

# Her Best Performance

## Introduction

This information is provided in accordance with Commonwealth Government accountability requirements under the Schools Assistance Act 2008. It provides “School Performance Information” and is presented under the sub-headings required by the Act. The information provided relates to the 2022 school academic year. Should you have any questions relating to this information please contact the Principal’s Executive Assistant on 08 8291 3141.

The information is an explicit response under the headings as required by the Commonwealth Government.

## Contents

School Information	3
Teacher Standards and Qualifications	12
Workforce Composition	12
Student Attendance	15
Senior Secondary School Outcomes	16
Student Outcomes in Standardised National Literacy and Numeracy Testing	17
Post School Destinations	18
2022 Sources of Income	19

## Contextual Information about the School

Established in 1893, Walford was founded by Miss Lydia Adamson in her family home in Fisher Street, Malvern. Under her astute leadership and then that of Miss Ellen Benham, who formerly served as the University of Adelaide’s first female academic in the Sciences, the School flourished. In 1917, Miss Mabel Jewell Baker purchased the growing school and moved it to its present site where it continued to thrive. In 1956, under the leadership of Miss Nina Morrison, Walford was incorporated as a Church of England Grammar School and today, remains affiliated with the Anglican Church.

The family ethos of early years remains a distinctive characteristic of the School today. Our campus, located in metropolitan Adelaide 4km south of the CBD, is boutique in size, fostering close connections across year levels from early learning through to Year 12, contributing to the friendliness and warmth that is a defining feature of the School. The Walford boarding house provides a nurturing environment for our regional and overseas students.

Today’s generation of students is growing up in a world of choice, unprecedented change and possibility. They will pursue careers not yet imagined in a future we can barely predict. To help students navigate this exciting and complex world, our dedicated and highly qualified teachers encourage students to think critically, communicate courageously and develop a deep respect for themselves and others. At each stage of learning, they gather data to inform and refine their teaching practice.

Through the Australian Curriculum, the International Baccalaureate, Primary Years’ Programme (PYP), and the Diploma Programme (IBDP), students are challenged to strive for excellence in their academic learning, whilst developing a resilient and ethical mindset that enables them to take action to improve the world in which we live. The South Australian Certificate of Education (SACE) is an additional pathway available to students in their senior secondary years.

Learning at Walford starts in the earliest years. The Walford Early Learning Centre caters to boys and girls through playgroup and specialised learning programs for three, four and five year olds. Our Junior School is girls only and begins with a Mid-Year Reception entry class through to Year 5, continuing with Middle Schooling from Year 6 through to Year 9, and Senior School, Year 10 to Year 12. At each stage of their development, our students are encouraged to draw on the strength of our school motto, Virtute et Veritate (moral courage and truth). Our School values provide a firm foundation that empowers our students to persevere with life’s complexities knowing they have the support of Walford’s strong community behind them.

Like learning, a graduate’s connection with schooling should be lifelong. Beyond Walford, our students continue the friendships forged at school. They join a network of accomplished alumnae through the Old Scholars’ Association who remain connected with their school, wherever they are in the world.

## School Vision, Mission and Values

Walford's motto, "Virtute et Veritate" (Moral Courage and Truth) underpins everything we do.

### Our Mission

To empower young women to participate with confidence, courage and compassion in our global world through an inspired education.

### Our Vision

A globally pre-eminent school for girls in which learning flourishes.

### Our Guiding Values and Beliefs

- Faith, joy and appreciation of life and learning.
- Respect and inclusion of all manner of diversity.
- Courage and integrity to be one's self and to make a difference.
- Love, care and compassion for ourselves, others and the environment.
- Responsibility and justice for one's conduct and endeavour, and for each other.

### We Aspire

- For each student to achieve her personal best and to realise her potential.
- For the highest standards of academic performance and excellence in education.
- For strong relationships and partnerships with our students and our community.
- To be a pre-eminent school of choice for students locally and farther afield.
- To be informed and caring contributors to our local and global society.
- To foster and grow creativity and innovation.

## Wellbeing

The wellbeing of each student is prioritised at Walford. Teachers ensure that students feel safe in a school that is inclusive, friendly and supportive. At Walford the girls are known and valued by their teachers and peers.

This is enhanced by the family ethos of the School. Students are supported by a warm and welcoming wider community of families and Old Scholars.

A formal pastoral care program is incorporated into class and Mentor sessions. This program which spans every year level at the School is known as WEB (Wellbeing, Engagement and Belonging). Age appropriate programs ranging from self-awareness and identity, health and wellbeing, community awareness, interacting with others, life skills, stress, resilience and optimism, team building, bullying and harassment, and cyber awareness and safety are incorporated into the curriculum, delivered by mentors, Heads of House, Heads of School and guest presenters.

WEB also integrates religions and values education based on Peter Jardy's five strand model. This can add more aspect of WEB.

WEB aims to educate the 'whole person' and provide young women with a framework of meaning and purpose with which to face the challenges lying ahead as they enter adult life.

Through regular Chapel services and our weekly Principal's Assembly, each student is also encouraged to develop her approach to spirituality and values. Confirmation classes are offered.

All staff are committed to the wellbeing of students at Walford. Each student has a mentor who, along with Heads of House and Heads of School, play key roles and are accessible to both students and their parents. The School has a full-time counsellor to further support student wellbeing.

## The House System

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.

CLELAND



FLETCHER



GORDON



MURRAY



PRINCE RAYNER



## Curriculum

### Junior School (ELC - Year 5)

The Primary Years Programme (PYP) is offered from our ELC through to Year 5. Through the Units of Inquiry, students study across a range of subject areas including English, Mathematics, Science, History, Geography and Technology.

The curriculum provides opportunities for every child to:

- Become involved in responsible action and social service.
- Acquire and develop a range of essential skills;
- Foster positive attitudes towards learning, the environment and other people;
- Develop a deep understanding of important concepts and conduct research into knowledge, which has local and global significance;

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. This includes our Year 2 strings and Year 5 band programs which access the Music Suite. The HPE program takes full advantage of the Sports Centre and dance studio, as well as the much loved Parks Oval, located a short walk from the School. Some units of Science are explored through the use of the Benham and Cleland Science Laboratories.

Digital Technology is used to enhance learning experiences and students have access to 1:1 laptops, 3D printing and iPads from ELC to Year 5. All of the classrooms are networked and have the functionality of either an interactive whiteboard or Apple TV. A Specialist Digital Technology teacher is dedicated to the building of skills associated with coding, robotics, design and creation, and many of these learning experiences take place in our purpose built Science, Technology, Engineering, Art and Mathematics space.

cont'd

## Junior School (ELC–Year 5)

Students requiring extension or support to fortify core skills are ably catered for through the PYP. This framework has a strong emphasis on thinking skills and open ended tasks within the Units of Inquiry. Our Learning Support and Enrichment team also works alongside classroom teachers and with small groups and individuals as the need arises.

This may include using the MiniLit or MultiLit programs for focusing on the skills such as phonological awareness, reading comprehension, decoding and recoding. Mathematics support sessions which are designed to strengthen core concept understanding to develop confidence are also a key part of the program.

Enrichment sessions link closely to the classroom program and span a range of subject areas. Individual challenges, small group problem solving and mathematics extension groups are just some of the opportunities available.

## Middle School (Year 6–9)

The Australian Curriculum is the foundation for the Middle School Curriculum and is designed to facilitate intellectual development of early adolescents (11–16 year olds). Young people at this stage of their education require an engaging and holistic curriculum that is relevant to real-world issues and is connected to their lives and experiences. Students develop skills in locating, processing, critically evaluating and communicating information.

The Middle School Curriculum offers balance, rigor and challenge. It provides a smooth and structured transition between the Junior 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](#)
- [Humanities \(History, Geography and World Business\)](#)
- [Arts \(Drama, Music and Art\)](#)
- [Digital and Design and Technologies](#)
- [Learning Support](#)
- [Start-Ups \(Business and Economics\) \(Year 8\)](#)
- [Philosophy and Thinking \(Year 8 and Year 9\)](#)
- [Mathematics](#)
- [Either Chinese or French \(Language Acquisition\)](#)
- [Health and Physical Education](#)
- [‘Her World’ Service Learning project \(Year 9\)](#)

Her World Service Learning draws together the students' service in the Middle School.

### Year 9 Electives

- [Digital Media Art](#)
- [Playwriting and Performance](#)
- [Film Production](#)
- [The World of Business](#)
- [Specialist Music](#)

### Age Appropriate Learning

In **Year 6**, each girl is helped to find her voice and to communicate her thinking, learning, opinions, needs and viewpoints with confidence.

In **Year 7**, having a strong sense of identity is an important protective factor and helps individuals to develop, sustain and change friendships.

In **Year 8**, at a stage of their lives where they want to become more independent, age appropriate risk taking is important to develop resilience. Students are encouraged to innovate, ideate and create as they become entrepreneurial thinkers, developing future-ready skills.

In **Year 9**, as students mature and their viewpoints and opinions develop, they consider other perspectives and their world view extends. Students develop 'life ready' skills such as budgeting, nutrition, personal branding, social skills, safety and problem solving.

## Senior School (Year 10–12)

Preparing students for the next stage of their lives beyond the School gates is an important part of the Senior School experience.

In Years 11 and 12, students can choose between the International Baccalaureate (IB) Diploma and the South Australian Certificate of Education (SACE), both of which provide 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. For some of our students, this vocational pathway is a realistic alternative to a university qualification after school or a direct entry pathway for employment. Courses are competency based and includes outcomes-focused training and assessment that enables students to build practical capability through work-integrated learning.

Walford students, for example, engaged in VET courses in Business and Business Administration, Fitness, Childcare, Retail, Animal Studies, and Public Safety.

In 2022, 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.

## The International Baccalaureate (IBDP) Diploma Programme

The International Baccalaureate Diploma Programme (IBDP) is a two-year educational programme offered to Year 11 and 12 students. Students study 6 subjects from each of the following groups:

### Group 1

(Studies in Language and Literature – the student's first language): English, Chinese

### Group 2

(Language Acquisition – second language): Chinese, French or Spanish ab initio

### Group 3

(Individuals and Societies): History, Geography, Psychology

### Group 4

(Sciences): Biology, Chemistry, Physics, Computer Science

### Group 5

(Mathematics): Mathematics: Analysis and Approaches  
Mathematics: Applications and Interpretation

### Group 6

(Art and Electives): Music, Visual Arts.  
Students may select a second subject from another group instead of this group. Other subjects not offered in these groups may be studied online or after hours.

In addition to the 6 subjects, students undertake three important additions.

- [Theory of Knowledge](#)
- [Creativity, Action, Service](#)
- [Extended Essay](#)

## The South Australian Certificate of Education (SACE)

Students who select to study the SACE will complete Stage 1 subjects in Year 11 and Stage 2 subjects in Year 12.

To qualify for the SACE, students must attain 200 credit points (10 points being the equivalent of one semester in a particular subject).

The 200 points is made up of the following compulsory elements:

- Personal Learning Plan Year 10 (10 points)
- English/ESL at Stage 1 (20 points)
- Mathematics at Stage 1 (10 points)
- Research Project at Stage 2 (10 points)
- Completion of subjects and courses at Stage 2 (90 points)
- Completion of an additional range of subjects and/or course at Stage 1 or 2 (70 points)

Students are able to select from a broad range of subjects, all of which is available on the Walford website.

## Co-Curricular Program

While learning is at the heart of our daily program, the co-curricular program is an integral part of the broad educational experience offered at Walford. All students are encouraged to participate in co-curricular activities, either individually or as part of a group. Students are free to choose from a range of activities and experiences in the areas of sports, the arts and cultural pursuits, enterprise and innovation, problem solving and personal development.

Our extensive co-curriculum allows students to pursue interests and skills beyond the classroom and to engage in a wide variety of activities, in which they may find new interests and strengths, broaden their friendships and set and achieve goals.

During 2022, the School responded to the global pandemic by offering a range of virtual co-curricular activities to keep students active and engaged in a range of pursuits.

These include:

### Music Ensembles (Bands, Orchestras & Immersion program)

A full range of Music Ensembles across the Junior, Middle and Senior Schools were offered including:

- Senior Concert Band
- Intermediate Concert Band
- Concert Band
- Big Band 1
- Big Band 2
- Big Band 3
- Senior Orchestra
- Senior String Orchestra
- Intermediate String Orchestra
- Junior String Orchestra
- Junior String Ensemble
- Jazz Combo and Small Group
- String Quartet
- Piano Trio
- Year 5 Class Band Immersion program
- Year 2 Class String Immersion program

### Music Choirs

- ChanterElle
- Chica Vocé
- Senior Choir – Years 10-12
- Middle School Choir – Years 8-9
- Intermediate Choir – Years 6-7
- Concert Choir – Years 4-5
- Junior Choir – Years 2-3

**Walford participates in Generations in Jazz and Australian Band and Orchestra Directors' Association Competitions.**

## Sport

The Walford sport program provides opportunity for personal development. Students are encouraged to participate at a level appropriate to their ability and to be able to evaluate their performance both at a personal and team level. Sport allows students, whether Captain or team player, to develop qualities of commitment, teamwork and competitiveness as well as a positive attitude to personal fitness. Sports offered in 2022 included:

- AFL
- Athletics
- Badminton
- Basketball
- Cricket
- Cross Country Running
- Equestrian
- Gymnastics
- Hockey
- Minkey
- Netta
- Netball
- Pedal Prix
- Rowing
- Sailing
- Soccer
- Softball
- Swimming
- T-Ball
- Tennis
- Triathlon
- Volleyball
- Water Polo

**Walford participates in the IGSSA, SSSSA, SAPSASA and IPSHA competitions.**

## Mind Hub and Cultural Activities

Complementing the Musical and Sporting Co-curricular programs were opportunities to participate in Problem Solving activities including:

- Tournament of Minds
- Debating
- Mooting
- IPSHA Poetry Recital
- Chess
- da Vinci Decathlon
- Mock Trials
- Gardening Club

## Walford students also participated in:

- ECHO - a Conservation Group
- The International Duke of Edinburgh's Award
- STEM Club
- Robotics / Coding Club
- Culture Club
- Robocup
- Science Club
- International Club
- IPSHA
- Junior Orator

## Reconciliation Action Plan (RAP)

The RAP committee, together with staff and students, with help from visiting Kurna elders, and the Association of Independent Schools' Reconciliation advisor, continued to action Walford's vision statement for reconciliation which laid the foundation for student action and understanding of, and respect for, our Nation's First Peoples to empower our community to embrace and contribute to a reconciled Australia.

To achieve the vision for reconciliation, Walford staff and students have committed to interrogate our values, behaviours, attitudes and practices so that we can authentically create a culture of reconciliation. Furthermore, through our core values of courage and truthfulness we aim to embody the spirit of reconciliation through a range of activities and initiatives that will enable the Walford community to understand and embrace reconciliation. The RAP committee will seek to empower and unify our community through developing understanding of Aboriginal and Torres Strait Islander cultures and knowledge, particularly with regard to Aboriginal and Torres Strait Islander women, celebrating their wisdom, histories and continuing contributions.

In 2022, students planned and participated in Reconciliation Week in Term 2. NAIDOC week was recognised and the RAP Committee met each term to plan school activities.

We are proud that we now fly the Aboriginal flag and that an Acknowledgement of Country is an integral part of all events.

## Peer Leaders' Program

Every student in Years 6, 7, and new students in Year 8 and 9, has a selected peer who is their mentor and friend. Year 11 students who apply for the positions and are specially trained to mentor and support the younger girls. Special friendships are formed and wonderful role models emerge, ensuring no one is lonely or uninvolved in school life. A similar program is replicated in the Junior School with 'The Buddy Program' where Year 5 students take on leadership and mentoring roles for small groups of younger Junior School students. Each JP class also has a buddy class, with Upper Primary classes supporting the Junior Primary classes and ELC.

## Leadership

Engaging in leadership and learning to lead prepares students to be responsible citizens in our global society. Opportunities for personal growth through leadership are provided both in and out of the classroom. Student Leaders are elected by peers in all three sub-schools. As well as leading the student body, student leaders take on a caring, guiding and mentoring role for all students. Students regularly lead assemblies and presentations.

In 2022, leadership opportunities included:

- Student Council
- Middle School Committee - Year 9
- Year 10 Class Representative Committee
- Junior School Student Representative Council
- Year 11 Peer Mentor Program
- Captains of Co-curricular Activities; Sport, Music, Mind Hub and Cultural Activities
- Junior School House Captains
- Sport Ambassadors
- School Ambassadors
- Student Wellbeing Committee
- Social Engagement Team

Walford leaders participate in a number of in-house and external leadership training sessions/program including: the Alliance of Girls' Schools Student Leadership Conference and Anglican Schools Leadership Workshops. All Walford leaders participate in a bespoke inhouse leadership program led by Heads of Schools and Heads of House and supported by speakers many of whom are Old Scholars.

## Beyond the Classroom

Students regularly take part in camps that provide opportunities for outdoor experiences that help to promote team building and resilience, outdoor education skills and an understanding of environmental issues. In 2022, students participated in modified camps due to the COVID-19 pandemic.

These experiences included:

- Year 2 Sleep Over at Walford
- Year 3 Aldinga
- Year 4 Mylor Adventure Camp
- Year 5 Woodhouse
- Year 6 Canberra
- Year 7 Hindmarsh Island
- Year 8 Douglas Scrub
- Year 9 Mt Crawford Forrest
- Year 10 Expedition Fleurieu Peninsular

All camps and outdoor activities are articulated to lead to sequential development of knowledge and skills.

Generally, in alternate years, an overseas excursion enables students to undertake a community service activity in a developing country. Students also have the opportunity to attend NASA space camp as a part of the STEM tour.

Again due to COVID-19 overseas exchanges and tours were on hold.

## Global Citizens

Student exchange programs provided students with the opportunity to travel, study and live abroad for a period of time. Students attended school and lived with a host family during exchange visits to France and China. As with international excursions, exchange programs were on hold in 2022.

## School Excursions

At all year levels, students participated in excursions designed to enhance and extend school based learning.

These included:

- Geography Field Days
- Theatre Productions
- Marketing and Business excursions

## Community Service

In keeping with the Christian ethos of the School and the IB Diploma requirement of Creativity, Community and Service, students were involved in a range of community service activities and supported a range of organisations including the:

- Remembrance Day - Flag Placing Ceremony, Centennial Park
- KickStart for Kids
- Reconciliation Week
- A range of Duke of Edinburgh's Award Activities

A Charities Week (Lenten Appeal) which consisted of supporting Motor Neurone Disease SA, MumKIND, KickStart for Kids, Foodbank SA, Zonta and the Forktree project, and a letter writing scheme between current students in Years 6-12 and our Old Scholar Community was amongst new initiatives in 2022. Our students are active citizens and feel a great sense of responsibility to the wider community.

# Teacher Standards and Qualifications

## Staff at Walford

Teachers at Walford are appointed after a rigorous recruitment process. 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, and a working with children check and a criminal record check.

Walford seeks to attract, retain and develop teachers of the highest calibre. Walford teachers work in partnership with students and families to help each girl achieve her best.

In 2022 the qualifications of all teaching and non-teaching staff can be summarised as:

Qualifications	No. of Teachers
PhD	2
Masters Degree	17
MBA	1
CPA / CA	3
Bachelor Degree	76
Diploma of Teaching	18
Bachelor of Education	41
Graduate Diploma in Education	23
Graduate Diploma	1
Certificate III	2
Certificate IV	0
Registered Nurse	2

Many Walford staff hold dual qualifications

## Staff Composition

2022 Workforce Composition (as per 2021 Census)

In 2022, there were	
Teaching staff	62
Full time equivalent teaching staff	51.8
Non teaching staff	36
Full time equivalent non-teaching staff	25.5
Indigenous staff	0

In addition to the Executive Leadership Team (ELT), a number of staff members held positions of responsibility within the School including the position of Head of School, Head of House, Student Counsellor, Chaplain, IT Operations Manager, SACE Coordinator, IB Coordinator, PYP Coordinator, Wellbeing Coordinator, Manager of the Senior Library, and Learning Area Leaders. There were a high number of qualified, experienced teachers including certified Highly Accomplished Teachers. Specialist teaching staff includes Art, Drama, Visual Art, Design, Music, Health and Physical Education, Learning Support, Languages, Digital Technology and Careers.

The Executive Leadership Team consists of the Principal, Deputy Principal, Director of Learning and Teaching, Head of Junior, Middle and Senior Schools, Director of Finance and Corporate Services and Director of Marketing and Community Engagement.

The School is structured with Heads of Sub-Schools assuming responsibility and immediate academic and pastoral oversight of all students in their section of the School.

A variety of School Support Officers, assistants and non-teaching staff support the academic and wellbeing programs within the School.

## Staff Participation in Professional Learning

### "Learning is a lifelong process"

Walford teachers 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 2022, all staff were trained in Mental Health First Aid and Providing First Aid in an Education Setting.

Professional learning activities included subject specific teaching association meetings and conferences, attendance at annual conferences for a number of professional associations as well as training for example.

### Professional Learning in 2022, included for example:

- Diabetes
- Aspiring Leaders Workshops
- First Aid - Basic Emergency Life Support
- Senior First Aid
- Professional Standards for Teachers
- NAPLAN
- EIF
- Youth Mental Health First Aid
- Assessment and Reporting
- Synergetic
- AHOMINGS
- Staff Wellbeing – Resilience
- Student Agency
- Australian Boarding Schools' Workshops
- Responding to Risks of Harm, Abuse and Neglect
- IB - PYP and DP Workshops
- Moderation and Assessment Forums
- Copyright
- Protective Practices
- Disability Discrimination Act Training
- Chinese Teacher Workshops
- Coaching Skills
- SAETA
- Taxation
- Functional Grammar
- VET Training
- Canvas Training
- Nurses Special Interest Group
- Early Career Teacher Workshops
- Teacher Certification Workshops
- Business Education Forums
- Drama Teacher Forums
- Geography Teachers' Conference
- History Teachers' Association
- IGSSA Meetings
- Mathematics Teachers' Association
- Language Teachers' Association
- Australian English Teachers' Association
- Supporting Students with Autism Spectrum Disorder (ASD)
- SACE workshops, moderation meetings and clarifying forums
- SACE Special Provision Workshops
- SACE E-exam School Administrator and Invigilator Training
- PLATO
- SA HALT Network
- Fire Safety/Fire Warden
- WHS Committee - Compliance

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## Staff Participation in Professional Learning

Our teachers are passionate about their profession and use data and feedback readily to inform their practice. They are able to identify and develop the special strengths and interests in their students who in turn enjoy inspiring classes taught by teachers doing what they love. Despite their unique and diverse backgrounds, the teachers at Walford share a common vision as they strive for excellence in the classroom.

## AISSA Projects

2022 saw the culmination of our participation in 3 external projects – Metaprxaxis, Student Agency and Learner profile in partnership with the AISSA. The implementation of our Learning Principles continued and as a collective, we have reinforced our vision for learning. The Walford Learning Principles are as follows:

# Learning Principles at Walford Anglican School for Girls

As an International Baccalaureate (IB) continuum school we believe learning is holistic and should promote each student's cognitive development and social, emotional and physical wellbeing.

We place the student firmly at the centre of their learning; they construct meaning and make sense of their world through inquiry, action and reflection and do this independently and collaboratively. Their teachers enable them to develop the approaches to learning necessary for the life-long academic and personal success that results from a well-developed sense of awareness and an outward-looking international mindedness.

This philosophy extends beyond the IB; it lies at the heart of our concurrent educational frameworks- The Early Years Learning Framework (EYLF), Australian Curriculum (AC) and the South Australian Certificate of Education (SACE).

We will develop:



Cognitive and physical learning environments that are safe, inclusive, engaging, challenging and connected, and are tailored to the developmental needs of the learners in our community.



Critical and creative thinkers who can analyse and evaluate how they learn, their own ideas and the ideas of others. They are willing to take intellectual risks and can generate new ideas and perspectives and can transfer their thinking.



Learners who know where they are in their learning through the use of a broad range of assessment strategies. These provide all stakeholders with evidence of progress and achievement and will inform subsequent learning.



Learners with an intercultural understanding who value their own culture, languages and beliefs, and those of others at the local, national and international scales.



Knowledgeable learners who use an inquiry approach that is based on the process of identifying and responding to meaningful, relevant and real-world contexts.



Learners with interpersonal and intrapersonal skills who can work effectively with others and demonstrate leadership. They are self-motivated learners who can manage their time and tasks effectively and who can regulate their own state of mind with persistence and perseverance.



Communicators who exchange their ideas and information effectively through a variety of forms of interaction. They are effective in their use of language to collect, develop and communicate their ideas and information through reading, writing and other modes.

## Student Attendance

Walford maintains a high level of student attendance. In 2022, the attendance rate for all students, Reception to Year 12, was 94%. Attendance for individual year levels was as follows. The percentage figure for the average student attendance rate shows the proportion of days each student, on average, attended school over the year. The larger the percentage the smaller the number of days that students were absent from school.

Year Level	Absence Days	Average Population	Attendance Rate %
R	122	13	95
1	155	13	94
2	229	17	93
3	132	12	94
4	263	23	94
5	171	23	96
6	267	32	96
7	284	44	97
8	464	51	95
9	390	45	95
10	678	69	95
11	533	58	95
12	462	58	96
<b>Totals</b>	<b>4,150</b>	<b>458</b>	<b>95</b>

## Management of Non-Attendance

The School provides multiple channels by which student absence can be notified. In the case of students who did not sign in at roll call or attend the first lesson, parents were contacted by the Front Office. If parents could not be contacted, Heads of School were notified and continued to follow up until contact was established.

Daily absentee lists were monitored to help identify any patterns of absenteeism and parents are contacted again by the Heads of School, Heads of House and/or class teachers/ House Mentors. In case of prolonged illness or other attendance issues, teachers negotiate to send work home for students. Students leaving the School outside of usual school hours are required to sign in and out electronically on the terminal located at the Front Desk when leaving and on returning to school.

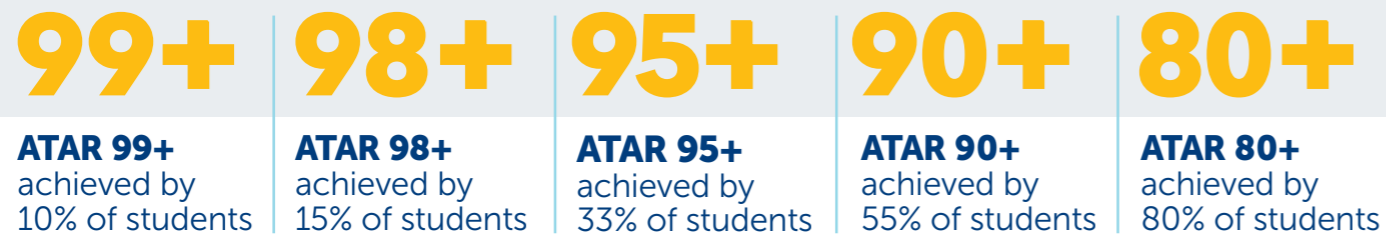
The School complied with the state government requirements for school exemption. Parental requests for student exemption from school attendance were submitted on the Application for Exemption form. Requests of up to one year are approved by the Principal at her discretion. Requests for a longer period of time are forwarded to the Minister for Education for approval with a recommendation from the Principal.

Student attendance and lateness data was included in student reports that were sent home twice during the year.

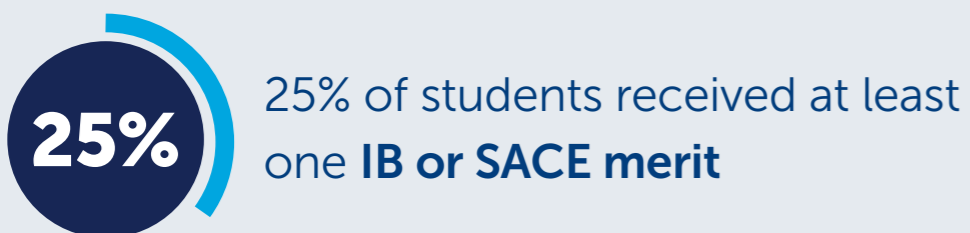
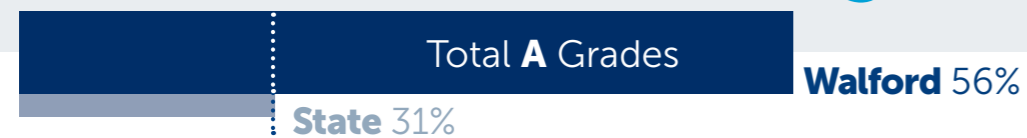


## SACE and IB Merits

### Exceptional Results



### Superior Performance Walford vs. State Average



**State Merits**  
across **19** subjects  
including **9** Year 11 students  
and **one** Year 10 student

**twenty eight merits**

## Senior Secondary Outcomes

### Achievements

Walford is a non-selective school, welcoming students with widely ranging abilities.

While we are extremely proud of our students' consistently exceptional achievements both on an international and local level, the effort and grit are celebrated on a daily basis. After all, excellence comes in all shapes and forms, whether it is creative, sporting or intellectual.

Learning is also about the craft of teaching and our teachers are a special team of highly qualified, dedicated and passionate educators.

Walford teachers provide regular feedback through data obtained by assessment to inform and refine learning. They bring a wealth of professional experience to the classroom and create a happy and positive learning environment.

### Academic Results

From the day students join the Walford community, they become part of a culture of deep learning and aspiration. Quality teaching and learning experiences delivered by our dedicated staff challenges students to think, discover and strive for their personal best. When students graduate from Walford, we expect them to be armed with the scholastic foundation and personal attributes that will help them navigate the complexities of the world, with confidence and courage.

At Walford, we recognise that results alone are not the definitive measure of the whole school experience. What lies beneath the statistics herein are stories of endeavour, tenacity and resilience. Most importantly, each student is well prepared to forge her place in the world appreciating the value of her education and the impact it will have in whatever pathway she chooses.

## Student Outcomes in Standardised National Literacy and Numeracy Testing

### NAPLAN

Walford is a non-selective school that welcomes students with diverse learning needs and abilities. The School is committed to maximising student outcomes by providing innovative and responsive academic programs that meet the needs of all girls.

Each year, all students in Years 3, 5, 7 and 9 are required to sit tests in reading, spelling, writing and numeracy.

2022 results are provided in the table below:

Percentage of students above the National Minimum Standard

	Year 3	Year 5	Year 7	Year 9
Reading	100	100	100	100
Writing	100	100	100	98
Spelling	92	100	100	100
Grammar & Punctuation	92	100	100	98
Numeracy	100	100	100	100

### Benchmark Results

The percentage change in students achieving national benchmarks from 2021 to 2022

	Year 3	Year 5	Year 7	Year 9
Numeracy	0	0	+2	+2
Reading	0	0	0	0
Writing	0	0	+4	0

Walford continues to closely monitor student progress, through both formative and summative assessment. Standardised data is also collected through the Progressive Achievement Tests (PAT), which is an integrated approach to improving learning, measuring a student's knowledge, skills and understanding in a variety of subjects. This helps pinpoint where they are in their learning journey and what they need to progress.

## Senior Secondary School Outcomes

At Walford, we proudly recognise the achievements of our students. Their commitment to their studies and their engagement with school life sees consistently excellent results attained year after year. The outstanding results achieved by the class of 2022 are no exception.

Yet results alone are not the true measure of a whole school experience. Last year, our students continued to play a range of sports, participated in musical ensembles and events, and involved themselves in a variety of clubs and activities. Many students volunteered their time with local and overseas organisations, whilst each member of this class provided inspirational and effective leadership driven by a strong desire to make a difference.

We are proud of each of our 2022 graduates. A group of remarkable young women who strive hard, respect the truth and display courage in all that they undertake. They are well placed to pursue the many and varied post-school options they have chosen and we can look forward with great anticipation to the valuable contribution they will make to their chosen fields.

### Tertiary Entry

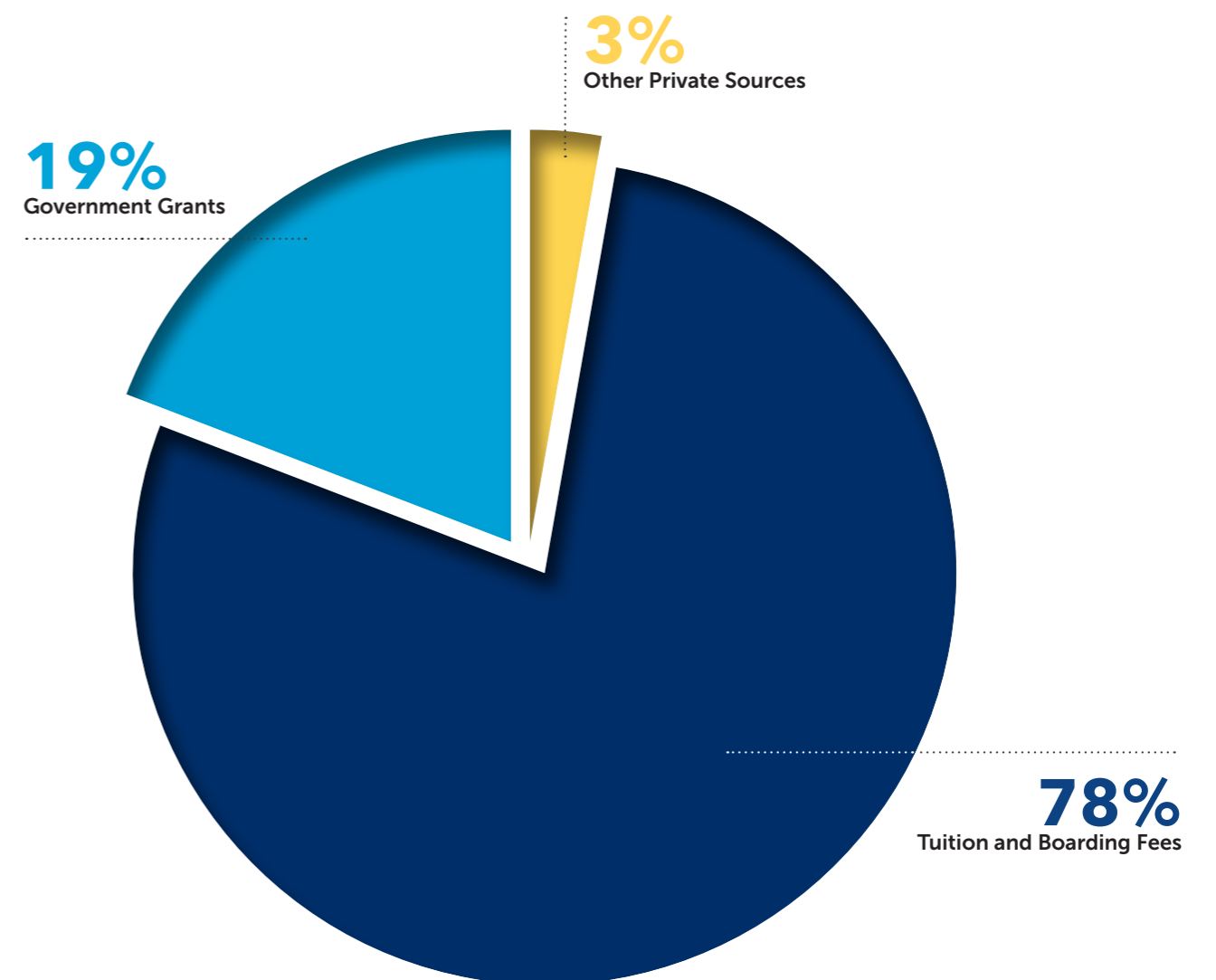
Architecture Design	5
Arts, Archaeology	3
Commerce, Economics, Business	7
Engineering	2
Fashion Design	1
Law	7
Marketing, Real Estate, Sport	4
Medical & Health Science, Nutrition	4
Medicine	5
Music	1
Nursing, Paramedics	3
Optometry, Medical Radiation	3
Pharmacy	1
Physiotherapy, Podiatry	4
Psychology, Social Work	2
Science, Aviation, Viticulture	7
Teaching	1
Veterinary Science	1

### Destinations

The University of Adelaide	26
Flinders University	11
University of South Australia	14
Interstate Universities	8
Working	1

## School Income

The School's income sources are broken down by funding type:



# Walford



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Telephone Admissions. 61 8 8373 4062  
Facsimile. 61 8 8272 0313  
Email. [accounts@walford.asn.au](mailto:accounts@walford.asn.au)

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