



# Walford

## *Performance Report 2024*



## Acknowledgement of Country

*Kurna meyunna ngadlu kurna yarta tampinhi.*

We acknowledge and respect the Kurna people as the traditional custodians of the Adelaide Plains on whose ancestral lands we live and learn. We pay respect to Elders past and present. We recognise and respect their cultural heritage, beliefs and relationship with the land, which continue to be important to the Kurna people living today.



### Introduction

This information is provided in accordance with Commonwealth Government accountability requirements under the Schools Assistance Act 2008. The information provided relates to the 2024 school academic year.

### Contextual Information

Walford Anglican School for Girls is a close-knit, vibrant, ELC to Year 12 day and boarding school in Adelaide, founded in 1893 on entrepreneurial spirit, deep service, bold action, and community.

Walford is a deliberately boutique-sized school with state-of-the-art facilities, carefully designed around an internal oasis, the 'Heart of Walford', to promote a sense of belonging and community. In 2024, the School was made up of an Early Learning Centre for 3 and 4 year old boys and girls, and for girls: an R-5 Junior School, a 6-9 Middle School, and a 10-12 Senior School. From 2025, the Junior School will be R-6 and the Middle School 7-9.

The contemporary, well-equipped facilities include a Design and Technology Centre, performing arts complex, on-campus apartment-style accommodation for boarders, a cafe, and sports centre with two indoor courts, high performance gym, and dance studio.

Walford is known for academic excellence, leadership opportunities, and offering a broad co-curricular program of sporting, musical, arts and adventure pursuits. It is a school with a strong sense of community. Each Walford student is known, accepted, and celebrated for who she is.

She is empowered to achieve *her best, her way*, within a flourishing learning community of high care and a culture of excellence. She is supported to grow in self-awareness, self-efficacy, and skills and mindsets necessary for happiness and success in life.

Walford is anchored in its Anglican identity and School values. Wellbeing is embedded in everything we do, but it is also explicitly taught and supported through Walford's signature Wellbeing, Engagement and Belonging (WEB) program. The program takes the best of knowledge about the development of girls through childhood and adolescence, positive psychology, wellbeing science, and values education, as well as being responsive to the needs of specific cohorts as they arise. The WEB program is taught by classroom teachers in the Junior School, and Mentors in the Middle and Senior Schools.

With a bespoke wellbeing program, peer mentor program, and personalised pathways, at Walford students are encouraged to develop the agency needed to take purposeful action when it is needed. From an early age, students take on leadership roles, actively involving themselves in projects and initiatives outside of the classroom within the local, national, and global community.

Walford's alumnae network through the Old Scholars' Association is active within the life of the School, helping students through mentoring initiatives. The School community understands the empowerment that is enabled through an all girls' education, supporting our graduates to be well-equipped to meet the demands of a changing world and to embrace this with optimism and aspiration.





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## *Our Mission*

At Walford, our mission is to develop compassionate and courageous women who lead lives filled with meaning, purpose and principle.

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## *Our Vision*

Grounded in our vision of being a flourishing, connected learning community, we strive to enable each student to achieve *her best, her way*.

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## *Our Values*

**Courage:** We are principled people who act with courage, compassion and integrity.

**Commitment:** We are determined, hardworking agents of our own learning, committed to achieving our best.

**Community:** We are respectful, inclusive, embrace difference, and contribute to community.

**Growth:** We are curious, open-minded, lifelong learners who see challenges as opportunities to grow.

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## *Our Motto*

*Virtute et Veritate, 'Moral Courage and Truth'*

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## *Strategic Pillars*

Our commitment to empowering Walford girls is solidified through our four core strategic pillars.

- We foster **big hearts** through connected community.
  - We engage **bright minds** through future-ready learning and teaching.
  - We develop **bespoke pathways** through personalised excellence.
  - We build **bold futures** through sustainable leadership.
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Curriculum

In 2024, Walford offered the following curricula:

- Early Years Learning Framework (EYLF) – ELC
- Australian Curriculum – Years R-12
- International Baccalaureate Primary Years Programme (IBPYP) – Years ELC-5
- South Australian Certificate of Education (SACE) – Years 10-12
- Vocational Education and Training (VET) – Years 10-12
- University of Adelaide Headstart program and Flinders University Extension Studies – Years 10-12

The IBPYP is transdisciplinary in approach and supports the development of internationally-minded people who recognise their common humanity and shared guardianship of the planet, and strive to help create a better and more peaceful world. Through the IB Learner Profiles, as learners, our girls strive to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk takers, balanced and reflective.

In the ELC and Junior School, the IBPYP Units of Inquiry are the catalyst for conceptual thinking and learning. Creative learning blocks and the signature ‘Wondering Wednesday’ are underpinned by design thinking, STEM, technologies and arts education. Literacy and numeracy skills are prioritised and supported by class teachers and targeted teaching in the specialist subject areas of Technologies, Music, Art, French, Chinese, Design Thinking and HPE. Specialist teachers use the purpose-built teaching spaces across the whole school to ensure the students have access to state-of-the-art facilities.

The Australian Curriculum is the foundation for the Middle School Curriculum and offers balance, rigour and challenge. It provides a smooth and structured transition between the primary and senior years, and support and guidance as girls develop their values and sense of self.

The program is comprehensive and flexible, providing for the development of each student’s potential in accordance with her abilities and aspirations. Students study English, Science, Mathematics, Humanities (History, Geography and World of Business), Arts (Drama, Music and Art), Digital and Design and Technologies, Health and Physical Education, Year 8 Start-Ups (Business and Economics), Philosophy and Thinking (Year 8 and Year 9), either Chinese or French (Language Acquisition), and the ‘Her World’ Service Learning project (Year 9).

In the Senior School, Years 10-12, students tailor their pathways through senior secondary schooling and the South Australian Certificate of Education (SACE), often achieving an Australian Tertiary Admissions Rank (ATAR). Senior students also engaged in Vocational Education and Training (VET), a tertiary education pathway whereby students gain qualifications for employment.

These courses enabled students to gain insight into the skills and understanding needed in the workforce, as well as industry-recognised accreditation that supplements their school academic achievement.

In 2024, Walford also partnered with the University of Adelaide to offer high achieving students the chance to study at university while still in Year 12, at a level beyond their current curriculum requirements through the Headstart program. This program offered our students the opportunity to grow as individuals and combine secondary school and university studies, and to have their study count towards their SACE and Selection Rank (ATAR). Headstart students not only have the opportunity to find out what university life is like before they finish school, but also contribute to and benefit from, the diverse cultural and intellectual life of the University of Adelaide. Recommendation of students for this program is based on evidence of their academic achievement and readiness to engage in an adult learning environment. Some students additionally undertook Extension Studies with Flinders University.

Co-curricular Program

Walford has a broad program of co-curricular opportunities for students.

The School has a well-established House system, with each student and staff member allocated to one of five Houses; Cleland, Fletcher, Gordon, Murray or Prince Rayner. The Houses provide the students with a sense of belonging, while encouraging friendly competition throughout a range of sporting and other activities. The House system strengthens the connection between the Junior, Middle and Senior Schools. This structure provides the basis for a coherent pastoral care program, as well as opportunities for House-based community service activities.

Some of the House- based activities held throughout the year include: House Glee, Inter-House Swimming Carnival, Inter-House Athletics Carnival, House Sport, House Dinners, Welcome Morning Teas for new students and Lent fundraising activities.

The following were offered in 2024:

CO-CURRICULAR CLUBS AND COMMITTEES

- |                                    |   |
|------------------------------------|---|
| • Visual Art                       | • Science Club                                |
| • Drama                            | • Robotics Club                               |
| • Debating, Rostrum Voice of Youth | • Reconciliation Action Plan Committee        |
| • Environmental Club               | • Service and volunteering                    |
| • Tournament of Minds              | • The Duke of Edinburgh’s International Award |
| • Mooting and mock trials          | • Student Wellbeing Committee                 |
| • Chess                            |   |



MUSIC

- |                     |   |
|---------------------|---|
| • Big Bands         | • String Quartets   |
| • Concert Bands     | • Junior School Musical   |
| • ChanterElle       | • Combined Big Band Concert with St Peter’s College                 |
| • Chica Vocé        | • Generations in Jazz Festival                                      |
| • Choirs            | • Australian Band and Orchestra Director’s Association Competitions |
| • Handbells         |   |
| • Senior Orchestras |   |
| • String Ensemble   |   |
| • String Orchestras |   |

SPORT

- |                             |                             |
|-----------------------------|-----------------------------|
| • Athletics                 | • Pedal Prix                |
| • Australian Rules Football | • Rowing                    |
| • Badminton                 | • Sailing                   |
| • Basketball                | • Soccer                    |
| • Cricket                   | • Strength and Conditioning |
| • Cross Country             | • Swimming                  |
| • Gymnastics                | • Touch Football            |
| • Hockey                    | • Tennis                    |
| • Minkey                    | • Volleyball                |
| • Netball                   | • High Performance Academy  |
| • Netta                     |                             |

The High Performance Academy provides development and support from a range of industry experts to our elite athletes in Years 7-12, including in strength and conditioning, sports nutrition, performance psychology and physiotherapy, as well as leadership and character.

CAMPS AND TOURS

- STEM and Space Tour, USA
- French Immersion Tour, France
- Chinese Language Immersion Tour, Singapore
- Duke of Edinburgh Adventurous Journey
- Generations in Jazz Festival trip
- Oxford Royale Academy Summer School
- Year 2 Zoo camp
- Year 3 Narnu Farm Hindmarsh Island camp
- Year 4 Mylor Adventure camp
- Year 5 Sovereign Hill camp
- Year 6 Canberra trip
- Year 7 Hindmarsh Island camp
- Year 8 Limestone Coast camp
- Year 9 Flinders Ranges outdoor adventure camp
- Year 12 Retreat
- SACE Outdoor Education camps

### Student Leadership

Walford has a proud culture of student agency and respecting, nurturing and empowering girls as leaders. Girls at Walford are encouraged to assume responsibilities, offering a broad spectrum of leadership opportunities. These encompass informal and formal leadership positions, participation in classroom and year-level student initiatives, involvement in peer support, musical roles, leadership mentoring, public speaking, hosting assemblies and events, as well as guiding school tours.

2024 saw the launch of the Year 6 and 7 Leadership Academy, designed to equip students with essential leadership skills and empower them to thrive. Integrated into academic and wellbeing curricula, this Academy provides a diverse range of experiential opportunities aimed at nurturing character and self-confidence. A key component of the Academy is the Compass Award; a junior-style International Duke of Edinburgh program focused on physical activity, hobbies, volunteering and exploration. As part of the Academy, students engage with leaders, Walford Old Scholars, and community entrepreneurs, and gain valuable insights and inspiration for their own futures.

In 2024, student leadership opportunities included:

- Student Council
- Middle School Committee
- Year 10 Class Representative Committee
- Junior School Student Representative Council
- Year 10/11 Peer Mentor Program
- Captains of Co-curricular Activities
- Captains of Sport
- Captains of Music
- Junior School Student Leaders
- Junior School House Captains
- Junior School Sustainability and Sport Leaders
- Reconciliation Action Plan Committee
- Sport Ambassadors
- School Ambassadors
- Student Wellbeing Committee
- Social Engagement Team



### Student Service

Through service learning opportunities, Walford students are encouraged to support charities and those in need. Students are empowered to recognise the importance of using their resources and platform to enact positive change in their communities and beyond. Whether through volunteering at local shelters, organising fundraising events, or engaging in community service projects, students actively embrace their responsibility to make a difference.

By fostering a culture of compassion and social responsibility, students are encouraged to become empathetic leaders who are dedicated to serving others and creating a more equitable and inclusive society.

In 2024, charities supported through Walford students' service and fundraising included:

- Anglicare
- Catherine House
- Indigenous Literacy Foundation
- Kickstart for Kids
- Smith Family
- Zonta International
- Australian Bragg Centre for Proton Therapy
- The Forktree Project

### Junior and Middle School Student Results

Below is a summary of Walford students' Year 3, 5, 7 and 9 NAPLAN results, as compared to all Australian students. Comparisons use the scales now used by NAPLAN, which compare student performance to what is expected at each year level.

YEAR LEVEL	READING	WRITING	SPELLING	GRAMMAR	NUMERACY
Year 3	483.1	490.2	475.3	466	436
Year 5	524.4	496.6	495.6	521.1	519.7
Year 7	591.8	607.2	591.3	622.4	604
Year 9	625.8	650.3	594.5	626.6	627.1

#### INTERPRETING THE NAPLAN TABLES ABOVE

Exceeding	Strong	Developing	Needs Additional Support	No comparison available

### Year 12 Student Results and Destinations

Once again, Walford students achieved outstanding results across the SACE, with 97% of Year 12 students attaining the South Australian Certificate of Education.

Within the Class of 2024, the highest ATAR was 99.75.

10% of the cohort achieved an ATAR of 99 or above, placing them in the top 1% of the nation.

31% of the cohort achieved an ATAR of 95 or above, placing them in the top 5% of the nation.

48% of the cohort achieved an ATAR above 90, placing them in the country's top 10%.

Of the 33 SACE Stage 2 subjects studied in Year 12, 57% percent of all student grades were in the A band. The Class of 2024 attained 24 Merits, in Biology, Chemistry, English, English Literary Studies, French (Continuers), Geography, Mathematical Methods, Modern History, Psychology, Research Project, Visual Arts – Design and Workplace Practices. They additionally obtained two Gold Awards in the Duke of Edinburgh's International Award and a Governor of South Australia Commendation Excellence Award. One student also completed IB Danish, in addition to her SACE studies.

Additionally, more than 40% of students in the Year 12 Class of 2024 engaged in Vocational Education and Training with nine separate Registered Training Organisations, in 12 different courses, including two students who engaged in school-based apprenticeships.

The cohort completed 30 Vocational Education and Training (VET) Certificate III qualifications, including in Business, Fitness, Sport & Recreation, Hospitality, Early Childhood Education & Care, Racing (Stable Hand), and Dance.

10% of the cohort studied early university courses through Flinders University and University of Adelaide, achieving High Distinctions and Distinctions. Students studied Marketing Principles in the Digital Era, Organisational Behaviour, Skills for Medical Scientists, Critical Thinking, Nutrition, Physical Activity and Health, Intermediate French, Empires in World History, Revolutions that Changed the World, Psychology, and Health and Illness in Populations.

Over a third of the Class of 2024 entered post-secondary tertiary pathways in medicine and health, including in Medicine, Paramedicine, Pharmacy, Physiotherapy, Speech Pathology, Midwifery and Nursing. Other destinations included Law, Engineering, Psychology, Business, Economics, Sciences, Arts, Humanities, Biotechnology and Computer Science (AI).

### Student Attendance

Walford maintains a high level of student attendance. In 2024, the average attendance rate for all students, Reception to Year 12, was 93%.

The School has protocols in place to manage student absence and promote attendance at school. All unexplained absences are routinely followed up by the Front Office and where needed, additional follow-up is undertaken by the Heads of School.







Staff at Walford

Workforce Composition

Walford seeks to attract, retain and develop teachers of the highest calibre. Staff at Walford are appointed after a rigorous recruitment process.

In 2024, there were:

Teaching staff	58
Full-time equivalent teaching staff	48
School services staff	36
Full-time equivalent school services staff	25
ELC and Boarding staff	21
Full-time equivalent ELC and Boarding staff	12
Indigenous staff	1

In 2024, the Executive Leadership Team consisted of the Principal, Director of Finance and Corporate Services, Director of Marketing and Community Engagement, Director of Learning and Teaching, Head of Junior School, Head of Middle School, and Head of Senior School.

Additional leadership roles included School Chaplain, Head of Professional Growth, Director of the Early Learning Centre, Head of Information and Learning Technologies, Head of Sport and Coaching, Head of Rowing and Pedal Prix, SACE Coordinator, PYP Coordinator, Head of Wellbeing, Head of the Library, Student and Careers Counsellor, Heads of House and Heads of Faculty.

Staff Qualifications

Teaching staff must meet the requirements of the Teachers' Registration Board of South Australia prior to beginning their employment. This requirement includes ongoing training in child protection, Protective Practices, Disability Discrimination Act Training, a Working with Children Check and a Criminal Record Check.

In 2024, the qualifications of teaching and school services staff can be summarised as:

QUALIFICATIONS	NUMBER OF STAFF
PhD	3
Masters degree	12
Master of Teaching	4
CPA / CA	1
Bachelors degree	57
Bachelor of Education/Bachelor of Teaching	36
Graduate Diploma or Diploma	11
Graduate Diploma in Education/Teaching	23
Diploma of Teaching	10
Graduate Certificate	9
Certificate IV	1
Certificate III	4
Registered Nurse	3

Staff Participation in Professional Learning

Walford staff are committed to lifelong learning and all staff participate in ongoing professional development, which enables them to be leaders and innovators within their educational disciplines. Teachers are involved in targeted professional development aligned with the Australian Professional Standards for teachers.

In 2024, all staff were trained in Wellbeing with Katy Walker: *Learning to Listen* and *Allies in Anxiety*. Junior School teachers were trained in Playberry Laser, Literacy and the CANVAS Learning Management System. Middle and Senior School teachers were trained in *Motivating and Engaging Powerful Student Learning*. Middle Leaders were trained in *Courageous and Coaching Conversations* and *Artificial Intelligence in Schools*.

Professional learning activities included subject specific teaching association meetings and conferences, and attendance at annual conferences for numerous professional associations.

Additionally, individual and collaborative training was provided, including:

- Australian Curriculum v9 subject workshops – Familiarisation and Implementation
- SACE consultation, subject renewal groups
- Highly Accomplished and Lead Teacher preparation workshops
- Diabetes in Schools
- Inclusive Education
- Mini COGE
- Extension and Enrichment planning in the Junior Years
- Early Career Teacher workshops
- Wellbeing training e.g. THRIVE, Wellbeing for Change: Make an Impact
- Bookmaking (JS)
- Hourglass Programming (ELC)
- Food Safety Supervision (ELC)
- Microsoft SharePoint training (IT)
- Creating culturally safe classrooms and schools
- Shine SA: 'Teaching it like it is'

Reconciliation

The Walford Reconciliation Action Plan (RAP) Committee is an active and engaged group consisting of students and staff across the Junior, Middle and Senior School. In 2024, it was co-chaired by the Principal and Head of Senior School.

The RAP Committee's 2024 actions included:

- Drafting Walford's 2025 – 2026 Reconciliation Action Plan.
- Installation of three flagpoles in the Heart of Walford to fly the Australian, Aboriginal and Torres Strait Islander flags.
- Engagement with the Indigenous Literacy Foundation.
- Organising a range of National Reconciliation Week activities.
- Visits and workshops by local Aboriginal artists.
- Developing learning of Kaurna language.

- Developing cultural responsiveness.
- Building authentic relationships with a range of Aboriginal Elders and community members.
- Developing School facilities and practices with Reconciliation as a priority.
- Acquisition of art by Aboriginal artists.
- Engaging authentically and thoughtfully in the practice of Acknowledgement of Country, Welcome to Country, and smoking ceremonies.

Facilities

In 2024, Walford undertook the following facilities projects:

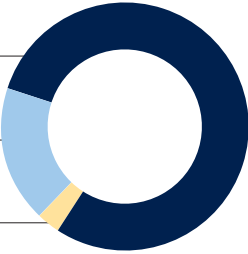
- Junior School 'Wonderland' playground.
- Heart of Walford Stages 2 and 3 internal oasis campus beautification project.
- Maintenance facility.
- Wait Building refurbishment including art studio spaces, Year 12 Common Rooms, and Year 11 and 12 locker rooms.

School Income

TUITION AND BOARDING FEES – 79%

GOVERNMENT FUNDING – 18%

OTHER INCOME – 3%



Parent, Student and Staff Satisfaction

Walford parents are highly engaged in community, including through parent events, parent student teacher interviews, and opportunities for formal and informal feedback. Parents have commented on their high levels of satisfaction with Walford's sense of community, academic results, teachers and teaching, wrap-around wellbeing supports for students and families, tailored bespoke pathways for students, individual attention given to students, communication, consultation processes, extensive academic opportunities, and wide-ranging co-curricular opportunities.

High levels of student satisfaction at Walford are evident through surveys, student engagement in school, attendance data, feedback from students, and student retention data.

Engagement with staff, including through the Consultative Committee, Staff Wellbeing Committee and staff exit surveys, have demonstrated the satisfaction of staff.

The School's recruitment processes and subsequent applications for advertised roles demonstrate that it is an employer of choice and a desirable place to work.

**Walford Anglican School for Girls**

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# Walford

**Her** Best | Her Way