



Walford

Performance Report

2023

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Acknowledgement of Country

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, present and emerging. 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 2023 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 CBD, founded in 1893 on entrepreneurial spirit, deep service, bold action, and community.

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

The contemporary, well-equipped facilities include a Design and Technology Centre, performing arts complex, on-campus apartment-style accommodation for boarders, a café, and Sports Centre with two indoor courts, a weights and workout room, 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.

At Walford, 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 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.

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.

Values

- Courage
- Commitment
- Community
- Growth

Motto

Virtute et Veritate, 'Moral Courage and Truth,'

Strategic Pillars (2023-2025)

- 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.



Curriculum

In 2023, 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
- 2023 was the final year that Walford offered the International Baccalaureate Diploma Programme (IBDP).

The IBPYP 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 International Baccalaureate Primary Years Programme 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, sciences 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 health and physical education. 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 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, 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. In 2023 the final IB Diploma Programme cohort completed their studies. This and the South Australian Certificate of Education, both of which provide an Australian Tertiary Admissions Rank (ATAR). Senior students also engaged in Vocational Education and Training, 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 2023, 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 Year 12 results. 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.





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 2023:

Co-curricular Clubs and Committees

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

Camps and tours

- 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, 8, 9 and 10 Outdoor Education Camps
- Year 12 Retreat
- Generations in Jazz Festival trip
- French Immersion Tour
- Oxford Royale Academy Summer School

Sports

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

Music

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





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.

In 2023, student leadership opportunities included:

- Student Council
- Middle School Committee
- Year 10 Class Representative Committee
- Junior School Student Representative Council
- Year 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, 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 2023, charities supported through Walford students' service and fundraising included:

- Catherine House
- KickStart for Kids
- Salvation Army
- GO Foundation
- Smith Family
- MumKIND





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.

YEAR LEVEL	READING	WRITING	SPELLING	GRAMMAR	NUMERACY
Year 3	462	470	442	469	453
Year 5	560	541	546	558	521
Year 7	578	580	572	566	554
Year 9	589	612	592	583	580

Interpreting the NAPLAN tables above

Well above	Above	Close to	Below	Well below	No comparison available
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Year 12 student results and destinations

Once again, Walford students achieved outstanding results across the SACE and the IB Diploma, with 94% of Year 12 students attaining either the International Baccalaureate Diploma or the South Australian Certificate of Education.

Within the Class of 2023, the highest ATAR was 99.60.

6% of the cohort achieved an ATAR of 99 or above, placing them in the top 1% of the nation.

28% of the cohort achieved an ATAR of 95 or above, placing them in the top 5% of the nation.

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

The Class of 2023 attained 26 subject merits, a Gold Award in The Duke of Edinburgh's International Award and a Governor of South Australia Commendation - Excellence Award.

The Class of 2023 achieved 19 VET qualifications, with 31% of students undertaking vocational training.

Of the 30 subjects studied in Year 12, 58% percent of all grades were in the A band.

The Class of 2023 went to the following post-secondary destinations: medicine, medical and health science, pharmacy, nursing, paramedics, occupational therapy, physiotherapy, psychology, medical radiation imaging, IT and machine learning, network and cybersecurity, forensics, science, anthropology, veterinary bioscience, animal behaviour, engineering, architecture, marketing, commerce, property, teaching, fine art, media, and law, at a range of Australian and international universities. Two students also went into vocational courses in hotel management and beauty.

Student attendance

Walford maintains a high level of student attendance. In 2023, 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 2023 there were:

STAFF CATEGORY	NUMBER OF STAFF
Teaching staff	66
Full-time equivalent teaching staff	52.84
School services staff	37
Full-time equivalent school services staff	26.28
ELC and Boarding staff	19
Full-time equivalent ELC and Boarding staff	10.52
Indigenous staff	0

The Executive Leadership Team consists 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 Chaplain, Student Counsellor, Heads of House, Learning Area Leaders, Head of Information and Learning Technologies, Head of Sport and Coaching, Head of Rowing, SACE Coordinator, IB Coordinator, PYP Coordinator, Wellbeing Coordinator and Head of the Library.

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 2023, all staff were trained in Organisational Culture. All teachers received training in Assessment and Feedback. Secondary teachers completed the Youth Mental Health First Aid – refresher training. Middle Leaders undertook professional learning about Adaptive Leadership.

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. It included:

- Australian Curriculum v9 learning area workshops
- Highly Accomplished and Lead Teacher Assessor training
- Assisting clients with medication
- Disability Standards for Education
- Diabetes in Schools
- State Theatre Company Frantic Assembly Devising Workshop
- Edutech conference

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, and a working with children check and a criminal record check.

In 2023 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	62
Bachelor of Education/Bachelor of Teaching	38
Graduate Diploma or Diploma	12
Graduate Diploma in Education/Teaching	22
Diploma of Teaching	10
Graduate Certificate	9
Certificate IV	1
Certificate III	4
Enrolled Nurse	1



Reconciliation

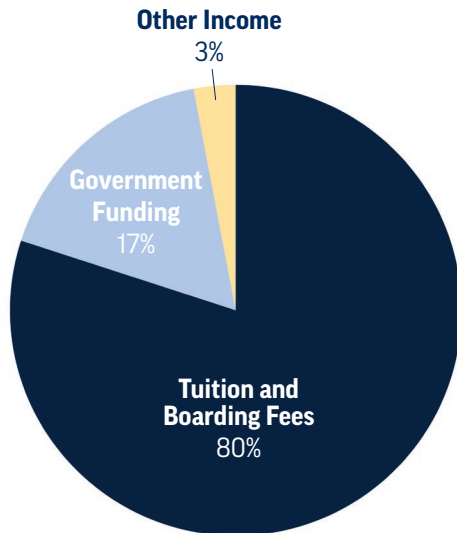
The Walford Reconciliation Action Plan (RAP) Committee is an active and engaged group consisting of students and staff across the Junior, Middle and Senior School and is co-chaired by the Principal and Head of Senior School.

The RAP Committee's 2023 actions included:

- Organising a range of National Reconciliation Week activities.
- Developing learning of Kaurua 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.
- Reviewing the School's Reconciliation vision.

School income

Our school's revenue comes from tuition and boarding fees, government funding, and other sources of income.



Parent, student and staff satisfaction

Walford parents are highly engaged in community and parent events, parent teacher interviews, and surveys. In surveys, parents commented on their high levels of satisfaction with Walford's sense of community, academic results, teachers and teaching, individual attention given to students, communication, consultation processes, breadth of curricular and co-curricular opportunities.

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

Surveys of staff, the successful negotiation of a new Enterprise Agreement, staff exit surveys and interviews, and the formulation of a Staff Wellbeing Committee, 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.





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