



Guildford Grammar School

FOUNDED 1896

Class of 2025 Report

From the Director of Teaching and Learning



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

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

As we look forward to 2026, we remain committed to continuous improvement and supporting our next cohort in seeing similar success. We will continue the successful initiatives implemented in recent years and look to improve our data informed intervention. Thank you to all staff, students, families, and the wider community for your ongoing support. Together, we celebrate the achievements of the 2025 cohort and look forward to building on this success in the years to come.

Mark Williamson
Director of Teaching and Learning



Celebrating the Class of 2025

The Class of 2025 achieved strong outcomes across ATAR and non-ATAR pathways, reflecting both academic achievement and purposeful preparation for life beyond school. Students demonstrated breadth in pathway choices and depth in course performance, while engaging in university entry programs, VET qualifications and workplace learning.

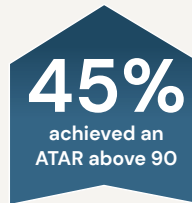
All students achieved the Western Australian Certificate of Education. A detailed statistical summary of results and pathways appears below.



John Curtin Scholarship winners

Oliver Aynsley

Emiko Grau



WAAPA

3 students gained entry to WAAPA

William Stoker
Macy Cowcher
Cody Lovell

15 Certificates of Distinction

17 Certificates of Merit

4 Subject Certificates of Excellence

3 students achieved an ATAR above 99

Emiko Grau
Amelie Day
Cooper Harris

21 Certificate IV qualifications achieved

123
Endorsed Programs Completed

Top 0.5% of candidates in the exam.

English – Oliver Radi

Literature – Amelie Day

Mathematics Applications – Emiko Grau

Mathematics Applications – William Stoker

11

students completed UniPath
University enabling course which provides 70 ATAR

51

Work Placements completed



Excellence Across Pathways

Go Forward pathways

Forward to
University

Forward to
Training

Forward to
Industry

Excellence at Guildford Grammar is defined by the right opportunities and the right support. Students move forward through a range of recognised pathways that reflect their strengths, interests and future goals. These include academic study through ATAR, vocational qualifications, university enabling programs and industry-based learning.

Each pathway is purposeful and supported. Students build knowledge, practical capability and confidence while developing a clear understanding of where their learning can lead.

Guided by structured careers education and individual pathway planning, students are supported to make informed decisions and move forward to university, further training or direct entry into industry.



Individual and Cohort ATAR Achievement

99.25 ATAR

Top ATAR



Emiko Grau (99.25)



Amelie Day (99.25)

ATAR 95+

- Amelie Day
- Emiko Grau
- Cooper Harris
- Jorja Bittner
- Joss Bates
- Louis Mead
- Clare Bradley
- Oliver Aynsley
- Elizabeth Moss
- Halle Van Den Berg
- Jason Dayoub
- Lucas Detata
- Belinda Yuen
- Avani De Santis
- William Stoker
- Oliver Radi
- Lucy Summerscales
- Ashton Stanger
- Matilda Parker
- Chloe White

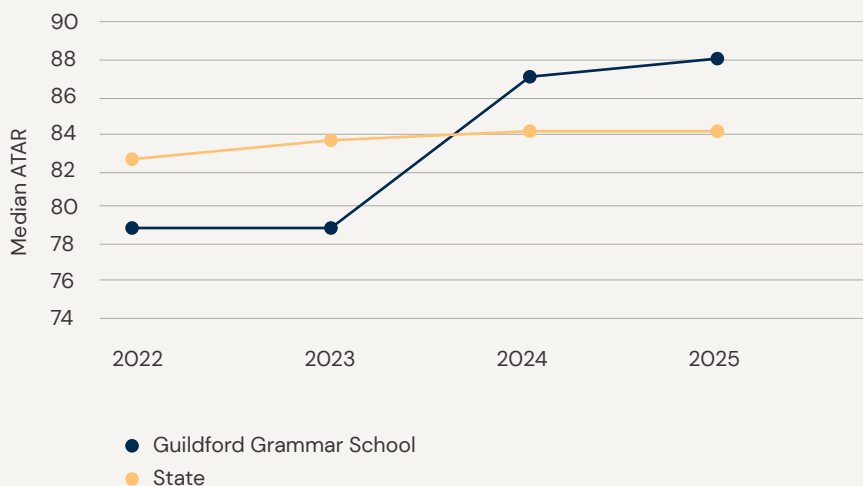
45% ATAR 90+

88.05 Median ATAR up from 87.2 in 2024

How Did We Compare?

Median ATAR comparisons place Guildford Grammar alongside other schools in the state, demonstrating solid academic performance within our peer group. These outcomes sit within a broader framework that supports students moving forward to university, training and industry.

MEDIAN ATAR – GGS V STATE





TOP PERFORMING SUBJECTS

Subjects where a high proportion of Guildford Grammar students placed in the top 15% statewide for that ATAR course, showing strong overall subject performance.

Agribusiness

Business Management & Enterprise

Chemistry

Modern History

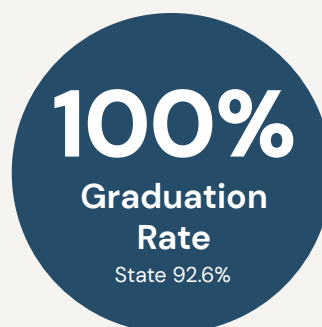


Cohort Academic Performance

ACADEMIC RESULTS

Subjects in which more than 10% of students placed in the top 10% statewide, indicating depth of achievement across the cohort.

- Biology
- Business Management & Enterprise
- Chemistry
- Engineering Studies
- English
- Human Biology
- Literature (44% of students in the top 10%)
- Mathematics Applications
- Modern History
- PE Studies



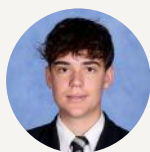
15 Certificates of Distinction

17 Certificates of Merit

In 2025, students were recognised for sustained academic achievement through the award of 15 Certificates of Distinction and 17 Certificates of Merit. These certificates acknowledge strong performance across WACE courses and reflect consistent effort, application and achievement across multiple subjects.

4 Subject Certificates of Excellence

Top 0.5% of candidates in the exam.



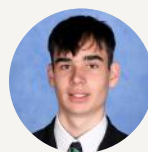
English
Oliver Radi



Literature
Amelie Day



Mathematics Applications
Emiko Grau



Mathematics Applications
William Stoker

These awards recognise students who placed in the top 0.5 per cent of candidates statewide in their respective examinations and represent the highest level of subject-specific academic achievement.

Distinguished Achievements

JOHN CURTIN SCHOLARSHIP WINNERS



Oliver Aynsley



Emiko Grau

Oliver and Emiko were awarded the John Curtin Scholarship to support their undergraduate studies at Curtin University. Curtin's most prestigious merit-based scholarship, it provides full financial support for the duration of their degree and recognises exceptional academic achievement, leadership potential and contribution beyond the classroom.

PERFORMING ARTS PERSPECTIVES

Audition invitation



Macy Cowcher

Macy received an invitation to audition for Performing Arts Perspectives, a statewide showcase recognising high-achieving ATAR Dance, Drama and Music students. Only a small group of top-performing students are invited to audition, with final performers selected to represent excellence in practical performing arts achievement.

WESTERN AUSTRALIAN ACADEMY OF PERFORMING ARTS

3 students gained entry to WAAPA



William Stoker



Macy Cowcher



Cody Lovell

William, Macy and Cody gained entry to the Western Australian Academy of Performing Arts (WAAPA), one of Australia's leading performing arts institutions. Their success reflects a high level of skill, discipline and commitment, and places them among a highly competitive cohort selected through a rigorous audition process.

Multiple Pathways Forward



A breadth of recognised pathways supports students to move forward with confidence and purpose. Participation in endorsed programs, UniPath courses, vocational qualifications and workplace learning reflects the range of directions students pursued, building practical skills, experience and clear post-school pathways aligned with their goals.

21
Certificate IV
qualifications
achieved

123 ENDORSED PROGRAMS

SCSA-approved programs that contribute to WACE and recognise learning undertaken beyond traditional subjects, including workplace learning, service and specialist activities.

11 UNIPATH COURSES

A university enabling program delivered with the University of Notre Dame, allowing eligible Year 12 students to commence university study while completing their senior schooling.

51 WORK PLACEMENTS

Structured industry-based learning undertaken through Workplace Learning, where students gained experience in real workplace environments and developed employability skills.

21 CERTIFICATE IV QUALIFICATIONS

Nationally recognised vocational qualifications completed by students, providing advanced, industry-relevant skills and pathways to further training or employment.



We wish the Class of 2025 every success as they take their next steps and join the Old Guildfordians network, remaining connected to a community that will support them throughout life.



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www.ggs.wa.edu.au