



# Walford

*Performance Report  
2025*



## *Acknowledgement of Country*

Walford acknowledges the Kurna people as the first learners, teachers and leaders of the Adelaide Plains, the land on which our school stands. We pay our respect to Kurna Elders past and present, and recognise their enduring wisdom, culture, and connection with Country. We honour the Kurna people's profound traditions of learning from the land, teaching through story, and leading with ancient knowledge, which continue to inspire us today. As a community of learners, we are grateful to walk together in the spirit of reconciliation, respect, and shared stewardship for this Country and its future.

### **Introduction**

This information is provided in accordance with Commonwealth Government accountability requirements under the Schools Assistance Act 2008. The information provided relates to the 2025 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, providing an academically rigorous and high care education for girls and young women. Founded in 1893, Walford is a highly personal, high performance girls' school where each student and her family is truly known, and where courage, care and academic excellence come together to empower girls and young women to live the School motto, *Virtute et Veritate* – 'Moral courage and truth'. Grounded in its Anglican identity and the values of Courage, Commitment, Community and Growth, Walford develops compassionate and courageous women who live with meaning, purpose and principle.

Walford's campuses are nestled in the urban suburb of Hyde Park, comprising an Early Learning Centre for 3 and 4 year old boys and girls, a Junior School campus for girls in R-6, and a Secondary School campus for girls in Middle School (7-9) and Senior School (10-12). Contemporary facilities include a Design and Technology Centre, state-of-the-art Science laboratories, a Performing Arts complex, Visual Art studios, catered Fig Tree Café, outdoor sports courts, the 'Heart of Walford' outdoor precinct, three modern Year 12 Commons areas (a lounge, kitchen/dining, and study room), St Elizabeth Chapel, Parks Playing Field, West Lakes Boat Shed and a Sports Centre with two indoor courts, high performance gym, and dance/movement studio. Boarders additionally benefit from the well-appointed on-campus apartment-style Boarding House accommodation, boarders' dining room, and a wide range of weekend activities that make the most of what Adelaide has to offer.

Walford provides the ideal conditions for girls to succeed, combining the scale of an intimate school community with the achievement standards of Australia's top-performing schools. Walford offers a breadth of pathways, including the International Baccalaureate Primary Years Programme (IB PYP), the Australian Curriculum, the South Australian Certificate of Education (SACE), Vocational Education and Training (VET) courses, myriad opportunities for early university study, and pathways into medicine, law, humanities, arts and STEM careers. Senior secondary students tailor their pathways through SACE, VET and early university options, gaining tertiary credit and industry-recognised qualifications while still at school. Strong academic results, with a high proportion of students attaining ATARs above 90 and progressing to their first-preference university and career pathways, demonstrate the School's focus on high expectations, excellent teaching, and targeted support.

Learning at Walford is complemented by a wide co-curricular program in sport, music, performing and visual arts, clubs, and outdoor and global experiences. Signature programs include the High Performance Athlete Academy for elite and emerging athletes, broad music and performing arts programs, extensive House activities, a whole-school outdoor education program, and camps and trips in Australia and overseas. From the Junior years onwards, students access age-appropriate leadership opportunities, including a dedicated leadership focus in upper primary and middle years, and a wide range of captaincy, ambassador and service roles across the School. Walford acknowledges and respects the Kurna people as the traditional custodians of the land on which Walford stands, and is committed to reconciliation through its Reconciliation Action Plan, and related curriculum and community initiatives.

Student wellbeing is supported through a strong culture of care and high expectations, in close partnership with families. Wellbeing is embedded across School life and explicitly taught through Walford's signature wellbeing and pastoral care program, delivered by teachers and tailored to the developmental needs of each age group. Students are guided to build self-awareness, confidence, agency, and the skills needed to navigate a changing world. Each Walford student is known, accepted and celebrated for who she is, and is supported to achieve *her best, her way*, within a community that values learning and celebrates personal best.

As an all-girls school designed intentionally for girls and young women, at Walford learning, leadership and ambition are normalised for girls across all fields, from advanced mathematics and sciences to design, entrepreneurship, sport and the arts. The inclusive School community understands the empowerment that is enabled through an all-girls education, supporting Walford graduates to be well-equipped to meet the demands of a changing world with optimism and aspiration. An active Old Scholars' Association offers networks and role models for students and alumnae. Walford graduates leave with strong academic results, a sisterhood of lifelong friends, a well-rounded portfolio of interests and experiences, and the character and confidence to contribute positively in their communities and chosen fields.



## Mission

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

## Vision

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

## Motto

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

## Values

### Courage

We are principled people who act with courage, authenticity, and integrity.

### Commitment

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

### Community

We act with respect and compassion, embrace difference, foster inclusion, and contribute to community.

### Growth

We are curious, open-minded, lifelong learners who see challenges as an opportunity to grow.

## Strategic Pillars

### Big Hearts

We foster Big Hearts through connected community.

In 2025, Walford deepened its culture of connection, care, and inclusion, and strengthened its Anglican connections with a statement of Anglican identity. Parent engagement increased through the new Music and Boarding parent committees, as well as the ongoing work of the Parent-Teacher Association and the Rowing Parent Committee. The inaugural Boarding Parents' Lunch, the PTA Long Lunch and the Old Scholars' Christmas Pudding Masterclass were highlights of the Walford calendar.

### Bright Minds

We engage Bright Minds through future-ready learning and teaching.

Walford maintained its reputation for academic excellence, with strong NAPLAN results, a median ATAR over 90, and consistently outstanding individual student achievements. Explicit instruction programs supported students' literacy and numeracy development in the Junior School. The new executive role of Director of Professional Growth and Operations helped to propel new opportunities for teachers to collaborate, refine practice, and deliver exceptional learning experiences to Walford students. Teachers and school services staff engaged in a range of targeted professional learning. Staff Learning Communities engaged in meaningful collaboration, and the development and launch of the Walford Instructional Handbook provided a whole-school, evidence-based approach to teaching at Walford, building on the Walford Learning Principles.

### Bespoke Pathways

We develop Bespoke Pathways through personalised excellence.

Walford's commitment to individualised learning has flourished through initiatives like personalised Bespoke Pathway Plans for students. Enhanced timetabling and expanded co-curricular options allowed greater flexibility and recognition of diverse talents and interests. With new awards and recognition programs, every student is encouraged to pursue her own version of success. The refreshed Year 9 Camp – 'Her Journey', High Performance Athlete Academy, Duke of Edinburgh's International Award, and Oxbridge programs, are part of a broad suite of co-curricular and outdoor learning experiences offered to Walford students.

### Bold Futures

We build Bold Futures through sustainable leadership.

Walford has invested strategically in leadership, branding, and facilities. Major campus developments, including the Heart of Walford and Mabel Jewell Baker House projects, reflect the School's commitment to ethical leadership and long-term excellence. The School's rebrand and digital growth have boosted visibility, while staff wellbeing, equity programs, and scholarships have expanded opportunity and inclusion. The School has received national recognition, notably being an Excellence Awardee for 'Secondary School of the Year – Non-Government' in the Australian Education Awards.



## Curriculum

In 2025, Walford offered the following curricula:

- Early Years Learning Framework (EYLF) – ELC
- My Time Our Place (MTOPI) – OSHC and Holiday Care Program
- Australian Curriculum – Years R-12
- International Baccalaureate Primary Years Programme (IB PYP) – Years ELC-6
- 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 PYP is transdisciplinary in approach and supports the development of internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to 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 IB PYP 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, 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), which provides 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. They gained industry-recognised accreditation that supplemented their school academic achievement.

In 2025, Walford partnered with the University of Adelaide, Flinders University and the University of South Australia to offer high achieving students the opportunity to study at university while in Year 12, through the Headstart, Extension Studies and Accelerate programs. These programs allowed students to grow as individuals and combine secondary school and university studies, and to have their study count towards their SACE and ATAR. Students involved in these programs not only experienced what university life is like before finishing school but also contributed to and benefitted from the diverse cultural and intellectual life a university offers. Recommendation of students for this program is based on evidence of their academic achievement and readiness to engage in an adult learning environment.

## 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 2025:

### CLUBS AND EXTENDED LEARNING OPPORTUNITIES

#### Junior School

- Australian Mathematics Competition (AMC)
- Chess
- da Vinci Decathlon
- Debating
- E2 Young Engineers Robotics and Lego Club
- Independent Primary School Heads of Australia (IPSHA) Poetry Recital and Junior Orator competitions
- International Competitions and Assessments for Schools (ICAS)
- International Queen's Essay Competition
- Australian Problem Solving Mathematical Olympiad (APSMO)
- Oliphant Science Awards
- South Australian English Teachers Writing Competition (SAETA)
- Tournament of Minds
- Whitlam Institute 'What Matters?'
- E2 Young Engineers Lego Robotics Club
- Hamann School Mathematics Competition (HSMC)

#### Secondary School

- Brain Bee
- Chess
- Computational and Algorithmic Thinking
- da Vinci Decathlon
- Debating
- Diplôme d'Etudes en Langue Française
- Environmental Club
- Governor's Civics Awards
- Hamann School Mathematics Competition (HSMC)
- International Competitions and Assessments for Schools (ICAS)
- Model UN
- Mooting and mock trials
- SA Schools Constitutional Convention
- Science Club
- Science Olympiad
- Spring Poetry
- Robotics Club
- Rostrum Voice of Youth
- The Duke of Edinburgh's International Award
- Tournament of Minds

In 2025, Walford's Tournament of Minds Language and Literature team travelled to Sydney to compete in the International Final, achieving an Honours result for their outstanding performance.

The school celebrated outstanding success in debating this year across multiple year levels. The Year 5 Junior B Debating team reached the Grand Final and finished as runners up, with a team member recognised as Best Speaker in the debate. The Year 8 Intermediate B Debating team went on to win their Grand Final as champions, with one speaker also awarded Best Speaker honours. At senior level, the Senior A Debating team competed in the Grand Final at Parliament House and finished the season as runners up, with several team members receiving Highly Commended awards for their performances.

Our students' achievements in civics and citizenship were recognised in 2025, one of our Year 11 students was presented a Muriel Matters Award. Students in Year 10 History had the opportunity to enter the National History Challenge in Semester 1. This year, students chose their topics relating to the theme of 'Conflict and Resolution'. Two students were state winners and finalists in their respective national categories for their essays.

In Science, students achieved outstanding success with multiple winners across categories in the Oliphant Science Awards, and one of our Year 8 students was selected to participate in the prestigious Curious Minds program.



## SPORT OFFERINGS

### SUMMER

#### Junior School

- Athletics
- Cricket
- Gym Club
- Rowing (Year 6 Coxswain Program)
- Sport Aerobics
- Swimming
- Tennis
- Volleyball

#### Secondary School

- Athletics
- Basketball
- Cricket
- Rowing
- Sailing
- Strength and Conditioning
- Swimming
- Tennis
- Volleyball

### WINTER

#### Junior School

- Australian Rules Football
- Basketball
- Cross Country
- Gym Club
- Hockey
- Netball
- Pedal Prix (Year 6)
- Soccer
- Sport Aerobics
- Tennis - Hot Shots

#### Secondary School

- Australian Rules Football
- Badminton
- Cross Country
- Hockey
- Netball
- Pedal Prix
- Rowing (Winter Program)
- Soccer
- Strength and Conditioning

### High Performance Athlete Academy

The High Performance Athlete Academy provides development and support from a range of industry experts to our elite athletes in Years 7 to 11, including strength and conditioning, sports nutrition, performance psychology, as well as leadership and character.

In 2025, the High Performance Athlete Academy had a range of experts and athletes present to them including

professional surfer Amy Gore, Old scholar and dietitian Kate Gallasch, and Sports Psychologist and Performance expert Tiffany King from Rise Performance.

Athletes experienced individual profiling and planning sessions, and excursions to SASI for talent testing, Plunge Recovery and Beyond Bouldering.

## MUSIC OFFERINGS

- Big Bands
- Concert Bands
- ChanterElle
- Chica Vocé
- Choirs
- Handbells
- Senior Orchestras
- String Ensemble
- String Orchestras
- String Quartets
- Junior School Musical - *Seussical JR.*
- Combined Musical with St Peter's College - *Strictly Ballroom The Musical*
- Generations in Jazz Festival
- South Australian School Band and Orchestra Festival

## CAMPS AND TOURS

- Japan Ski Trip, Haneda, Japan
- France Study Tour, Aix-en-Provence and Paris, France
- Generations in Jazz Festival Trip, Mt Gambier
- Oxford Royale Academy Summer School
- Australian Rowing Championships Trip, Lake Barrington, Tasmania
- Melbourne Head Regatta Rowing Trip, Melbourne, Victoria
- 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 'Her Journey' Extended Outdoor Adventure Camp
- Year 10 Baptistcare School Rough Sleep Out
- Stage 1 and Stage 2 Outdoor Education Camps
- Year 12 Retreat

## 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.

2025 saw the continuation 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 2025, student leadership opportunities included:

- Junior School Student Representative Council
- Junior School Student Leaders
- Junior School House Captains
- 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
- 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, we aim to inspire our students to become empathetic leaders who are dedicated to serving others and creating a more equitable and inclusive society.

### In 2025, charities supported through Walford students' service and fundraising included:

- Anglicare
- Baptistcare
- Catherine House
- Indigenous Youth Literacy Fund
- Indigenous Literacy Foundation
- Kickstart for Kids
- The Forktree Project
- Zonta International

## 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	462	450	451	488	476
Year 5	528	537	507	536	522
Year 7	587	613	579	597	578
Year 9	615	636	587	610	601

### INTERPRETING THE NAPLAN TABLES ABOVE

Well above	Above	Close to	Below	Well below	No comparison available

## Year 12 Student Results and Destinations

Once again, Walford students achieved outstanding results across the SACE, with 98% of Year 12 students attaining the South Australian Certificate of Education.

- Within the Class of 2025, the highest ATAR was 99.80.
- 8% of the cohort achieved an ATAR of 99 or above, placing them in the top 1% of the nation.
- 20% of the cohort achieved an ATAR of 95 or above, placing them in the top 5% of the nation.
- 51% of the cohort an ATAR above 90, placing them in the country's top 10%.
- 33% of the cohort undertaking vocational training obtaining VET qualifications.
- The Class of 2025 attained 16 subject merits, 1 Gold Awards in the Duke of Edinburgh's International Award and a Governor of South Australia Commendation Excellence Award.
- Of the 28 subjects studied in Year 12, 75% percent of all grades were in the A band.

The Class of 2025 went to the following post-secondary destinations: medicine, medical and health science, nursing, midwifery, paramedics, occupational therapy, physiotherapy, speech pathology, psychology, oral health, viticulture and oenology, financial planning, network and cybersecurity, engineering, architecture, aviation management, performance acting, jazz performance, music, arts, business, criminology, teaching, and law, at a range of Australian universities.

## Student Attendance

Walford maintains a high level of student attendance. In 2025, 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 2025 there were:

Teaching staff	52
Full-time equivalent teaching staff	44
School services staff	27
Full-time equivalent school services staff	25
ELC and Boarding staff	24
Full-time equivalent ELC and Boarding staff	12
Indigenous staff	1

In 2025, the Executive Leadership Team consisted of the Principal, Director of Finance and Corporate Services, Director of Professional Growth and Operations, Director of Marketing and Community Engagement, Director of Learning and Teaching, Head of Junior School, and Head of Secondary School.

Additional leadership roles included School Chaplain, 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 (mandatory Responding to Risks of Harm and Neglect reporting), protective practices, Disability Discrimination Act Training, a Working With Children Check and a Criminal Record Check.

**In 2025, the qualifications of teaching and school services staff can be summarised as follows:**

QUALIFICATIONS	NUMBER OF STAFF
PhD	2
Masters degree	10
Master of Teaching	6
CPA / CA	1
Bachelors degree	58
Bachelor of Education/Bachelor of Teaching	39
Graduate Diploma or Diploma	14
Graduate Diploma in Education/Teaching	23
Diploma of Teaching	8
Graduate Certificate	9
Certificate IV	2
Certificate III	6
Registered Nurse	3
Enrolled Nurse	1

### 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 2025, Professional learning activities included subject specific teaching association meetings and conferences, attendance at annual conferences for numerous professional associations.

**Additionally, individual, and collaborative training was provided, including:**

- Australian Curriculum v9 subject workshops
- Australian Curriculum v.9 Learning Area Network Hubs
- AISSA Introduction to Self-Researching School: Taster Program
- Playberry Laser Training
- Fusion 360 & 3D printing best practice
- Navigating the Early Years
- Subject Renewal Discipline Groups Meeting
- ACEL SA Hot Topic: Breakfast with Dr Tom Porta
- Working Safely at Heights
- Using CoPilot with Excel
- Reimagining Capabilities
- Education for the Age of Artificial Intelligence: Seminar with Charles Fadel
- CASIO & MASA
- Bond Blocks Counting
- OSHC Educational Leadership
- Flourishing in Hope- the Heart of Anglican Schools
- IEU Rep Training Day
- C+and Microbit Python Coding Workshop
- Cultural Immersion Experience in Arnhem Land
- Highly Accomplished and Lead Teacher preparation workshops
- Diabetes in schools
- Inclusive Education
- Wellbeing training eg. THRIVE, Wellbeing for Change: Make an Impact
- 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 School and is chaired by the Principal.

**The RAP Committee's 2025 actions included:**

- Launch of Walford's 2025-2026 Reconciliation Action Plan.
- Engagement with the Indigenous Youth Literacy Fund, including the Great Book Swap.
- Organising a range of National Reconciliation Week and NAIDOC Week activities.
- Visits and workshops by local Aboriginal artists, including painting and weaving.
- Acquisition of, and collaborative development of, Indigenous artworks alongside Aboriginal artists.
- Developing learning of Kurna 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.
- Engaging authentically and thoughtfully in the practice of Acknowledgement of Country, Welcome to Country, and smoking ceremonies.

### Facilities

**In 2025, Walford completed the following facilities projects:**

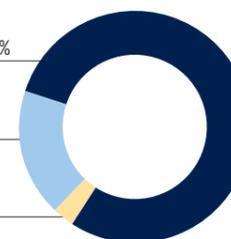
- Wait Building refurbishment including art studio spaces, Year 12 Learning Commons spaces, and Year 11 and 12 locker rooms.
- New tennis nets on the Fashoda Street courts.
- New Junior School gate.
- Mabel Jewell Baker House redevelopment underway.

### School Income

TUITION AND BOARDING FEES – 77%

GOVERNMENT FUNDING – 19%

OTHER INCOME – 4%



### 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.

**In the 2025 Parent Feedback Survey parent respondents reported that:**

- 90% of students are happy coming to school.
- 87% of parents are very satisfied or satisfied with teachers and their teaching.
- 86% of parents are very satisfied or satisfied with the School's safe, caring and inclusive environment.
- 84% of parents are very satisfied or satisfied with Walford's standard of academic excellence and strong academic results.
- 82% of parents are very satisfied or satisfied with teacher-student ratios and class sizes.

These areas in which expectations were met or exceeded were also the areas of most importance to parent respondents.

High levels of student satisfaction at Walford are evident through surveys, student engagement in school, attendance data, feedback from students, and student retention data. The 2025 Student Feedback Survey of students across Years 3-12, as well as informal feedback from our younger learners, indicated students' gratitude for their teachers, small class sizes, range of opportunities, high academic outcomes, meaningful traditions, and the flexibility and comfort of the new uniform.

Engagement with staff, including through the Consultative Committee, Staff Wellbeing Committee and staff exit surveys, have demonstrated the satisfaction of staff. In the 2025 Staff Feedback Survey staff spoke with pride about purposeful, challenging work, and the joy of seeing students thrive. They value a strong sense of collegiality and of working alongside supportive peers in a calm environment defined by professional energy and respect. Many noted that effort is recognised and acknowledged, and that genuine care remains a hallmark of the Walford culture.

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