

Forward

SCHOOL MAGAZINE • WINTER 2026



A Culture of Kindness
is a Culture Worth Having

A Playground Limited
Only by Imagination

Weekends Worth
Remembering

A Lifetime of Service



Guildford Grammar School

FOUNDED 1896

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Annual Appeal



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Principal's Message



As we move through 2026, our 130th year, this edition of *Forward* offers a timely opportunity to reflect on the character of our School and the many ways our community, past and present, continues to live out its values.

Our theme for the year, *Compassion in Action*, has been visible across the campus in both simple and significant ways. Compassion is not only a feeling. It is a choice to notice, to listen and to act. In a school community, this is especially important. It influences the culture we create each day and the sense of belonging that allows our community to thrive. Throughout this edition, you will see stories that reflect this spirit, from service learning and student leadership to cultural celebration, community events and acts of giving.

This time has also been one of continued progress and momentum. The outstanding results of the Class of 2025 reflected the strength of our academic culture and the breadth of pathways available to students. Their achievements across ATAR, vocational learning, workplace placements and alternative pathways remind us that excellence takes many forms. At Guildford Grammar, we are committed to helping every student pursue personal excellence, to discover their strengths, strive to be their best and grow into capable, thoughtful young adults. Success is measured not only by results, but by the way young people are equipped to contribute meaningfully and embrace the opportunities ahead.

During my recent sabbatical, I had the opportunity to pause, reflect and consider the future of education from a broader perspective. Time away from the daily rhythm of school life reinforced for me the importance of thoughtful leadership, strong relationships and the need to prepare young people for a world that continues to change

quickly. In particular, the transformation being brought by artificial intelligence is already reshaping the way we think about learning, work and human capability. At Guildford Grammar, our responsibility is to approach this change with curiosity, care and discernment, ensuring technology strengthens learning while keeping humanity at the centre.

The London reunion was another reminder of the enduring strength of the Guildford Grammar community and the global network that extends far beyond our campus. To gather with Old Guildfordians from across the world, and to hear their stories of the friendships they formed and the opportunities that followed, was a powerful reflection of what this School means well beyond the years students spend here. These connections reinforce the importance of developing a global mindset in our students, helping them understand their place in an increasingly interconnected world. The bonds formed at Guildford Grammar continue to travel with our students throughout their lives, linking them to a community that spans generations and continents.

Closer to home, our Master Plan continues to move forward in visible and practical ways. Recent improvements across the campus are already supporting learning, creativity, connection and community life. At the same time, careful planning continues for future priorities, including the Sports and Aquatic Centre. These projects are not simply about buildings, they are about creating spaces that help students and staff thrive, while honouring the remarkable campus we have inherited.

This same spirit of stewardship is reflected in this year's Annual Appeal, which supports the Chapel of St Mary and St George. For generations, the Chapel has stood at the heart of our School. It is a place of worship, reflection, tradition and gathering, and it continues to hold deep meaning for students, families, staff and Old Guildfordians. As the Appeal continues, I encourage those who are able to consider supporting this important project.

As we look ahead, I am grateful for the many people who make Guildford Grammar what it is. Our students continue to bring energy, courage and optimism to each day. Our staff lead with professionalism and care. Our families partner with us in the education of their children. Our Old Guildfordians remain connected to a place that helped shape them.

Together, they remind us that *compassion in action* is not one program, one event or one moment. It is the daily work of building a community where people are known, supported and encouraged to contribute.

Go Forward.

Peter Allen
Principal



**READ ABOUT PETE'S
SABBATICAL**



Where Compassion Begins

"For us, learning about compassion begins in the Chapel", Peter Allen and I agreed after listening to a panel of Old Guildfordians' discussing *Compassion in Action* in their respective spheres. As an Anglican school, our understanding of compassion is grounded in Jesus' teaching: to move beyond ourselves, stand alongside others and seek to ease their suffering.

We launched our theme of Compassion through the story of the Good Samaritan, a man confronted with the choice to look away, or cross cultural boundaries and get his hands dirty to save a life. Through this story, Jesus teaches us that being fully alive means giving life to others. Compassion is not a choice but a necessity.

However, compassion isn't just taught in Chapel, it's inherited. We hear stories of compassion and pray for eyes to see those in whose lives we can make a difference, but the real education comes when we are shown compassion by others. How good is it to be the recipient of a kind action when we're feeling low? How much joy do we get from the offer of help when we are juggling so many balls that we'll inevitably drop some? This is inherited compassion: once we've received it, we're inspired to show compassion to others.

We inherit compassion from the sacrifice of Jesus. Our God of compassion entered the suffering of his people by sending them his Son. Having taught them about God, Jesus then gave his life as a sacrifice for their sins and restored their relationship with God. We inherit this compassion for the world and its people every time we celebrate the Eucharist, where, in sharing the bread and wine, we partake in Christ's body and blood.

Since the Chapel was opened in 1914, the Eucharist has accompanied the important moments in the life of the School; the beginnings and endings of our year, Lady Day and Valedictory, among others. The boarders gather in the candlelight to share this holy meal as they learn to grow as a community shaped by kindness and compassion. The staff begin each term and end the year by gathering around the Lord's table as a reminder that our community is founded in the love that Jesus showed us and asked us to teach one other. This year we started the monthly Community Eucharist in Chapel as an invitation to our whole community to share in this inherited way of living compassionately.

Perhaps the most beautiful of all the Eucharists was the simplest. We sat with the Year 6 students on their Outdoor Learning Program (OLP) in Albany, on the rocks next to the ocean as the sun began to set. We sang the hymns we know well, heard the story of Jesus having compassion on a crowd and providing food for them to eat, and as we shared the bread and wine, we raised our hearts to heaven and asked God to give us hands ready to put *Compassion into Action*.

The Reverend Thomas Pote
(Father Thomas)
Chaplain





Celebrating 130 Years of Guildford Grammar

When Charles Harper opened Guildford Grammar School in the billiard room of Woodbridge House in 1896, he could scarcely have imagined the thriving school community that would emerge over the next 130 years. What began with just 18 students has grown into one of Western Australia's leading co-educational day and boarding schools, shaped by generations of students, staff, families and Old Guildfordians.

The School's move to its present riverside site in 1900 marked the beginning of a period of steady growth. Boarding facilities were established soon after and Guildford Grammar became a founding member of the Public Schools' Association, helping to establish traditions in sport, service and community that remain central to School life today.

A defining chapter began in 1910 with the appointment of Canon Percy Henn as Headmaster. Four years later, the Chapel of St Mary and St George was consecrated. More than a century on, the Chapel remains one of the School's most recognisable landmarks and the setting for countless services, celebrations and milestones. Traditions such as Camp and the Chapel Gift Run continue to connect generations of Guildfordians through shared experiences and a common sense of belonging.

As the School grew, so too did the opportunities available to students. New learning spaces, sporting facilities, arts precincts and boarding houses transformed the campus across the twentieth century, while programs such as rowing became an enduring part of Guildford Grammar life. Throughout this growth, the School remained committed

to providing students with opportunities to learn, participate and contribute.

The past two decades have brought some of the most significant changes in the School's history. Sir Francis Burt Hall and Graham Malcolm Hall opened in 2007 and in the Preparatory School, the opening of Joobaitch, Monop and Woolba Wings in 2015 recognised the significance of the land's Noongar heritage and the leaders after whom the buildings are named.

Perhaps the most significant milestone came in 2018 with the introduction of girls to the Senior School, followed by co-educational boarding in 2020, and the award-winning boarding precinct in 2025. Together, these changes fulfilled a vision first held by Charles Harper more than a century earlier and marked the beginning of a new chapter in the School's story.

As Guildford Grammar celebrates 130 years in 2026, it is worth remembering that the School's history is not defined by buildings alone. Its story is written by the people who have passed through its gates as students, staff, families and Old Guildfordians. Their contributions, large and small, have shaped the community we celebrate today.



130 Year
Celebration

Tickets

One night. One community. 130 years in the making.

A Culture of Kindness is a Culture Worth Having

Kindness often takes courage.

It asks us to notice what is happening around us, to step beyond the comfort of our own thoughts or routines, and to respond to another person with care. Sometimes that response is simple. A quiet word. A seat offered. A moment of patience. At other times, it asks more of us. It asks us to put our own needs aside, even briefly, so that someone else might feel seen, supported and understood.

At Guildford Grammar School, this simple but powerful idea sits at the heart of our 2026 theme, *Compassion in Action*.

Each year, the School theme provides a shared focus for students and staff. It gives language to the values we seek to live each day and helps make visible the culture we are building together. In 2026, that focus is Compassion, not as a passive feeling, but as something active, intentional and deeply human.

Compassion in Action is about kindness made visible. It is closely connected to our Visible Wellbeing framework and our School value of compassion, encouraging students and staff to recognise that care becomes most powerful when it moves beyond empathy and into action. The message is simple: See it, feel it, act on it.

To see it is to notice when someone may need support. To feel it is to pause long enough to understand, or at least consider, what that person may be experiencing. To act on it is to do something, however small, that helps.

In this way, compassion becomes a habit. It becomes part of the tone of a classroom, the spirit of a House, the welcome offered to a new student, the patience shown to a peer, the way staff support one another, and the quiet decisions students make when no one is watching.

Across the School, *Compassion in Action* is being brought to life in practical and meaningful ways. In the GROW program, students are exploring kindness, compassion and service with intention, building a deeper understanding of what it means to contribute to the wellbeing of others. Staff have been sending *Compassion in Action* postcards to students and colleagues, recognising moments of

care, encouragement and generosity that may otherwise pass quietly by.

In Term 2, the Kindness Wall became one of the most visible expressions of the theme. Post-it notes began appearing in the Thwaites Centre and Preparatory School windows, each one capturing an act of kindness given or received. Some were simple. Others were deeply thoughtful. Together, they created a bright and growing reminder that kindness is already present in our community, and that when we take the time to notice it, it grows.

Assemblies, eucharists and service programs have also become important places for these stories to be shared. Through Friday afternoon activities, co-curricular programs and moments of reflection, students are learning that compassion is not reserved for special occasions, it belongs in the everyday.

The Kindness Challenge, led by Catherine Kolomyjec, has also played an important role in giving momentum to the 2026 theme. Staff began the year by reflecting on self-compassion, the importance of slowing down, and the value of connecting meaningfully with colleagues. From this work came the Alphabet of the Heart, a collection of values and habits designed to guide each day with greater awareness and care.

Our Prefects have also worked with Catherine to develop small, purposeful projects that can be woven into daily school life. Their focus has not been on grand gestures, but on simple actions that can spread kindness generously and often. In their words, finding ways to “spread kindness like confetti.”

This is the essence of *Compassion in Action*. It reminds us that kindness is free, but never without value. It is contagious, but only when someone is brave enough to begin. It has a ripple effect, often reaching people and places we may never see. And in a school community, it helps create the conditions in which students feel safe, known and able to grow. A culture of kindness is a culture worth having.

Julia McGibbon-Briggs

Deputy Principal – Student Experience



A Moment of Compassion

As shared by Dr Holly Miller, Deputy Principal – Operations, at a Senior School Assembly in Term 2.

When a group of Guildford Grammar students visited the residential facility where my father now lives, they may not have realised the impact of their kindness.

They sat with him, listened to him and spoke with genuine interest about cars, his long career as a heavy diesel mechanic, and his life as a business owner. They did not focus on the challenges he now faces with communication. They saw him as a man with knowledge, experience and a lifetime of contribution.

For my father, that simple act of time and patience made him feel seen. It lifted his spirit and gave him a renewed sense of purpose. For our family, it was a powerful reminder that compassion often reaches far beyond the moment in which it is given.

Our students may not always see the full circle of their service, but this moment showed the quiet power of *Compassion in Action*.

Sarah Colquhoun

PERSONAL ASSISTANT TO THE DIRECTOR
OF TEACHING AND LEARNING

Sarah Colquhoun has watched the evolution of our campus and culture over the past 14 years. She has had a front-row seat to the way Guildford Grammar has transformed, improving both the learning experience for students and the working environment for staff.

What Sarah loves most is that “we are evolving into a more forward-thinking way of working with our students”. She points to the impact of AI and the rapid pace of change on the future of work and the opportunities that will be available to today’s students. Sarah particularly highlights the work of the Careers team. “They are asking in a meaningful way, what jobs will exist for our students and what will our graduates be stepping into?”

She is impressed by the way the team actively considers future pathways, ensuring students can pursue their passions and find careers that suit their strengths and interests.

Working within Teaching and Learning, Sarah has been closely involved in the development of Guildford Grammar’s pathways and subject selection processes over the years. “It is exciting to see how well the subject selection process now reflects the interests and aspirations of our students.”

While traditional university pathways remain important, Sarah values the broader range of opportunities now available to students and the thoughtful approach the School has taken to support a variety of future directions. Behind the scenes, Sarah helps make that possible. She coordinates information and communications for students and families, prepares presentations and ensures families have the information they need to make important decisions about their future.

The Master Plan has also had a significant impact on the culture of the School. “The new Senior School facilities have created a far more open, welcoming and collaborative environment,” says Sarah. The improved layout allows staff, students, parents and visitors to move more naturally through the campus, creating opportunities for connection and interaction that did not exist before. “It has genuinely enhanced both the way we work and the sense of community within the space.”

During her time at Guildford Grammar, Sarah has spent much of it in the Senior Administration Building. Over the years, the building has served many purposes — a gymnasium, the Masters’ Common Room, the Headmaster’s office, classrooms, a library and an art gallery. The building has certainly seen a lot of change.

Sarah says the first thing returning Old Guildfordians often say is, “Wow.” This is usually followed by, “I can’t believe how different it is.” Almost immediately, they begin sharing memories of how the building used to be. When it housed the Headmaster’s Administration offices, those memories were often associated with being called in for a conversation they would rather have avoided.

For many, returning to find a space that is now “light, bright and genuinely inviting” is a striking contrast. “It means a lot to returning students to see the building transformed into something beautiful.”



READ MORE ABOUT
OUR CHANGES

Sarah has also noticed the impact the new spaces are having on current students. One of the most significant changes she has observed is the sense of pride students feel in their campus. “I see students taking real ownership of their school and showing a greater level of care for the spaces around them.”

She finds it especially meaningful to think that today’s students will one day return as Old Guildfordians and look back on this period as an important part of their own story. She imagines them standing in the new Freeth or School House spaces and saying, “I remember when we moved in here.”

Guildford Grammar is an environment where people feel seen, appreciated and encouraged, and for Sarah, being part of the community that creates this is what makes it so special.

Master Plan Momentum

When the Guildford Grammar School Master Plan was launched, it set out more than a schedule of future building projects. It gave shape to a long-term vision for the campus, one that honours the School's heritage, strengthens community connection and creates spaces that support students and staff to thrive.

Importantly, the Master Plan is a living framework. It provides direction, but also allows the School to respond thoughtfully as needs change, opportunities arise and priorities are refined. This means progress will happen in stages, with each project considered not only for the space it creates, but for the experience it supports.

This year, the progress has continued in visible and practical ways across the campus. Some projects have refreshed familiar spaces. Others have brought programs closer together or improved the way students, staff and families move through daily school life. Together, they show the Master Plan continuing to take shape, not as a single moment of change, but as an ongoing commitment to the future of the School.

One of the most significant completed projects this year has been the reopening of the renovated Senior Administration Building. A familiar and historic part of the campus, its refurbishment has preserved the

character of the original structure while creating a more central and welcoming point of connection for students, staff and parents.

Importantly, the upstairs staff common room has also brought staff back together in a shared space. On a campus as large and spread out as Guildford Grammar's, these places are important. They give staff a chance to pause, connect and share the informal conversations that strengthen culture. In turn, this supports the people who support our students every day.

Other improvements are also changing the rhythm of school life. The Wickham Building has been transformed into a more flexible and active Design and Technologies precinct, where students can move more easily between design, workshop and collaboration spaces. The Arts, including Music, has relocated into the former School House, bringing creative areas closer together and strengthening the connection between programs.





VIEW THE FULL
MASTER PLAN



The David Lawe Davies Centre (DLD) has also been refreshed, giving one of the School's key shared spaces a more polished feel. Used for productions, presentations and community events, the venue plays an important role in school life. The upgrades have lifted the experience for students and audiences alike, creating a stronger sense of occasion and pride when students step onto the stage or share their work with the community.

Community consultation has continued to play an important role in shaping the next stages of the Master Plan. In March, the School held a community information session focused on the Sports and Aquatic Centre, following the announcement late last year that it would be the first major capital project delivered through the Plan. The session provided an opportunity to share the early principles, direction, use concepts and purpose of the project, with a recording then shared with our community, including students so further feedback could be sought.

This feedback is part of the careful work now continuing behind the scenes. While construction remains some years away, important planning is underway, including design

development, costing, staging, operational planning, approvals pathways and long-term financial modelling. This work will ensure the School is prepared to move forward responsibly when the time is right.

Projects of this scale are made possible through careful planning and the strength of community. As the School looks ahead, philanthropy will continue to play an important role in bringing the Master Plan to life. Guildford Grammar has always been shaped by people who have given generously, whether through time, talent or treasure. We are grateful to those who have already supported the School in many ways and to those helping build a stronger culture of giving for the future.

The Master Plan will be delivered in stages, with each project contributing to the broader vision for the campus. Some changes are already visible. Others are being carefully prepared. All are part of the same commitment: to honour the place we have inherited and continue shaping a campus where students, staff and community can learn, gather, create, belong and *Go Forward*.



Around the Grounds

Across the School, the life of Guildford Grammar is shaped by moments that bring students together, connect them with others and remind them what it means to be part of a community.

Some are milestones in the school year, others are acts of service, creativity, culture, courage or care. Together, they show students learning beyond the classroom, building friendships, contributing to causes that matter and finding their place within the wider life of the School.

These snapshots capture just some of the moments from across the campus where students have been connecting, participating and making a difference.



A Night to Remember

The Year 11 Dinner Dance brought students together for a memorable evening on campus at Thwaites Terrace, marking an important milestone in their senior years.

With music, laughter and plenty of enthusiastic moments on the dance floor, the evening gave students the chance to connect beyond the classroom and enjoy time together as a cohort. While the Dinner Dance is a highlight on the social calendar, it also plays an important role in strengthening friendships and building the sense of belonging that supports students through their final years at school.

There were some unforgettable dance moves, plenty of smiles and, to top it all off, a striking blood moon rising above the celebrations.

The evening reflected the spirit of the Year 11 group: positive, inclusive and ready to make the most of the journey ahead.

Every Strand Makes a Stand

Students across the School came together to support the World's Greatest Shave, raising awareness and funds for the Leukaemia Foundation.

The campaign supports people and families affected by blood cancer, helping to fund vital services, research and advocacy. At Guildford Grammar, students showed their support in a range of ways, from gold coin donations and Crazy Hair Day to those who bravely took part in the shave itself.

Across the Preparatory and Senior School, there was colour, creativity and plenty of encouragement. For those who shaved, coloured or cut their hair, it was a personal act of giving, made even more powerful by the support of the community around them.

It was a reminder that giving can take many forms, and that when students come together behind a cause, even small actions can make a meaningful difference.



Boodjar Bidi Celebration Week



Boodjar Bidi Celebration Week brought students together to celebrate the cultures, knowledges, achievements and contributions of Aboriginal and Torres Strait Islander peoples.

The week gave Boodjar Bidi students the opportunity to share their learning, projects and experiences with the wider School community. It also created moments for other students to listen, ask questions and learn more about culture, identity and connection to Country. Students took the lead across the campus, hosting Preparatory and Senior School assemblies and running workshops with Day and Boarding students.

The week also marked the beginning of a community artwork that will grow throughout the year. As part of Guildford Grammar's 130th year, students, staff, families and Old Guildfordians will have opportunities to contribute their own stories through classes, events and other community moments. Together, these individual contributions will form one shared artwork that recognises the many people, histories and experiences that make up the School community.

Inspired by student voice and supported through partnerships with families and community, Boodjar Bidi Celebration Week was a proud reflection of culture, connection and the many stories that shape who we are.



Centre Stage

The Senior and Preparatory School productions brought plenty of energy to the stage this year, each in very different ways.

The Senior School production of *Picnic at Hanging Rock* created a strong sense of atmosphere and mystery, with students showing great focus both on stage and behind the scenes. The audience experience was also a little different, with picnic-style seating introduced while chairs in the DLD were being upgraded. It was a clever fit for the production and added to the feel of the performance.

In the Preparatory School, *Madagascar* brought colour, humour and plenty of movement. The production gave younger students the chance to build confidence, work as a team and experience the fun of performing for an audience.

Together, the productions showed the important role the Arts play in school life. They bring students together, draw families into the School, and create moments of shared pride for the wider community.



Academic Achievement and Pathways

The Class of 2025 has much to be proud of.

Across ATAR, vocational learning, workplace placements, endorsed programs and alternative university entry, students achieved outstanding results and showed the strength of the many pathways now available at Guildford Grammar School.

Their success reflects more than a final set of numbers. It tells the story of a cohort that worked hard, made thoughtful decisions about their future and was supported to pursue pathways that matched their strengths, interests and ambitions.

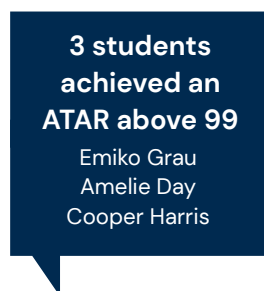
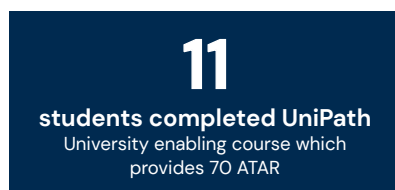
The results that follow provide a snapshot of an impressive year. The student profile that accompanies them offers a closer look at one journey within the Class of 2025, and a reminder that achievement looks different for every student.



WAAPA

3 students gained entry
to WAAPA

William Stoker
Macy Cowcher
Cody Lovell



Top 0.5% of candidates in the exam.

English – Oliver Radi

Literature – Amelie Day

Mathematics Applications – Emiko Grau

Mathematics Applications – William Stoker

John Curtin
Scholarship
winners

Emiko
Grau

Oliver
Aynsley

ATAR 95+

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

99.25 ATAR

Top ATAR



Emiko Grau (99.25)



Amelie Day (99.25)

45% ATAR 90+

88.05 Median ATAR up from 87.2 in 2024



Stories of PURPOSE and JOY

Lieve Ludgate

(YEAR 12, SCHOOL)

When School Captain Lieve sat at her first Guildford Grammar Prize Giving in Year 7, she knew exactly where she wanted to be.

Dressed in her winter uniform and proudly wearing her newly embroidered Colours, she watched the procession of student leaders make their way across the stage. The School Captains carried the flag with House Captains following behind. To her, they represented the students who had helped shape the School before her.

"I remember sitting there thinking one day I wanted that to be me," she says. "I wanted to be part of shaping Guildford's legacy and building our very special community."

Six years later, Lieve finds herself leading that same community as School Captain. Along the way, Guildford Grammar has helped her discover strengths and passions she never expected.

A first debate in Year 7 inspired a love of communication and advocacy that quickly grew into public speaking, debating, Model United Nations, Mock Trials and five Senior School productions. With each opportunity came a growing sense of confidence and a clearer understanding of who she was becoming.

"Year 6 Lieve would be totally jaw dropped to see where my strengths and passions have developed," she says.

"I truly think that Guildford has, in many ways, made me the person I am today."

That journey of self-discovery extended into the classroom.

Like many students, Lieve's ATAR pathway has not always been straightforward. The transition into Year 11 brought new challenges, including subject choices that didn't align with her strengths and some difficult academic setbacks. "Maths Specialist was probably the first time in my life I had well and truly failed," she says.

Rather than seeing that experience as the end of the road, she treated it as an opportunity to reflect on what genuinely interested her and where her talents were best suited.

The introduction of Politics and Law changed everything for Lieve as she found herself immersed in subjects that aligned naturally with her interests. Surrounded by humanities, writing and arts-based studies, she became more engaged, more motivated and more certain about her future.

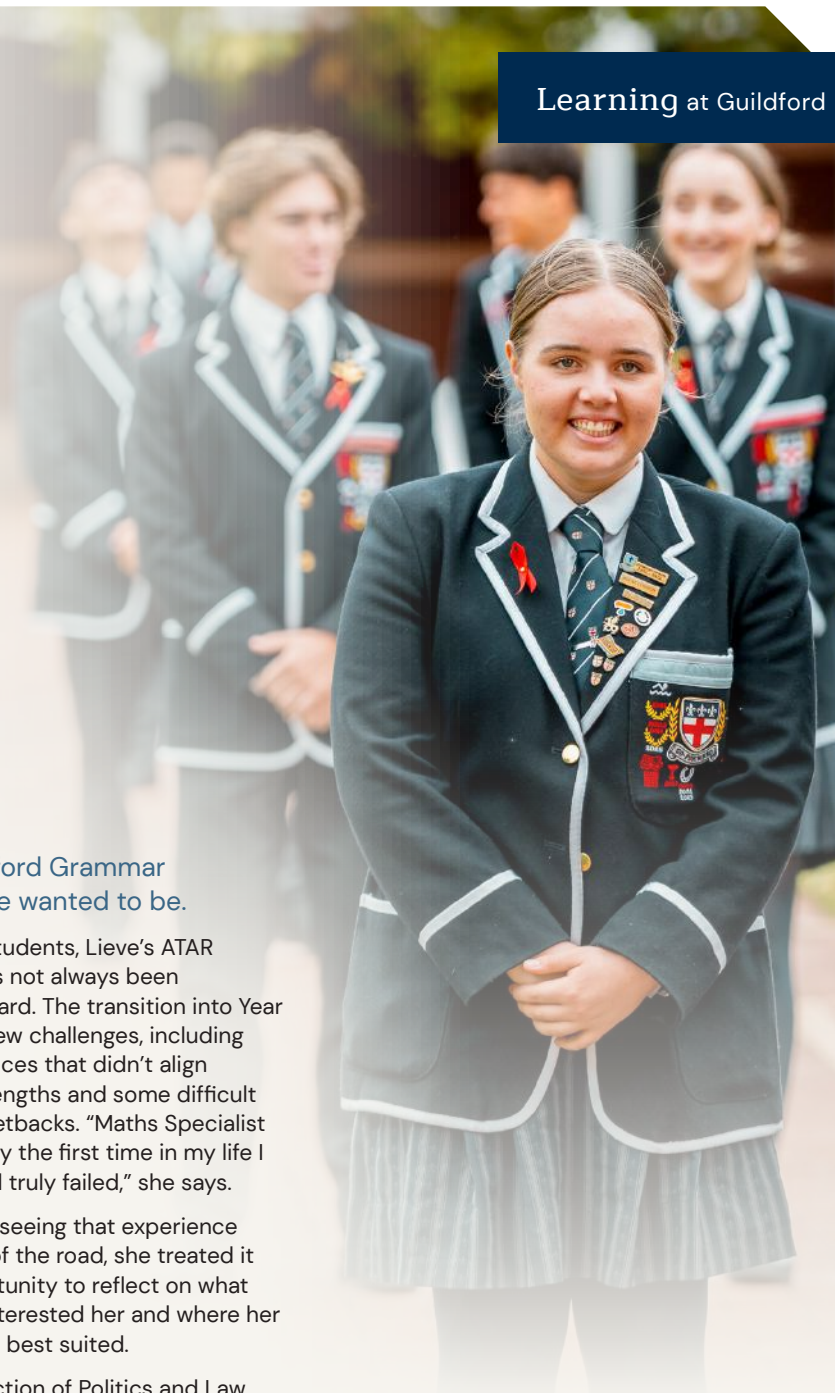
Now she hopes to pursue a career as a criminal attorney. Just as importantly, Year 11 and Year 12 taught her that success is rarely achieved alone. "The biggest lesson was recognising the amazing support network we are so lucky to be surrounded by every day," she says. Teachers, mentors, coaches and friends helped her navigate challenges, celebrate successes and maintain perspective during the busiest periods of school life.

One of the initiatives she is most proud of is the introduction of weekly Hub Activities, designed to strengthen relationships between younger students

and senior leaders. To her, leadership is not measured by titles or achievements, but by the impact she can have on the people around her. "Knowing that my work and sacrifices might improve someone's day, even by one per cent, is incredibly rewarding."

As she approaches the final months of Year 12, she is proud of the resilience and perspective she has developed along the way. "Some days your best feels like 110 per cent and other days your best feels like 10 per cent," she says. "What matters is what you decide to do with your effort in those moments."

It is a lesson that began with a Year 7 student sitting in the audience and imagining what might be possible. Six years later, Lieve has not only found her place; she has helped create opportunities for others to find theirs as well.



A Playground Limited Only by Imagination

What looks like a collection of ropes, crates, pipes, tyres and recycled materials to an adult can become almost anything in the hands of a child.

The Loose Parts Playpod has become a vibrant part of life in our Preparatory School, creating a space where imagination, creativity and problem-solving take centre stage.

Developed with the support of Educated by Nature, the Playpod encourages students to engage in open-ended play using materials that can be moved, combined, redesigned, taken apart and repurposed in countless ways.

Unlike traditional playground equipment, there is no single intended outcome. Students decide what the materials become, often transforming the same collection of objects into something completely different from one day to the next. A crate might become part of a cubby one day and a vehicle the next. Pipes, fabric, ropes and timber can be assembled, dismantled and reimagined over and over again, with each creation shaped by the students using them.

The concept is grounded in architect Simon Nicholson's Theory of Loose Parts, which suggests that creativity and discovery increase when children have access to a wide variety of materials and possibilities within their environment.

While loose parts play can sometimes appear chaotic from a distance, there is far more happening than first meets the eye. Students collaborate, negotiate, solve problems and adapt their ideas as

they work together. They learn to assess risk, communicate effectively, persist when things do not go to plan and find creative solutions to unexpected challenges.

What may look like mayhem is often learning in progress. Every combination, construction, deconstruction and redesign encourages children to think critically, experiment with new ideas and develop confidence in their own capabilities. Each object can have a different purpose depending on the imagination of the child using it, creating endless opportunities for curiosity and discovery.

This initiative has been generously supported by the Guildford Grammar School Parents and Friends' Society, whose contribution helped bring the Playpod to life. We are also grateful to the many members of our School community who have donated materials, helping to create a resource that continues to grow and evolve.

As the collection continues to grow, so too do the possibilities. Every piece added to the Playpod becomes another opportunity for discovery, reminding us that some of the most meaningful learning happens when children are free to explore, create and imagine for themselves.



Stories of PURPOSE and JOY

Madeline Haines

(YEAR 4, WEST)

Every morning on the drive to school, Madeline (Maddy) is thinking about seeing her friends. It is one of her favourite parts of the day.

In Year 4, friendship shapes much of what she loves about Guildford Grammar. Whether she is spending time with classmates at recess and lunch, running alongside them at Cross Country or building cubbies together at Bush School, Maddy knows she is surrounded by people who look out for one another. As she puts it, "Everyone in the year are friends" and "we all get along so well."

She believes no student should feel alone. If somebody is standing by themselves, she is confident another student will invite them to join in. If they need a little extra help, a teacher will help them find a game, activity or group to become part of.

That sense of inclusion is one of the reasons she looks forward to coming to school each day. "I know when I come to school, I'm not going to be alone," she

says. "I'm not going to sit by myself, I'm not going to play by myself."

Bush School is Maddy's favourite subject. Down by the river, she and her classmates build cubbies, explore the natural environment and spend time outdoors together. "It makes me feel happy," she says. "It's nice looking at the land and the river."

Back in the classroom, Maddy speaks warmly about her teacher, Mrs Thomas. Mathematics is not her favourite subject, but she appreciates the way Mrs Thomas uses songs, games and hands-on activities to make learning easier and more enjoyable. "Miss Thomas makes every subject enjoyable," she says.

Her classroom is one of her favourite places at school. Bright and colourful, with views of the trees outside the

windows, it feels connected to the natural environment she enjoys so much. "It's so colourful" and "so comfortable to be in," she says.

More recently, she has enjoyed spending time in the Kitchen Garden, where Year 4 students work alongside Pre-Primary students growing rosemary, oranges, peppermint and other produce. "I love that we get to work with the other year groups, not just our year," Maddy says.

Whether she is in the classroom, running Cross Country, working in the Kitchen Garden or building cubbies at Bush School, Maddy knows she is part of a community where people look out for one another.



Gratitude to our Community

What creates a sense of belonging at a school?

It is a question worth considering as we celebrate 130 years of Guildford Grammar.

While buildings, programs and traditions all play a role, community is ultimately built by people. People who choose to give their time. People who welcome others. People who create opportunities for connection.

Across our School, there are countless examples of this spirit.

Our Parents and Friends' Society, Friends of Preparatory School, Friends of Senior School, Boarding Parents' Association and The Old Guildfordians Association, to name a few, all contribute to the life of the School in different ways. They organise events, support initiatives, welcome new families and create opportunities for people to come together.

The impact of that contribution can be seen in many different ways. A new parent attending their first Friends of Preparatory School picnic may leave having met people who become lifelong friends. A boarding family living hours away from Guildford can find reassurance in knowing there is a community ready to support them. At reunions, Old Guildfordians reconnect with classmates, share stories and often form new connections with people they may never have crossed paths with while at school.

These moments may seem small, but they are often the result of countless hours volunteered by people giving their time. Some of the most meaningful contribution happens behind the scenes.

Each year, volunteers gather for Kneeler Mending Day, carefully repairing and preserving one of the School's most treasured traditions. Their work is meticulous and largely unseen, yet future generations of students will benefit from it every time they enter the Chapel.

The same generosity can be found across committees, sporting events, community gatherings and many conversations where people willingly share their time, knowledge and support.

As we celebrate 130 years of Guildford Grammar, it is worth acknowledging that every generation inherits a community and has the opportunity to contribute to it. Today's volunteers, committee members and supporters are continuing a tradition that stretches back more than a century.

To everyone who has contributed this year so far, thank you.

Whether you have volunteered at an event, welcomed a new family, served on a committee or supported the School in another way, your contribution helps make Guildford Grammar a place where people feel they belong.

If you have ever considered becoming involved in one of our community groups, we encourage you to reach out. There are many ways to contribute and every contribution helps strengthen the community we share.

For more information or to get involved contact our Community Relations Manager, Michaela Curran on Michaela.curran@ggs.wa.edu.au or (08) 9377 9216.





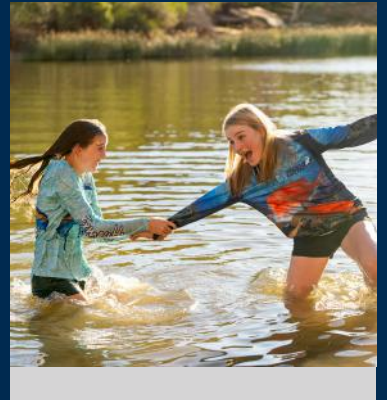
Learning Through Place

"Children have a right to access natural environments," is a belief held strongly by Director of Outdoor Learning, Jason Zours, and one that underpins Guildford Grammar School's Outdoor Learning Program for students from Year 4 through to Year 9.

Under the leadership of Jason, the program has continued to evolve, creating opportunities for students to build independence, develop meaningful connections with others and deepen their relationship with the natural world. At the same time, it gives students something increasingly difficult to find in a busy and connected world — the chance to slow down, disconnect from distractions and immerse themselves in the experience unfolding around them.

"The program provides opportunities for joy and connection for our students in the outdoors," says Jason.

Across the School, every student each year participates in an Outdoor Learning experience, with the flagship programs taking Year 6 students to Albany and Year 9 students to Kalbarri. While the locations, activities and challenges differ, all programs are built on the same belief, that young people grow when they are given opportunities to step outside their comfort zones, connect with others and discover what they are capable of.



The Year 6 Albany experience is designed around discovery.

Based at Camp Quararup and surrounded by Shoal Bay, Year 6 students spent the week exploring one of Western Australia's most significant natural and historical landscapes. They cast fishing lines from Nurses Beach, learning patience and persistence while teaching one another new skills. They visited the National Anzac Centre and Whaling Station, gaining a deeper understanding of the people and stories that have shaped the region. They bushwalked through the Vancouver Peninsula, stood at The Gap and Natural Bridge as the Southern Ocean rushed through the cliffs below, and gathered for a Eucharist service overlooking Shoal Bay as the sun began to set.

Yet some of the most memorable moments happened between the scheduled activities. Early morning games of cricket and football before breakfast, groups of students exploring their surroundings with friends and evenings spent looking skyward, tracing constellations and taking in a night sky far removed from the glow of the city.

Albany is an opportunity for our students to reconnect with the simple joy of being outdoors.





Kalbarri presents a different challenge.

The vast landscape, rugged terrain and physical demands of the program encourage students to draw on resilience, determination and teamwork. Students hike through Z Bend Gorge, abseil into the landscape below, cook their own meals, set up camp, carry their equipment and learn to work together as a community.

Deputy Principal Holly Miller says one of the greatest strengths of the program is the way it places students outside their comfort zones and gives them the opportunity to learn more about themselves and those around them.

"Students learn about themselves, they learn about others and they build many different skills, values and character strengths along the journey," she says.

One moment in particular captured that growth.

After a long day navigating Z Bend Gorge and abseiling into the canyon below, students arrived at Placid Pool exhausted from the journey. Within minutes they were in the water, swimming, laughing and splashing around – the fatigue of the day forgotten.

While these moments are often the ones students remember most vividly, they sit alongside countless smaller lessons. Learning to cook in challenging conditions. Carrying responsibility

for the group's food and equipment. Supporting a friend through a difficult moment. Understanding when to lead and when to follow.

"The small group they complete this journey with supports each other with all of those challenges. They have to problem solve together. They have to learn when to lead, when to follow and when to listen to each other," says Holly.

Jason often refers to the program as "structured freedom." Students are given the space to explore, connect and challenge themselves while being supported by experienced staff who understand when to step in and when to step back.

"We're creating a platform for students to engage cognitively, emotionally and spiritually with their peers, their teachers and the greater landscape," he says.

Long after the experiences are over, the hope is that students remember the feelings. Standing at The Gap watching the Southern Ocean surge through the cliffs below, swimming in Placid Pool after a long day in the gorge or gathering beneath a sky full of stars.

These are the moments we design to stay with them. The moments that build resilience, strengthen relationships and remind our students that they are capable of more than they first thought.

Jason Zaur

DIRECTOR OF OUTDOOR LEARNING

“My role fits into the greater life of Guildford Grammar by providing opportunities for joy and connection for our students in the outdoors.”

Spend a few minutes talking to Jason Zaur about Outdoor Learning and it quickly becomes clear that he is far more interested in people than programs.

As Director of Outdoor Learning at Guildford Grammar School, Jason has built a career around creating opportunities for young people to experience challenge, connection and discovery. While the activities themselves might include fishing, hiking, kayaking, camping or abseiling, he is far more interested in what happens around those experiences and the way they develop students after the activity itself is over.

“My role fits into the greater life of Guildford Grammar by providing opportunities for joy and connection for our students in the outdoors,” he says.

As a young person Jason spent countless hours outdoors, often paddling around a large lake in a canoe accompanied by his German Shepherd. The outdoors offered freedom, adventure and independence, but perhaps most importantly, it offered space.

That early love of the outdoors developed into a career that has spanned outdoor recreation, teaching, lecturing and curriculum development. Jason spent more than a decade

lecturing at the University of Notre Dame, contributed to the development of Outdoor Education curriculum in Western Australia and co-authored textbooks that continue to be used by students across the State.

Yet despite his experience and expertise, he rarely speaks about achievements but focuses on stories. Stories about students finding confidence in themselves, about friendships that form through shared challenge, about young people discovering they are capable of more than they first thought.

Jason believes the outdoors gives young people something increasingly difficult to find in a busy and connected world — the opportunity to slow down and be fully present. That is the philosophy behind his approach to creating these experiences for our students.

Reflecting on the path that brought him to Guildford Grammar, he describes his role as the culmination of his childhood, his education and the experiences that have shaped him along the way.

“When I engage in outdoor pursuits, I realise how important community is to me. Being around fellow like-minded people, having conversations and enjoying something together in the outdoors is just magical.”

“I think this is pretty much my life calling.”



While Outdoor Learning may involve camps, hikes, fishing trips and expeditions, Jason understands that the most important part is what students take away from those experiences. The stories they tell when they get home. The confidence they carry into the future. The friendships they build and the moments they remember years later.

Jason believes there is great purpose and joy in creating those moments and watching students discover a little more about themselves along the way.



READ THE FULL
STORY HERE

Ciaran Tangney

HEAD OF HOUSE - BENNETT
AND TEACHER OF SCIENCE

After 20 years of consistent leadership, Bennett House welcomed a new Head of House in 2026.

Kind, compassionate and genuine, Ciaran has stepped into the role with respect for the legacy of those who came before him while bringing his own approach to building culture and connection within the House.

Deborah Chamberlain handed the leadership of Bennett House to Ciaran at the end of 2025. During the transition, he was struck by the genuine affection shown during her farewell, reflecting a community that values those who invest in the lives of others.

One initiative he has introduced is "What's on Top?" during Mentor time. Students are invited to share what is on their mind, whether they are feeling stressed, excited, worried or navigating the pressures of everyday life. The only rule is that while one person is speaking, everyone else listens.

The sessions give students a platform to talk openly about anything and everything. Sometimes they discuss a particular theme or topic. Other times, it is simply an opportunity to check in with each other.

Through this process, Ciaran has noticed students sharing more with one another and cheering each other on during times of challenge. It has also created space for students to come forward with their own ideas, including Hub Hero, an initiative developed by the student-led House Council that recognises people for doing the right thing.

Each month, students are celebrated for showing bravery, kindness, love of learning or another character strength.

An advocate for student voice, Ciaran wants students to develop the confidence to notice the good in each other and say it out loud.

The House system is one of the most meaningful parts of working at Guildford Grammar for Ciaran. It creates a sense of belonging that connects younger students, older students, mentors, families, staff and Old Guildfordians.

"I find it incredible when students can see that their family or older students have been part of the same story," he says.

Guildford Grammar values experiential learning, both in the natural world and through immersion in other cultures, and Ciaran has joined several of these experiences since joining the School.

Reflecting on his time in Singapore with Year 9 students on a STEM tour, he highlights the role local guides played in bringing learning to life in a way that reading a sign or sitting in a classroom cannot always do.

Alongside the academic learning, students developed skills in time management, patience, teamwork, flexibility, respect and managing fatigue while still navigating the day-to-day demands of travel.

During experiences like these, Ciaran notices students beginning to see themselves differently. "They start to recognise that they are capable young people who can adapt, contribute and navigate unfamiliar situations with confidence."

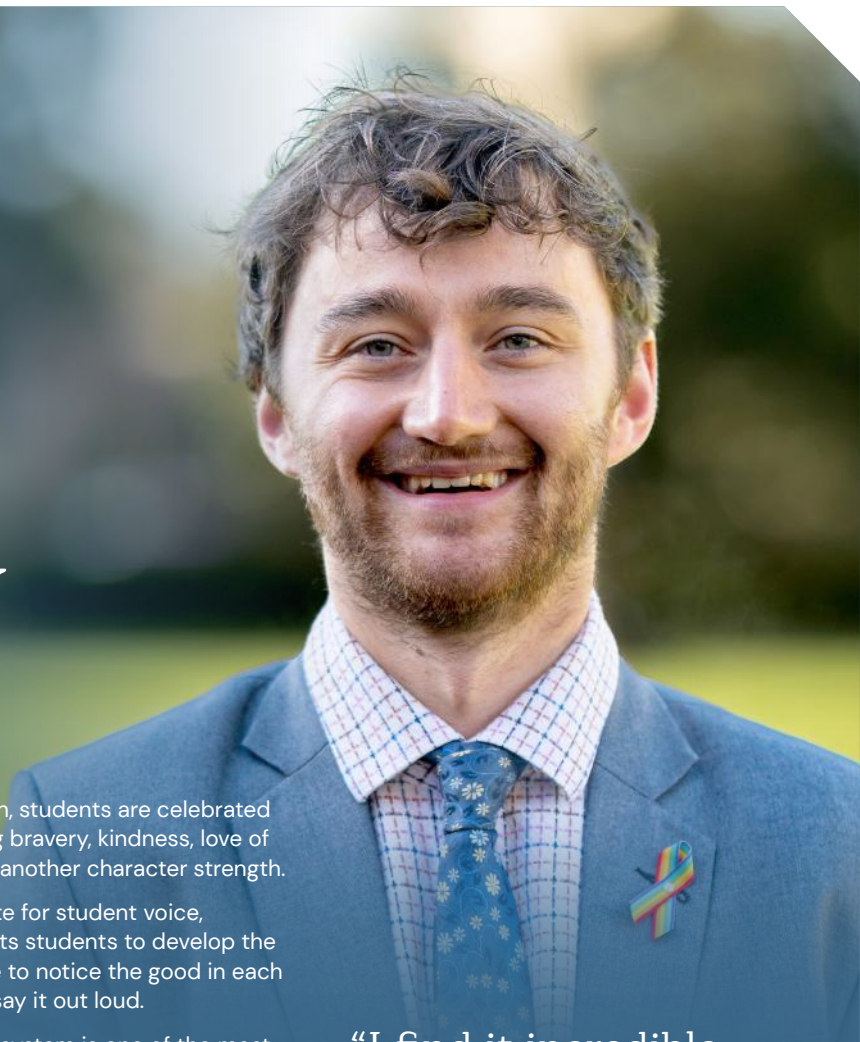
"I find it incredible when students can see that their family or older students have been part of the same story."

He has also travelled to Albany as a group leader on the Year 6 Outdoor Learning Program, supporting students and teachers throughout the experience. When asked about standout moments, he finds it difficult to choose one because, in his view, the value comes from the experience as a whole.

On tours and Outdoor Learning Programs, relationships often shift. It becomes less about teachers delivering information and more about students stepping up to the challenge, supporting each other and discovering what they are capable of.

Whether in Bennett House, on tour or in the outdoors, Ciaran keeps coming back to the same idea: noticing others, supporting others and contributing to something bigger than yourself.

It is a culture he helps strengthen in Bennett House every day.





Where Ideas Take Shape

There is a different kind of energy in the Wickham Building. Since the renovation of the Design and Technologies facilities, the precinct has become a more active, flexible and student-centred environment, where ideas move quickly from conversation to sketch, prototype and finished product. Students are no longer working in isolated spaces, but moving between design areas, workshops and breakout zones as their projects develop.

The result is a learning environment that feels dynamic and purposeful. Flexible layouts allow classes to shift easily between instruction, planning, collaboration and practical work. Breakout areas give students quieter spaces to think, refine and problem-solve, while open workshop areas encourage discussion, experimentation and the sharing of ideas.

What makes these spaces particularly valuable is that Design and Technologies develops both practical skills and creative thinking. Students are learning to approach challenges with curiosity, innovation and purpose. The upgraded facilities support each stage of the design process, from early concept development to testing, fabrication and refinement. With access to contemporary tools such as laser cutters, 3D printers and specialist workshop equipment, students are developing confidence with technologies that reflect the world beyond school.

The integration of digital design and physical production has strengthened the learning experience. Students can prototype more rapidly, test ideas more effectively and understand how small refinements can improve a final outcome. Teachers are also able to design more

authentic, industry-aligned learning experiences, helping students connect classroom learning with future pathways.

The impact is being seen well beyond scheduled class time. Students are making strong use of open sessions at lunch and after school, continuing class tasks and pursuing passion projects with increasing independence. There is a growing sense of pride in both the spaces and the work being produced.

Collaboration has also become a defining feature of the precinct. Students are supporting one another, sharing knowledge and drawing inspiration from overlapping subject areas. Many projects have carried a sustainability focus, with students repurposing pre-loved materials to create high-quality, meaningful work.

Through the Friday afternoon workshop co-curricular program, Year 11 and 12 students are also using their skills to design and build wood and metal products for the School community. In this way, the renovated facilities are not simply supporting better learning, they are giving students opportunities to apply their skills in meaningful ways and make a genuine contribution to the life of the School.

Philanthropy in Action

A 1964 EH Holden Ute donated by Old Guildfordian Mike Chester (St George's '71-'75) has become the centrepiece of the Automotive Engineering Technology program. Students are restoring the vehicle from the ground up, gaining practical skills and real-world experience along the way.

The donation is a wonderful example of philanthropy in action. Through the generosity of alumni, students are given opportunities to learn, create and discover future pathways. Once restored, the vehicle will be sold, with proceeds funding the program's next project, ensuring the cycle of opportunity continues.

Tom Hall

TEACHER OF TECHNOLOGIES AND
BOARDING SUPERVISOR

On a Sunday afternoon, while much of the School is quiet,
The Shed is busy.

Boarders wander in and out, some working on assignments, others repairing bikes or learning how to service an engine. Conversations drift between projects and plans. There could be a dirt bike on a stand, a car bonnet open or a group of students gathered around a problem they are trying to solve.

At the centre of it all is Tom Hall.

As a Technologies teacher, Boarding Supervisor and the driving force behind Guildford Grammar's Automotive Engineering Technology program, Tom spends much of his week teaching practical skills. But the time he spends in The Shed on Sundays tells you just as much about who he is as an educator.

For boarders from regional and farming communities, the workshop often feels familiar. A reminder of home while they are away at school. For others, it is a place to learn something new and spend time with people who share their interests.

"The Shed kind of blurs external pressure for a while," he says.

Tom's own journey into education began with a teacher who made a lasting impression. He remembers arriving at school early because he genuinely wanted to be there. Years later, that experience continues to shape the way he approaches his work.

"I just want kids to want to come to school."

This philosophy sits at the centre of everything he does. Students entering the Automotive Engineering Technology program arrive with different levels of confidence, different interests and very different experiences. Some have spent years working alongside family members on machinery and

vehicles. Others have never picked up a tool before. That distinction is not of importance to Tom.

One of the biggest misconceptions, he says, is that students need prior knowledge to succeed in automotive studies. Instead, he focuses on creating an environment where students feel comfortable asking questions, trying new things and making mistakes. There is no expectation that students arrive already knowing the answers. In many ways learning to fail is part of the process.

The program itself has grown rapidly. Introduced in 2025, Automotive Engineering Technology now engages over 100 students across Years 10 to 12 and has become one of the most popular subjects in the Senior School. Demand has been so strong that a second workshop space was created to accommodate student interest.

One student he now mentors in Year 12 was first taught by Tom in primary school. Years later, their paths crossed again at Guildford Grammar. Through regular conversations, mentoring and practical learning experiences, Tom has helped him identify a pathway into the trades and build confidence in his future.

Students who struggle to engage in traditional classroom settings often thrive when learning becomes tangible. Mathematical concepts begin to make sense when they are applied to an engine. Technical knowledge becomes more meaningful when students can see the result of their work in front of them.

Tom has also worked intentionally to make the workshop a place where everyone feels welcome. Female participation in the Automotive program continues to grow, challenging long-held assumptions about who belongs in technical learning environments.

"The time he spends in The Shed on Sundays tells you just as much about who he is as an educator."

The Automotive program may have started with cars, engines and workshop projects, but listening to Tom talk about his students, it becomes clear that isn't what keeps him coming back each day.

He talks about the student who has found a pathway into the trades. The boarders who spend their Sundays in The Shed because it feels a little like home. The girls discovering they belong in a space they may never have imagined themselves in before.

Tom gives students a reason to walk through the door and, once they are there, they learn lessons in friendship, confidence and problem-solving. Along the way, they discover they are capable of far more than they first imagined.

It is clearly what keeps Tom motivated. Through The Shed, he gives students a place to belong, alongside practical knowledge they can carry into a future career and life skills that will serve them long after they leave Guildford Grammar.





Service That Stays With You

On Friday afternoons, Year 10 students can be found well beyond the usual rhythms of the classroom. Some are supporting younger students in local primary schools. Others are working with community organisations, helping at environmental projects, contributing to sporting programs, or spending time with people whose lives and experiences may look very different from their own.

This is GGS Connect, Guildford Grammar School's Service Learning program, now in its second year. It gives students structured opportunities to step into the wider community, build relationships and understand more deeply the role they can play in the lives of others.

The purpose of the program is not simply to complete a set number of hours. While GGS Connect is a School Curriculum and Standards Authority (SCSA) endorsed course, with students completing 55 hours of service, including 50 hours of practical service and five hours of reflection, the heart of the program sits in what students take from the experience.

Reflection is an essential part of this. Students are encouraged to consider what they have learnt, what challenged them, what skills they developed and the difference their actions made. Service is not intended to become a box to tick. It is an opportunity to grow in empathy, independence, confidence and responsibility.

Through GGS Connect, students support a wide range of organisations and community groups, including Baptistcare, Foodbank, Thread Together through Anglicare, Trillion Trees, local primary schools and the School's own sports and Preparatory School programs. Many also take their service into the broader community, volunteering at local sporting events, helping with community activities and finding practical ways to contribute beyond the campus.

The program has already built strong relationships across the local community.

There have been moments of great joy, including a student offering an impromptu piano recital for residents at an aged care facility, students encouraging an elderly resident to join them in a game of football, and others enthusiastically sawing fallen branches to help shore up the riverbank with a local environmental charity.

Alongside this, a committed group of Year 10 students has stepped into the role of Anglicare Ambassadors for 2026. Working with students from other schools, they are learning about youth homelessness, advocacy and how to raise awareness and support within their own communities, culminating in the annual Sleep Out in August.

In each of these experiences, students learn to ask questions, to listen, to take initiative and to act with dignity and respect. They begin to see that service is not separate from their education. It is part of how they come to understand themselves, their community and their place in the world.



Weekends Worth Remembering

By the time Friday afternoon arrives, boarders have already lived a full week. Classes, sport, music, rehearsals, study, House commitments and the everyday rhythm of school life have filled their days. Then the weekend opens up, and with it comes the chance to try something new.

That is the spirit of the Boarding Recreation Program, or Rec, as it is known by students. Designed to complement the academic, sporting and co-curricular life of the School, Rec gives boarders the freedom to choose experiences that are fun, social, challenging, creative and, at times, completely unfamiliar.

Across a typical weekend, students can choose from six activities, with two offered on Friday, Saturday and Sunday. The program balances on-campus and off-campus opportunities, with many activities offered at no cost. Some weekends might involve surfing, mountain biking, golf, martial arts, Pilates, ice skating or a Dockers game. Others may include pottery, a night market, Inflatable World, a Perth Fever match or a Western Force game.

The variety is deliberate. Not every student wants the same kind of weekend, and that is part of the strength of the program. Rec gives boarders agency. It is challenge by choice, allowing students to step into something that interests them, test themselves in a new setting or simply enjoy time with friends beyond the structure of the school week.

For many boarders, these opportunities are not things they would easily access in their hometowns. A student from Carnarvon might head to Optus Stadium to watch the Dockers win. Another may pull on skates for the first time. Someone else might discover that Pilates becomes an "oasis in a desert of study", or that "smashing a ball at the end of the week" is exactly the release they needed.

There are also experiences that build practical life skills. Driving lessons have helped students gain hours and confidence, while Skippers Tickets and surfing lessons have been spoken about with real enthusiasm. Larger events, such as the Year 7 and 8 all-school activities and the National Boarding Week Bush Dance, create space for boarders to connect with peers, including friends from home, in a new setting.

These are weekends full of movement, laughter, independence and discovery. Students may experience them now as fun, and they are. Yet in years to come, many will look back and recognise something deeper: friendships strengthened, confidence built, horizons widened and memories made in the place they called home.

These are weekends full of movement, laughter, independence and discovery.





More Students Getting Involved

Whether competing for Western Australia, representing their House or trying a sport for the first time, students across the School are making the most of the opportunities available to them.

Across the Preparatory and Senior Schools, students have embraced opportunities to participate, compete and represent Guildford Grammar in an extraordinary range of sports. Already this year, students have represented the School in swimming, athletics, cross country, football, netball, hockey, volleyball, basketball, rowing, cricket, triathlon, canoeing, equestrian and beach volleyball.

The growth of girls' sport has been a particular highlight. Our Netball program is now one of the largest and most successful school programs in Western Australia, with 14 teams competing across the Preparatory and Senior Schools. The depth of the program is remarkable, with students competing successfully against some of the state's leading independent schools while creating opportunities for girls of all ages and abilities to get involved.

Girls' Football continues to go from strength to strength. Following premiership success last year, all three Guildford Grammar teams are competing in the top divisions for their respective age groups. Earlier this year, our Year 7 to 9 footballers toured the West Coast Eagles' training facility with their coaches, AFLW players Abbygail Bushby and Jessica Rentsch, gaining a valuable insight into the elite level of the game.

A key strength of our sporting program is the quality of coaching available to students. Across a range of sports, students are supported by current and former elite athletes, AFLW players, national champions and Olympians who bring a wealth of experience and knowledge to our programs.

There have also been individual achievements worth celebrating. Lachie McGlade earned selection in the Western Australian team for the National Under 18 AFL Championships, Australia's premier pathway competition for emerging footballers and Year 9 student Luke Webber has continued to establish himself as one of the fastest young sprinters in the world for his age, producing outstanding performances on the athletics track.

While these achievements are impressive, they are only part of the story. For every student chasing representative honours, there are many others discovering a new sport, representing their House or enjoying being part of a team.

The breadth of opportunities available to students continues to grow, and so too does the number of students choosing to embrace them.





Building a Stronger Swimming Pathway

Swimming has long been part of life at our School. House carnivals and Interschool competition, Outdoor Learning experiences, the Rottneest Swim and even swimming laps in the river in decades gone by have all helped students develop confidence, resilience and skills both in life and in the water.

To further strengthen swimming opportunities, we have partnered with GK Swimming to bring together two organisations that share a commitment to helping young people reach their potential.

The partnership will also create more opportunities for students to get involved in swimming, whether they are pursuing dedicated squad training, looking to improve their technique or trying the sport for the first time. By offering a range of entry points and development opportunities, the program aims to make swimming accessible and enjoyable for students of all experience levels.

Head Coach Katerina McKay believes the partnership creates exciting opportunities for both communities.

"There is a really strong culture around sport at Guildford Grammar, while GK Swimming has developed an incredible team culture within what is traditionally an individual sport," she says.

"By bringing the two programs together, we can create a clearer pathway for swimmers and help students understand the opportunities available to them."

Importantly, the partnership will help develop discipline, confidence and resilience while fostering friendships and a strong sense of belonging.

As the program grows, the focus will remain on creating positive experiences, supporting student development and building a strong swimming culture that benefits students both in and out of the water.

Meet Katerina McKay

Katerina McKay began swimming at the age of 10 and went on to compete at a high level across several clubs in Perth. In 2019, while still competing herself, she began coaching and has since worked with swimmers ranging from learn-to-swim participants to national qualifiers.

At Guildford Grammar, Katerina will lead a team of qualified and experienced coaches committed to delivering a high-quality program for students of all abilities. The partnership will provide a clear pathway from participation through to performance, while ensuring every student has the opportunity to develop confidence, skills and a lifelong enjoyment of swimming.

"Swimming has given me so many opportunities, friendships and life skills, and I wanted to help younger swimmers experience the same," she says.

Drawn to Guildford Grammar's strong sporting culture and focus on personal development, Katerina hopes to foster a positive swimming environment where students feel connected, supported and proud to represent the School.

"I want students to recognise the opportunities swimming can provide, whether that is competitive success, confidence, friendships or personal growth."



Gifts in Wills

For more than 130 years, Guildford Grammar School has been shaped by the generosity and foresight of those who believed in its future. One of the most meaningful ways supporters can continue that legacy is through a gift in their Will.

Those who choose to remember Guildford Grammar in this way are welcomed into the Oliverson Society, named in honour of Cecil Oliverson, whose gift funded the School's Chapel of St Mary and St George. Today, members of the Society help ensure

future generations of students can benefit from the same opportunities, values and sense of belonging that have defined Guildford Grammar for more than a century.

A gift in your Will is a personal decision and can take many forms. If you would like to learn more about the Oliverson Society or discuss leaving a gift to Guildford Grammar School, please contact Georgia Bosustow, Head of Philanthropy, on (08) 9377 9225 or at georgia.bosustow@ggs.wa.edu.au



Connections That Last

Summer Sundowner

Old Guildfordians gathered at Rambla on Swan for an evening of conversation, connection and shared memories. With alumni from across generations in attendance, the event provided a relaxed opportunity to reconnect with old friends and strengthen ties within the Guildford community.



Old Guildfordians

Combined Decades Reunion

Graduates from the Classes of 1986, 1996, 2006 and 2016 returned to Chapel Lawn to reconnect and reminisce. Bringing together Guildfordians from across four decades, the evening celebrated shared memories, enduring friendships and new connections.



Golf Day

The annual Old Guildfordians Golf Day once again brought together alumni, staff and friends for a day of friendly competition. Beyond the golf, the event provided an opportunity to reconnect and enjoy the company of fellow Guildfordians.

50+ Years Reunion

More than five decades after leaving School, Old Guildfordians returned to campus to reconnect with classmates and reflect on shared experiences. The reunion remains a special celebration of enduring friendships and lifelong connections.



Everyday Excellence Lunch

Alumni, staff and past parents gathered for the Everyday Excellence Lunch and a thoughtful discussion on *Compassion in Action*. The event also provided valuable opportunities for networking, connection and conversation across generations.

London Reunion

Old Guildfordians living and working in the United Kingdom came together in London to reconnect and share stories from their time at Guildford Grammar. The gathering highlighted the strength of the School's global community.



A Sense of Belonging

SIDONIE COX (PREP, 1979–1982)

As a donor, netball coach and former Guildford Grammar Preparatory School student, Sidonie Cox understands the impact a strong sense of belonging can have on a young person's life. More than four decades after leaving the School, it remains one of the defining lessons she carries with her.

"It was a genuinely wonderful time," she says. "There was a real sense that we were all in it together."

Sidonie spent five formative years at Guildford Grammar as one of only four girls in a cohort of around 70 boys. Looking back, she remembers friendship, participation and feeling part of the community.

"There was no obvious segregation. We were all part of the same school experience. That extended to sport as well. We played, competed and participated together in a way that felt very natural."

"The sense of belonging, connection and community has stayed with me," she says. "I think those experiences shaped the way I value teams, contribution and being part of something larger than yourself."

Sport played a significant role in that experience. It taught her resilience, teamwork and confidence, while helping shape the way she approached life.

"Being one of only a few girls in that environment probably helped shape my confidence in ways I did not recognise at the time," she says.

"I learnt early on to take my place, participate fully and not assume that something was not for me just because I was in the minority."

One of Sidonie's greatest sources of joy comes through coaching the Perth Netball Association No Limits team. The program supports athletes with intellectual disabilities and has become one of the most rewarding experiences of her sporting life.

"This role has given me the most joy and satisfaction I have experienced through a lifetime of sport, both as an athlete and as a coach," she says.

"It is a privilege to be involved with a team where sport creates connection, confidence, friendship and joy."

Her love of sport can be traced back to those early Guildford Grammar years. In fact, one of her family's favourite stories comes from an interschool swimming carnival when Sidonie represented the School and beat all the boys in her race.

"My mum, on the other hand, would probably say she is most proud of the night I swam for Guildford Grammar School Primary School at the Interschool Carnival at Christ Church Grammar School in Year 7 and beat all the boys."

Although Sidonie left Guildford Grammar when girls could not continue into Senior School, the School has always remained part of her story.



As she has reflected more on her own life, she has come to appreciate just how formative those Preparatory years were. In recent years she has reconnected with the School through annual giving and a gift in her Will.

"My support is based purely around gratitude, but it is also about helping create opportunities for those who come next," she says.

"I like the idea that something I experienced as a child — that sense of belonging and possibility — can be passed onto future generations."

These days, she takes great pleasure in seeing girls thrive at Guildford Grammar. As a member of the School's first netball team in the early 1980s, she has watched the growth of girls' sport with admiration.

"When you walk through the gates at Matthews Netball Centre, you can genuinely sense the community," she says.

"What has been built over the past few years is phenomenal and something the entire School community should be most proud of."

For Sidonie, supporting Guildford Grammar is about helping create opportunities for future students and investing in a community that helped shape her own journey.

Stories of
PURPOSE and JOY

A Lifetime of Service

GEOFF PADDICK OAM (STIRLING, 1950–1955)

When Geoff Paddick (was awarded the Medal of the Order of Australia (OAM) in the 2026 Australia Day Honours List, it recognised a lifetime spent contributing to the people, organisations and communities around him.

The honour acknowledges Geoff's service through a remarkable range of organisations over more than five decades. Whether through journalism, politics, sport, education, community groups or Freemasonry, he has consistently given his time, leadership and expertise in service of others.

For many Old Guildfordians, Geoff is best known through his connection to The Old Guildfordians' Lodge. A member since 1970, he has played an important role in maintaining connections between generations of Guildfordians, serving as Worshipful Master in 1978–79 and again in 2019–21. Today, he remains both an Honorary Member and a respected figure within the Lodge community.

Freemasonry has been a significant part of Geoff's life. Over many years he has held senior leadership positions within the Grand Lodge of Western Australia and the Ancient and Accepted Scottish Rite, receiving some of the organisation's highest honours in recognition of his contribution.

Education has also remained close to Geoff's heart. Since 2007, he has been involved with the Speak Up Awards, a program that encourages young people to develop confidence and public speaking skills. The initiative reflects his longstanding belief in the value of communication and the importance of helping the next generation find its voice.

Earlier in his career, Geoff worked as a journalist with The West Australian and TVW7. Those skills later found a different outlet through political strategy, advisory and speechwriting roles, including service as State Director of the Liberal Party of Western Australia. In 2020, he received the Party's Distinguished Service Award.

Sport has provided another avenue for contribution. Through leadership and volunteer roles with the Western Australia Squash Association and Cambridge Squash Club, Geoff helped support and develop the game over many years, earning Life Membership of Cambridge Squash Club.

Alongside these commitments, Geoff has always remained involved at a community level, supporting local organisations, volunteering his time and contributing wherever he could make a difference.

Viewed individually, these roles tell the story of a journalist, administrator, volunteer, mentor and community leader. Taken together, they reveal something simpler – a lifetime of service.

The Guildford Grammar community congratulates Geoff on this well-deserved honour and thanks him for the contribution he continues to make to the wider community.

A Lifetime of Connection

QUENTIN EDMONDS (STIRLING, 1982–1986)

“Don’t you kill my dad!”

Four-year-old Quentin Edmonds screamed the words from the audience of the newly opened DLD Centre as he watched a production of *Pirates of Penzance*. On stage, one of the pirates had just struck down his father during a mock sword fight. Convinced the danger was real, Quentin burst out of his chair. The audience laughed and his father was eventually forced to break character and reassure his son that everything was alright.

It remains Quentin’s earliest memory of Guildford Grammar.

His connection to the School, however, stretches back even further. Quentin spent the second day of his life on campus. His father joined the School staff in 1969 and would go on to become the founding Head of Bennett House. The family lived in staff accommodation and later in one of the School-owned houses located near the Prep School tennis courts, where Quentin grew up alongside his two brothers and sister.

The campus became his backyard and the School community a constant presence throughout his childhood. It was also where his lifelong love of music began.

Armed with an old clarinet and a lesson booked through the School, Quentin arrived for his first music lesson full of uncertainty. After struggling to produce a sound, he walked home devastated. Before long, however, he was performing confidently and pursuing music through school and university.

That passion eventually became a career. After studying at the University of Western Australia and the Western Australian Academy of Performing Arts, Quentin spent almost two decades performing and teaching music before returning to Guildford Grammar in 2013.

Alongside Director of Music Kieran Hurley, he has helped build a Music Department culture centred on opportunity, flexibility and belonging.

“Students shouldn’t be deprived of opportunities to perform just because they don’t conform to the more traditional ‘school-based’ styles of music,” he says.

Their approach encourages students of different ages, abilities and musical interests to learn alongside one another. Junior students perform with senior students, traditional ensembles collaborate with contemporary musicians and students are encouraged to explore opportunities outside conventional pathways.

One of the most significant changes he has witnessed during his lifetime connection with the School has been the transition to co-education.

“For the arts, it was an absolute blessing” he says.

The move expanded opportunities across music, drama and performance, creating richer experiences for students and helping programs grow.

The result is a department that feels less like a collection of classes and more like a community, where students are encouraged to explore their interests, learn from one another and find a sense of belonging.

“The kids who are a little bit different, they feel safe up here,” Quentin says.

That sense of belonging is something he came to experience as a student and something he now works to create for others.

After a lifetime connected to Guildford Grammar, one thought still returns whenever Quentin walks across campus.

“No matter where I am on campus, Dad has already been there. He’s always with me.”

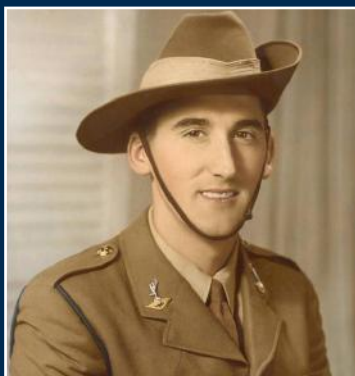
Few places connect generations quite like Guildford Grammar. For Quentin, it is where past and present walk side by side.



G Treffone – Cricket 1971 1st XI



Heidi Poole



Kevin Fowler 1966



Boarding House



Rowing Shed



Memories from Old Guildfordians

Every Old Guildfordian carries a different memory of their time at Guildford Grammar. Some are shaped by friendship, House spirit and shared laughter. Others come from challenge, service, achievement or a quiet act of kindness that was never forgotten.

Together, these memories tell a larger story. They remind us that a school community is built not only through major milestones, but through the everyday moments that stay with us long after we leave. For current students, families, staff and Old Guildfordians alike, they offer a glimpse into the experiences, relationships and traditions that continue to shape the life of our School.

"When power outages would occur in the boarding house, all the boarding community would gather in the same room and just hang out together until the power came back. It brought a real sense of belonging."

Elizabeth Mathwin (Henns, 2025)

"Sharing my lunches and recesses with my best mates, talking and kicking the footy."

Marshall Pymont (St Georges, 2024)

"I dearly loved the HC Small Rowing Shed with my whole heart. It completed my wonderful experience at Guildford. A place where I developed life skills and met friends for a lifetime."

Blair Parnell (Henns, 2024)

"I had lots of enduring memories of my time at GGS during the years 1965 to 1971. Many friendships, good mates and a Darlot Cup victory, but the one memory that stands out for me was the 1971 Interschool Aussie Rules season."

Graham Treffone (Stirling, 1971)

"My fondest and proudest memory was directing the House Drama skit for School House in 2022. School House was known for always losing, 8th Place after 8th Place (sometimes we'd beat Henn's and get 7th). I wrote the script and was really hoping we'd place well. For School House to get a win would be huge, and the biggest rival was Bennett. We did the skit and watched all the other houses. It was a very funny year of House Drama (IYKYK – banana and fruit throwing, a wedding rap battle). Amazingly, we won. If I remember correctly, by one point to Bennett."

Heidi Poole (School, 2022)

"Raking the flats! 5 weekends in a row ... character building."

Tim Barnes (Henns, 2002)

Serving in the School cadets. From this, I served 20 years in the Australian Military, with 13 months in the Vietnam War.

Kevin Lindsay Fowler (Harper, 1959)

After struggling with TEE History in Year 11, Paul was surprised to see his future Year 12 History teacher, Mr Jim Welsh ("Chopsy"), attend a service at his church.

"When I asked what he was doing there, he replied: 'Mr Rados, I'm here to find out what makes you tick.' I'll never forget that gesture. It shaped the teacher I became and remains a lasting example of selflessness and kindness."

Paul (Pavle) Rados (Harper, 1983)

Vale

David O'Halloran
Henn's, 1937–1940

Colin Wedge
Henn's, 1945–1951

Clement Reitze
Henn's, 1949–1952

Peter Lovelle
Woodbridge, 1973–1978

Kim Bright
Woodbridge, 1958–1967

Barry Parker
St George's/Stirling, 1946–1950

Dr John Hill
Henn's, 1948– 952

William (Bill) Shephard
Henn's, 1948–1952

Desmond Gray
Harper, 1970–1974

Duncan Richards
School, 1943–1951



From this Day Forward

Celebrating Love, Legacy and Lifelong Connections

SAVE THE DATE

As Guildford Grammar School celebrates 130 years, we warmly invite couples who were married in the Chapel of St Mary and St George to save the date for a very special reunion.

For generations, the Chapel has been the setting for weddings, baptisms, celebrations and moments of remembrance. It has witnessed countless love stories and become part of the lives of Old Guildfordians and families whose connection to the School continues long after their wedding day.

Join us as we celebrate the many love stories and families connected through the Chapel, share memories, and enjoy an afternoon of friendship and conversation.

Saturday 10 October 2026

(Further details will follow soon)

In the meantime, we'd love your help:

- Update your contact details here og@ggs.wa.edu.au to ensure your invitation reaches you
- Share your wedding memories by emailing your favourite Chapel wedding photograph(s) (high resolution, 1–2MB preferred) to og@ggs.wa.edu.au

Please include your name, your spouse's name and your wedding date.

If you'd like, we'd also love you to include a brief story or favourite memory from your special day to accompany your photograph.

The Chapel holds a special place in your story and in ours. We look forward to welcoming you back.



YOU ARE INVITED TO THE

130 Year Celebration

Friday 14 August 2026

7.00PM – 11.00PM
MARQUEE ON CHAPEL LAWN
COCKTAIL DRESS

Tickets

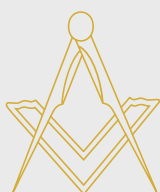


One night. One community. 130 years in the making.

Coming Events 2026

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
30 July 2026	Year 13 Reunion – Class of 2025	Bassendean Hotel
4–14 August 2026	OGA Kokoda Trek	Papua New Guinea
14 August 2026	130 Year Celebration	Guildford Grammar School
28 August 2026	Everyday Excellence Networking Lunch	More info to follow
10 October 2026	From this Day Forward	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



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?

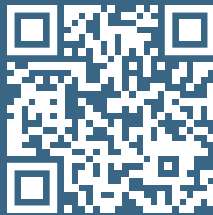
You don't need to be an Old Guildfordian to become a member, so calling all staff members, parents, care-givers, grandparents and Old Guildfordians. If you'd like to know more, please contact **Jon Durrant** on mobile 0424 265 215, email jonathan.durrant@outlook.com or contact **Grant Cucel** on mobile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

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 or (+61 8) 9377 9216.

www.oldguildfordians.com.au



Know someone who may be
interested in enrolling?

You can lodge an application on our enrolments page.



Join us for a tour.

We run several each term and offer private tours where required.



Guildford Grammar School

FOUNDED 1896

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