening study program. This includes access to additional tutoring on site during homework hours, providing targeted support where it is needed. Together, this helps students stay organised, manage their workload and keep on top of their learning.

Each weekday evening, students complete study in small groups with staff and tutors on hand to provide guidance, answer questions and support organisation and preparation. This creates a calm, focused environment for independent work, while ensuring help is readily available.

At the beginning of each term, students set academic goals with the support of boarding staff. Progress is reviewed across the term, with time built in for reflection and planning. This approach helps students develop effective study habits, build confidence and take increasing ownership of their learning.

Academic support in boarding is designed to meet students where they are, supporting a range of learning needs and pathways as students progress through the School.



GUILDFORD GRAMMAR SCHOOL

Communication With Families



CONNECTING HOME AND BOARDING

Clear and consistent communication is an essential part of boarding life. Strong relationships between families and boarding staff support each student's wellbeing and day-to-day experience, and help you remain informed and connected.

Your primary point of contact is your child's Boarding Year Coordinator. As they remain with your child throughout their time in boarding, they come to know your child well and provide continuity and familiarity for families. They are available to answer questions, share updates and support you as needs arise.

Communication takes place through a range of channels. REACH is our dedicated boarding communication platform and is used for key information, permissions and day-to-day updates. Families also receive information via email and the School App, and phone calls are made whenever personal contact is needed. In addition, we use social media to share stories and moments from boarding life, offering families a window into the experiences, activities and community their child is part of.

Boarders are encouraged to stay in regular contact with home, maintaining strong family connections. Boarding staff are approachable and easy to contact, and families are welcome to reach out at any time with questions or concerns. Open communication is encouraged and supported, ensuring you remain informed, confident and closely connected to your child's boarding experience.

Staying Connected

There are many ways for families to stay connected with the School and our boarding community. Family barbecues and informal gatherings provide opportunities to spend time on campus, while the Boarding Parents Association (BPA) offers a way to be involved and connected with other families.

For travelling families, a dedicated space within the boarding house is available to refresh before and after travel. Located just 15 minutes from the airport and with easy access to major highways, Guildford Grammar is well positioned to support regular connection with home.

GUILDFORD GRAMMAR SCHOOL

Separate Boarding Houses



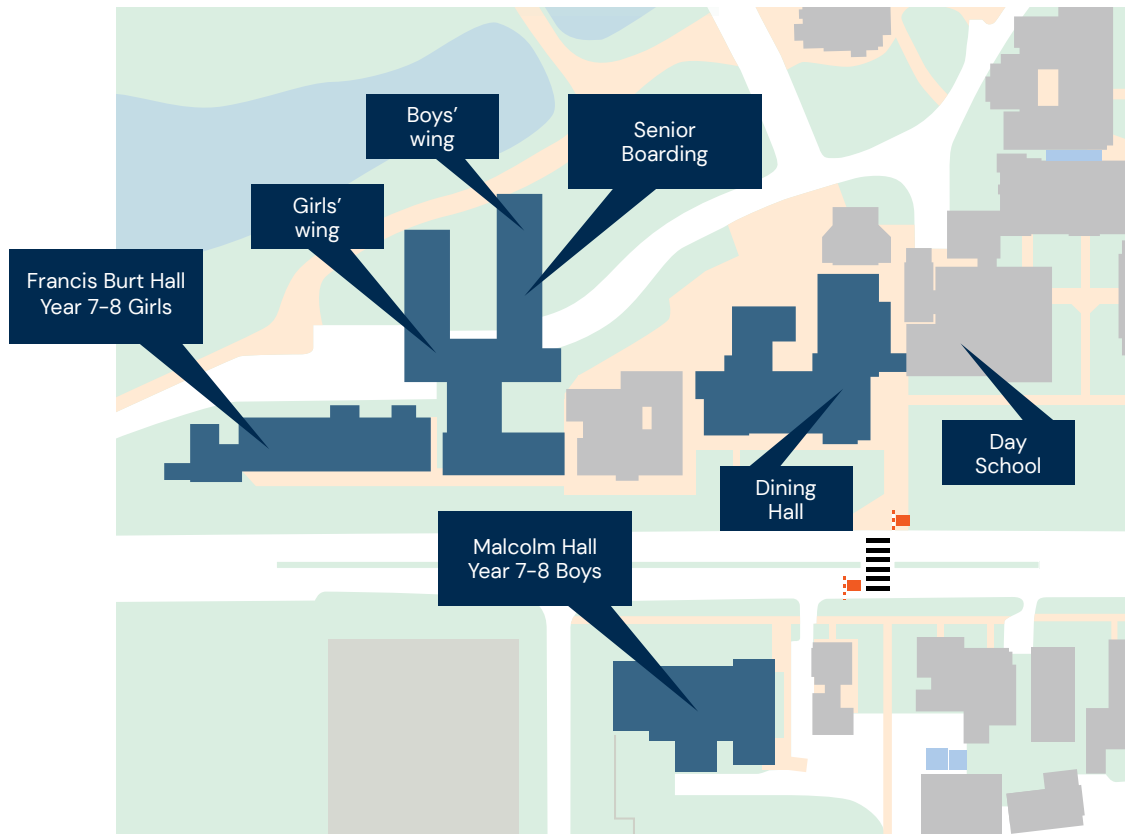
A HOME AWAY FROM HOME

Our Boarding Precinct sits along the edge of campus overlooking the Swan River and is designed to provide age-appropriate care and comfort for every stage of boarding life. Facilities include Malcolm Hall for boys in Years 7–8, Sir Francis Burt Hall for girls in Years 7–8, and the Senior Boarding House for boys and girls in Years 9–12.

All boarders enjoy welcoming communal spaces to relax, play pool or table tennis, and spend time together, along with outdoor areas including courts and lawns for recreation under staff supervision.

The co-educational Senior Boarding House features separate wings for boys and girls, with single or shared rooms and relaxed study and social spaces known as The Nest. Larger shared areas bring students together for recreation and connection.

Outside, a courtyard overlooking the Swan River includes seating, a fire pit and an outdoor kitchen with barbecue and pizza oven, creating a space for weekend gatherings and shared meals. All boarders also come together in the Dining Hall each day, where shared meals remain an important part of boarding life.



SCAN TO VIEW

Hear from one of our Boarders on their experience

GUILDFORD GRAMMAR SCHOOL

After School Hours



RECREATION PROGRAM

Boarding life includes a full and varied recreation program across the year. These activities give your child access to experiences they may not have at home, while providing relaxed social time in a safe and supervised setting.

Recreation changes from term to term and reflects the interests and age of each year group. Activities may include ice-skating, scuba diving, deep sea fishing, river fishing on campus, trips to the movies, museums and theme parks, shopping outings, frozen yoghurt stops, water-based activities and events with other boarding schools. All activities are supervised by boarding staff and designed to support connection and confidence.

Boarders also have access to the School's facilities after hours. This includes the library, fitness centre, gymnasium, swimming pools, playing fields and courts, giving students space to stay active or unwind at the end of the day. Boarders can also take part in micro-credential opportunities through the Senior School enrichment program, allowing them to explore areas of interest, build practical skills and gain recognised credentials.

Chapel services form part of boarding life and provide time for quiet reflection. The Chapel is open to all students, and the Chaplain is available to students and families for support and guidance when needed.



SCAN TO VIEW

Read more about our exceptional boarding facilities

GUILDFORD GRAMMAR SCHOOL

Equestrian Access Service



LOCAL ACCESS FOR BOARDERS

We understand that for some of our boarding families, horses are part of everyday life. Riding builds discipline, responsibility and resilience, and we are committed to supporting that dedication.

Guildford Grammar supports equestrian boarders through our staff-run Equestrian Access Service. On selected afternoons, boarding staff transport students to and from approved off-campus agistment centres, allowing them to ride, train and care for their horses while living in Perth.

Students continue developing their skills, maintain their partnership with their horses and stay engaged in a pursuit that motivates them. Their routine and sense of identity remain strong alongside boarding and school life.

This gives students the opportunity to stay connected to their horses without parents needing to travel to Perth each week to manage training commitments. Boarding life works with each student's pathway and supports them to continue their passions.

The Equestrian Access Service reflects our commitment to personalised pathways. Each student brings individual interests and ambitions, and we build structures that allow those to keep growing.

Equestrian Sport & Co-curricular Program

Alongside our boarding support, we offer Equestrian as part of the School Sport and Co-curricular program, with opportunities for students at different stages of their riding journey.

Students new to riding can begin through our introductory program delivered in partnership with Zia Park Equestrian Centre, where they develop foundational riding and horsemanship skills while working through the Pony Club Australia syllabus.

For experienced riders with their own or leased horses, the Interschool Equestrian program provides a competitive pathway with specialist coaching and opportunities to compete at state and national level.



SCAN TO VIEW

Find out more here

GUILDFORD GRAMMAR SCHOOL

Grounds That Feel Like Home



ROOM TO EXPLORE

Surrounded by bushland our grounds are bordered by the riverbank and offer plenty of open space. For many boarding families, this setting reflects the regional landscapes you know and value.

Gumtrees, floodplains and riverbanks give the campus a distinctly country feel. Your child has room to move and spend time outdoors. Riding bikes, playing games in the afternoons, sport training on the eastern grounds or heading down to the river. The scale and openness feel familiar rather than confined.

The School sits within the historic town of Guildford, one of the oldest towns in Western Australia. Its heritage streets and slower pace contribute to a setting that feels closer to a regional town than a suburban campus, offering an environment where your child can settle and feel at ease.

The grounds also support outdoor learning, your child uses the natural environment as part of their learning experience.

This setting is a key reason families choose boarding here. It gives your child space, familiarity and a strong connection to the outdoors.



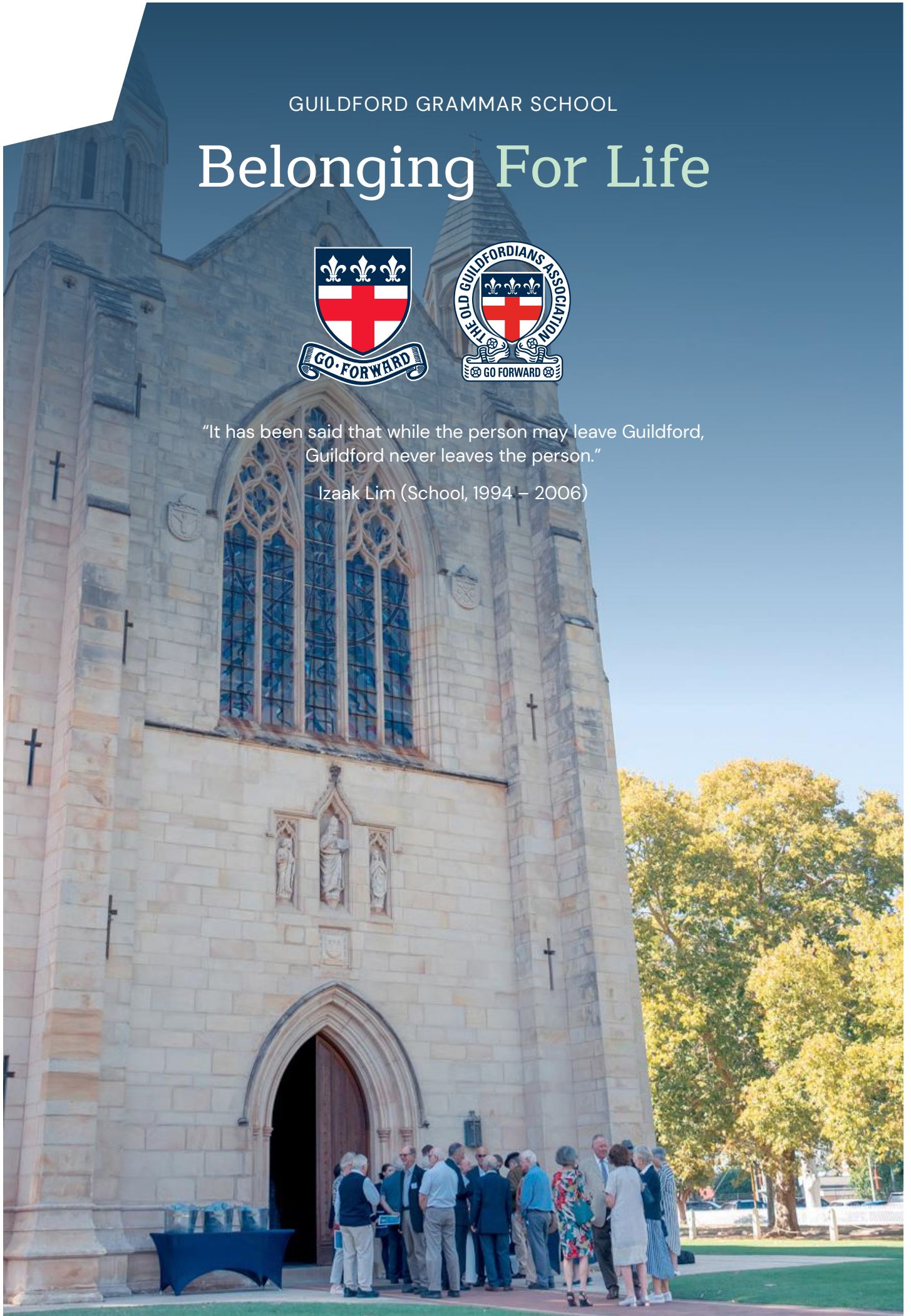
GUILDFORD GRAMMAR SCHOOL

Belonging For Life



"It has been said that while the person may leave Guildford, Guildford never leaves the person."

Izaak Lim (School, 1994 – 2006)



COMMUNITY THAT LASTS A LIFETIME

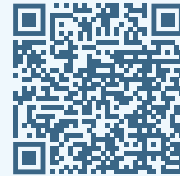
When you choose Guildford Grammar, you and your child become part of a community that continues long after their school years. Boarding builds strong relationships between students and families, and many of these connections continue as students move into further study and work.

Parents are supported throughout this journey and remain part of the community long after your child finishes school.

Guildford Grammar graduates go on to build successful careers across business, agriculture, professional services, the arts and sport. Many remain closely connected to the School and to one another, offering guidance and opportunity to younger Guildfordians.

Through The Old Guildfordians Association, students gain access to a wide network of past students living and working across Australia and around the world. This includes entrepreneurs, professionals, creatives and leaders who value connection and community.

With more than 6,000 active Old Guildfordians across a broad range of industries, your child benefits from a network that supports them throughout their life.



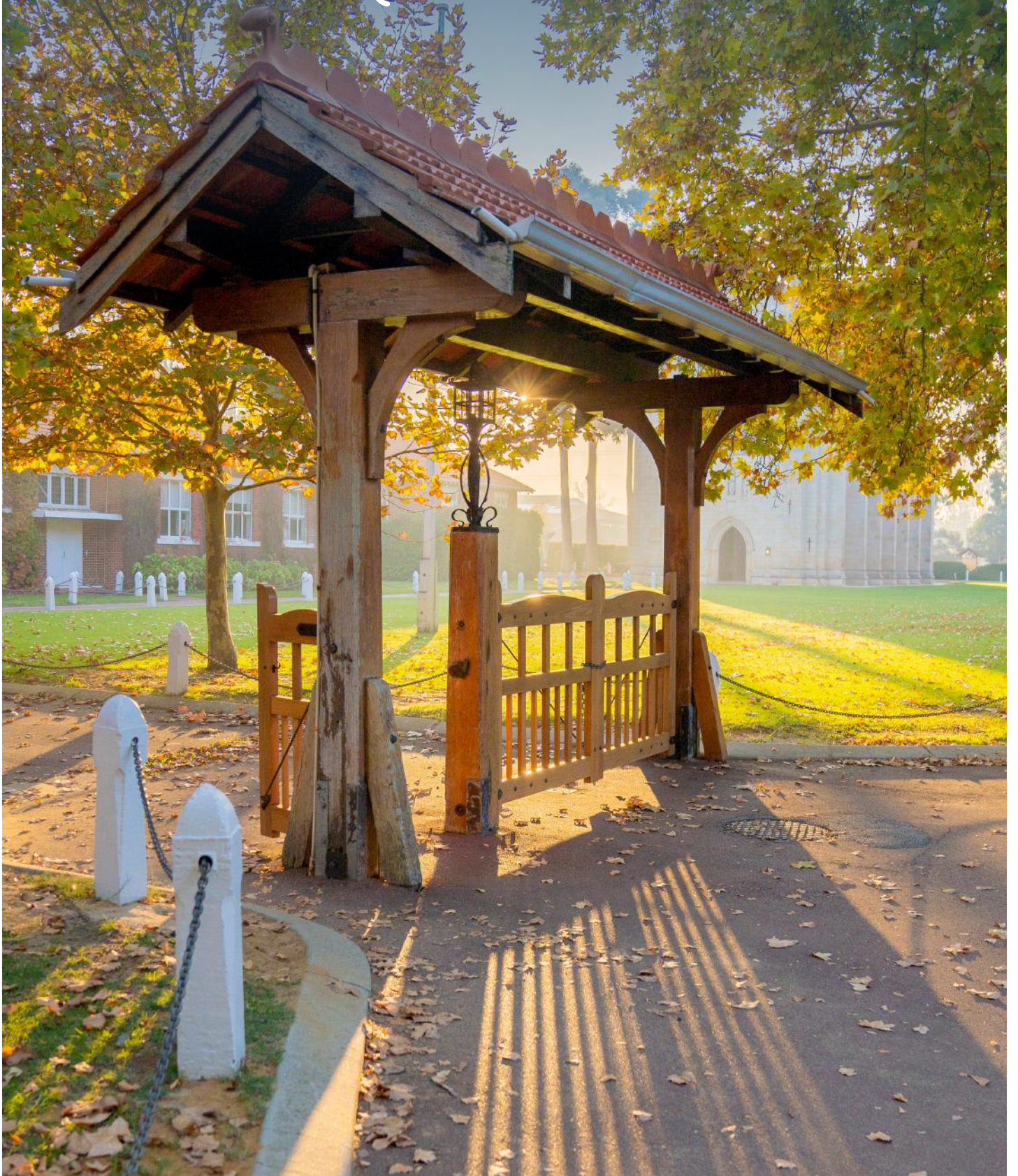
SCAN TO VIEW

Learn more about the
Old Guildfordians website



GUILDFORD GRAMMAR SCHOOL

Frequently Asked Questions



What does a typical day look like for a boarder?

Years 7–8

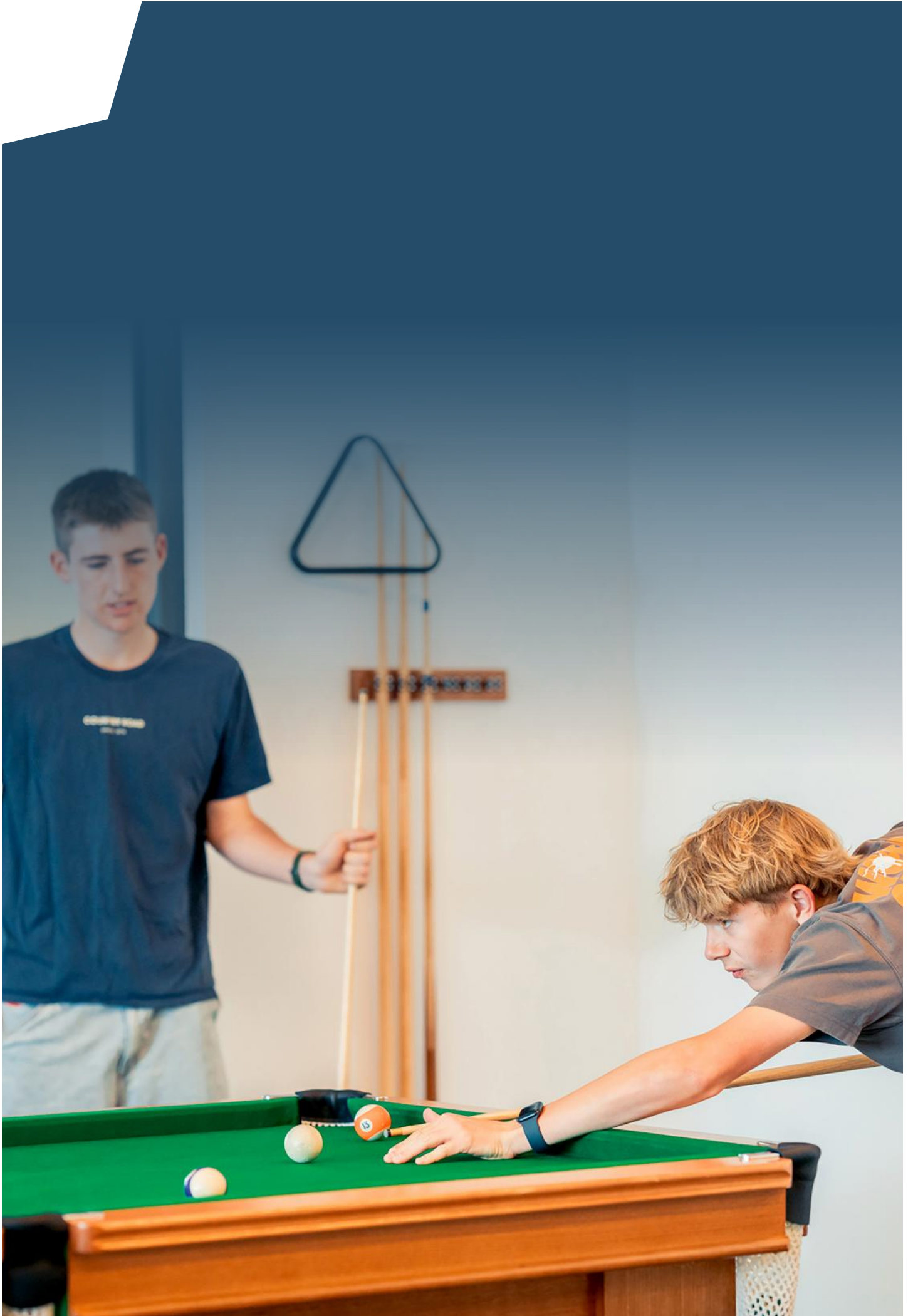
6.45am	Wake up
7.15am	Roll call and breakfast in the Dining Hall
8.15am	Walk to Day House
8.25am – 3.30pm	Senior School day
3.30pm	After-school activities, sport or approved leave
5.15pm	Quiet time
5.35pm	Roll call
5.45pm	Dinner in the Dining Hall
6.00pm	Year 7 prep
6.30pm	Year 8 prep
8.00pm	Supper, free time and jobs
8.30pm	Phones handed in
8.45pm	Boarders in rooms
9.00pm	Lights out

Years 9–10

6.45am	Wake up and breakfast in the Dining Hall
7.45am	Return to Boarding House and tidy rooms
8.15am	Walk to Day House
8.25am – 3.30pm	Senior School day
3.30pm	After-school activities, sport or approved leave
5.15pm	Dinner in the Dining Hall
6.25pm	Roll call and prep
8.00pm	Supper, free time and jobs
9.00pm	Year 9 phones handed in
9.15pm	Year 10 phones handed in
9.15pm	Boarders in rooms
9.30pm	Lights out

Years 11–12

6.45am	Wake up and breakfast in the Dining Hall
7.45am	Return to Boarding House and tidy rooms
8.15am	Walk to Day House
8.25am – 3.30pm	Senior School day
3.30pm	After-school activities, sport or approved leave
5.15pm	Dinner in the Dining Hall
6.25pm	Roll call and prep
8.30pm	Supper, free time and jobs
9.45pm	Boarders in rooms
10.00pm	Lights out



Are students allowed mobile phones?

Yes. Boarders are permitted to have mobile phones as they are an important way for students to stay in contact with family and friends.

Phones are handed in overnight for students in Years 7–10 and are secured and charged. Students in Years 11 and 12 may keep their phones, provided they demonstrate appropriate self-management and do not use them after 10.00pm.

What happens if my child falls ill?

The School Nurse is available at the Medical Centre Monday to Friday from 7.30am to 6.00pm. An on-call nurse is also available, including during winter sport in Terms 2 and 3.

If your child is unwell, they will be assessed by medical staff. Boarding staff are available on call 24 hours a day, and local medical centres are used when further or urgent care is required. Families are kept informed as needed.

How many boarders sleep in each room?

Room arrangements vary depending on the cohort and year level. In general:

- Years 7–9: four students per room
- Years 10–11: two students per room
- Year 12: single rooms where possible

Where do boarders eat their meals?

All meals are taken together in the School Dining Hall. Attendance at meals is compulsory for boarders.

Menus are overseen by a dietitian and prepared by the catering team to provide balanced options for active young people. Duty staff are present at each meal to supervise and support dining routines. Dietary requirements can be discussed with the Head of Boarding.

How do boarders arrange time away from campus?

There are three types of leave:

Local leave

Boarders may leave the Boarding House unaccompanied for approved activities, in line with year-level guidelines:

- Year 7: no local leave
- Year 8: groups of three, on-campus only
- Year 9: groups of three, may leave campus
- Year 10: groups of two or more may leave campus
- Years 11–12: may leave campus individually

Day leave

Boarders are away from the Boarding House for an extended period during the day but return in the evening. Parental permission is required via REACH.

Extended leave

For overnight leave, requests must be submitted through the REACH electronic leave system and approved in advance.

What is a local guardian and how do they support boarders outside of school hours?

All boarders are required to have a local guardian who lives in, or close to, the Perth metropolitan area. This is usually a relative or trusted family friend. A local guardian may be asked to assist if a boarder is unwell or injured, needs to attend hospital or emergency care, or be collected from boarding. They may also support mid-term leave arrangements. Parents are always contacted first.

GUILDFORD GRAMMAR SCHOOL

Join Our Community

"To Go Forward is to embrace opportunity, overcome struggle, pursue wisdom and respect others. It is to appreciate the past and hope for the future."

Izaak Lim (School, 1994 – 2006)



GO FORWARD WITH US

We hope this prospectus has given you a clear sense of what boarding at Guildford Grammar could mean for your child and your family. Choosing boarding is a significant decision, and we are here to support you as you consider the next steps.

Connect with us

The best place to start is a conversation. Our Admissions team can answer your questions about boarding, enrolment pathways and availability, and guide you through the process.

Phone: (08) 9377 9222

Email: registrar@ggs.wa.edu.au

Website: www.ggs.wa.edu.au

Visit the School and Boarding Houses

We encourage families to visit in person wherever possible. Boarding tours offer the opportunity to see the Boarding Houses, explore the campus and meet members of the boarding team.

Tours take place during the school day, allowing you to experience daily life in boarding and Senior School. Where possible, private tours can be arranged around your schedule.

Book your visit online or contact our Admissions team.



SCAN FOR TOURS

Book a Tour or schedule a regional chat

If you are unable to visit in person, you can:

Take a virtual tour at: <https://guildford.youtour.com.au> or schedule an Online Regional Chat with our Head of Admissions via our Tours web page.

Apply for Enrolment

Applications can be lodged on our website.

After we have received your application, your family will be invited to attend an interview. These typically take place three years before your child's intended start date.

We look forward to getting to know your family and supporting your child as they begin their boarding journey.



SCAN TO ENROL

Enrol today



Guildford Grammar School

FOUNDED 1896

www.ggs.wa.edu.au