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#### Acknowledgements

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# Principal's Message

As we reach the midpoint of 2025, the School continues to build strong momentum, guided by the priorities of our *Go Forward 2030* Strategic Plan. Across both campuses, there is a clear sense of purpose and alignment, with students, staff and families working together in pursuit of excellence. This shared focus is reflected in the way our students approach their learning, contribute to community life and strive to be their best, every day.

Our theme this year, SEARCH for Excellence, has been more than a set of words on a page. It has become a shared lens through which our students and staff view their learning, relationships and growth. Across the whole School, the values embedded in the SEARCH framework are shaping confident, grounded learners who understand the link between wellbeing and achievement.

The academic results of the Class of 2024 reflected this same culture of focus and care. Their success was the product of steady guidance, strategic support and an environment that continues to evolve in response to students' needs. Importantly, it showed that excellence takes many forms, and that when students are known, challenged and supported, they thrive.

We are also seeing this growth beyond the classroom. The launch of the Master Plan and the opening of new House facilities, to expansion of co-curricular offerings and our global exchanges program showcase, the opportunities available to our students are broader and more purposeful than ever before.

Our Boarding community continues to be a key strength of the School. With all Year Coordinators now living on campus, boarders are supported by staff who are present, consistent and actively engaged in daily life. The *Guildford Ascent* program provides a clear and structured pathway for new students and families, helping them feel prepared and connected well before the school year begins.

In the Preparatory School, programs such as Bush Playgroup and STEAM are laying solid foundations, fostering curiosity, confidence and core learning capabilities from the earliest years.

Throughout the School, our focus remains on what excellence looks like for each student, not through comparison, but through character, effort and growth. This is at the heart of our purpose: inspiring students to achieve personal excellence and to be outstanding citizens who work to create a just, loving and peaceful society. We see this purpose reflected in everyday moments – in the way students engage, in their willingness to lead, and in their commitment to doing things well. It is a culture built deliberately and carried forward by all of us.

Thank you for your continued support and commitment.

Peter Allen Principal



School Prefects (L-R): Griffin Naisbitt, Jason Dayoub, Daniel Klinger, Clare Bradley, Oliver Aynsley, Lucas Howard, Chayse Parsons, Macy Cowcher, Matilda Parker, Amelie Day, Cody Lovell, Addison Smith

Our 2025 Student Leaders were inducted in Chapel services early in Term 1, marking a special tradition that welcomes them into their leadership roles. Congratulations to:



House Captains (L-R): Daniel Klinger (Stirling), Jacob Laurence (School), Ellie Metaxas (St George's), Judd Patton (Harper), Emiko Grau (Freeth), Stanton Venoutsos (Bennett), Elizabeth Moss (Woodbridge), Eoin Young (Henn's)

SCHOOL PREFECTS	
Macy Cowcher	Captain
Oliver Aynsley	Captain
Addison Smith	Vice Captain
Chayse Parsons	Vice Captain
Clare Bradley	Captain of Boarding
Griffin Naisbitt	Captain of Boarding
Amelie Day	Prefect
Cody Lovell	Prefect
Daniel Klinger	Prefect
Jason Dayoub	Prefect
Lucas Howard	Prefect
Matilda Parker	Prefect

PREPARATORY SCHOOL LEADERS		
Amelia Gorton (Term 1-2) Anje Pretorius (Term 3-4)	Captain	
Geoffrey Munroe	Captain	
Grace Perez-Olea Hulley	Vice Captain	
Kallen Hatch	Vice Captain	

# House Captains



SCHOOL HOUSE CAPTAIN

Jacob Laurence



ST GEORGE'S HOUSE CAPTAIN

Ellie Metaxas



STIRLING HOUSE CAPTAIN

Daniel Klinger



**HENN'S HOUSE CAPTAIN** 

Eoin Young



HARPER HOUSE CAPTAIN

Judd Patton



WOODBRIDGE HOUSE CAPTAIN

Elizabeth Moss



FREETH HOUSE CAPTAIN

Emiko Grau



**BENNETT HOUSE CAPTAIN** 

Stanton Venoutsos







**NORTH QUARTER CAPTAINS** 

Summer Loveridge and Mitchell Griffiths



**EAST QUARTER CAPTAINS** 

Inari Patselis-Lyon and Benjamin Wood



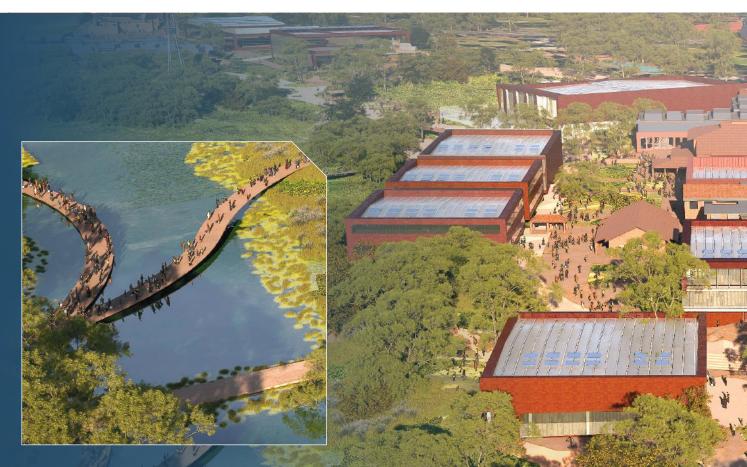
**SOUTH QUARTER CAPTAINS** 

Blake Hodge and Isobel Bower-Martinez



**WEST QUARTER CAPTAINS** 

Nava Adin and Patrick Haines



# A Vision for the Future: The Launch of the Guildford Grammar School Master Plan

At the commencement of the 2025 school year, Guildford Grammar School launched its campus Master Plan—an ambitious and considered blueprint for the future. Designed to guide the next era of learning, connection and growth, the Plan reflects the School's deep respect for tradition, while setting a bold course forward.

Although publicly launched in February, planning for the Master Plan has been underway for many months. Extensive consultation and development have taken place behind the scenes, engaging key stakeholders and expert partners to ensure the vision is both achievable and aligned with the School's strategic direction.

The Master Plan outlines a series of long-term improvements across the School's campus. These include revitalised learning environments, expanded co-curricular and sport facilities, enhanced boarding and performing arts precincts, nature-based play areas, and improved campus navigation and traffic flow. Each project is shaped by a shared goal: to create spaces that support deep learning, meaningful connection and a strong sense of belonging.

The Plan is centred around a clear aspiration: to create a learning

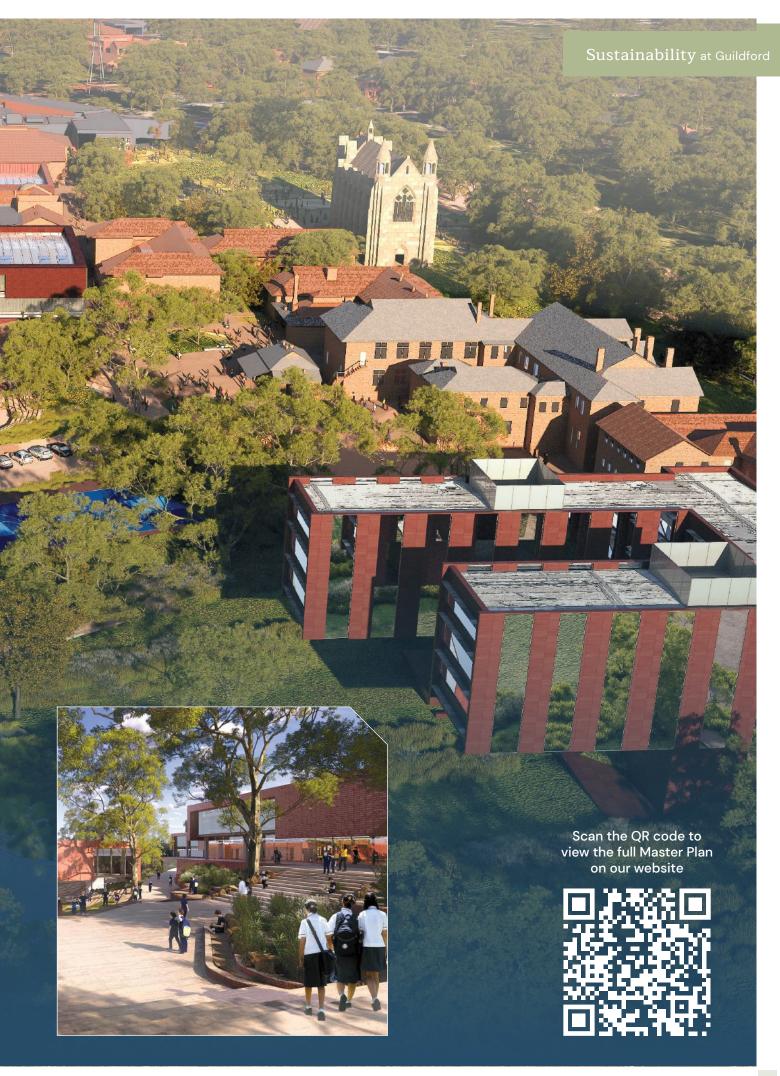
environment that supports every student to thrive. It's not simply about new buildings or upgrades. It's about delivering spaces and experiences that reflect who we are as a School—a community grounded in values, committed to care and character, and focused on nurturing quiet confidence and grounded resilience in every student.

Feasibility work and site investigations for the first major capital project are now complete, marking a significant step in the next phase of the School's long-term development. Three leading architectural firms are currently engaged in a tender process for the design, with the selected architect and the first project to be announced early next term. As we move into this next stage, there will be further opportunities for our community to contribute ideas and feedback, ensuring the Plan continues to reflect our shared aspirations.

Bringing this vision to life will be a shared endeavour. Philanthropy will play an important role, enabling the School to move forward with pace and purpose. The generosity of our community—past, present and future—will help ensure that Guildford Grammar continues to provide a rich and holistic education, where every student is known, supported and inspired to achieve their personal best.

The Master Plan is more than a document. It is a commitment to excellence, shaped by tradition and driven by purpose. A future-focused vision for a School that has always believed in the strength of quiet determination, the power of community, and the promise of what comes next.

To explore the Master Plan in more detail, visit ggs.wa.edu.au/master-plan.



Lady Day: Honouring Tradition and Celebrating Excellence

At Guildford Grammar School, tradition is not only respected, it is celebrated as a foundation for excellence. One such enduring tradition is the annual celebration of Lady Day, a day of spiritual and historical significance that reflects the values we continue to uphold as a community.

Celebrated on 25 March each year, Lady Day marks the Feast of the Annunciation, commemorating the Angel Gabriel's appearance to the Virgin Mary with the message that she would bear God's son, Jesus. At Guildford Grammar School, this day is made all the more meaningful because it was on Lady Day in 1914 that our Chapel of St Mary and St George was consecrated. For over a century, we have marked this moment in time, celebrating the sacred heart of our campus and the timeless values it represents.

From its earliest days, Lady Day has been a formal and meaningful occasion in the School calendar. While the nature of the celebration has evolved, its importance has not diminished. The community continues to gather in reverence and celebration, reflecting on our shared heritage and honouring the traditions that continue to shape who we are and inspire excellence in character and service.

Today, the focal point of Lady Day is the induction of our Lady Day Prefects – students recognised for their integrity, humility and leadership. In 2025, we were proud to induct Stanton Venoutsous, Olivia Sangalli, and (in absentia) Elizabeth Moss. These students received the traditional towel and basin – symbols of service and the call to be bearers of hope, much like the Angel Gabriel himself.

We also welcomed two new Fellows of Council, Chanelle van den Berg and Georgie Sadler. As stewards of our School's mission, their commitment to governance and vision exemplifies quiet excellence and the responsibility of guiding a flourishing learning community.

This year, a new symbolic tradition was introduced. Members of our community were invited to wear a red Lady Day ribbon, designed in the shape of a lily or fleur-de-lis—a reference to the Virgin Mary and our School Crest. The colour red draws from the cross of St George, co-patron of our Chapel, symbolising courage, faith, and sacrifice.

Students from Years 3 to 12 gathered in the Chapel for services that wove together faith, tradition and community. Our youngest learners participated in special Lady Day activities, concluding with a joyful blessing in the afternoon.

No matter how it is marked, Lady Day remains a time of gratitude and reflection. We give thanks for the extraordinary generosity of Cecil Oliverson, who, without seeking praise or recognition, gifted the Chapel to the School. His selfless legacy stands as a quiet but powerful example of excellence in service, reminding us that greatness is often measured by what we give to others.













# Commissioning of The Reverend Thomas Pote as School Chaplain

The Guildford Grammar School community gathered in the Chapel of St Mary and St George on Sunday 16 February for a special service to commission The Reverend Thomas Pote as School Chaplain. The service was led by The Most Reverend Kay Goldsworthy AO, Archbishop of Perth.

Rich in tradition and symbolism, the service marked a significant moment in the spiritual life of the School. Father Thomas was formally entrusted with his ministry, receiving the Bible, Prayer Book, chalice and paten, candle and School register—each representing a vital aspect of his pastoral and liturgical responsibilities.

We warmly welcome Father Thomas to his role and pray that his leadership will inspire, support and guide our community in the years to come.



#### From Father Thomas

Arriving at Guildford Grammar School I was struck by the strength of its community and how strongly people feel connected to the School. Thanks to your warm welcome, we have settled in quickly and feel very much at home here. It has been a joy to get to know the students and staff here as well as parents and the many people across Perth for whom the School is significant either through family ties or because they admire our buildings, and most especially the Chapel, as local residents of Guildford.

Time in Chapel, whether for worship or for Congo, is one of the most traditional things we do here for students across the School. However, tradition isn't about looking back to the past to ensure that things stay as they have always been, rather it is keeping the flame of tradition and history burning with new fuel. In a Christian community, faith is not measured by time spent in Chapel or singing hymns, but in the way we serve one another in love and the way in which our Christian values shape our life together. I look forward to exploring how we do this in the years to come.





# Hope and Joy

Our School community marked the beginning of the Easter season with a range of meaningful and joyful activities that honoured both tradition and faith.

On Shrove Tuesday, students and staff gathered to enjoy pancakes and reflect on the day's deeper meaning. Known as the day before Lent, Shrove Tuesday encourages us to prepare for the 40-day journey toward Easter - a time of reflection, growth and spiritual renewal. Beyond the delicious treat, it was a chance for our community to pause and connect as we looked ahead to this significant season in the Christian calendar. To draw us into the events of Holy Week, Chapel services across the School included processions of students waving branches reminding us of Jesus' triumphal entrance to Jerusalem to

the shouts of 'Hosanna' before the same voices shouted 'Crucify him' on Good Friday. Our Years 1-6 students participated in a special Chapel service led by Father Thomas. He shared the Easter story in a way that was engaging and accessible for our younger students. A highlight of the service was a beautiful violin performance by Thomas Hodson (Year 4, North), who played Violin Concerto by Ludwig van Beethoven - an elegant and thoughtful addition to a reverent occasion.

Our Preparatory School students embraced the Easter spirit through creative fun, donning colourful bunny ears and enjoying a reading of This is Not an Egg by Mrs Maclachlan. The playful story brought plenty of laughter, offering a joyful take on Easter traditions and a celebration of imagination and storytelling.

Good Friday provided a moment of solemn reflection, as we remembered the crucifixion of Jesus - a day of sacrifice that invites us to pause and consider the depth of his love.

The darkness of Good Friday gave way to the hope and joy of Easter Sunday, as we celebrated the resurrection of Jesus. His triumph over death is a reminder that we, too, can find hope and new life through faith. The tradition of giving chocolate eggs serves as a powerful symbol of the new life that emerged from the tomb, and the promise of renewal that Easter brings.

At Guildford Grammar, Easter is more than a date on the calendar. It is a journey of faith, community and transformation. We experience the true meaning of Easter when we follow Jesus' teachings, share his love with others, and carry his light into the world.



# Celebrating the Outstanding Achievements of the Class of 2024

The graduating Class of 2024 has much to be proud of. Whether pursuing an ATAR pathway or one of the many alternative options now available, this cohort has demonstrated remarkable achievement, resilience and growth. Their results reflect not only personal dedication, but also the sustained efforts of staff and a range of strategic initiatives aimed at supporting student success.

This year's academic results were particularly strong, with a median ATAR of 87.2—marking the first time the median has risen above 82 since 2018. Impressively, the number of students achieving an ATAR above 95 more than doubled compared to recent years. Furthermore, 41% of the ATAR cohort attained scores above 90, highlighting the depth of achievement across the board.

Success was not limited to academic pathways. Students pursuing vocational routes also excelled, with 57 Certificate IV qualifications awarded. Many students secured apprenticeships in their chosen trades, setting them on a direct path to meaningful careers.

While these accomplishments are a testament to the hard work of students, they were made possible by the support, guidance and innovation of teaching staff. Over the past two years, the School has implemented several key initiatives to better support student learning and outcomes.

A major shift has been the move to ongoing reporting, replacing traditional report comments with regular, realtime feedback. This approach ensures students and their families receive timely information about progress and areas for improvement, empowering learners to adjust and grow throughout the year rather than only at its end.

Staff have also deepened their collaboration with other schools through renewed moderation practices, helping to maintain high standards and ensure assessments are accurately pitched. This has given students a more accurate understanding of their achievements and better prepared them for WACE examinations.

In Term 3, co-curricular sessions on Friday afternoons were offered as optional exam preparation sessions, providing students with focused support on how to study effectively and approach formal assessments with confidence.

Academic Care Plans were introduced for students identified as at risk of underperforming or not meeting WACE requirements. These plans offer individual mentoring by Heads of Year, Heads of House or Heads of Learning, ensuring targeted support is in place to help each student achieve their personal best.

In parallel, there was significant investment in the School's Careers team, which played a vital role in guiding students toward pathways aligned with their strengths and aspirations. This included access to high-quality work placements, many of which led to post-school opportunities.

Finally, the Class of 2024 benefitted from a notably improved academic culture—one that encouraged hard work, persistence and a focus on personal excellence. While this cultural shift may not be a single initiative, it is undoubtedly the result of the cumulative effect of all the strategies put in place.

As we celebrate the achievements of the Class of 2024, we also recognise the collaborative effort behind their success. Their journey is a powerful example of what is possible when students are supported by a community committed to their growth and equipped with the right tools to thrive.

#### Mark Williamson

Director of Teaching & Learning (7-12)



6 Certificates of Distinction

17 Certificates of Merit

41% achieved an ATAR above 90

3 students achieved an ATAR above 98 Two Subjects in Highest Performing Schools list:

Business Management & Enterprise

Philosophy & Ethics

147

Endorsed Programs Completed

57
Certificate IV qualifications achieved

106

Work Placements completed

15

students applied for university through pathways other than ATAR

**67** 

students achieved at least one qualification at Certificate II or higher

145 out of 147 students

(98.64%) achieved WACE

University destination (based on offers):

38.4% Curtin

9.3%

**ECU** 

7.0%

Murdoch

9.3%

**Notre Dame** 

36%

**UWA** 

Forward to University

**Pathways** 

Forward to Training

Forward to Industry



There is something unmistakable about the spirit of Guildford Grammar. You can see it in the way students greet one another, in the pride of our volunteers, and in the energy that fills the air at every gathering. At the heart of it all is community — diverse, welcoming and deeply connected. Community is not an add—on to the Guildford Grammar experience, it is the foundation. It is what shapes our culture and strengthens the journey for every student and family.

Throughout the year, this sense of belonging is brought to life through many ways, including the many events that form part of our School calendar. These are moments that create connection, foster friendships and celebrate what it means to be part of Guildford Grammar.

The year began with the P&F Welcome Sundowner, where families gathered on the Senior School campus to reconnect and meet new faces. In the Preparatory School, the Friends of Preparatory School (FOPS) Welcome Picnic offered a relaxed evening of conversation and play, with families sharing food and laughter on the lawn.







In Term 1, the **Day of Friendship** saw Preparatory students take on the role of Friendship Ninjas, with headbands, activities and a performance from the Senior School Rock Band. The day reinforced the value of our Buddy Program in supporting student wellbeing and connection.

March also saw our International Women's Day celebration, where students, staff and families came together for a morning of conversation and shared inspiration. Guest speakers Chanelle van den Berg, Henry Cooper and Susan Shaw shared their stories, supported by music and reflections from students.

In May, the Mums' Big Breakfasts (held in both the Preparatory and Senior School's), provided a chance to celebrate the important women in our students' lives, with special performances and a warm community atmosphere across both campuses.

That same month, **Symphony on Stage** – **Sports Edition** brought the School community together under the gumtrees for an evening of music and mateship. From *Eye of the Tiger* to a full singalong of *It's a Long Way to the Top*, the evening was a vibrant celebration of school spirit.

Across all of these moments, our strength as a school shines through. These are not just events. They are expressions of who we are. They remind us that being part of Guildford Grammar is about more than attending a school. It is about being part of something shared and something lasting.



















Our School community gathered for the P&F Welcome Sundowner at the commencement of the school year, an opportunity for parents, both new and returning, to connect and engage with one another, reinforcing the strong community that defines our school.

Thank you to everyone who joined us for a fantastic evening of connection and community. Events like these remind us of the strength of our community and the importance of coming together to share in the journey of our children's education.

This event was also an important milestone, as we officially launched the Guildford Grammar School Master Plan—our vision for the future of our school – please see page 6 to read more about the Master Plan.















In Term 2, Guildford Grammar celebrated the blessing and official opening of the new School House and Freeth House, now located within the refurbished Hamilton Building in the Senior School. The move reflects the School's ongoing commitment to providing environments that are safe, welcoming and designed for the needs of today's students.

The House system is a vital part of life at Guildford Grammar in the Senior School. It provides students with a strong sense of belonging, continuity and care, offering more than a place to gather, but a place to grow.

While this transition was prompted in part by ageing infrastructure, it also supports the School's child-safe practices, with improved visibility, accessibility and supervision. The new House locations bring students closer to academic and wellbeing services, and the light-filled, purpose-built spaces are designed to support meaningful daily interactions. The relocation also marks an early step in implementing the Guildford Grammar School Master Plan- demonstrating how thoughtful, student-focused improvements are already beginning to take shape.

The official opening was marked by a blessing from Father Thomas and a ribbon-cutting ceremony led by House Captains. As students explored their new surrounds, the sense of pride and energy was unmistakable, proof that House spirit is not tied to a building, but to the people and values it brings together.











Freeth Head of House, Marcus Prosser with House Captain, Emiko Grau

Thoughtfully designed to meet the current and future needs of our students, these light-filled, welcoming spaces provide a safe and purpose-built environment











This year saw the introduction of Guildford Connect, our new servicelearning program for all Year 10 students. Designed as a weekly, semesterlong placement in local community organisations, Guildford Connect enables students to step into real-world settings with independence and purpose. Students make their way to placements on foot or via public transport, developing confidence, resilience and social awareness along the way. With training in child safety, first aid, and travel risk management, they are equipped to engage with professionalism and care. Just as importantly, they return each week to build genuine relationships strengthening not only their own learning but also the communities they serve.

Guildford Connect is not about ticking boxes. It is about forming habits of contribution. It is about giving students the tools and experience to understand that their actions can have lasting impact. It is a step toward shaping not just capable graduates, but thoughtful citizens.

The spirit of service was also evident earlier in the year, when our students and staff rallied behind the **World's**  Greatest Shave. Across both campuses, there was colour, laughter and courage as students raised over \$31,000 for the Leukaemia Foundation. What stood out most was not just the fundraising total, but the way the whole school came together with purpose, positivity and empathy.

That same sense of purpose was reflected in our ANZAC Day service. Held in the Memorial Quadrangle, students from across Years 3-12 stood side by side in remembrance. Led by students, it was a moving expression of gratitude, tradition and student leadership. The presence of the Catafalque Party, standing with inert ceremonial weapons, served as a dignified symbol of tradition.

Together, these moments reflect the many forms service takes at Guildford Grammar. Some are practical, others symbolic. Some happen quietly, others bring the whole community together. But all are grounded in the belief that we have a responsibility to contribute to something greater than ourselves. Our students are learning that service is not something they do. It is part of who they are becoming.











# House and Quarter Spirit Shines in Sport Carnivals

At Guildford Grammar, House and Quarter competitions are more than just a feature of our sporting calendar – they are a cherished tradition that fosters teamwork, resilience and School spirit. Whether students are swimming, running or cheering from the sidelines, these carnivals provide powerful opportunities to build camaraderie, take pride in their House or Quarter, and contribute to a shared sense of identity and belonging across the School.

#### **Cross Country**

The 2025 Cross Country Carnival was a vibrant celebration of running, resilience and community spirit, uniting our School from Pre-Kindy through to Year 12 in a shared display of House and Quarter pride.

In the Preparatory School, our youngest students (Pre-Kindy to Year 2) embraced the joy of participation, running alongside friends in a non-competitive event that captured the spirit of fun and inclusion. Their boundless energy set a lively tone for the day.

From Years 3 to 6, the stakes were higher as students raced with determination to earn vital points for their Quarters. Every runner, whether sprinting to the front or simply striving to do their best, contributed to a spirited and supportive atmosphere. Congratulations to North Quarter, who were crowned the 2025 Preparatory School Cross Country champions after an outstanding team performance.

In the Senior School, the competition intensified with students from Years 7 to 12 tackling timed 3km and 4km courses using RFID tracking technology. The event was a showcase of stamina, strategy and

fierce House pride. After a morning of tightly contested races, Bennett House emerged victorious, claiming the 2025 Senior Cross Country Shield for their consistent and determined efforts across all year groups.

We're incredibly fortunate to have such expansive and beautiful natural grounds, offering a true Cross Country experience with varied terrain that challenges and inspires our runners.

Thank you to all students for their perseverance, to staff for their support, and to the many parents who lined the course in encouragement.

#### **Swimming**

Energy and excitement filled the air at the Preparatory School Quarter Swimming Carnival in Term 1, as students, staff and parents gathered poolside to cheer on our young swimmers. The event saw outstanding effort in every race, with each splash echoing Quarter pride and friendly rivalry.

After a day of impressive performances and enthusiastic support, West Quarter took out the Manners Cup, powered not only by their swimmers but also by their passionate cheer squad.











Thank you to all students for their enthusiasm and sportsmanship, to staff for their organisation, and to families for creating such a vibrant atmosphere. It was a true celebration of camaraderie and Quarter unity.

The Senior School House Swimming Carnival delivered fierce competition and unwavering House spirit at the Perth High Performance Centre. From powerful dives to close finishes, the event highlighted the depth of talent and the strength of House identity at Guildford Grammar.

Congratulations to Woodbridge House, the 2025 winners of the prestigious JR Walsh (CEGS) House Swimming Cup, for their exceptional performances across the board and to West Quarter who earned First Place after an impressive day.

Well done to every student who competed with pride and gave their

all for their House. The Carnival was a powerful reminder that spirit, teamwork and tradition remain at the heart of our School culture.

#### Athletics

This year's Athletics Carnivals were a vibrant celebration of effort, energy and School spirit across both campuses.

In the Preparatory School, the Quarter Athletics Carnival brought together students in Years 3 to 6 for a day of enthusiastic competition and Quarter pride. North Quarter claimed the title after a series of impressive performances across track and field events. Our Kindy and Pre-Primary students also enjoyed their own dedicated carnival, postponed by a week due to weather but no less joyful for it with laughter, colour and boundless enthusiasm on display throughout the morning.

Senior School students took to the track at the State Athletics Centre in Perry Lakes for the first time, with the off-site venue providing a professional and memorable backdrop for this year's House Carnival. Despite a few brief showers, the weather largely held, allowing events to run smoothly. Results for the Senior School House Athletics Carnival will be announced in Term 3 once the final events are completed.









The 2024/25 Summer sport season was one to remember, with Guildford Grammar School students displaying outstanding participation, growth and team spirit across a diverse range of sporting arenas. From the Volleyball court to the Equestrian arena, Cricket pitch to the Water Polo pool, our athletes represented the School with pride and determination.

#### Volleyball

More than 100 girls participated in Beach Volleyball this season, energised by new coaching staff and a renewed focus on development. The season brought medal-winning results and strong performances at two major competitions.

The boys' PSA program also gained new traction, with Middle School teams doubling in size and the Boys B team finishing undefeated. Senior boys expanded from two to three teams, with the 2nd Team claiming a notable win over Trinity College and the 1st Team gaining ground against top PSA schools. The foundations are firmly set for a bright future.

#### Equestrian

Our Interschool Equestrian squad shone at the State Interschool Equestrian Championships, demonstrating exceptional horsemanship. Highlights included:

- Champion Secondary Jumping Team: Amelia Chester (Year 8, Stirling), Ella McCrum (Year 12, St George's) and Charli Brajkovich (Year 12, School).
- Champion Combined Training Team: Joined by Lily Bennett (Year 9, Henn's).

- Reserve Champion in Eventing: Molly Snooke (Year 10, School), Chloe Godfrey (Year 9, Henn's), Ella McCrum (Year 12, St George's) and Charli Brajkovich (Year 12, School).
- Individual Honours: Charli Brajkovich (Year 12, School) was named Champion Overall Secondary Rider and Highest Placed Show Jumper.

Several students will represent Western Australia at the National Championships in Sydney later this year.

#### Basketball

With 25 teams across year levels, our Basketball program has gone from strength to strength.

- u14 Girls reached the finals for the first time, finishing with a remarkable 14–2 record.
- Year 9 Boys produced a standout season with three players stepping into the 1st V Team and one earning a state trial selection.

The program continues to grow a strong culture grounded in teamwork and school pride.

#### Cricket

It was a thrilling summer of Cricket across all levels. Our Year 9 teams

enjoyed several nail-biting finishes before joining the Senior ranks. Senior achievements included:

- The 3rd XI winning three straight games.
- The 1st XI's exciting seven-run win against Scotch College.
- A gritty final draw against Trinity College after an hour-long lowerorder stand.

The Katich-Moody Cup hosted by the Preparatory School was a standout success, and the season concluded with a community awards evening featuring former Australian captain Kim Hughes.

#### **Swimming**

Swimmers from Years 3 to 12 embraced a packed calendar of events including the House Carnival, PSA Quads and ACC B Division Carnival.

- A growing culture of support and excellence was on display throughout.
- Dominic Detata (Year 10, School),
   Zaylee Sanders (Year 7, Freeth),
   and Max Borland (Year 5, West)
   were selected for the School Sport
   WA team, competing nationally in
   Brisbane.















A special thank you goes to our dedicated coaching team and families for their unwavering support.

#### Water Polo

The Water Polo program saw five competitive teams from Years 5 to 12 compete in PSA, JPSSA and the Junior State League.

- Senior Boys: Strong PSA season led by Lachlan Eddowes (Year 12, Freeth).
- Senior Girls: Debut season success in the Junior State League.
- Middle School: Excellent growth in both boys' and girls' teams.
- Preparatory Team: George Ryan (Year 6, North) and Indiana Miller (Year 6, East) led from the front with mature performances.

Over 18 students participated in Club-level programs, while FlippaBall introduced many new players to the sport. The future is bright for Water Polo at Guildford Grammar School.

#### Tennis

- Senior Boys: The 1st VIII, led by Liam Woodward (Year 12, Bennett), battled with grit. Curtis Tranchita (Year 10, Bennett) and Junuth Induruwage (Year 9, Stirling) stood out, while Isla McLean (Year 11, Freeth) became the second-ever female to compete in PSA Tennis.
- Junior Boys: Year 9 A Team secured multiple wins, supported by strong performances from Eshaan Jain– Matthews (Year 9, Henn's) and Lucas Unitt (Year 9, Henn's).

- Girls' Program: Captains Olivia Sangalli (Year 12, Henn's) and Avanna Rohde (Year 12, Harper) led the team to the Mursell Shield playoffs, with strong performances from Isla McLean (Year 11, Freeth) and Mia McPherson (Year 10, School).
- Preparatory School: Summer Loveridge (Year 6, North) and Eshika Jain-Matthews (Year 6, North) led the way in a season marked by resilience, despite the summer heat.

Our students continue to grow as athletes and individuals, and we look forward to even more exciting moments in the seasons to come.

#### Rowing

This year, we were honoured to host the 2025 PSA Head of the River Regatta and witness to the camaraderie, sportsmanship and strength displayed by every crew throughout the event.

Our crews delivered superb performances at the event.
Congratulations to the 2nd VIII for their outstanding first-place finish, and to both the 1st VIII and 3rd VIII crews on their hard-fought second places. With strong efforts across all crews, Guildford Grammar placed third overall in the prestigious Hamer Cup.

Our rowers' commitment, resilience and teamwork continue to embody the values of our School.

Thank you to our dedicated coaches and staff, the many volunteers and parents whose support and encouragement play an important role throughout the season.

### SEARCH for Excellence:

A Shared Journey at Guildford

**Grammar School** 



At Guildford Grammar School, excellence is not just a value — it is a way of being. In 2025, we introduced our shared theme, **SEARCH for Excellence** — a phrase that unites our commitment to high standards with a deep, intentional focus on student wellbeing.

SEARCH stands for Strengths (S), Emotional Regulation (E), Attention and Awareness (A), Relationships (R), Coping (C), and Habits and goals (H). This framework, developed through our ongoing engagement with Professor Lea Waters and the Visible Wellbeing approach, has empowered both staff and students to share a common language around wellbeing and learning.

The evidence is undeniable: schools that embed social and emotional learning see measurable gains in academic achievement — and we are beginning to see those gains reflected in our own data.

In Term 1, our spotlight was on Relationships (R) and Habits and Goals (H) — areas in which Guildford Grammar School already shines. Teachers and students engaged in activities that fostered connection, established purposeful classroom routines and defined meaningful goals using either the WOOP (Wish, Outcome, Obstacle, Plan) or SMART (Specific, Measurable, Achievable, Relevant and Time-bound) model. Across both the Preparatory and Senior Schools, staff refined their practice, built emotional literacy and linked daily actions to the SEARCH framework — helping students feel settled, seen and ready to thrive.

In Term 2, our focus shifted to Strengths (S) and Attention and Awareness (A). Teachers have designed learning experiences that highlight individual strengths. From strength-spotting in classrooms to mindfulness moments that centre the mind, there is a strong emphasis on being present and intentional.

We have also embraced the power of brain breaks — short, energising bursts of movement that help students reset and refocus. These moments are not just enjoyable; they are proven tools for improving concentration and sustaining engagement throughout the day.





In the Senior School, our new **Excellence Assemblies** have become a termly highlight — showcasing and celebrating exceptional student effort and achievement. The Preparatory School continues this tradition through fortnightly assemblies.

A shared theme like SEARCH for Excellence brings our staff together, aligns our focus and builds whole-school momentum. It sparks collaboration, encourages creativity and reinforces our commitment to continuous improvement.

As one staff member reflected, "Excellence exists all around us — so let's shine a light on it and reap the rewards."

#### Julia McGibbon-Briggs

Deputy Principal - Student Experience

Learning at Guildford







# Beyond the Gates - Guildford Horizons

We are proud to launch Guildford Horizons, our new tours, exchanges and immersions program that opens a world of opportunity for students to explore, learn and grow beyond the classroom. Designed to enrich their education and provide transformative experiences, these programs inspire creativity, foster global connections, and cultivate leadership, independence and resilience.

This framework ensures that every student has access to meaningful, age-appropriate opportunities that support their personal growth and align with their stage of learning. Carefully mapped from Years 6–12, Guildford Horizons provides families with a clear view of the experiences available each year, helping students build confidence, character and a deeper understanding of the world around them.

Through cultural tours, academic immersions, outdoor adventures and service learning, students are encouraged to step beyond their comfort zones and engage with diverse perspectives, preparing them to thrive as active, thoughtful





#### Singapore STEM Tour

A group of Year 8 and 9 students recently landed in one of the most beautiful airports in the world, Changi Airport, Singapore for eight days of boundless cultural, scientific and artistic experiences to remember. From the welcoming people, impressive landmarks, skyscrapers, a floating stadium, waterfalls, gardens and much more, it was a tour for the senses.

With a STEM focus, students were able to let their minds run wild as they were immersed in the cutting-edge world of science. Learning about Singapore's innovative approach to recycling which creates construction material for building projects, ultimately reducing landfill. Then hearing about farming techniques that grow vegetables on a large scale without soil, and much, much more.

Our students brought home a greater understanding of the importance of thinking and acting for a more sustainable future on a global level.

#### Student Exchange with St Paul's School, Baltimore

Guildford Grammar recently hosted its first student exchange in March, welcoming 11 students from St Paul's School in Baltimore, USA. Two students stayed in our Boarding House while nine were warmly welcomed into the homes of Guildford Grammar School families.

Throughout the week, the students embraced a range of activities with the great outdoors, beaches and unique wildlife of Western Australia leaving a lasting impression. Each student took home a Guildford Grammar cap, a small memento of their time here and the connections made. It was also wonderful to welcome back the former Head of Preparatory School, Clark Wight, who is now the Principal of St Paul's School.

St Paul's School will in turn host a group of our Year 10 students later this year where they will experience life as an American high school student, with a live-in exchange with a St Paul's School family. The opportunity to spend two weeks in the US will also see our students enjoy some sightseeing as they experience the many sights, memorials and spectacles of the famous Washington DC.

In the coming years, families will see a dramatic rise in the overseas offerings for our students, (see the table overleaf). Our goal is to develop in our students an understanding of how personal, group and national identities are shaped and to experience, appreciate and participate in the variable and changing nature of different cultures.

Today's youth are more connected than ever to the global world, albeit from behind a screen, and it is only fitting that our tours, exchanges and immersions allow our students to transition this connection into the real world.



Dates for all tours, exchanges and immersions are usually restricted to one of the three sets of school holidays, with some overlap into the first or last week of term. All tours, exchanges and immersions are subject to change. Information will be available and communicated to families as details are confirmed.





# **Igniting Innovation:**STEAM Education in Action in the Preparatory School

At Guildford Grammar School, the future is being shaped one creative spark at a time through a vibrant and evolving STEAM program. This year, our Preparatory School students have eagerly embraced the world of STEAM, an interdisciplinary approach that blends Science, Technology, Engineering, the Arts and Mathematics to foster innovation, collaboration and critical thinking.

Each class from Years 1 to 6 participates in a dedicated weekly STEAM session, thoughtfully designed to stimulate curiosity and stretch problem-solving abilities. These hands-on, project-based experiences invite students to work both collaboratively in teams and independently as creators, builders, and designers. Inspired by themes from the broader curriculum, the projects encourage meaningful cross-disciplinary connections, all while embedding the use of technology whenever possible.

This integrated, holistic approach cultivates creative minds and constructive hands, empowering students to deepen their classroom learning while developing essential 21st Century skills.

The impact of STEAM learning is already evident across the Preparatory School:

- Year 1 students have been navigating Dash robots across custom maps as they explore coordinate systems.
- Year 2 students have interviewed community members, transforming those recordings into dynamic digital stories shared through apps and robotic responses.

- Year 3 students have used 3D modelling software to design heatresistant playground equipment.
- Year 4 brought literature to life by conducting science experiments inspired by Roald Dahl's much loved story, James and the Giant Peach.
- Year 5 students combined history and science to explore the world of chocolate — culminating in the design of an automated LEGO Robotics chocolate factory.
- Year 6 students tackled real-world data, using statistical insights on natural disasters to create compelling Excel data visualisations that reveal the global impact of crises.

By integrating the Arts into STEM, our STEAM program adds a vital layer of creativity and accessibility, enhancing learning outcomes and broadening student engagement. Whether through visual design, storytelling, or performance, the Arts often serve as a powerful motivator, sparking imagination and enabling all learners to connect meaningfully with their work.





Beyond the classroom, students with a passion for technology are diving deeper into coding and robotics through popular lunchtime and afterschool clubs, further personalising and extending their STEAM journey.

At Guildford Grammar School, we're not just teaching subjects; we are shaping the thinkers, inventors and leaders of tomorrow. In a world that demands agility, innovation and empathy, our commitment to STEAM ensures students are equipped to thrive in an everchanging global society.



In 2025, the Preparatory School has embraced a vibrant and diverse performing arts program that significantly enriches each student's educational journey. From Kindergarten to Year 6, students have engaged in a dynamic blend of Dance and Drama classes, designed to build confidence and instil a lasting appreciation for the Arts.

These classes offer far more than just performance skills. They provide young learners with opportunities to express themselves, explore their imaginations and experience the joy of movement and storytelling. Through structured lessons in choreography, acting and role-play, students develop communication and performance abilities in a fun, supportive and encouraging environment.

Educators in the Preparatory School understand the wide-ranging benefits of the Performing Arts. Beyond artistic expression, students enhance cognitive skills by memorising lines and dance routines, nurture empathy and self-awareness through character work, and improve physical coordination

and fitness through movement-based activities. Social skills flourish as collaboration and peer interaction are woven into every lesson, building a sense of teamwork and belonging.

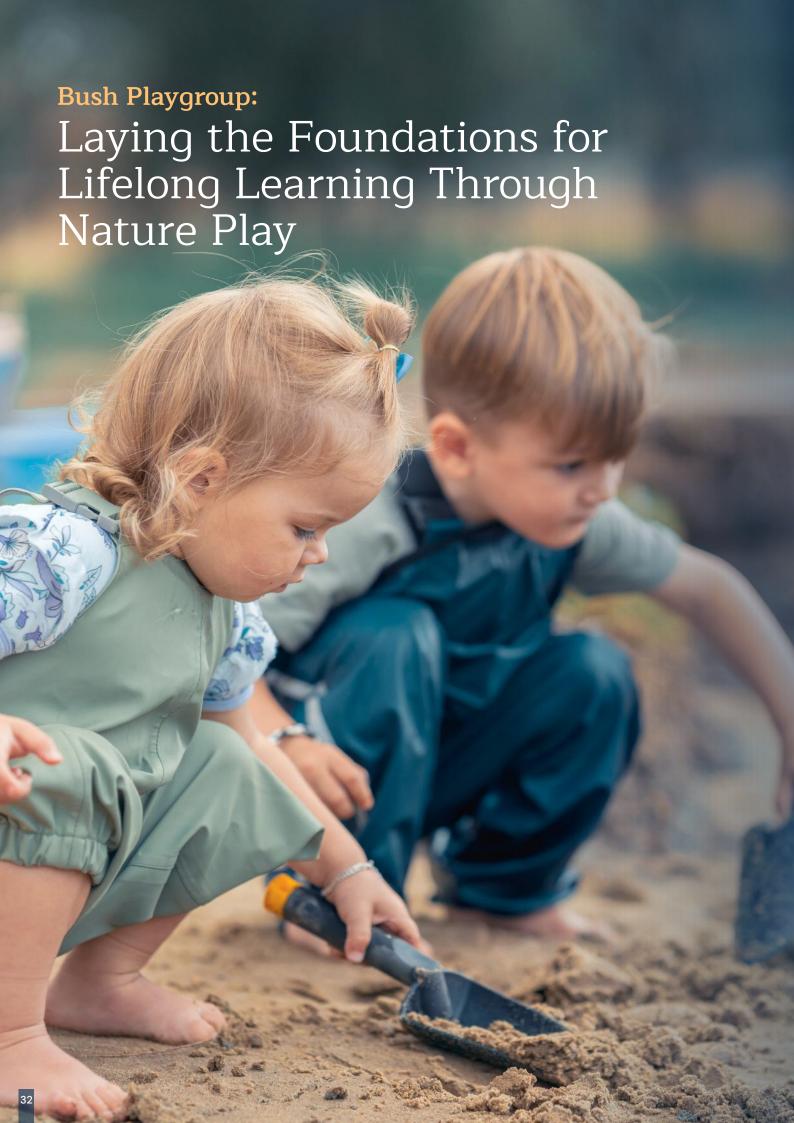
A standout moment in the School calendar was the participation of selected students in the IPSHA Performing Arts Festival. Their captivating performance, supported by accomplished Years 5 and 6 musicians, was a celebration of talent and collaboration. The event highlighted not only artistic excellence but also the values of dedication and unity that underpin Guildford Grammar School's approach to learning.

Throughout Semester 1, students were also encouraged to explore diverse cultural traditions, broadening their worldviews and promoting inclusivity.

The Preparatory School's commitment to the Performing Arts in 2025 continues to shape confident, well-rounded learners. With every class, rehearsal and performance, students are empowered to express themselves, connect with others and experience the transformative power of the Arts.













At Guildford Grammar School, learning begins well before a student embarks on their schooling journey. Launched this year, *Bush Playgroup*, designed for children aged 0 to 3 and their families, invites young learners to explore, play, and grow in a rich natural setting. Set within the School's beautiful bushland on the banks of the Derbarl Yerrigan, the program is a joyful introduction to learning through nature.

Guided by early childhood educators from the School and experts from Educated by Nature, each session is carefully crafted to support curiosity, confidence and connection – three essential pillars of early childhood development. Educators and caregivers join children in play, modelling sensory exploration, adventure, building and wonder. Weekly activities include everything from cubby house construction and clay modelling to water play, nature hunts, storytelling and dancing to ukulele tunes.

More than just outdoor fun, Bush Playgroup supports holistic development. Gross motor skills, coordination, and appropriate risk-taking are built naturally through physical play, while language and creativity flourish through song and storytelling. Social and emotional growth is gently nurtured through peer interaction, routine and an encouraging environment that fosters resilience and a strong sense of belonging.

Children experience the rhythms of nature - changing seasons, weather and animal life - laying the groundwork for environmental awareness and early scientific thinking. Returning to the same space each week builds familiarity, confidence and a deep sense of wonder and ownership of their surroundings.

For families, Bush Playgroup is a place of community and shared discovery. Parents and caregivers are active participants, strengthening bonds with their children and learning to tune into their developmental cues with confidence and joy.

Bush Playgroup exemplifies Guildford Grammar School's innovative and child-centred approach to early education. It ensures even the youngest learners are seen, celebrated and supported in a space where the whole child – mind, body and spirit – is nurtured through the power of nature.









# Celebrating our **Boarding Community**

National Boarding Week, held annually in May, is a special time in our School calendar. It is a chance to recognise the resilience, warmth and strength of character that defines boarding life at Guildford Grammar School.

Throughout the week, our boarders led the way with events that reflected their sense of fun, leadership and commitment to community. From writing letters to welcoming our future Year 7 students, to a BBQ fundraiser for the Royal Flying Doctor Service, and a spirited Boarding v Day Students Ultimate Frisbee Challenge, the week showcased the camaraderie and community that underpin Boarding at Guildford Grammar School.

We also shared a series of stories from within, including reflections from School Captain and Boarder, Oliver Aynsley (Year 12, Freeth), who spoke about taking on new challenges and finding a second home in boarding. We also heard from School Captain, Macy Cowcher (Year 12, Harper), who offered a glimpse into her daily life as a Boarder through a special video feature.

At the heart of it all are the people who support our Boarders every day. Our Year Coordinators, who live on site with their own families, play a vital role in cultivating a nurturing environment. Their presence ensures that every student is known, supported and surrounded by a strong sense of home away from home.

Thank you to our boarding students, families, staff and caregivers who make our boarding community what it is — connected, spirited and full of purpose.

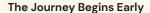




## **Guildford Ascent** – Boarding Begins with Belonging

Moving into boarding is a big step, not just for students, but for their families too. It often means leaving behind familiar routines, people and places. At Guildford Grammar, we recognise that this transition can feel overwhelming, and that boarders need a different kind of support as they prepare to live and learn away from home.

That's why we've introduced *Guildford Ascent*, a program designed to help new boarders, in particular Year 7 boarders and their families feel settled, connected and ready. It runs alongside our broader Senior School induction but provides an extra layer of care, focused specifically on the needs of students who will be living on campus. The program starts months before students arrive, building confidence and connection in a thoughtful, steady way.



Around nine months before the school year begins, incoming Year 7 boarders and their families are invited to a welcome BBQ on campus. This relaxed event helps students and parents get to know one another and meet members of the boarding team. Mini golf was a favourite this year, offering a lighthearted way to start building new friendships. Preparatory School Year 6 students wrote welcome letters to incoming boarders, creating a meaningful connection between future Year 7 Day students and their future boarding peers.

"Our kids are new to the Preparatory School this year in Year 3 and Year 6. We enjoyed the chance to meet other parents from the country who we will share the secondary journey with."

- Tamara Parry, Year 6 Day Parent 2025

Six months before the school year begins, Deputy Head of Boarding, Chris Winters and his family visit incoming boarders in their home communities. These visits give families a chance to share more about their backgrounds and help students feel seen and supported before they even arrive. Students are also given a Guildford Grammar iPad and English novel as part of their early preparation.

"We're looking forward to hosting Chris and his family in Bencubbin so he can see where Will has grown up his whole life. We'll get him along to the Bencubbin v Beacon game!"

Dee Morgan, Year 6 Boarding Parent 2026 (Bencubbin)

#### Staying Connected Before the Term Begins

Four months prior, students join a series of online sessions created in collaboration with staff and senior boarders. These sessions offer practical preparation in areas like independent living, time management, wellbeing, academic readiness and



digital skills. They also give students the chance to connect with one another and start building friendships in a supportive setting.

> "My daughter Grace really enjoyed the online sessions. She was able to engage with other incoming students in a safe, supportive space. It helped prepare her for life as a Year 7 boarder."

 Kelly Perry, Year 7 Boarding Parent 2025 (Kojonup)

Two months before school starts, students return to campus for an overnight stay in the Boarding Precinct. This is a key part of helping them feel familiar with their new surroundings. They meet older students, join in off-campus team-building, and experience boarding routines in a low-pressure way. The weekend ends with Step-Up Day, a full orientation day where all new students (Day and Boarding) join together and begin to get a feel for Senior School life.

#### Support Where it Matters Most

Guildford Ascent is designed specifically to support boarders as they prepare for life away from home. While the full program is in place for incoming Year 7 boarding students, tailored versions are provided for boarders entering in Years 8 to 12. Every student is met where they are, with practical preparation and genuine care.

By the time the school year begins, new boarders have already spent time on campus, built connections with staff and peers, and taken part in meaningful preparation. They arrive not just ready to start, but ready to belong.



At Guildford Grammar School, we believe that excellence takes many forms — on the field, in leadership, through cultural expression and in service to others, to name a few. So far in 2025, students in the Boodjar Bidi Indigenous Program have truly embodied this spirit, embracing every opportunity to grow, lead and celebrate culture with pride.

In February, Year 11 students Djeran Cuimara (Year 11, Stirling), Lachlan McGlade (Year 11, Henn's) and James Hayward-McRobert (Year 11, Henn's) took to the field at Optus Stadium, playing in the curtain-raiser for the 2025 Indigenous All-Stars Match — a proud moment that celebrated skill, connection and culture on one of the nation's biggest sporting stages.

In April, Year 9 student Tanzeke Edgar (Year 9, Henn's) followed in their footsteps as part of the West Coast Eagles Naitanui 15s Squad, playing in the curtain-raiser for the RAC Western Derby. Meanwhile, Renee Lawrence Pickett (Year 11, Freeth) brought that same energy and excellence to the netball court, earning selection for the u16 WA Indoor State Netball Team.

Leadership and service have also been a focus, with Year 12 student Brian Nokes (Year 12, St George's) appointed Head Boy of the MADALAH Student Council for 2025, representing Indigenous students from across Western Australia. His appointment reflects his deep commitment to advocacy, leadership and positive change.

Term 3 also marked an exciting collaboration with Ash Garlett-Penfold from *Gather Foods - Corroboree For Life*. Ash, alongside Bella Bonney, led a series of powerful cultural dance workshops that created connections and encouraged the group to perform with pride and purpose.

These workshops culminated in an outstanding performance by the Boodjar Bidi Performance Group, who welcomed visitors from the Giraadji Network with strength, passion and spirit. The workshops and performance have since earned the group invitations to appear at key community events, including NAIDOC Week celebrations at Perth Children's Hospital.

Even our youngest students have been getting involved. A group from the Preparatory School, led by Year 7 students Lekira Penny (Bennett) and Anthony Roberts (Bennett), recently featured in a stunning short film for Telethon. Filmed on the banks of the Derbarl Yerrigan, the piece included a beautiful Acknowledgement of Country written by the students — a deep cultural and creative expression. The video can be viewed here: https://youtu.be/EGAWJbsnb8I.

As we reflect on these achievements, we do so with a pride and excitement. The year has begun with an inspiring array of opportunities, with many more to come – opportunities that celebrate excellence, honour, culture and strengthen community.

#### **Nicole Whiteside**

Indigenous Program Lead











# Introducing: Stories of Purpose and Joy

At Guildford Grammar, our greatest strength lies in our people — their journeys, passions and the values they live each day. Stories of Purpose and Joy is our storytelling initiative that shines a light on the students, staff, families and Old Guildfordians who shape our community. Through authentic, values—led stories, we celebrate the moments that define us, the people who inspire us, and the spirit that connects us.

This is my story. This is Guildford Grammar.



# Staff Profile: Kate Kerr and Renae Cirillo

#### LEADING THE WAY IN DIGITAL INTEGRATION

As Digital Integration Coaches, Kate Kerr and Renae Cirillo play a dynamic and vital role across both the Preparatory and Senior Schools at Guildford Grammar, helping staff and students meaningfully and creatively integrate technology into teaching and learning.

## Tell us about your role at Guildford Grammar.

**Renae:** I am a Digital Integration Coach, along with Kate.

**Kate:** I work with staff and students K–12 to help make sure technology is being used in meaningful and creative ways. I also teach Library Skills to Years 3–6, which is all about finding books we love, reading for pleasure and reading for information.

How long have you been at Guildford Grammar School?

**Renae:** I started at the beginning of this vear.

Kate: I've been here since Term 2, 2024.

What brought you to Guildford Grammar School?

Renae: I've been teaching for over 15 years in both government and private sectors. I'm passionate about digital learning, and when the iPad program was introduced at Guildford Grammar, I saw an opportunity to contribute in a meaningful way. I've also been an Apple Distinguished Educator since 2023.

Kate: My background is in English as an Additional Language. During COVID, I taught students both in-person and offshore, which forced me to upskill quickly in digital tools. I found I really loved helping teachers build confidence with tech and this role at Guildford Grammar was the perfect next step.

#### What does a typical day look like?

Renae: Kate and I work across both the Preparatory and Senior schools, which means we do a lot of walking between the libraries! We run one-on-one sessions with staff, support classes and help students build iPad skills through creative, curriculum-linked projects.

**Kate:** No two days are the same. One day I might be in Little Explorers helping film a Noongar animal video, and the next presenting on AI to Senior School students. I also run staff training and support creative classroom projects.

#### What do you enjoy most about the role?

Renae: The people. Building relationships with staff and students has been a highlight, even if remembering everyone's names is a work in progress!

**Kate:** I love the variety. Every day brings a new challenge or idea to explore.

# How do you see your role contributing to the School?

Renae: We're here to help staff and students feel confident and capable using technology in purposeful ways.

**Kate:** It's about showing what's possible, using tech to support creativity and collaboration, not just consumption.

## Outside of school, what do you enjoy?

**Renae:** I'm an avid reader, love Pilates and long walks, and spend time at the beach snorkelling.

**Kate:** I love trying new restaurants, reading, knitting – thanks to the Prep Knit–Wits! – and travelling. My favourite destinations so far are Iceland and South Korea.



Staff Profile: Rebecca Duncan

DIRECTOR OF TEACHING AND LEARNING (PREPARATORY SCHOOL)

In Term 1 we welcomed Rebecca Duncan to Guildford Grammar School in the new role of Director of Teaching and Learning for the Preparatory School.

Rebecca's career in education spans over 25 years, as a teacher, leader and education consultant, working extensively with schools and leaders across Western Australia. Drawn to the values and strategic direction of Guildford Grammar School, Rebecca brings an unwavering belief in the capabilities and potential of every child and a commitment to leading with integrity, building strong relationships and inspiring collective growth.

#### Tell us about your role at Guildford **Grammar School**

My role centres on leading a cohesive, contemporary approach to curriculum and pedagogy across Little Explorers to Year 6. I am privileged to work closely with our dedicated educators as we refine and grow shared practice across the Preparatory School and am passionate about creating an environment that is alive with the joy of learning. At its heart, my role is focused on cultivating conditions in which both students and educators thrive.

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

From my first day, I was struck by the warmth and genuine care that characterise the community. There is also a strong sense of pride in the School's heritage and lived values, paired with an openness to grow and innovate. I am inspired every day by the beauty of our unique and expansive campus and by the collective commitment to nurturing each child's full potential, both as learners and people.

What do you enjoy most about your role?

The most rewarding aspect of my role to date has been beginning to build relationships with the people who make the School such a vibrant place. My greatest joy is spending time in classrooms, witnessing the spark of curiosity in our learners and the many ways that creativity, deep thinking and wonder come alive.

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

In these early months, my focus has been on building strong relationships and gaining a deep understanding of the School's culture, strengths and aspirations. Alongside this, several key initiatives have begun to take shape, with the aim of strengthening a cohesive and future-focused approach across the Preparatory School.

Central to this work is the co-construction of our Vision for Learning, a statement that articulates our shared beliefs and priorities, guiding our decision-making and shaping a common language for learning across our School. Recognising that an authentic and inclusive vision must reflect the perspectives of our whole community, our consultation is currently expanding to include the voices of students and families.

existing strengths, we are also embracing opportunities for innovation and reflection. We have embarked on a professional learning journey to strengthen our approach to literacy, with spelling and reading as our initial focus. These efforts are supported by increased collaboration across teaching teams to ensure continuity of practice. While a clear focus on core areas such as literacy and numeracy remains essential, we are capabilities children need to thrive.

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

Curiosity, creativity and connection flourish when students feel seen, heard and empowered. I am passionate about designing meaningful, rigorous learning experiences that invite wonder, stretch thinking and ignite both intellect and ingenuity.

Alongside our educators, I work to create environments where student voice and agency are valued—where questions are welcomed, thinking is made visible and inquiry leads to deeper understanding. Strong relationships are central to this work, ensuring each child feels a deep sense of belonging and that their unique strengths are recognised and nurtured.



Staff Profile: Sami Karbourani

#### TRAFFIC WARDEN

Our School's Traffic Wardens, Sami, Rohan and Briarley, play an essential role in our School community, helping our students cross Terrace Road safely each day. Known for his cheerful manner and friendly greetings, we spoke with Sami Kambourani, who is at the crosswalk each morning and afternoon.

How long have you been at Guildford Grammar School?

I've been at the School for one year – it's gone by so quickly!

Tell us a little about your background and what brought you to Guildford Grammar.

I had been retired for a year but was looking for parttime work to keep busy. Before retirement, I spent 12 years working in traffic management. Prior to that, I owned a coffee shop in Subiaco for 22 years. My early career was in the travel industry, where I worked for many years before moving to Australia in 1988.

#### What do you enjoy most about your role?

Making sure the students are safe is very rewarding. Saying hello and getting to know them is also a highlight. I hope that a warm greeting and a smile each day helps make coming to school a little brighter for them

You always greet our community with positivity and joy. What can you share with us about staying positive?

I believe it's important to smile and say hello to everyone. I try not to take things too seriously and always remind myself to be patient – it makes a big difference!

In your role, you must see many people across our community every week. What do you think makes Guildford Grammar School special?

What stands out to me is how friendly everyone is. It creates a positive environment and makes coming to work each day a pleasure. I really enjoy the welcoming atmosphere at the School.

What do you enjoy doing outside of your role at Guildford Grammar School?

Spending time with my two young grandchildren is something I truly cherish. I also enjoy gardening – it's a great way to relax.





#### DR ASHLEY MERCY (SCHOOL HOUSE 1962–1963)

Dr Ashley Mercy describes his final two years at Guildford Grammar School as some of the best of his life—formative years that shaped his career in veterinary science and his broader outlook on life. His story, like so many of our alumni, is a quiet but powerful example of a life lived with excellence and purpose.

After graduating, Ashley completed a Veterinary Science degree at the University of Queensland in 1968. He joined the WA Department of Agriculture as a District Veterinary Officer, first in South Perth, then in Merredin—where he was the only vet between Northam and the South Australian border. Alongside government work, he did private practice, serving farming communities across the region.

He later earned a Master's degree in Agricultural Science (pig nutrition) from the University of Melbourne and became a Member of the Australian College of Veterinary Scientists (Epidemiology) by examination.

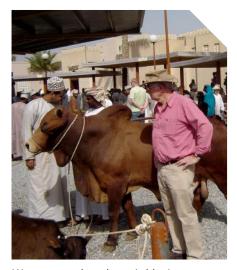
In 1974, Ashley became WA's Specialist Pig Veterinary Officer, conducting state-wide disease investigations, research and advisory work. He made several first-time diagnoses of pig diseases in Australia and co-authored a chapter in what was then the world's leading textbook on pig diseases.

In 1995, he moved into management, and by 2001 was appointed Director of Animal Biosecurity for WA. In this role, he led animal health programs, laboratories and field teams. Highlights from his career include advancing preventative medicine in pigs, championing livestock biosecurity, developing national industry biosecurity plans, and coordinating WA's successful response to the Equine Influenza outbreak.

In 1983, Ashley and his family spent a year in Nepal managing a livestock development project, which included launching a rabies eradication program for dogs in Kathmandu. He also delivered training in Laos and China, and after retiring in 2008, he led projects and consulted across seven countries, including Botswana, Kuwait, Morocco and Oman. Ashley also served as Adjunct Professor of Animal Biosecurity at Curtin University and reviewed animal welfare systems and institutions in WA.

Ashley credits much of his success to his wife, Pamela, with whom he has shared 55 years of marriage. She supported every step of the journey, from middle-of-the-night cow calvings to raising their family through eight house moves in 15 years. They have two children, including Justin (Woodbridge '86 - '90) and Rachael, and two grandchildren—one of whom, Ethan Mack, is currently in his final year at Guildford Grammar School.

His interest in veterinary science began as a 15-year-old on the family farm near Northampton, thanks to the impression made by Old Guildfordian and local vet Alec Williams. Remarkably, four students from his final year and at least six others from Guildford Grammar School also became vets—an unusual but telling reflection of shared values and influence at Guildford Grammar School. To this day, Ashley remains close friends with many of his schoolmates, their bonds forged in classrooms, on sporting fields, and across the decades.



We are proud to share Ashley's story—one of dedication and lasting impact.



Excellence takes many forms—on the sporting field, in the classroom, on the stage or in the skies. For Jason Waller (Stirling '85-'86), excellence has meant a lifelong commitment to leadership, challenge and community, forged at Guildford Grammar School and carried through a remarkable career in the military and business.

A proud Old Guildfordian, Jason reflects fondly on his days at Guildford Grammar. Stirling House offered belonging and connection, and the teachers left a lasting mark. Principal Mr Moody was a strong, respected leader. Mr Hitchcock, widely respected in drama circles, sparked Jason's passion for theatre—so much so that he once seriously considered pursuing a career on the stage. And then there was Mr Edmonds, memorable in his signature purple suit, whose big personality and engaging lessons made learning both lively and meaningful.

It was this rich, spirited environment—academic, artistic and pastoral—that helped shape Jason's confidence and ambition. With strong family ties to the

School (his grandfather was much-loved and revered Mathematics Teacher – Earnest William Waller, affectionately EW-squared), Jason gained an early appreciation for the value of education and community.

After graduating, he joined the Royal Australian Air Force, as a cadet at the newly formed tri-service Australian Defence Force Academy before graduating from Pilot's Course. Rising to the rank of Wing Commander (Ret'd), Jason served with distinction, including as a commanding officer during the Iraq War. He was awarded the Conspicuous Service Cross (CSC) in recognition of his exceptional leadership and service.

His ambition to become a pilot was realised through determination and discipline, completing one of the most demanding programs in the military. He speaks of this time as both intellectually challenging and transformative, shaped by fast-paced decisions and calm precision—skills he would later apply through the OODA Loop (Observe-Orient-Decide-Act) decision-making model in business.

After military life, Jason transitioned to the private sector, leading two ASXlisted companies before taking on his current role overseeing a high-networth family office, guiding governance, investment and succession planning. Across every chapter, his leadership has been defined by strategic clarity, calm thinking and a deep understanding of people.

Reflecting on success, Jason believes it rarely follows a straight path. He encourages students to stay open, adapt, and when plans shift, to simply ask: what's my next step?

Looking back, what he is most proud of is not a title or role, but his wife, Caragh and together, their marriage. Through every posting and transition, she held the family together. He credits much of his own journey to her unwavering support—her partnership anchoring every step.

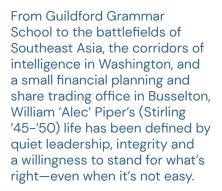
Jason's story is one of service, quiet strength and enduring connection. As a proud Old Guildfordian, he represents the values that continue to define Guildford Grammar School.

We are honoured to share his journey.



# Celebrating Excellence: The Courage to do What's Right

WILLIAM 'ALEC' PIPER (STIRLING 1945-1950)



After graduating from Duntroon in 1954, Alec began a distinguished military career. He saw active service in the Malayan Emergency and, in 1966, as a Major and Principal Staff Officer, he led a small team preparing a battalion for deployment to Vietnam. He speaks with pride about this time—transforming a desk-based unit into a mobile field headquarters and being appointed commander of the 200-strong advance party secretly deployed to Vietnam.

But it wasn't just battlefield operations that defined his leadership. During a disturbing incident involving the severe mistreatment of a prisoner of war, Alec intervened, calmly but firmly halting the abuse. Many months later, in a hot political climate relating to the war, this incident claimed national headlines with serious political consequences. Alec's actions reflected not just rank, but values.

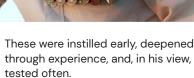
Promoted and respected, Alec could have continued climbing the military ranks. Instead, he chose a new path.

With an Economics degree in hand and a forecast of global peace ahead, he resigned and joined the Department of Defence's Joint Intelligence Organization. There, he stepped up to analyse Soviet military activity—work that became crucial when the Prime Minister requested a national briefing. His reward: a diplomatic posting as liaison to the CIA in Washington, where he represented Australia with professionalism and integrity.

After three rewarding years, Alec returned home and made yet another bold decision. With a keen interest in financial markets, he became an early advocate for ethical investment advice, launching "Personal Financial Planning." He later joined a commercial firm but became disillusioned by commission-based practices that rewarded sales over client wellbeing. After warning of the 1987 crash and being ignored, he walked away—again choosing values over comfort.

In 1989, Alec and his wife Maggie moved to Busselton and started over, opening a fee-for-service financial planning firm—unique for the time. Building trust in a small town wasn't easy, but through patience and principle, they created a respected business focused on fairness, transparency and client-first service.

Across three very different careers—military, intelligence and finance—Alec remained guided by three core values: courage, compassion and integrity.



Courage, not just in battle, but in speaking up. Compassion, not just as empathy, but as action. And integrity, not for reward, but because it is right.

He shares three reflections from a lifetime of service: the world is imperfect, so do what you can with the strengths you have; accept your weaknesses and manage them wisely; and in a hierarchical world, choose your battles carefully—truth doesn't always protect you.

In 2019, the Royal Commission into Banking and Financial Services validated what Alec had long believed. Whilst many were only just seeing the cracks, Alec had built his business on the foundations others were only beginning to understand.

Now retired in Bunbury, Alec looks back not just with pride, but with peace. Excellence, for him, was never about reward, it was about doing what was right. And that is the kind of legacy worth celebrating.

Alec Piper's story is a reminder to us all: that to *Go Forward* with honour means being the best we can be—not for praise, but for purpose.

Photo: © WEST AUSTRALIAN NEWSPAPERS LIMITED





#### **50+ YEARS REUNION**

The Old Guildfordians 50+ Years Reunion held on 9 April was a truly special occasion, marking an important milestone for those who have been part of the Guildford Grammar School story for over half a century.

Guests were welcomed back to campus with a Chapel Service led by Father Thomas and the Chapel Choir, setting the tone for a day of reconnection and reflection. As everyone made their way to the Dining Hall, our talented Brass Ensemble performed in the Memorial Quad, creating a beautiful atmosphere.

Lunch was a highlight, with a delicious spread prepared by our incredible catering team. Head Prefects, Oliver and Macy, shared their reflections in 'My Guildford Grammar Story', and Principal Mr Allen spoke about the enduring legacy of the School and its community.

Following lunch, guests were invited to explore the campus, with guided tours and the opportunity to visit the School Museum.

Thank you to all who joined us and helped celebrate this remarkable milestone.







#### OLD GUILDFORDIANS GOLF DAY

This year's Golf Day held on 28 March was the biggest yet, with an incredible turnout, fierce competition, and plenty of laughs all around. From the excitement at registration to the thrilling tee-off and networking in the Garden Pavilion – it was a day to remember.

We thank our Event Sponsor, The Bunting Group (TBG), and our Prize and Hole Sponsors for their generous support. We couldn't have made it happen without you!

Thank you to everyone who came out to join in the fun, it was a warm day and everyone did well to stay hydrated.

#### Congratulations to our winners:

- Winning Team: Wayne Byrne, Callum Partington (Ha 2020), Lachlan Byrne (He 2020), Linton Partington
- 2nd Place: Tom Hill (He 2015), Liam Purslowe (Sc 2014), Brenton Purslowe (Sc 2002), Justin Purslowe (Sc 2010)
- 3rd Place: Connor Smith (Ha 2018), Jordan Clark (Ha 2018), Dylan Brooks (St 2018), Sam Operchal (Ha 2018)
- NAGA: Brendan Evans (Be 2015), Michael Evans (Be 2013), Patrick Cusak (Be 2015), Andrew Hillgrove (Ha 2013)
- Nearest the Pin Hole 8: Brent McPherson
- Nearest the Pin Hole 13: Jeremy Beissel (SG 1984)
- Longest Drive Hole 9: Ross Wilson (Wb 2011)
- Longest Drive Hole 18: Connor Smith (Ha 2018)

We are already looking forward to next year's event!









# Business Hub for Old Guildfordians and Old Guildfordian Parents

Support your community.

Search for businesses and mentors.

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

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

To take a look or register, visit:

www.oldguildfordians.com.au/hub



# news in year order

#### Nathan Hazle (Sc 2020)

Nathan graduated from the Australian Defence Force Academy in December 2024.

#### Abigail Burbridge (Be 2019)

In November 2024, Abigail was named as one of three finalists for the Mission Australia Emerging Youth Worker Award as a part of the WA Youth Work Awards for youth workers with less than five years of experience.

Abigail will travel to Italy in July 2025 to participate in an International Youth Leadership Program run by WYSE International, a charity that works with emerging leaders worldwide who are inspired to make the world a better place. She was selected as one of 24 young people from over 200 applicants from 35 countries (aged 18–35).

#### Kiet Cook (Sc 2012)

Kiet has been selected in the 2025 Indigenous Marathon Project (IMP) Squad to run the world's biggest marathon – The New York Marathon in November 2025, good luck!

#### Mackenzie Knoop-Bender (He 2024)

Mackenzie has been accepted into the Bachelor of Music – Contemporary Voice at WAAPA. Mackenzie has also been successful in her audition for a role in *Mamma Mia!* playing in Perth in July. Congratulations!

#### Emma Pittman (St 2012-2024)

After finishing the Water Polo National League season (finishing 3rd), and the National Rowing Championships, Emma is currently rowing with the WA Institute of Sport with her next goal to trial for the u23 Australian Rowing team. We wish you all the best, Emma!

# **Update Your Details**

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

We will be running an email survey in the coming months for the Old Guildfordian community. In order to take part, please ensure we have an email address on file for you. You can login and update your information on our website, or contact our office on og@ggs.wa.edu.au or (+61 8) 9377 9216.

www.oldguildfordians.com.au

### **Vale**

#### Michael (Mike) Steele

(St/He 1953) Died 17 January 2025

#### Vaughan Burt

(Sc 1955) Died 8 February 2025

#### Michael ('Dodger') Patton

(St/Sc 1960)

Died 22 January 2025

#### Dean Sky-Lucas

formerly Dean Cross

(Be 1989)

Died December 2024

#### Tom Hogarth

(Wb 1968)

Died 2 December 2024

#### **Philip Kendrew**

(St 1979)

Died January 2025

#### Christopher (Christo) Tomlinson

(Sc 1992)

Died 16 April 2025 London. Christo was 49 years old and is greatly missed by his two children Frank and Pearl, his entire family and his many friends.

#### John Spick (Staff)

#### James Fleming

(St 1967)

#### Chas (Charles) Scanlon

(SG 1968)

#### Michael Morcombe

(Sc 1955)

Died 16 June 2025

#### Vernon Dann

(He 1955)

Died 9 November 2023

#### Norman Lesley Frost

(He 1961)

Died 11 June 2025



# Have you ever wondered about **Freemasonry?**



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

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

# Coming Events 2025

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

Event Date	Event	Venue
Monday 21 July 2025	Boarding Parents Past and Present Dinner	Riverside at Woodbridge
Wednesday 30 July 2025	Year 13 Reunion	Bassendean Hotel (upstairs)
Thursday 14 August 2025	Botanical Watercolours with Jan Pittman	Guildford Grammar School New Boarding House – level 2
Thursday 21 August 2025	Guildford Grammar School PSA Home Game	Guildford Grammar School
Saturday 30 August 2025	Combined Decades Reunion	Guildford Grammar School – Chapel Lawns
Friday 31 October 2025	PSA Golf Day	TBC
Saturday 1 November 2025	Old Guildfordians Annual Dinner	Guildford Grammar School – Dining Hall
Saturday 15 November 2025	Guildford on Swan Regatta	Guildford Grammar Rowing Club
Sunday 30 November 2025	Carols in the Chapel	Guildford Grammar School Chapel
Wednesday 3 December 2025	Old Guildfordians Annual General Meeting and Christmas Sundowner	TBC









Produced by: Guildford Grammar School Whadjuk Boodjar, 11 Terrace Road, Guildford, WA 6055 communications@ggs.wa.edu.au