

# Forward

SCHOOL MAGAZINE • SUMMER 2025

Cultivating the future  
through Agribusiness

Forging into the Wild  
Year 9 Outdoor Learning

Persistence in Practice  
Winter Sport Wrap Up

Stories of Purpose and Joy  
From Guildford to Hollywood



Guildford Grammar School

FOUNDED 1896

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# Principal's Message

As we reach the end of 2025, this edition of *Forward* reflects a year in which our community has been able to move with confidence, build rhythm and enjoy the strength that comes when earlier work begins to take shape in daily school life.

Our theme for the year, *SEARCH for Excellence*, has been evident in every corner of the campus, in classrooms, in Houses and Year groups, on sporting fields, in the Arts, and in the countless moments where students encouraged one another to step forward, try again and refine their personal bests. The stories in this publication show a community that approaches challenge with courage, steadiness and a willingness to grow.

A significant milestone this year was the launch of our Master Plan, a shared vision that honours the heritage of our 129-year-old School while shaping a future centred on student experience, wellbeing and opportunity. It reflects our responsibility as custodians of this remarkable place and our commitment to creating learning environments where every student can thrive.

Across the year, students embraced opportunities to test themselves in ways that build confidence and character. Our Outdoor Learning Programs from the early discoveries at Dyoondalup to the demanding Year 9 expedition in Kalbarri

offered authentic experiences that asked students to persist, support one another and find strength in unfamiliar situations. These journeys cultivate qualities that stay with them long after they return to school: resilience in moments of pressure, determination on difficult days and the ability to face uncertainty with calm resolve.

Our Guildford Horizons program continued to broaden students' understanding of the world. The cultural exchange in Baltimore and Washington, D.C., the historical reflection of the Kokoda Track, and the Year 6 Canberra Tour each invited students to step beyond the familiar and see their learning come to life. These experiences foster independence, humility and a deeper sense of global perspective.

In the Arts, students demonstrated creativity and courage, attributes that come from hours of rehearsal, collaboration, careful refinement and confidence to step onto the 'stage'. In Sport, our winter programs reflected a similar spirit. Whether competing in PSA and ACC competitions or representing

the School on the netball court or hockey field, our teams played with persistence, humility and pride. The True to the Blue round brought our community together, reminding us that belonging sits at the heart of every season.

This edition also celebrates the Class of 2025. They leave us as young people who have shown commitment to their goals and steadiness during times of challenge. They are ready to contribute to a *just, loving and peaceful society*, and they join the Old Guildfordians community carrying the values that will guide them in the years ahead.

Thank you to our dedicated staff for their professionalism and care, and to our families for their partnership throughout the year. As we move toward 2026, our 130th year, we do so with gratitude for all who have shaped this School and confidence in the future we are building together.

*Go Forward.*

**Peter Allen**  
Principal



# From Dust we are Made Reflections on Resilience

In the Bible's second account of creation, God fashions the first man from the dust of the earth. However, if you travel up the Derbarl Yerrigan towards Mandoon, you'll find another type of earth mixed into the students' DNA at Guildford Grammar School. We call it Guildford Grit.

In an age where the mental health of young people is at the forefront of conversations in education, we are seeking to build perseverance and determination in our students from the ground up. It's widely accepted that schools need to work on improving the resilience of their students as they prepare them for life beyond school, but the challenge is what that looks like when there appears to be a mountain to climb.

Guildford Grammar School is built on a bedrock of Christian faith and learning, a tradition whose imprints you can trace in almost all that we do here. It's a faith which is shown in our community life where we seek to build each other up and encourage one another in the many different areas our students choose to perform in. It's a faith traced through our service learning and our outdoor education which connect us to the wider community we live in and to the creation we are stewards of. This reasoning faith is found in classrooms as we strive to know more about the world we live in while recognising our duty to leave the world a better place than when we entered it. In other words, dust from our bedrock gets everywhere.

Just as wisdom comes from the blending of experience with knowledge, our Grit comes from the mixing of that dust with the realities of everyday life.

It's when we encounter pressures of life for the first time as young people that we have an opportunity to develop our resilience. Strategies we learn at school to overcome nerves before assessments, music recitals, public debates and sports matches will serve us well in the workplace or in managing the frenetic pace of modern family life. Similarly, being able to dig deep and find hidden reserves of courage or determination on an outdoor learning program or when on an overseas service tour, tired, blistered and far from home, will pay huge dividends when it comes to going the extra distance or putting in the extra hours to ensure success in a project.

It's the thirst for that success which brings our Grit to the fore. By offering opportunities which push our students out of their comfort zone, we invite them to get their hands dirty and in doing so learn to innovate and persevere. Because we believe that each student is unique, Grit comes out differently in everyone, but we know that it will flow through their veins for life as they strive to achieve the long-term goals they'll set for themselves.

**Father Thomas Pote**  
Chaplain

# 2026 Student Leaders

*L-R Back: Nathan Turk, James Hayward-McRobert, Frieda Birgden, Tyler Harvey, Sophie Trlin, Isobel Campbell, Albie McNamara, Josephine Cox, Tom Meyer, Isabelle Shakespeare, Jennifer Crawford*

*Front: Renee Lawrence Pickett, Chaaya Jury, Adoni Zhang, Indeea Good, Alexander Beardsmore, Lieve Ludgate, Caleb Bartolome-Schooling, Greta Prosser, Amelie Counsel*

Leadership at Guildford Grammar School is founded on responsibility, integrity and service to others. Our leaders uphold the values and traditions that have shaped generations of students, while guiding their peers with confidence, care and a genuine commitment to our community.

As we welcome our new leaders in the Prep and Senior School for 2026, we also extend our sincere thanks to our outgoing leaders for their dedication, example and contribution throughout the year. Their service has helped strengthen the culture of our School and pave the way for those who follow.

We look forward to seeing the positive influence our 2026 leaders will have across all areas of school life, creating an environment where every student feels supported to learn, grow and contribute.



*L-R: August Bennetts, William Beor, Talulah La Vertu, Piper Don*

## SCHOOL PREFECTS

Lieve Ludgate (Sc)	Captain
Caleb Bartolome-Schooling (Wb)	Captain
Greta Prosser (SG)	Vice Captain
Alexander Beardsmore (Be)	Vice Captain
Chaaya Jury (Wb)	Captain of Boarding
Tom Meyer (Ha)	Vice Captain of Boarding
Isobel Campbell (Ha)	Prefect
Amelie Counsel (Be)	Prefect
James Hayward-McRobert (He)	Prefect
Renee Lawrence Pickett (Fr)	Prefect
Nathan Turk (SG)	Prefect
Adoni Zhang (Wb)	Prefect
Frieda Birgden (Sc)	School Sacristan

## PREPARATORY SCHOOL CAPTAINS

Talulah La Vertu	Captain
William Beor	Captain
Piper Don	Vice Captain
August Bennetts	Vice Captain

## HOUSE CAPTAINS

School	Sophie Trlin
St George's	Tyler Harvey
Stirling	Josephine Cox
Henn's	Jennifer Crawford
Harper	Indeea Good
Woodbridge	Albie McNamara
Freeth	Isla McLean
Bennett	Isabelle Shakespeare

# Celebrating the Class of 2025

The close of Term 4 brought a clear sense of transition as the Class of 2025 completed their final week at Guildford Grammar. The campus carried a mix of pride and anticipation as students prepared to move beyond their familiar routines and into the next stage of their lives.

The week opened in the Chapel with the final Congo, a moment that held significance for the cohort. Their voices filled the space with familiar hymns, marking their last time standing together in that setting. The service reflected their connection to the School and the relationships built across their years here.

Traditions throughout the week offered steady points for reflection. At the Principal's Breakfast by the Derbarl Yerrigan, students and staff gathered in a relaxed setting to share memories and acknowledge the milestones that have shaped their senior years. Conversations were warm and genuine, centred on the experiences that defined their time at the School.

The Tractor Pull brought a different energy. Creative costumes, teamwork and friendly competition created a lively atmosphere, with Stirling House claiming victory for the first time since 2018. The event showed the enthusiasm and commitment the students brought to their final week.

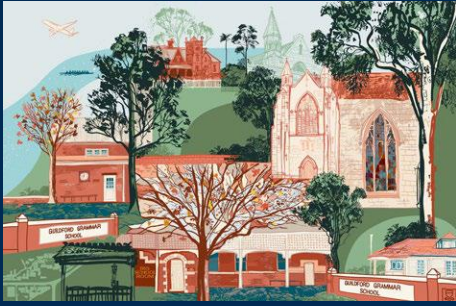
At the Final Assembly, the School community acknowledged the Class of 2025 and welcomed the new student leaders for 2026. This handover signalled a change in responsibility and marked an important moment of continuity within the School. It also offered a clear pause for students to recognise the contribution they have made during their time at the School.

The week concluded with the Valedictory Service and Dinner. Families, staff and students gathered to reflect on the cohort's achievements and the friendships that supported them along the way. The Service in the Chapel provided a moment to consider what their time at the School has meant. The Dinner followed with stories shared across tables and recognition for those who began their learning journey at Guildford Grammar. The evening formally welcomed the graduating class into the Old Guildfordian community, as they heard reflections from Richard Mann, our Old Guildfordian of the Year.





The Class of 2025  
Go Forward prepared  
to contribute to a  
just, loving and  
peaceful society.



Among the moments of reflection at the Valedictory Dinner was the acknowledgment of our 'lifers' – the students who began their journey at Guildford Grammar in Pre Primary and have been part of the School community for their entire schooling. Their long connection to the campus, its people and its traditions was recognised with pride, highlighting the depth of their relationship with the School and the many milestones they have shared over the years.

To mark this milestone, the School commissioned artist **Jane Coffey** to create a special artwork inspired by the historic architecture and breathtaking natural surrounds of our campus. Featuring the iconic buildings and the majestic trees that frame our grounds, the piece reflects both tradition and growth. This edition of the print was presented to the Lifers graduating in 2025, acknowledging their enduring journey and the memories shaped across their years at Guildford Grammar School.

Throughout their time at the School, the Class of 2025 has demonstrated steady effort and a commitment to their goals. They leave with the confidence to contribute to their communities and to approach new challenges with clarity and purpose. Their years at Guildford Grammar have given them strong foundations for the future, and as they *Go Forward*, they carry the values that have shaped their learning and their relationships.

They depart as Old Guildfordians for life, prepared for what comes next and connected to a place that has played an important part in their development.







# Learning Snapshot

It has been a productive year within teaching and learning. Students and staff have taken up our 2025 theme (*SEARCH for Excellence*) with purpose, striving for personal excellence in all they pursue.

In the Preparatory School, the foundations of character are built from the very beginning. From the moment our youngest learners arrive at Bush Playgroup, curiosity, courage and creativity take root. Along the banks of the Derbarl Yerrigan, children climb, explore and problem-solve together. Testing their limits, finding joy in challenge, and discovering that learning often means trying, failing and trying again. This spirit continues throughout the Preparatory years, where classrooms and outdoor spaces are shaped to spark inquiry, imagination and wonder.

As students grow, their voices and ideas continue to take centre stage. Through musical performances, public speaking, a production of *Matilda Jnr*, and poetry recitals, Years 4 to 6 students have expressed themselves with creativity, confidence and purpose. Younger learners have shown the same determination through projects such as the Year 2 Pet Adoption Centre, where persuasive writing met dramatic play, and the Pre-Primary environmental campaign featuring Percy the Parrot. Year 4 students Uppcycle Market turned sustainability into innovation as children transformed unwanted materials into purposeful creations. Acts of kindness, like Kindergarten's Kindness Florist, have woven warmth and connection throughout the School.

Across every experience, children are engaged in meaningful learning while growing in resilience, empathy and

independence. They are learning to persist, to collaborate, to think deeply and to shape their own personal standards of excellence.

As students move into Years 7 and 8, they are welcomed into The Hub, which provides a soft landing into Senior School. The Hub supports students from varied primary school backgrounds as they integrate into the Guildford Grammar community, offering a safe environment with high expectations of learning. Whether navigating their way around campus, performing in front of an audience or being nudged beyond their comfort zone in the Outdoor Learning Program (OLP), students are given opportunities to test their resolve and grow in confidence.

Years 9 and 10 are a time of self-discovery. Students are encouraged to ask questions of themselves and begin making decisions about their future pathways. Academic expectations lift, and they encounter their first set of formal examinations. At this stage, motivation, resilience and independence are essential as students continue to refine their own pursuit of excellence.

By Years 11 and 12, students have chosen the pathway that best suits their abilities and future aspirations. Whether completing rigorous ATAR examinations, undertaking a VET qualification such as the Certificate IV in Business, or gaining real-world experience through our extensive Workplace Learning

Program, all are encouraged to challenge themselves and aim high. As the leaders of our School, our Senior students hold the responsibility of setting the academic culture. This year, they have led with maturity, expecting high standards of themselves and each other.

Our hope is that students leave Guildford Grammar ready for whatever lies ahead. They depart with a strong sense of purpose, a clear understanding of their next steps, and the habits of mind that help them face challenge with confidence. They strive for personal excellence in whatever form that may take.

**Mark Williamson**  
Director of Teaching & Learning



# Andy Tan

**TEACHER  
PREPARATORY SCHOOL**

## Setting the Tone

When Andy Tan prepares his classroom in the early morning, the room is still. He arrives well before his students, giving himself time to organise the day, lay out materials and create the calm, steady environment he knows they'll need. Because once the students walk in, the space fills quickly with movement and chatter. The room hums with energy, and the shift toward focus begins. It happens not by accident, but because Andy has shaped a structure that guides them gently from that lively arrival into something more thoughtful.

## Empowering Thought

Inquiry sits at the heart of the way he teaches.

"It encourages problem solving and critical thinking," Andy says. "It empowers children... giving them the choice to explore what interests them most." For him, inquiry is a way of helping students take ownership of their ideas and develop a deeper connection with their learning.

He sees the School's environment as part of that process — the outdoor spaces, the room setup, the freedom to observe and test ideas. "There are plenty of opportunities, especially being on such amazing grounds," he says. "Children can explore, think and investigate... it ties in so well with the curriculum."

## When Learning Comes Alive

A moment from last year stays with him.

The class was unpacking the prefix micro. When they reached microtone, no one recognised it. Rather than explain, Andy gave them space to

work it out. "We broke the word apart — micro meaning small, tone meaning cutting into thinner slices... they built the meaning themselves," he recalls. "It was a goosebumps moment."

Those moments, he says, show the strength of inquiry. "Children learn a lot better through experiencing a concept... rather than us telling them what to learn."

## Thinking Deeper

Philosophy also plays a quiet but significant role in his practice.

"It goes across all learning areas," Andy says. "The skills it builds... critical thinking, creative thinking, student voice... they tie in beautifully with inquiry." He uses philosophical questioning to help students look beyond the surface, to recognise complexity and consider why things are the way they are. "I want them to think for themselves... to question, investigate and experiment."

## Joining a Community

What supports all of this, he says, is the community he has joined.

"I'd heard that Guildford Grammar was a close-knit community, and it's true," Andy reflects. "Everyone looks out for each other." The collegiality, the shared ideas, the after-school debriefs, the sense of working toward something together, gives him confidence and momentum. "I'm a team player. Having that support network really helps... it makes a difference."

## Finding Joy in the Gentle Shift

In Andy's classroom, learning begins with the natural buzz of childhood and shifts, with gentle intention, into thinking and discovery. It is a space where ideas grow slowly, where questions matter and where understanding emerges through curiosity, patience and the quiet joy of working something out together.



**Scan the QR  
code to hear  
more about  
Andy's story**



# Cultivating the Future through Agribusiness

Our School has forged a new path as one of the first schools in WA to offer the ATAR Agribusiness course, a bold and visionary initiative that reaches deeply into our agricultural DNA while equipping students to lead in one of the State's most critical and evolving industries. In doing so, we honour our heritage and dare to shape a future where young minds become the architects of Australia's agribusiness landscape.

Rooted in Guildford Grammar's long association with WA's agricultural pioneers, the Agribusiness course reconnects our students with the spirit of enterprise that helped build the State. It stands as a living tribute to figures such as Charles Harper, a founding visionary of both Guildford Grammar and early agricultural progress in WA, whose foresight and determination helped sow the seeds of innovation that continue to define our community.

The course bridges Humanities, Enterprise and Sustainability, encouraging students to think critically about the systems that sustain society and to apply their learning in authentic, forward focused ways. It moves beyond traditional production-based learning, empowering students to explore agricultural supply chains, stakeholder engagement and global trade, technological innovation and ethical business practice. This approach equips students with the strategic thinking, adaptability and integrity needed to address real world challenges and to lead confidently in an increasingly complex global environment.

Our inaugural Year 12 class just sat their first ATAR Agribusiness examination in WA, a milestone that reflects both their

determination and our commitment to educational leadership. The enthusiasm from students has been palpable as they discover how agribusiness extends far beyond the farm gate, shaping economies, communities and the future of food security.

Learning in Agribusiness is practical, dynamic and deeply connected to industry. Our students toured the Muchea Livestock Centre and visited producers including The Loose Leaf Lettuce Co in Gingin, Northern Valleys Locavore Store and Northern Valley Packers in Bindoon, gaining firsthand insight into the realities of production, logistics and sustainable practice. These experiences bring classroom learning to life and reveal the balance between innovation, stewardship and commercial reality that drives the agricultural sector forward.

The program has also rekindled the School's deep rural ties, drawing on the wisdom and goodwill of the wider Guildford Grammar community. Old Guildfordian Lawson Harper (OG, Henn's 2014-2018), a direct descendant of Charles Harper, returned to campus this year to share his agricultural knowledge and experience with the Year 12 Agribusiness students. His visit provided an authentic voice from the

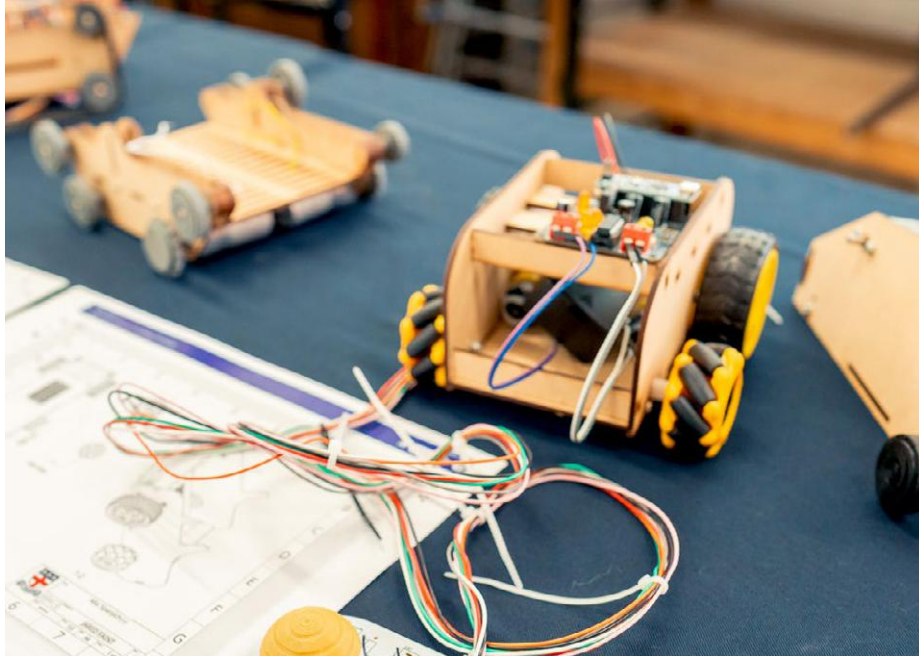


industry and a living connection to our founding legacy, reminding students that innovation is born from those willing to work the land, challenge convention and persevere with passion.

As we continue to expand the Agribusiness program, the vision remains clear: to cultivate leaders who are not only skilled and informed, but grounded in purpose. Our approach reflects the essence of Guildford Grit, courage in action, curiosity in learning, and a steadfast belief in the power of education to change the world.

By fusing tradition with innovation, we are not merely teaching Agribusiness. It is shaping the next generation of thinkers, creators and changemakers who will carry forward WA's agricultural legacy and build a more sustainable, prosperous future.

**Leah Truscott**  
Head of Learning – Humanities and Social Sciences



# Showcasing Innovation

Technologies at Guildford Grammar is a dynamic platform for students to transform ideas into reality through hands-on projects that blend tradition with cutting-edge design. *Assemble*, this year's Technologies Showcase, was a powerful demonstration of that passion and innovation in action.

*Assemble* was the culmination of the projects our students worked on throughout the year. The event featured an impressive range of work across disciplines, including Woodwork, Metalwork, Automotive, Textiles, Design, Architecture, Foods, Engineering (Mechatronics), Robotics, Cert II Engineering, and Computer Science. Each display reflected the depth of skill and imagination nurtured in our classrooms and workshops.

One of the highlights was the Year 12 major projects, where students demonstrated exceptional craftsmanship and perseverance. On display we had bespoke timber furniture, intricate metalwork, and much more. The pieces showcased the technical expertise, resilience and creativity that define Guildford Grammar students. Among the standout projects were custom metal and automotive designs, including bespoke bumper bars and other car elements, which drew admiration for their precision and innovation. These projects exemplify how our students combine technical skill with personal passion to create something truly unique.

The Design ATAR students also impressed with their prototypes and comprehensive portfolios, offering a glimpse into the design thinking process that underpins their work. Their displays highlighted not only the final product but the journey of ideation, research

and refinement; skills that prepare them for future careers in architecture, industrial design, and more.

The Year 11 fire pits and a fully functional pizza oven, designed and built by Year 12 student Chayse, were crowd favourites, especially when the oven came to life, serving delicious pizzas to peers and guests. The Mechatronics Battle Bot competition added an electrifying edge to the day, drawing enthusiastic spectators as robots clashed in a display of engineering skill and strategic thinking. Meanwhile, the Textiles department impressed guests with vibrant creations from our younger students, including stylish hoodies by Year 8s and bespoke denim jackets by Year 9s featuring embroidery, embellishment, and appliqué techniques.

We are excited to expand our offerings in 2026 with Fashion and Textiles for Year 10, Automotive for Year 12, and Cert II Engineering for Year 12. These additions will provide even more opportunities for students to explore pathways that align with their passions and future careers. We also look forward to introducing initiatives that allow students to market and sell their creations, giving them a taste of entrepreneurship alongside technical mastery.

Through these programs, we empower students to tackle challenges, think critically, and develop practical skills that will serve them as they *Go Forward*.



As the Technologies subjects continue to grow and evolve, our commitment to fostering a culture where ideas are built, tested, and brought to life remains steady and strong.

**Gabrielle Trinca**  
Head of Learning – Technologies



# Cadets in Action

## Developing confident, capable young leaders

The Australian Army Cadets is a national youth development program that proudly shares the character and values of the Australian Army. It is a partnership between the Australian Army and the community.

Australian Army Cadets seeks to build key attributes within youth by instilling a sense of:

- Identity – cadets wear the uniform of the Australian Army, with cadet insignia
- Purpose – cadets participate in community activities and assist and help develop junior cadets
- Belonging – cadets organise and lead activities and, through their leadership group, have a strong voice in the development of the Program

A key characteristic of the Program is that the instruction and leadership of the activities are carried out by senior cadets, with adult staff overseeing risk management, logistics, first aid and transport. This allows these senior cadets to gain invaluable experience in leadership and instruction in a safe and structured environment. Younger cadets learn to work as a team and develop resilience and self-confidence, as well as gaining useful life skills in areas such as navigation, first aid, communications and fieldcraft. Senior cadets complete

promotion courses to provide them with the knowledge and experience they need; these courses are SCSA endorsed and hence can contribute towards Year 12 graduation.

During weekend field activities or bivouacs, Guildford Grammar cadets and staff work cooperatively with cadets and staff from Christ Church Grammar School and St Hilda's. Although the Australian Army Cadets share the rank structure and organisational hierarchy of the Australian Army, it is a volunteer organisation and therefore participants must be willing to accept the guidance and instruction from senior cadets from all three schools, and indeed the wider Army Cadet organisation.

In addition to the weekend bivouacs, cadets have the opportunity to attend the Annual Field Exercise at Bindoon in the first week of the September holidays. Here, in addition to putting what they have learnt earlier in the year into practice, cadets can complete specialist courses, as well as abseiling from a 30m tower and firing the EF88 rifle on the rifle range.



Army cadets also have the opportunity to participate in national activities. In 2025, individuals from Guildford took part in each of the following:

**Chief of Army Cadet Team Challenge**

The Chief of Army Cadet Team Challenge is the ultimate team challenge available and is a culmination of cadets training and experiences. The exercise provides a positively controlled, range of physical and mental challenges which is designed to test the cadets' leadership and teamwork. In 2025, the Chief of Army Cadet Team Challenge took place in Canungra, Queensland from the 07-12 July, and was attended by CUO Elizabeth Moss (12Wb).

**Deputy Chief of Army Adventure Training Award**

This provides cadets with an opportunity to participate in a range of continuous adventurous activities, including environmental features that induce a perception of risk, where cadets engage in a physically active, adventurous skills-based activity that requires them to interact with the environment over an extended period, in a military-like scenario. In 2025, the Award took place at Lake Barrington, Tasmania from the 06-11 April, and was attended by CDTSGT Alexander Beardsmore (11Be).

**Regimental Sergeant Major of the Army Drill Competition**

The competition is a series of military drill activities designed to enable cadets to display excellence through the highest precision of self-discipline, alertness and pride, with rankings competitively determined. CDTSGT Paul Chappell (12Fr) was part of the WA AAC team in 2025, who won this prestigious national competition.

This year was the 120th year of the Army Cadet Unit at Guildford Grammar School, which was doubtless a noteworthy milestone. However, the Australian Army Cadets is so much more than a significant part of the School's history – it represents the opportunity to be part of a forward-looking, dynamic national youth development organisation.

**Martin Dell**

Officer Commanding of Cadet Unit



# Arts and Creative Spirit of Guildford

The Arts at Guildford Grammar demonstrate our belief in discipline, perseverance, courage and creativity in the face of challenge.

Throughout our rehearsal and performance seasons, in the polishing of choreography, in the practice of a musical composition, and the refining of art and media works, the spirit of hard work and determination is reflected and continues to define our community. To create something beautiful and bigger than oneself requires patience, teamwork, resilience, and a pursuit of excellence.

We are proud to offer a breadth of Arts opportunities at Guildford Grammar that encourage students to develop their creative identity. In Dance, Drama, Media Arts and Visual Arts, our students explore their own expressive potential, challenging themselves to grow and learn. The Arts encourage students to be disciplined in mastering their craft and to have the courage to take creative risks.





Representing an exceptional offering for our students, and a unique aspect of our school, is the offering of three major productions each year. Productions become a memorable journey, showcasing the diverse talents and efforts of all our talented students and staff.

In 2025, we have witnessed our Preparatory School light up the stage with the incredible *Matilda Jr.*, our Senior School captivated audiences with the spectacular *Addams Family Musical*, and our program finished off in style with our Year 7–9 production of *The Witch's Princess*, a comedy adventure full of fun, imagination, and humour! These experiences, build confidence and create memories that last a lifetime.

Through being involved in a Guildford Grammar production, our students learn to adapt and innovate, and to celebrate and find joy in the process as much as the final performances. Productions demand long hours, careful preparation, and collective commitment. Attributes that mirror the resilience and

integrity required in life beyond school. "There is unequivocal evidence that quality arts processes and experiences engender a distinctive and critical set of understandings and skills that all young people need to navigate twenty-first century living" (Ewing, 2020, p.751).

Our vision for the Arts is guided by the values of compassion, and curiosity, encouraging our students to lead with imagination and empathy. The Arts allow our students to embody the courage to begin, the discipline to persist, and the heart to see it through.

<sup>1</sup> Ewing, R. (2020). The Australian Curriculum: The Arts. A critical opportunity. *Curriculum Perspectives*, 40(1), 75–81. <https://doi.org/10.1007/s41297-019-00098-w>



# Ashlea Harvey

HEAD OF YEAR 7

“As Head of Year 7, I’m responsible for supporting students as they transition into secondary school, both academically and pastorally,” Ashlea says. “I work closely with families, teachers and support staff to ensure each student feels safe, connected and confident in their new environment.”

When Year 7 students arrive at Guildford Grammar School, they’re stepping into a new world, one filled with opportunity, challenge and change. For Head of Year 7 Ashlea Harvey, helping them find their confidence and connection is what matters most.

Her leadership blends care with clarity. Ashlea sees each student’s growth as a shared responsibility shaped by trust, structure and genuine relationships.

### A Full-Circle Connection

An Old Guildfordian herself, Ashlea understands the power of belonging. Returning to Guildford Grammar as a staff member feels like a continuation of something that began long ago.

“It’s incredibly special,” she says. “Returning to Guildford Grammar as a staff member feels like coming full circle... I have such fond memories of my time here as a student, and it’s a privilege to now contribute to the same community that supported me in my formative years.”

That shared experience helps her relate to students in meaningful ways. “Having walked the same paths and sat in the same spaces, I understand the culture and traditions of the School from a

student’s perspective... This insight helps me connect with students more authentically, especially during their early years in secondary school.”

### Spaces That Shape Belonging

Ashlea believes that environment plays a vital role in helping students thrive. The Year 7 and 8 Hub, she says, has transformed how younger students experience school life.

“The Hub provides a nurturing, purpose-built space that supports their unique developmental needs,” she says. “It fosters a strong sense of belonging and community.”

Within that space, she sees students take brave steps, forming friendships, discovering new interests and learning to speak up with confidence.

### Learning to Lead

Earlier this year, Ashlea joined the School’s LEAD Program in Hong Kong, an experience that shifted her thinking about education and leadership.

“The LEAD Program was a transformative experience... It broadened my perspective on global education and leadership, and gave me the opportunity to collaborate with passionate educators from around the

world... I gained valuable insights into innovation, student agency, and the importance of cultural intelligence in leadership.”

Those lessons now shape her approach every day. “It’s made me more intentional about empowering students to take ownership of their learning and wellbeing... I’ve also become more reflective in my leadership, ensuring that I lead with empathy, clarity, and a strong sense of purpose.”

### Looking Ahead

In 2026, Ashlea will continue with her current cohort as Head of Year 8, guiding them through the next stage of their journey.

“I’m excited about the continued evolution of the Year 7 experience, especially the ways we’re integrating wellbeing, innovation and student voice into everything we do... There’s a real energy in the cohort, and I’m passionate about helping each student discover their strengths and feel proud of who they are becoming.”

For Ashlea, the greatest joy lies in seeing students find their place and their purpose within the Guildford Grammar community.

# Reflecting on our SEARCH for Excellence

As we look back on 2025, it's clear that our shared theme of SEARCH for Excellence has become a shared mindset that has shaped the tone and culture of Guildford Grammar this year.

Grounded in the Visible Wellbeing framework, SEARCH – *Strengths, Emotional Management, Attention and Awareness, Relationships, Coping, and Habits and Goals* reminded us that wellbeing and achievement are deeply connected. When we recognise our strengths, manage challenges, build positive relationships, and set meaningful goals, we create the conditions for excellence to flourish.

This year, excellence has been visible everywhere. From students who persisted through challenges, to staff who modelled dedication and care, the pursuit of personal bests has been both individual and collective. Our *SEARCH for Excellence* postcards celebrated moments of genuine effort, kindness, leadership, and growth. Termly assemblies became community events as opportunities to highlight extraordinary achievements and invite parents to share in the pride and joy of our students' success.

Importantly, this theme was not just for students, it was for staff as well. Our staff-to-staff and student-to-staff awards acknowledged the many ways our teachers and support staff demonstrate excellence in their work every day. These recognitions

celebrated innovation, collaboration, and care reinforcing that our shared commitment to excellence is what strengthens our school community.

Our sporting program reflected this renewed motivation beautifully. Attendance and application at training were at an all-time high, and there was a noticeable energy and determination across teams. The drive to give one's best became contagious, a source of collective pride that lifted performance, effort, and School spirit alike.

Perhaps the most powerful outcome of 2025 has been a deeper sense of collective efficacy, the shared belief that together, we can make a difference. Across classrooms, Houses, the Hub and teams, we have seen a ripple effect of high expectations, mutual encouragement, and shared success.

As we reflect on the year, we do so with pride. Our *SEARCH for Excellence* has shown us that excellence is not a destination but a culture – one we build together, every day, through care, courage, and connection.

**Julia McGibbon-Briggs**  
Deputy Principal – Student Experience





# Thank You For Your Support

The Guildford Grammar School Parents & Friends' Society plays an important role in supporting initiatives that strengthen student life and the wider school community. The Society allocates resources each year to projects that enrich daily experiences, improve facilities and provide added support across the School.

In 2025, the P&F has contributed more than \$80,000 to a diverse range of projects that directly benefit students from Preparatory to Senior School. These contributions reflect the P&F's commitment to enhancing the environment, supporting programs and adding value to key areas across the School.

The School extends its sincere thanks to the Parents & Friends' Society for its ongoing support and for the meaningful contributions made throughout 2025. The P&F's commitment helps strengthen connections, provide improved spaces and ensure students have access to opportunities that enhance their overall school experience.

**Michaela Curran**  
Community Engagement Manager



## Projects Supported in 2025

This year's P&F support includes a combination of infrastructure improvements, wellbeing initiatives, and enhancements to activity areas across the School:

New Guildford Grammar-branded shelters and BBQs, creating improved gathering and event spaces for students, families and staff.

A pizza oven and new outdoor kitchen beneath the Boarding House, providing boarders with an inviting space for social activities and shared meals. This will also provide an outdoor function space for other events.

A new speaker system for the Dance Studio, ensuring students can rehearse and perform with professional-quality sound.

Shelving for the DLD costume storage room, making it easier for staff and students to access and manage performance costumes.

A 'Loose Parts' shed for the Preparatory School, expanding opportunities for creative play, problem-solving and hands-on exploration.

Continued support for boarding students during twice-yearly exam periods, providing added comfort and care when it matters most.

Breakfasts for PSA and ACC Swimming squads, celebrating and supporting students during their early-morning training commitments.

Assistance in funding Jazz musician John Hoffman's return visit to Guildford Grammar School, giving students the opportunity to engage with a respected and inspiring musician.





Guildford  
Grammar School



On The Road

# Guildford on the Road

Guildford on the Road travelled across WA to connect with past, present and future boarding families. The program took a new direction this year, shifting away from the traditional Field Day circuit and hosting four stand-alone events, one each term, led by our families in their own towns and on their own farms.

The first event in Term 1 set the pace. What was expected to be a small gathering in Tammin quickly grew to more than 75 people, prompting a move to the Tammin Golf Club. Families from across the district came together for an easy, welcoming evening that brought Old Guildfordians, current families and young children into the same space, an early reminder of the strength of regional connections.

In Term 2, the Saddler family hosted the Wongan Hills event. The turnout again showed the depth of support within the region. Boarding Year Coordinator, Mrs Ash Resuggan, and Design and Technology teacher and Boarding staff member, Mr Tom Hall, joined the visit. Tom's enthusiasm was hard to miss when he discovered sheds filled with half-restored motorbikes and vintage LandCruisers, an unmistakable snapshot of country life!

Term 3 took Guildford on the Road to Kojonup. The visit began with St Bernard's Primary School's spirited production of *Shrek the Musical*, featuring more than ten students who are set to join Guildford Grammar over the coming years. The following day, the Parker family welcomed families for a relaxed barbecue where the early spring weather and open space encouraged plenty of footy. Kojonup local and Year 8 Boarding Coordinator, Mr Cam Knapton, was right at home.

The final event of the year took place in Albany, bringing together families from across the Great Southern as the 2025 program came to a close.

Guildford on the Road has offered a meaningful way to stay connected with regional families, acknowledge their deep contribution to the School and strengthen relationships that remain an essential part of the boarding community.



# Father's Day Breakfast

The Dad's Big Breakfast brought a wonderful sense of warmth and connection to both campuses, with families coming together to share food, conversation and time that felt genuinely special. Our Catering and Events team prepared a generous buffet that set the tone across the morning, giving dads and their children a chance to slow down and enjoy being together.

On the Rugby Field, our Prep families filled the space with laughter as breakfast unfolded and the tug of war took hold. The final round pitched dads against students in a spirited contest that ended with a win for the dads, even though the result was meant to tilt in the students' favour.

Senior School families gathered on the Chapel Lawn, where the tug of war brought the same energy and friendly competition. Every House pulled with

determination before Henn's House claimed the trophy. The Senior School Band added something memorable, sharing their final performance as a group and filling the lawn with music.

Across both gatherings, the Dad's Big Breakfast reminded us of what matters at Guildford Grammar. Community, connection and moments that stay with families long after the morning ends. Thank you to everyone who helped make it such a meaningful event.



# Chapel Gift

The 2025 Chapel Gift once again brought the School community together for a tradition loved by generations of Guildfordians. With clear winter skies and the Chapel bells ringing out across the grounds, students lined up for the sprint that marks the start of the Athletics season.

Introduced in 2003 by staff member Mr Len Fernandes and inspired by Chariots of Fire, the Chapel Gift is a short race around the Chapel of St Mary and St George, measured not only in seconds but in "bells," adding a distinctly Guildford Grammar character. Although construction on Chapel Close required a shortened course this year, the energy and determination remained unchanged.

Daniel (12St) won the boys' race in 1:10:72 minutes (25 bells), followed by Cody (12Sg), James (11He), Saxon (11Wb), Cameron (10Sc), Cooper (9Fr), Ashton (12Be) and Judd (12Ha).

In the girls' race, Emily (11Sg) finished first in 1:21:17 minutes (28 bells), ahead of Mikaela (12Be), Milla (8St), Isla (11Fr), Charlotte (9Sc), Mili (12Wb), Portia (11He) and Indeea (11Ha).

Spectators followed the runners as best they could, gathering at the finish to cheer on their Houses. The Chapel Gift may be brief, but it carries tradition, friendly competition and memories that continue the legacy for future generations of Guildfordians.

# Guildford Horizons

A program that invites students to step into new environments, meet new people and experience learning in ways that stay with them long after the journey ends.

Guildford Horizons continues to open the School to the world, giving students the chance to learn through real places, real people and real experiences. This year, those experiences took them to Papua New Guinea to walk the Kokoda Track, to Canberra to see the nation's institutions up close, and to the United States for a full cultural and school exchange.

Each journey offered something different. Kokoda asked for endurance and reflection. Canberra brought history, democracy and identity into focus. The exchange in the USA gave students a window into daily life, learning and community in a completely new setting.

These experiences form what Guildford Horizons is about: stepping into new environments, broadening perspective and returning with a deeper sense of confidence, understanding and curiosity. The following stories capture those moments.



## Baltimore Exchange

The Year 10 Exchange to the United States offered students a chance to step into a new culture, connect with others and experience learning beyond classroom. What began with long flights from Perth to Washington, D.C. soon shifted into a journey shaped by people, place and the everyday rhythms of American life.

In Baltimore, students were welcomed into St Paul's School families who opened their homes with genuine warmth. The students transitioned quickly with nerves eased as they settled into routines, conversations and experiences unique to each household. Across the group, the stories shared reflected a similar theme with students approaching new environments with curiosity and confidence. Some the group attended Major League Baseball and NFL games, while others explored local neighbourhoods, joined family outings, or simply experienced life in a different household. Each experience offered perspective and connection.

Time in Washington, D.C. provided a deeper understanding of the history that shapes modern America. Visits to the Lincoln Memorial, World War II Memorial, Washington Monument and the White House gave students a sense of scale and significance that is difficult to grasp from afar. This understanding grew further at the National Museum of American History, where the Star-

Spangled Banner, seen days after sailing the Chesapeake Bay and learning about the writing of the National Anthem, brought together story, place and identity in a powerful way.

A short stay in New York City added another layer to the experience. Based near Times Square, students felt the pace and energy of the city immediately. From the views at the Top of the Rock to walks through parks and neighbourhoods, New York provided moments of independence and discovery. It challenged students to navigate a global city with awareness and maturity, and they rose to that challenge.

Across Baltimore, Washington and New York, the exchange encouraged students to think broadly and engage deeply. They learned how culture is shaped, through history, through community and through the small interactions that define daily life. As the group prepared for the journey home, there was a shared sense that the experience had been meaningful. It was a chance to grow, to understand another culture and to see their own world with new perspective.





# Canberra

## A Journey to Australia's Capital



The Year 6 Canberra Tour gave students the chance to see their learning unfold in real places and understand Australia with new clarity.

In Canberra, students stepped directly into the workings of Australian democracy. They toured Parliament House, visited the High Court and explored the Museum of Australian Democracy, gaining a stronger sense of how decisions are made and how national leadership operates. Meeting elected representatives and taking part in interactive sessions helped them connect their civics learning with the people and systems behind it.

The visit to the Australian War Memorial brought a different kind of learning. Students took part in a wreath-laying ceremony and spent time listening to

the stories of those who served. The quiet moments encouraged respect and offered space for thoughtful reflection.

The tour also highlighted Canberra's creative and scientific side. Students experimented at Questacon, watched coins being struck at the Royal Australian Mint and learned how Australia preserves its records at the National Archives. Floriade, the National Museum of Australia and Canberra Glassworks added colour and creativity to the week, giving students opportunities to explore art, design and hands-on making. Cycling around Lake Burley Griffin and navigating the Arboretum strengthened teamwork and built confidence as students worked together through unfamiliar challenges.

Throughout the week, friendships deepened and confidence grew. Shared meals, evening activities and time spent navigating new environments helped students support one another and step into situations that asked for independence.

By the end of the tour, it was clear the experience had lasting impact. Students returned with a stronger grasp of Australia's history and institutions, a deeper appreciation for citizenship and a willingness to keep exploring.



# History Beneath Their Feet

Kokoda demands endurance, clarity and respect for those who walked the path before us. And in return, it offers profound moments of connection and personal growth.

Traversing the rugged terrain of Papua New Guinea's Owen Stanley Ranges, participants follow in the footsteps of Australian soldiers who, during World War II, displayed extraordinary Courage, Mateship, Endurance, and Sacrifice. These values are vividly brought to life through the Kokoda experience.

The journey along the Kokoda Track is both a historical pilgrimage and an exercise in resilience. Students and staff walk more than 96 kilometres through one of the most demanding environments on Earth—dense jungle, very steep inclines and declines, multiple river crossings all in a tropical climate characterised by unrelenting heat and humidity. Each step along the muddy tree rooted track demands perseverance and teamwork, echoing the hardships faced by those who fought there in 1942 under the leadership of Brigadier Arnold Potts, a distinguished Old Guildfordian.





Potts, who commanded the 21st Brigade during the Kokoda campaign, exemplified the Guildford Grammar spirit – leading with integrity, courage and compassion amid unimaginable adversity. His legacy served as both an inspiration and a reminder of the School’s deep historical ties to this defining chapter of Australian Military History.

Throughout the expedition, the group visited significant sites that held great emotional and historical weight. Standing at Brigade Hill, where Potts’ men fought bravely against overwhelming odds, our students reflected on the sacrifices of those who came before them. At Templeton’s Crossing, they paused beside the river to consider the endurance required to survive in such harsh conditions. Crossing Mt Bellamy, the highest point on the track, provided breathtaking views and a powerful sense of accomplishment. The journey continued and finally reached Imita Ridge, the narrow mountain pass where Australian forces halted the Japanese advance, before culminating at Ower’s Corner, the symbolic end and start of the campaign and the trek.

Along the way, students engaged deeply with Papua New Guinean culture, supported and guided by local PNG porters, whose warmth, strength and

generosity were integral to the journey. Their songs, laughter and connection to Country created an atmosphere of mutual respect and shared humanity. The villages scattered throughout the ranges provided insight into traditional life—simple, community-based and deeply connected to the land. These cultural exchanges reminded participants that the Kokoda story belonged to both Australia and Papua New Guinea.

The expedition was an arduous journey that tested every participant physically, mentally and emotionally. Yet it was through challenge that character was revealed. The Guildford Grammar students and staff who undertook the Kokoda Track discovered that Guildford grit was not merely a concept—it was lived through every climb, every setback and every act of kindness along the way.

When the group finally reached Ower’s Corner, weary but proud, they did so with a heightened appreciation of the values that defined both the Kokoda legacy and the Guildford Grammar community. The experience left an indelible mark, reminding all who walked the track that courage, mateship, endurance and sacrifice were not just words from the past—they were principles to live by, guiding each step into the future.

# Outdoor Learning Program

The Outdoor Learning Program is a structured, whole-school sequence designed to help students grow through hands-on experiences in nature. Each stage encourages curiosity, resilience and self-confidence, giving students the chance to explore, problem-solve and learn in environments that extend beyond the classroom.

Led by our internal Outdoor Learning team and supported by teaching staff, the program works alongside expert partners to deliver meaningful, safe and engaging experiences. Students take part in activities that challenge them to step outside their comfort zone — bushwalking, canoeing, climbing, camping and inquiry-based exploration — all designed to build practical skills, strengthen teamwork and nurture environmental awareness.

Outdoor Learning is an intentional part of the Guildford Grammar journey. It supports wellbeing, deepens classroom learning and helps students develop the mindset and capabilities to thrive in their community and the wider world.

## Building Resilience Through Experience and Challenge

Outdoor learning is a vital extension of our educational philosophy.

Each year, students across the Preparatory and Senior Schools participate in age-appropriate Outdoor Learning Programs (OLP) designed to nurture courage, resilience, and teamwork. These programs are anchored in the School's defining character framework, Guildford Grit, which encourages students to approach challenges with perseverance, optimism, and a willingness to learn from experience.

The OLP provides authentic opportunities for students to develop these attributes through connection with the natural world, collaboration with peers, and reflection on personal growth. From early primary years to adolescence, each experience is carefully structured to promote independence, build confidence, and cultivate an enduring sense of respect for self, others, and the environment.

For Year 2 students, the Old Boat Shed program introduces the foundations of outdoor exploration in a safe and supportive setting. Centred around play, discovery, and cooperation, students engage with the Derbarl Yerrigan (Swan River) and its surrounding natural habitats. They learn basic pro-environmental skills and curiosity-driven inquiry, developing an early understanding of care for Country. This formative experience encourages our youngest learners to demonstrate responsibility and empathy.

As students mature, the Year 3 program at Dyoondalup (Point Walter) expands on these foundations by immersing learners in activities that build confidence and collaboration. Situated along the Derbarl Yerrigan, Dyoondalup provides a rich landscape for exploration and learning. Here, students face challenges that require communication and cooperation—flying fox, aquatic investigations, and environmental awareness activities, plus an overnight stay, helps them develop the determination to persist through difficulty and the courage to support their peers.

By Year 7, students participate in their first multi-day residential program at the Manjedal Activity Centre, a significant milestone marking their transition into secondary schooling. This experience encourages independence and adaptability as students engage in activities such as crate stacking, climbing, and problem-solving challenges. These moments test courage and perseverance, while fostering a sense of community and shared responsibility. Students learn that resilience is not simply enduring hardship, but growing through it, even when it's raining!

For Year 8 students, the Outdoor Learning Program reaches new heights in the Margaret River region, where the natural beauty of the Leeuwin-Naturaliste National Park



and the Blackwood River provides the backdrop for exploration and challenge. Across four days, students camp, hike, and paddle through diverse landscapes, applying teamwork and leadership skills in real-world contexts. This immersive journey cultivates self-reliance, problem-solving, and environmental stewardship. It is here that many students begin to recognise the enduring lessons of resilience in adversity, confidence in uncertainty, and gratitude for the collective effort of their peers.

Together, these experiences form a continuum of growth that supports the holistic development of every student. Whether exploring the riverbanks of Dyoondalup or hiking through the forests of the South West, each stage of the OLP reinforces the belief that true learning happens when students step beyond comfort and into challenge.

Through these authentic, nature-based experiences, Guildford Grammar continues to inspire students to live with purpose and lead with compassion.

# Forging into the Wild:

## Year 9 Outdoor Learning in Kalbarri National Park

Designed intentionally as a milestone in each student's personal journey, the program invites participants to step into an environment that is both breathtaking and demanding.

This year marks the first time our Year 9 Outdoor Learning Program has been held in Kalbarri, introducing a new chapter in the Senior School experience and a new benchmark for challenge and growth. The rugged landscape of Kalbarri National Park becomes the setting for students to test their resilience, deepen their character, and learn what it means to push beyond comfort with purpose and determination.

The program takes students deep into the Murchison River Gorge, a place of immense geological and cultural significance. The striking red cliffs, ancient riverbeds, and winding gorges tell stories that span more than 40 million years, providing a humbling backdrop for learning about resilience and endurance. In this environment, students gain a profound appreciation for the natural world, while also discovering the depths of their own capability.

The Kalbarri expedition is intentionally designed as a journey of growth through challenge. Over several days, students hike through the rugged terrain of the gorge system, carrying everything they need for their journey. The experience of remote camping far from the comforts and conveniences of everyday life demands self-reliance, teamwork, and adaptability. Each student takes responsibility not only for themselves but also for the wellbeing of their peers, contributing to the setup of tents, preparation of meals, and navigation of the track ahead.

Cooking in small groups using Trangia stoves becomes more than a practical necessity, it is a shared ritual that reinforces collaboration and gratitude. Meals are a moment to rest, reflect, and connect, often

sparking conversations about the day's challenges and triumphs. For many, these moments of simple togetherness leave the most lasting memories of the expedition.

A highlight of the Year 9 program is the opportunity to abseil into the gorge, an exhilarating experience that demands trust, and courage. For some students, stepping backward over the edge of a cliff is their first true encounter with fear and overcoming it represents a defining expression of resilience and determination. Encouraged by their peers and guided by experienced instructors, students learn that courage is not the absence of fear, but the choice to act in spite of it.

Each hike through the gorge offers both physical and emotional challenges, testing stamina and perseverance. The terrain is unforgiving at times, loose rocks and long stretches under the Western Australian (WA) sun, but it is through these moments of discomfort that true resilience is built.

As the expedition unfolds, so too does a deeper understanding of Guildford Grit: the inner strength to persist when things are hard, the optimism to find meaning in challenge, and the humility to learn from experience. The Kalbarri program encapsulates these lessons in every step, climb, and shared meal.

By the end of the expedition, students return with more than sore feet and sun-kissed faces—they carry with them a sense of accomplishment, independence, and confidence that will serve them far beyond the classroom. In the vast, ancient landscape of Kalbarri, they discover not only the beauty of the world around them, but the boundless potential within.





# Persistence in Practice

## Senior Winter Sport Wrap-Up

This year's winter season at Guildford Grammar was defined by courage, unity, and a relentless drive to improve. Across every field, court, and pitch, our students demonstrated Guildford Grit — giving their best effort, supporting one another, and representing the School with pride.

### True to the Blue Round

The True to the Blue round against Christchurch stood out as one of the great days of the season. On a crisp winter morning, the campus came alive with colour, noise, and energy as Old Guildfordians, students, and families came together for a full day of sport and community connection. Food trucks, coffee, cake stalls, and BBQs lined the grounds, creating a genuine festival atmosphere. The day captured everything that makes Guildford Grammar special — tradition, pride, and a strong sense of belonging.

### Senior PSA Highlights

Our First XI soccer side led the way in Senior PSA sport, producing their best season in several years. With three wins and three draws, the team showed tremendous progress and consistency, competing hard in every fixture and setting the tone for Guildford Grammar's winter sports culture. Their commitment, discipline, and belief in one another reflected the progress being made across all Senior programs.

### Girls' Sport Highlights

Girls' sport continued to thrive this winter, showing growth across Football, Hockey, Netball, and Volleyball. The football program had an exceptional season, with all three teams reaching finals and the Year 7/8 side claiming the Grand Final. In Hockey, the Year 9/10 girls capped off their campaign with a hard-fought Grand Final win.

Netball was another strong performer this winter, with two Guildford Grammar teams reaching their respective grand finals. GGS 5 fought hard but fell just short in a tightly contested match, while GGS 9 finished their season in style, claiming a well-earned Grand Final victory. Both teams displayed excellent teamwork, composure, and determination throughout the campaign, reflecting the growing strength of Netball at Guildford Grammar School.





Senior girls claiming the WAJVL Grand Final and the Year 10 team finishing as Runners-Up. Both teams displayed exceptional teamwork and resilience, setting a strong standard for future seasons.

**ACC Division B Champions**

A major achievement came on the track, where we claimed the ACC Division B Athletics Championship. It was a complete team performance, with many excellent individual results across sprints, distance, jumps, and throws. The collective effort and determination shown across the squad reflected a growing culture of belief and preparation.

As a result, Guildford Grammar will now move into Division A for 2026 – a significant step that recognises the steady progress of our athletics program.

**A Season of Character**

Winter 2025 will be remembered for the way our students represented the School – with humility, resilience, and pride. Every program, from the football pitch to the athletics track, reflected commitment to improvement, respect for others, and a love of competing for the navy blue.

**David Guest**  
Director of Sport



1919, School Prefects and Headmaster Percy Henn

## A History of Strength, Resilience and Good Humour

For over a century, our School has met each challenge with resilience, hard work, and a touch of good humour that has long defined the Guildford Grammar spirit. Guildford Grammar's story during the Spanish influenza epidemic is testament to how, in the face of global and local uncertainty, Guildford Grammar students and staff showed courage, compassion, and community mindedness.

The construction of the school's Sanatorium began on 20 March 1916, and by 24 June it stood complete as a large, airy, and modern building. Students writing for *The Swan* at the time reported in typically mischievous fashion: "The boys had hoped for something interesting for the official opening—a dance or a few cases of smallpox—but nothing serious occurred." The humour captured the mood of a community determined to stay cheerful, even in the midst of the First World War.

The new Sanatorium would prove invaluable. Between 1918 and 1920, as the Spanish influenza pandemic swept across the world and claimed more than 12,000 lives in Australia alone, Guildford Grammar was not spared. Of the 146 boarders, 80 fell ill, and the school decided to close early. Six boys were quarantined in the Sanatorium for a week before being permitted to return to their homes.

Despite the fear and fatigue of those months, the Guildford Grammar community rose to the occasion. Matron Robinson, assisted by Mrs Moss and Mrs Adcock, worked tirelessly day and night to nurse the sick. Staff and friends lent a hand wherever needed—preparing meals, fetching supplies, or offering words of comfort.

Among the many memories from that time is one from day boy Edmund Ferguson Stewart, who later recalled in *Tall Stories* the School's preventative health measures. Each morning, students lined up before the Matron, who, armed with jugs of warm salty water or Condy's Crystals, insisted they sniff the solution up their noses. "Nobody liked the Condy's," Stewart wrote, "but my brother and I did escape the infection."

Other students showed similar grit and determination. One boy returning from his holidays in regional South Australia found his train repeatedly cancelled as influenza spread through Adelaide. Undeterred, he persisted, finally catching a train only to spend five days camping, quarantined, in the bush outside Port Augusta, and another two in similar circumstances at Karonie. At last, the dedicated student arrived back at Guildford Grammar... just in time for end-of-term exams!

Through it all, there was still laughter, camaraderie, and hope. The pages of *The Swan* from this time reveal not just accounts of illness but also jokes about the persistent bullfrogs down by the river keeping the boys awake, and excited chatter about the 1919 Royal Show. Students expressed gratitude for the care of their teachers and staff and looked forward to a brighter 1920. When the Treaty of Versailles was signed, local peace

celebrations were held—relocated from Darlington to School campus due to torrential rain. “Like all good feasts,” *The Swan* reported with delight, “it began with the egg and spoon race.”

A century later, when the COVID-19 pandemic tested the world once more, the students of Guildford Grammar demonstrated that same resilience, humour, and unity shown by those before them. In both 1920 and 2020, the Guildford community proved that courage, care, and cooperation—what we proudly call Guildford Grit—remain at the heart of who we are.

**Amelia Birch**  
Archivist



1920s, the much beloved Matron Robinson



Circa early 1920s, happy pupil outside the Chapel



1928, interior of the School Sanatorium



1916, external photograph of the newly built Sanatorium



# Honouring the Past, Supporting the Future. Raising the Roof

At Guildford Grammar, belonging to a House or Quarter is a defining part of the experience.

Since 1922, our House system has been at the heart of school life. School House, St George's and Stirling laid the foundations, followed by Henn's in 1927, named for the much-loved Headmaster Canon Percy Henn. Harper and Woodbridge honoured the School's founder, Charles Harper, and his historic home. Freeth and Bennett brought fresh energy, reflecting the School's growth and the spirit of their namesakes.

For our youngest students in the Preparatory School, the Quarters—North, South, East and West—have long offered the same sense of belonging. Originally meant as temporary groupings, they became permanent fixtures, and in 2004 were given their own insignias: the Rampant Lion, Fire-Breathing Dragon, Black Stallion and Griffin. These symbols, proudly worn, bring a unique identity to each Quarter and a strong start to a lifelong connection.

For boarders, their House was often home. For all students, it was where friendships were formed, values were shaped and lifelong memories made. And no matter where life takes you, the same question still connects Old Guildfordians everywhere: "What House were you in?" It's a bond that sets Guildford Grammar apart.

This year's Annual Appeal honoured that legacy, whilst helping to build what comes next.

Funds raised supported the Building Fund which creates dynamic, inclusive spaces for learning and growth, as well as our Scholarship Funds, which open doors for students who might not otherwise have the opportunity to be part of this community.

And the results were impressive!

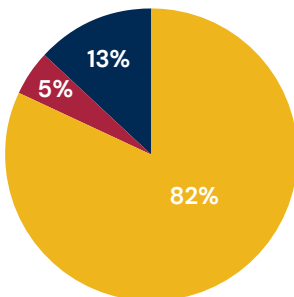
Whether our donors gave of their time, shared their talents, or made a gift—everyone's support and generosity made it possible to strengthen the experience for each and every one of our students. We could not be more grateful. Thank you.

And because we know a little healthy rivalry never hurt, every act of generosity in this Appeal earned points for chosen Houses or Quarters, with the winning House being St George's and the winning Quarter, North.

**Georgia Bosustow**  
Head of Philanthropy

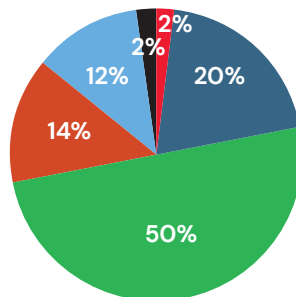


Breakdown of Funds



- Guildford Grammar School Building Fund
- Go Forward Foundation Educational Scholarships Trust
- Guildford Indigenous Educational Scholarship Trust

Breakdown of Segments



- Community Members
- Old Guildfordians Association
- Parents
- Past Parents
- Staff
- Students

*NB: Some donors exist in more than one category, in that case, the 'primary' was included. The above graph is an approximate only.*

# THANK YOU!

Aaron Balgera  
 Abigail Laurence  
 Andy McGlew  
 Alex Clark  
 Alex Gardner  
 Alisa Stone  
 Alyce Ritchie  
 Amanda Macnamara  
 Amanda Udy (McKie)  
 Amber Harvey  
 Amy Kilkenny  
 Amy Martin  
 Andre Lamberto  
 Andrew (Laurance) Watson  
 Andrew Ahmat  
 Andrew Hull  
 Anne Tucker  
 Barbara Dundas  
 Ben McMillen & Melanie Williams  
 Beverley Whitelaw  
 Bill (William) Ryan  
 Brent Hunt  
 Brett Stapleton  
 Bronte Maziarz  
 Byron Savage  
 Callum Hutton  
 Carmen Bayley  
 Carmen Smith  
 Chris & Shirley Durrant  
 Christine Day  
 Christopher Jeakings  
 Clare Heffernan  
 Corey Bradbrook  
 Craig Benporath  
 Craig Hatch  
 Dale Reid  
 David Armstrong  
 David Dawson  
 David Guest  
 Deane and Sarah Aynsley  
 Dene Lampard  
 Denys Warren  
 Diane Bothe  
 Eli Harvey  
 Fran Burgess  
 Gemma Kellock  
 Georgia Bosustow

Georgina Sadler  
 Glory Gao  
 Graham Wright  
 Greg Lambert  
 Guildford Bassendean Masonic Lodge  
 Guildford Rowing Association  
 Hamish McBratney  
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 Iva Cholakova  
 Jack Honniball  
 James Hillgrove  
 James Roseveare  
 Jaymie Vernal  
 Jen Casotti  
 Jennifer Tucker  
 Jodie Junk  
 John Hutton  
 Josephine Greaves  
 Josh Buchanan  
 Julia McGibbon-Briggs  
 Julius Skinner  
 Kate Edgar  
 Katie Petchell  
 Kelly Fryer  
 Kent Peters  
 Kevin Fowler  
 Kimberly Rose  
 Kym Francesconi  
 Laura Kendall  
 Leanne Stokic  
 Maddison Smith  
 Marcus Prosser  
 Mario Bejarano  
 Mark Gregory  
 Mark Rice  
 Mark Williamson  
 Martin Lamb  
 Michael Abbott  
 Michael Hillgrove  
 Michael Minchin  
 Michaela Curran  
 Michelle Young  
 Nic Germinario  
 Norman Parsons  
 Olivia Hutton  
 Pat Beresford  
 Paul Sutton

Peter Allen  
 Peter Freeman  
 Peter Klinger  
 Peter Venoutsos  
 Peter Weibel  
 Philip and Jenny Gardiner  
 Philip Bailey  
 Robert Gray  
 Robert Smith  
 Rochelle Parker  
 Ross Tucker  
 Rudolf van den Wall Bake  
 Sally Boyle  
 Sari Wilson  
 Shane Sander  
 Sharon Harvey  
 Shine Saju  
 Simon Hart  
 Stacy Price  
 Steven Kish  
 Susan Shaw  
 Tania McCreanor  
 Tara Jenkins  
 Tom (Thomas) Camp  
 Tom (Thomas) Hall  
 Trevor Beardsmore  
 Tyler Harvey  
 Van Spalding  
 Weng Chi Lee  
 William Beresford

TOTAL AMOUNT RAISED

\$103,824.70

NUMBER OF DONORS

162

## NEW CONNECTIONS MADE

Students, staff, families, alumni and community members all getting involved in meaningful ways

## GIFTS THAT MAKE A DIFFERENCE

Supporting House upgrades, Preparatory spaces and future facilities

## A CELEBRATION OF CULTURE

Fun, friendly competition and that unique Guildford Grammar School House spirit

## A SHIFT IN UNDERSTANDING

Opening up conversations about the positive side of giving





Stories of  
PURPOSE and JOY

# The Making of a Judge

JUSTICE MICHAEL FEUTRILL (SCHOOL 1984–1989)

Justice Michael Feutrill returned to our School this year. He spoke with the measured clarity of someone who has spent a lifetime thinking deeply about purpose, contribution and the experiences that shape us. Now a Judge of the Federal Court of Australia, he shared reflections on his work and the lessons that began during his years in Boarding.

After studying Economics and Law at UWA and beginning practice as a barrister and solicitor, Justice Feutrill later completed a Master of Laws and eventually taught in his field. He described the work of judging as deeply engaging, noting that “solving legal problems and arriving at outcomes that I consider to be both legally correct and just is very satisfying.”

He also shared that mentoring his associates has been “unexpectedly rewarding,” becoming one of the most meaningful aspects of the role beyond the courtroom.

### Formative Years in Boarding

Justice Feutrill’s memories of Guildford Grammar are vivid and honest. He recalls “the knot in my stomach and fighting

back tears” as his parents left after his first drop-off, and the firmness, paired with kindness, that shaped daily life.

Senior years brought new confidence. He remembered them as “marked by growing confidence, freedom and independence, a sense of accomplishment and unbridled enthusiasm for the future.” Friendships deepened, and experiences on camps, in sport and across the School left lasting impressions.

### People Who Made a Difference

Of the staff who guided him, Ted Gray was particularly influential. Cadet promotion camps were challenging but transformative. “In moments of severe stress, I discovered an inner resilience that has become a lifelong source of inspiration at times when the chips are down,” he said.

He added that these camps “taught me approaches to leadership, problem-solving and team-building that were foundational and that I continue to use today.”

### Values That Endure

Justice Feutrill draws a direct line between his Boarding experience and the values he carries into his work. “The boarding environment,



which was robust, built resilience and independence,” he said. The school culture, he added, instilled “loyalty, honesty, integrity, humility, responsibility and respect,” and helped him understand “the importance of community and a responsibility to serve it when able to do so.”

### Messages for our Students

Justice Feutrill encourages students to embrace changing paths and unexpected opportunities. “You may not come top of your class, but that does not mean that you cannot have a successful career or life,” he said.

He also reminded students that “serendipity plays a more significant role in the course your life takes than most people care to admit.” His advice is to remain humble in good fortune, steady during setbacks and take every experience as a chance to learn.

### A Story of Purpose and Determination

Justice Feutrill’s reflections capture the enduring spirit of Guildford Grammar: community, independence, challenge and growth. His story reminds us that the lessons of school, joyful, difficult and everything in between, stay with us, guiding how we contribute to the world and the lives of others.



# Oliverson Society

## Legacies that last beyond a lifetime.

Since the earliest days of Guildford Grammar, our story has been shaped by the generosity of those who believed in the power of education to change lives. One such visionary was Cecil Oliverson, whose remarkable gift made possible the Chapel of St Mary and St George—a place that continues to inspire generations.

In his honour, the Oliverson Society recognises those who have chosen to leave a gift in their Will to the School. Each legacy, large or small, is a deeply personal act of faith in the future—ensuring that the values, traditions and opportunities that define a Guildford Grammar education endure for years to come.

More than 50 guests gathered at the Royal Perth Yacht Club for a special Oliverson Society luncheon. Over a delicious lunch, guests heard from Perth lawyer and Old Guildfordian, Morgan Solomon (OG, 1984–1989), whose thoughtful presentation on inheritance, succession, estate planning and Wills offered invaluable insights into an often-overlooked topic. He shared findings from his report *Inheritance: State of Play in WA*, highlighting the unprecedented \$5.4 trillion intergenerational wealth transfer now underway, and the opportunity for this wealth to create meaningful, lasting impact.

Principal Mr Peter Allen spoke warmly about the power of legacy and the enduring spirit of generosity that sustains the School, whilst scholarship recipient Addison Smith (2025 Deputy

School Captain – Stirling) offered a meaningful reflection on how her scholarship had changed her life. The event was rounded out by a stunning performance by the School's Acappella Choir, a fitting reminder of the talent and promise that philanthropy helps nurture.

The occasion, coordinated in partnership between the School and the Foundation, was a beautiful celebration of connection, legacy and gratitude. To all who have made this commitment, we thank you. Your generosity is part of our story, and your impact will be felt for generations.

If you have included Guildford Grammar in your Will, or are considering it, we would be honoured to speak with you. To learn more or to have a confidential conversation about what your gift could make possible, please contact Georgia Bosustow, Head of Philanthropy, whether on campus, over a cup of tea, or in the comfort of your own home.

**Georgia Bosustow**  
Head of Philanthropy

9377 9225 | [georgia.bosustow@ggs.wa.edu.au](mailto:georgia.bosustow@ggs.wa.edu.au) | [www.ggs.wa.edu.au/giving](http://www.ggs.wa.edu.au/giving)





# From Guildford to Hollywood

## AJ CARTER (HENN'S 1990 – 1997)

AJ Carter knew from the age of ten that he wanted to be a filmmaker. Today, his résumé includes work directed for James Cameron and Arnold Schwarzenegger, two Regional Emmy® Awards, more than 800 television commercials and three media companies, all from his base in Oceanside, California. The path to that career began at Guildford Grammar.

On his first day of Year 5, that ambition was already clear. "The first day of school we spent drawing and designing our desk placemats... all the other kids were drawing pictures of Ninja Turtles and Batman, I drew pictures of TV and movie cameras, clapper boards, lights, and TV station logos."

### Early Foundations

Teachers encouraged his creative drive, even joining short films and comedy skits written by AJ and his friends. "It was a whole lot of cheesy goofiness," he says, "but it set the tone for some of my short films moving into film school when I graduated."

By his final year, the School supported AJ to follow his passion, granting him special permission to work part-time as an Assistant Producer on Channel 7's children's program *Amazing\**. He became the youngest person in Australia in such a role and finished school with 195 TV episodes to his name. "That job then

immediately opened the door for me as a camera assistant and then cameraman at Channel 7 and my career grew quickly from there... it was pivotal to kick-starting my career in the film and TV industry."

AJ credits his schooling with shaping his determination. "There were a lot of talented students in my year in sports and academia, and you had to fight to not get lost in the mix."

### The Emmy® Experience

In 2024, AJ and his team were the only independent filmmakers walking the red carpet at the Pacific Northwest Regional Emmy® Awards. "We were just there to take in this once-in-a-lifetime event," he says. When his name appeared for Best Cinematography (Photography), "the tables around us all erupted at the announcement of the win... walking up those stairs during the music to collect the award and give a very unprepared speech was out of this world."

A second award followed, for Best Short Documentary in the Science Division. Drinks and cutlery flew as the team celebrated, but what mattered most was sharing the moment with family watching live in Australia. "Being a kid with dreams in little ole' Perth and moving my life to the USA in pursuit of success in the film industry made this event arguably the most visceral and yet surreal experience of my life... to receive such lucrative acknowledgment from the National Academy of Arts & Sciences was unbelievably rewarding and will stay with me for a lifetime."



### Purpose and Perspective

Now based in California, AJ continues to push ideas and perspectives through his work. He has spent months filming with the Discovery Channel on *Exploring the Unknown*, and is directing a feature documentary on California's energy policies, alongside upcoming Australian projects including a documentary and an action-thriller set in Perth.

His story shows how creativity flourishes when courage is encouraged.

Stories of  
PURPOSE and JOY

## Go Forward, Always

**NIKI ANDONOVSKI**  
(WOODBIDGE 2008–2012)

### A Foundation of Camaraderie

When Niki Andonovski reflects on his five years at Guildford Grammar, one memory rises above all others. He was a proud member of Woodbridge House from 2008 to 2012 and credits the School with shaping his outlook on life.

### Discovering his Purpose

Sport was central to Niki's experience, and rowing became the spark that ignited his long-term passion for high performance environments.

"Being part of the School's Rowing program exposed me to what high performance sport looks like and from my very first season I was hooked. I knew from a young age that whilst I personally was not going to make it as an elite athlete, I wanted to work alongside them in an environment striving for a common purpose bigger than ourselves."

His time as a School Prefect strengthened the leadership qualities he now relies on every day.

"I learned skills such as empathy and understanding different points of view which have been hugely beneficial in shaping who I am today."

### Returning to Give Back

After graduating, Niki returned to Guildford while studying Sport Science at UWA, coaching Athletics, Football, Rowing and Preparatory School fitness.

"It was almost like I had never left. I loved being able to apply my learning from university during the day directly into my coaching with the students in the afternoon."



Coaching during the Hamer Cup win in 2013, Alcock Cup in 2015 and Head of the River in 2017 remains a source of pride.

### Building a High-Performance Career

Niki's professional journey began at WA Cricket, progressing through community roles and high performance programs with the Perth Scorchers and WA Men's team. Those seasons brought significant milestones.

"Being part of Scorchers back to back championships and a WA Sheffield Shield three peat were lifelong memories that exposed me to some incredible learnings and experiences."

He now serves as Player Development Manager at the West Coast Eagles, working closely with players on wellbeing, education and personal development.

"My current role is at the West Coast Eagles as the Player Development Manager. I am responsible for the wellbeing, education and personal development of our AFL players."

A turning point came in 2017 while studying Sport Management, when influential mentors encouraged

him toward athlete wellbeing and development roles.

"It was Matt who set me on a path of extra learning and work experience in an effort to increase my level of competency in working with elite athletes. Fast forward seven years and I now work with Matt as part of our player wellbeing team here at West Coast."

### Living the Guildford Motto

The words that guided him as a student continue to hold meaning today.

"Go Forward is such a brilliant motto in that it promotes a growth mindset. The values of growth and resilience have been with me since my Guildford Grammar days."

Niki's advice is simple and grounded in gratitude.

"Take every opportunity that is afforded to you, keep in touch with your school mates, teachers and coaches but most of all... be proud. Go Forward always."



# Old Guildfordians Annual Dinner

The Old Guildfordians Annual Dinner, held on Saturday 1 November, brought together alumni from across the decades for an evening of connection and celebration.

A highlight of the night was the presentation of the Old Guildfordian of the Year to Richard Mann (Stirling 1978–1982), who delivered an engaging address filled with humour, memories and a strong message about the enduring value of community.

It was a memorable evening marked by friendship, shared history and many moments of laughter. Thank you to all who attended and helped make the night so special.



# Combined Decades Reunion

The Combined Decades Reunion was a new addition to the calendar this year. We welcomed back the Classes of 1985, 1995, 2005 and 2015 for an evening of stories, reconnection and celebration. The event commenced with a tour of the campus and Congo in the Chapel, giving returning Old Guildfordians the chance to relive familiar spaces and memories.

Warm welcome-back speeches, filled with entertaining reflections from each cohort, were a highlight and sparked many conversations throughout the night. Laughter flowed easily as old friends caught up, shared milestones and celebrated the bonds forged during their school years.



# True to the Blue

Our inaugural True to the Blue brought the Guildford Grammar School community together in a vibrant celebration of School spirit. Families, friends and Old Guildfordians gathered across the grounds to support our PSA teams and enjoy a day of sunshine, camaraderie and connection with the Old Guildfordians lunch being held on the same day.

The event was a strong reminder of the energy and pride that defines our community.

Thank you to everyone who joined us and helped make the day such a memorable celebration of Guildford Grammar School.

# Out and About



Old Guildfordian Parents' Botanical Art Workshop with Jan Pitman (14 August 2025)



Albany and Great Southern Reunion (8 November 2025)



Careers Expo (17 June 2025)

## Vale

**Vernon Mincherton**  
School, 1962–1966

**Hugh Reynolds**  
Henn's/Stirling,  
1948–1953

**Brad Tacey**  
Staff, 1975–1977

**Robert Bailey**  
Henn's, 1944–1947

**Ian Cearns**  
Henn's, 1947–1950

**Timothy Cowcher**  
Harper, 1958–1962

**Brian Wright**  
Stirling, 1964–1969

**Michael Morcombe**  
School, 1951–1955

**Andrew Goldstraw**  
Woodbridge, 1977–1981

**Bradley Mark Lalich**  
Freeth, 1970–1976

**James (Laurence) Kiernan**  
School, 1980–1990

**Wayne Thomas Martin**  
Henn's, 1961–1964

**Colin Chomley**  
School, 1949–1956

**Ewen Tyler AM**  
St George's, 1941–1945

## Update Your Details

Have you moved or changed your mobile number or email address?

You can login and update your information on our website, or contact our office on [og@ggs.wa.edu.au](mailto:og@ggs.wa.edu.au) or (+61 8) 9377 9216.

[www.oldguildfordians.com.au](http://www.oldguildfordians.com.au)

# Everyday Excellence

Real stories. Real connections. Real Guildford spirit.

More than 50 guests, including Old Guildfordians, staff and past parents, gathered at ANZAC House in the Perth CBD Friday 27 June 2025, for the inaugural Everyday Excellence lunch and panel event, a new initiative from the Old Guildfordians' Association designed to bring the Guildford community together in the heart of the city.

Hosted by Dylan Harvey (Bennett 1995–2007), the event featured an engaging panel with Alex Paioff (Stirling 1994–2006), Toby Whincup (Woodbridge 1985–1989) and Peter Toll (School 1989–1994) who shared their personal experiences and reflections on pathways and purpose, resilience and challenges, wellbeing and balance, and values and legacy. Their stories were honest, insightful and deeply relatable, sparking meaningful discussion and connection across generations.

The atmosphere was warm and collegial, with strong themes of camaraderie, encouragement and shared purpose. Guests appreciated the opportunity to reconnect, network and celebrate the diverse ways Guildfordians continue to live out the School's values beyond the campus gates.

A sincere thank you to Dylan, Alex, Toby and Peter for leading such a thoughtful and inspiring discussion, and to everyone who joined us for helping make this first Everyday Excellence such a success.

With enthusiasm already building for the next event, we look forward to welcoming even more members of our community to future gatherings.

Don't miss your chance to be part of it.



# Reflections from Old Guildfordian of the Year

## A Guildford Grammar Grounding

**RICHARD MANN (STIRLING 1978–1982)**

When asked to reflect on my time at Guildford Grammar and how it helped shape the 43 years since then, a generous message I received from Malcolm Wells, last year's very worthy Old Guildfordian of the Year, struck a powerful chord.

Malcolm expressed his pride at being recognised by the School that gave him such a strong grounding for his later achievements. That message resonated strongly; my reflection is a breadth and depth of experience that provided the same resilient, well-rounded grounding that Malcolm described.

Guildford Grammar's defining strength has always been its commitment to diverse experiences that equip its students with a toolkit of practical knowledge and skills to apply to whatever pathway they may choose. As I was privileged to witness first-hand, that diversity could not have been more evident than at the Year 12 Valedictory Dinner in October, showcasing the School's commitment to developing well-grounded young people ready to take on career challenges of all shapes and sizes.

Back in the 70's and 80's, we students were similar beneficiaries of a dedicated team of teachers and support staff with genuine commitment to prepare us for real-world challenges.

For me, an Academic core of Mathematics and Science was obviously crucial to a subsequent Engineering

degree. However, it was actually a sequence of exceptional English and English Literature teachers whose influence has been most profound. By far, the analytical, writing and communication skills they instilled have been relied on most throughout my career. Complementing those academic pillars were support subjects including Classical and manual arts, drama, Music and Religion; whilst offering some welcome relief from academic grind, they also played an important role in broadening our capabilities and perspectives.

Sport was a constant backdrop to school life. Cricket and football were staples for me, ranging from an early peak in a Year 8 cricket trial match to opening the batting (at least on occasion) in Gamble Cup and Darlot Cup winning teams. The fierce rivalry of House competition rates a special mention: nothing better than donning the faded, torn and stained yellow cotton jersey and going into battle for the mighty Stirling House.

Beyond classrooms and ovals, the extra-curricular life of Guildford Grammar delivered the real value-add. Perhaps not a favourite at the time, choir performances are now vivid memories – the Christmas Festival of Carols that landed me on vinyl, Faure's *Requiem* at the Perth Concert Hall, and the epic *Story of the Cross* at Easter. Stirling's notorious (yet award-winning) Sherlock Holmes House drama adaptation, our victorious Year 10 regional quiz team and in particular, honing debating skills in front of a David Lawe Davies Centre

packed with boarders (there for the post-event Ladies Auxiliary spread), all made important contributions.

The discipline I shamelessly overplayed for the Old Guildfordians Annual Dinner crowd (my apology to Ted Gray ... again!) also played its part. Notwithstanding the methodology has changed somewhat since then, discipline, respect and good process aren't bad ingredients for success. Keeping my boots polished, I can attest, has had its rewards.

Thanks in no small part to that rounded experience, I have been fortunate to have been involved in dozens of exciting infrastructure projects across Australia and beyond, lived and worked in amazing places (and Melbourne), and met hundreds of remarkable people. More importantly, Guildford's focus on life skills helped prepare me for my greatest achievements: a wonderful, galvanizing marriage approaching 30 years and supporting three daughters on their own journeys, including the recent addition of a granddaughter. University life most definitely did not provide the same instruction!

The award of Old Guildfordian of the Year has been a humbling experience, and is accepted with gratitude and deep appreciation to the Old Guildfordians Association, my fellow alumni and of course, to Guildford Grammar School and the grounding reflected above.

# Coming Events 2026

To ensure you receive timely notification of events, please provide your email address to [og@ggs.wa.edu.au](mailto:og@ggs.wa.edu.au) or call (+61 8) 9377 9216.

Event Date	Event	Venue
21 March 2026	Combined Decades Reunion (10, 20, 30, 40 years) <a href="https://oldguildfordians.com.au/CombinedDecades2026">https://oldguildfordians.com.au/CombinedDecades2026</a>	Guildford Grammar School
27 March 2026	OGA Golf Day	The Vines – Championship Course
28 March 2026	Head of the River PSA	Champion Lakes
9 May 2026	True to the Blue PSA Supporters Day GGS v Scotch	Guildford Grammar School
19 May 2026	Past Parent Event	Guildford Grammar School
20 May 2026	OGA 50+ Reunion	Guildford Grammar School
13 May – 23 May 2026	OGA Kokoda Trek	Papua New Guinea
28 May 2026	Everyday Excellence Networking Lunch	More info to follow
22 June 2026	Careers Expo	Guildford Grammar School
30 July 2026	Year 13 Reunion – Class of 2025	Bassendean Hotel
14 August 2026	130 Year Celebration	More info to follow
28 August 2026	Everyday Excellence Networking Lunch	More info to follow
14 November 2026	Guildford on Swan Rowing Regatta	Guildford Grammar School
29 November 2026	Community Christmas Carols	Guildford Grammar School
2 December 2026	OGA AGM and Christmas Sundowner	Bassendean Hotel



**TREK — HISTORY.**

**2026 Old Guildfordians Kokoda Trek**

Take the journey of a lifetime to honour Australia's wartime heroes.  
Join the Old Guildfordians on this incredible tour along the Kokoda Track.

For more information, contact Travis Hocart  
[travis@kokodacrossing.com](mailto:travis@kokodacrossing.com)


**OGA**  
The Old Guildfordians  
Association


**KOKODA  
CROSSING**



# Guildford Grammar School

FOUNDED 1896

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