



# Walford

## *Reconciliation Action Plan*

2025 to 2026



# *Acknowledgement of Country*

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*Kurna meyunna ngadlu kurna yarta tampinhi.*

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.



*Tjungungku Iwara Palyani*

(Together Making Pathways)

## About the artists and artwork

The artwork commissioned for this 2025-2026 Walford Reconciliation Action Plan, titled 'Tjungungku Iwara Palyani' (Together Making Pathways), is a collaborative work by APY artists Sandra Pumani, Nyunmiti Burton, Megan Lyons, Josina Pumani, Yaritji Heffernan and Nurina Burton.

Our Principal and RAP Committee worked alongside artists at the APY Art Centre Collective to develop a work that speaks to Walford as a flourishing, connected learning community that enables each student to achieve her best, her way. In this painting, symbols represent the girls and their teachers, coming together from different backgrounds and communities.

The painting tells of a range of gathering spots, and communities within the Walford community. The lines represent the pathways that teachers and parents make for students as each girl traverses her educational journey, with the large arc representing the passing of time and the long history of the school on Kurna land.

The making of the work itself, a result of the coming together of senior and emerging women artists, reflects the purpose of Walford and the importance of women leaders.

*“We did this painting for Walford Anglican School for Girls. Me and Nyunmiti were thinking how we can tell the story of the school and of the importance of education in a painting.*

*We have put little symbols here to represent the girls and their teachers, coming together from all different backgrounds and communities at Walford School. Nyunmiti is a trained teacher, and I worked in education for many years. We know how important education is for children, and how important teachers and schools are in shaping our kids and helping them grow into happy and healthy people.*

*We have added lines to represent the pathways that teachers make for the kids. I know that teachers and schools work so hard to grow pathways for our kids and together with their parents work so hard to give our kids a good education and a bright future.”*

**Artist – Sandra Pumani**



## Message from the Chair of Council of Governors



Reconciliation is a powerful concept made even more powerful when distilled to an actionable plan like that developed by our Walford RAP Committee and presented in this document. This Reconciliation Action Plan is the guide to our community as we seek to understand the culture and history of the traditional owners of the lands on which we live, study and work, our shared past and our bright future together.

On behalf of the Walford Council of Governors, I urge you to take a few minutes to read this document to appreciate the part our community is playing in advancing reconciliation in Australia. It is a plan that captures what Walford stands for and aspires to be. It is a plan that takes words off a page and gives them meaning. It is reconciliation in action.

Ngadlu padninthi kamangka (we walk together).

**Peter Hastings**

## Message from the Principal



Naa Marni.

Our school is situated on the traditional lands of the Kurna people, who are the traditional custodians of the land on which we live, learn, teach, lead and gather.

It is with pleasure that we share the *Reconciliation Action Plan – 2025 to 2026* for Walford Anglican School for Girls. This Reconciliation Action Plan (RAP) has been developed through collaboration with students, staff and community.

I have been very proud to co-Chair the Walford RAP Committee with Head of Senior School, Ms Georgie West, and to work alongside our dedicated staff and student Committee members. The RAP Committee has worked together to develop the actions detailed herein. In this RAP and in our actions, we recognise the significance of Kurna culture, language, stories, and teachings. The Kurna

physical, emotional and spiritual connection with land is reflected in Walford's work towards environmental sustainability and understanding Aboriginal and Torres Strait Islander ways of knowing and doing.

Embodied throughout this RAP is the School value of Community, which is captured in the key Kurna concept of 'yara'. *Yara* encapsulates the 'twoness' of life and the notions of reciprocity and respect, in which there is a reciprocal relationship between land and people, and people with each other. This reciprocity is about generosity, understanding others' perspectives, and responsibility for land and community. It means to both give and receive without expectation. It reminds us that we are all at once individuals and interconnected parts of a collective whole.

This two-way giving, receiving and learning, is embedded into this RAP, with a specific focus on meaningful, authentic and ongoing partnerships and dialogue with Aboriginal and Torres Strait Islander people, and a deepening of our commitment to embedding Aboriginal and Torres Strait Islander perspectives in our actions across the School.

**Deborah Netolicky**

*At the time of writing, members of the RAP Committee are:*

**STUDENT MEMBERS**

- Eleni Angelopoulos
- Alys Appleford
- Iliana D'Onise
- Annabelle Fleming
- Zara Hutchinson
- Kasia Klar
- Alana Kneebone
- Emily Richardson
- Grace Rooney
- Grace Skeen
- Phoebe Williams

**STAFF MEMBERS**

- Ms Charmaine Brooks
- Mrs Cathie Egarr
- Mrs Amanda Murphy
- Dr Deborah Netolicky (co-Chair)
- Ms Lisa Pothoven
- Ms Chelsea Skene
- Ms Natalie Spyrou
- Ms Georgie West (co-Chair)



## *Our vision for reconciliation*

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At Walford, our vision for reconciliation is to engage together—students, staff, parents and the wider community—to foster an inclusive, welcoming, culturally responsive community that honours Aboriginal and Torres Strait Islander people. This includes their unique cultures, beliefs, knowledge systems, relationship with the land, and histories held in and beyond our community.

Grounded in our motto of *Virtute et Veritate* (Moral Courage and Truth), and through embodiment of our values of Courage, Commitment, Community and Growth, we collectively seek to understand, celebrate, and walk alongside Aboriginal and Torres Strait Islander peoples through deep listening, meaningful engagement, and authentic collaboration.

We acknowledge that this work is continuous and requires intentional thought and action, and ongoing reflection, learning and growth.



# Relationships

COMMITMENT	ACTIONS	RESPONSIBILITY
<b>Classroom</b>		
Embed cultural responsiveness and anti-racism in curricula, co-curricular and student wellbeing classroom experiences.	<ul style="list-style-type: none"> <li>• Map existing curriculum units and support Learning Leaders to identify units through which anti-racism and cultural responsiveness can be embedded into curriculum.</li> <li>• Scope and sequence anti-discrimination and cultural responsiveness in wellbeing curriculum E-12.</li> <li>• Obtain feedback from Aboriginal and Torres Strait Islander stakeholders in the community about their experiences as students, parents, guest speakers, Mentors, Elders and community organisations. Use feedback to take meaningful action.</li> <li>• Include Aboriginal and Torres Strait Islander people and perspectives in learning to promote deep understanding of Aboriginal and Torres Strait Islanders histories, cultures and practices.</li> <li>• Develop the use of Kurna language in classrooms.</li> <li>• Deliver the Aboriginal Perspectives Project in the ELC.</li> <li>• Acknowledge and celebrate days and weeks of national significance.</li> </ul>	<ul style="list-style-type: none"> <li>• Director of Learning and Teaching</li> <li>• Heads of School</li> <li>• Head of Wellbeing</li> <li>• Director of Professional Growth and Operations</li> </ul>
<b>School</b>		
Promote Reconciliation within the School.	<ul style="list-style-type: none"> <li>• Develop an Acknowledgement of Country that connects with our local context including reference to natural history, significant events, artefacts, artwork the stories and traditions of local Kurna peoples and our School values. Represent this Acknowledgement of Country through various media and modes (e.g. written, in-person, video).</li> <li>• Develop each year a suite of events for National Reconciliation Week that engage students, staff and Aboriginal and Torres Strait Islander people from within the School and wider community.</li> <li>• Ensure membership of and engagement with Reconciliation SA.</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Leadership Team</li> </ul>
Provide Aboriginal and Torres Strait Islander students with opportunities to express and celebrate their cultural identity.	<ul style="list-style-type: none"> <li>• Invite Aboriginal and Torres Strait Islander students to: join the RAP Committee, participate in a mentoring program, participate in key events / initiatives, and share their perspective at key community events.</li> </ul>	<ul style="list-style-type: none"> <li>• Heads of School</li> </ul>
<b>Community</b>		
Building reciprocal relationships with a range of Aboriginal and Torres Strait Islander Elders and community members.	<ul style="list-style-type: none"> <li>• Continue to build relationships with local Aboriginal and Torres Strait Islander people, businesses and organisations.</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Leadership Team</li> </ul>
Provide care and mentoring for Aboriginal and Torres Strait Islander students.	<ul style="list-style-type: none"> <li>• Develop a mentoring program for Walford's Indigenous students, connecting students with a range of mentors.</li> <li>• Collaborate with IYLP schools in Adelaide to co-design events with Aboriginal and Torres Strait Islander students that nurture cultural identity and promote connectedness.</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Heads of School</li> <li>• Head of Boarding</li> </ul>
Provide care and mentoring for Aboriginal and Torres Strait Islander students.	<ul style="list-style-type: none"> <li>• Develop the Junior School's engagement with supporting and engaging with the Indigenous Literacy Fund.</li> </ul>	<ul style="list-style-type: none"> <li>• Head and Assistant Heads of Junior School</li> </ul>

# Respect

COMMITMENT	ACTIONS	RESPONSIBILITY
<b>Classroom</b>		
Embed reconciliation into learning.	<ul style="list-style-type: none"> <li>• Walford Acknowledgement of Country to be posted in all classrooms.</li> <li>• Mentor classes to formulate their own commitment to reconciliation in response to events held in National Reconciliation Week.</li> <li>• Deliver reconciliation through curriculum, such as by: designing curriculum that enables students to learn about the history, movement and ongoing journey of reconciliation in Australia; incorporating current public affairs that are of relevance to Aboriginal and Torres Strait Islander peoples into curriculum; and designing curriculum that embeds and explores Aboriginal and Torres Strait Islander perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Director of Learning and Teaching</li> <li>• Heads of School</li> <li>• Learning Leaders</li> <li>• Head of Wellbeing</li> </ul>
<b>School</b>		
Develop visibility of Kurna language and culture.	<ul style="list-style-type: none"> <li>• Display school values in Kurna language across the School (e.g. on website, in handbooks, around School grounds, in classrooms).</li> <li>• Further embed and expand Acknowledgement of Country practice for assemblies, meetings and events, including authentic reflections on Country and community.</li> <li>• Ensure that school policies and processes uphold the rights of Aboriginal and Torres Strait Islander peoples to promote equity and equality in the school community.</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Leadership Team</li> </ul>
Visibility of and engagement with symbols and stories of Aboriginal and Torres Strait Islander Australia.	<ul style="list-style-type: none"> <li>• Fly the Aboriginal and Torres Strait Islander flags at the School. Install new flagpoles in the Heart of Walford.</li> <li>• Address racism and the importance of being an upstander in assemblies, staff meetings and with student leaders who serve our community in a variety of contexts.</li> <li>• Enable Aboriginal and Torres Strait Islander members of our community to feel safe, confident and valued, and to share their stories at the School, such as through assemblies, chapel services, wellbeing curriculum and service learning opportunities across the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Leadership Team</li> </ul>
Develop and foreground respect for Country.	<ul style="list-style-type: none"> <li>• Promote and incorporate knowledge of Aboriginal and Torres Strait Islander philosophies and practices about connecting with and caring for Country, including School facilities.</li> <li>• Ensure the deliberate planning of Outdoor Education experiences embeds learning about the natural history and cultural significance of expedition sites.</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Leadership Team</li> </ul>
Build cultural responsiveness among staff.	<ul style="list-style-type: none"> <li>• Consider 'cultural responsiveness' as a regular agenda item (e.g. Staff Meetings, Learning Leader meetings, Head of House and Head of School Meetings):</li> <li>• Ensure opportunities for staff professional learning around Aboriginal and Torres Strait Islander perspectives and reconciliation.</li> <li>• Staff members on the RAP Committee to complete the Indigenous Cultural Responsiveness Self Reflection Tool.</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Leadership Team</li> <li>• Director of Professional Growth and Operations</li> </ul>
<b>Community</b>		
Collaborate with Aboriginal community members on projects within the Walford Community.	<ul style="list-style-type: none"> <li>• Work with stakeholders to identify projects that visibly embed Aboriginal and Torres Strait Islander histories, stories, customs and traditions, integrating this as an authentic part of Walford's culture. Examples may include planting an Indigenous garden and designing Indigenous round sporting apparel.</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Leadership Team</li> </ul>
Engage parents and old scholars in the work of reconciliation.	<ul style="list-style-type: none"> <li>• Connect with and invite parents and old scholars to engage with the School in reconciliation such as by presenting to students and at events, to working with staff and the RAP committee.</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Director of Marketing and Community Engagement</li> </ul>

# Opportunities

COMMITMENT	ACTIONS	RESPONSIBILITY
<b>Classroom</b>		
Expand camp and outdoor education opportunities to include cultural responsiveness and engagement with Country and Aboriginal and Torres Strait Islander community.	<ul style="list-style-type: none"> <li>• Design experiences that promote cultural responsiveness in Middle School camps, relevant to the Country being visited.</li> <li>• Explore partnerships with other schools.</li> <li>• Investigate building a relationship with a School on Country.</li> </ul>	<ul style="list-style-type: none"> <li>• Heads of School</li> <li>• Director of Learning and Teaching</li> </ul>
<b>School</b>		
Develop ongoing student and staff engagement in the Reconciliation Action Plan.	<ul style="list-style-type: none"> <li>• Projects for student and staff engagement may include RAP Committee meetings and outcomes, an Indigenous garden, and consulting with Kurna people for naming School spaces and facilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Leadership Team</li> </ul>
Professional learning for staff.	<ul style="list-style-type: none"> <li>• One staff member per year to attend the AISSA Cultural Immersion Program to East Arnhem Land.</li> <li>• Whole-staff cultural responsiveness training.</li> <li>• ELC Cultural Mentoring Program.</li> </ul>	<ul style="list-style-type: none"> <li>• Heads of School</li> <li>• Director of Learning and Teaching</li> <li>• Director of Professional Growth and Operations</li> </ul>
Ensure scholarship opportunities for Aboriginal and Torres Strait Islander girls and young women.	<ul style="list-style-type: none"> <li>• Develop partnership with Smith Family Youth Leadership Program, and other IYLP schools.</li> <li>• Connect with a range of appropriate contacts to share opportunities such as the Frances Adamson Scholarship.</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Heads of School</li> <li>• Head of Enrolments</li> </ul>
<b>Community</b>		
Embed Aboriginal and Torres Strait Islander culture in Walford community in ceremonies and events.	<ul style="list-style-type: none"> <li>• Smoking ceremonies as appropriate (e.g. for openings of facilities).</li> <li>• Welcomes to Country (e.g. for beginning of year, National Reconciliation Week).</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Leadership Team</li> </ul>
Engage with and support Aboriginal and Torres Strait Islander companies and professionals.	<ul style="list-style-type: none"> <li>• Acquisition of art by Aboriginal and Torres Strait Islander artists.</li> <li>• Consider and investigate furniture and supplies by Aboriginal- and Torres Strait Islander owned and run companies.</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Leadership Team</li> </ul>

**Walford Anglican School for Girls**

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# Walford

**Her** Best | Her Way