



Walford

Reconciliation Action Plan

2026 to 2027

Acknowledgement of Country

Kaurna meyunna ngadlu kaurna yarta tampinhi.

Walford acknowledges the Kaurna people as the first learners, teachers and leaders of the Adelaide Plains, the land on which our school stands. We pay our respect to Kaurna Elders past and present, and recognise their enduring wisdom, culture, and connection with Country. We honour the Kaurna 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 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* for Walford Anglican School for Girls, has been developed through collaboration with students, staff and community.

I am very proud to Chair the Walford RAP Committee 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.

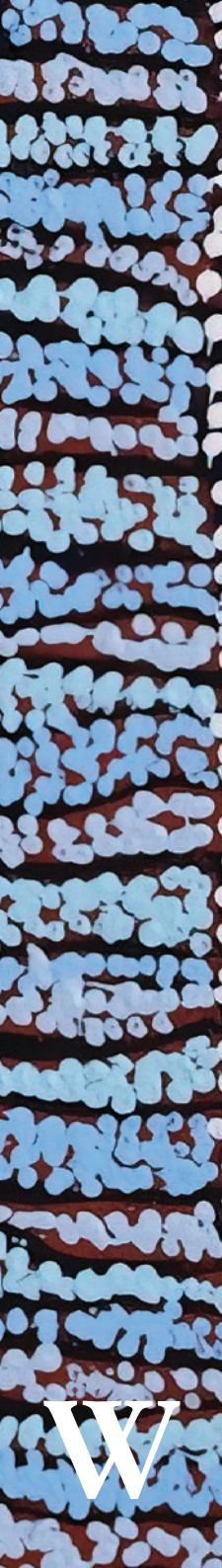
Deborah Netolicky



Meiwi

(Inner Strength)

The artwork was co-created by Ngarrindjeri and Kurna artist Sam Gollan and Walford's Reconciliation Action Plan Committee to represent the beautiful connections and complexities of the Walford community.



Our vision for reconciliation

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

RAP ACTIONS	COMMITMENT	DELIVERABLES
IN THE CLASSROOM		
Aboriginal and Torres Strait Islander People in the Classroom	We are committed to engaging Aboriginal and Torres Strait Islander people in our learning activities. Having Aboriginal and Torres Strait Islander voices in learning environments is vital when teaching about Aboriginal and Torres Strait Islander histories and cultures.	• 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. • 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. • Develop the use of Kaurna language in classrooms. • Deliver the Aboriginal Perspectives Project in the ELC. • Acknowledge and celebrate days and weeks of national significance.
AROUND THE SCHOOL		
Aboriginal and Torres Strait Islander Representation on Committees	We commit to inviting Aboriginal and Torres Strait Islander staff, parents/carers and community members to be active representatives on our school's committees. We commit to ensuring Aboriginal and Torres Strait Islander perspectives inform decision-making processes by respecting the experiences and knowledge that Aboriginal and Torres Strait Islander peoples can bring to our committees.	• 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.
Cultural Responsiveness for Staff	We are supported to reflect on and build our cultural responsiveness to improve our practice and best support the needs of Aboriginal and Torres Strait Islander students. We are provided with a range of opportunities to build our knowledge and understanding of our own positionality and Aboriginal and Torres Strait Islander perspectives, contributions and cultures.	• Consider 'cultural responsiveness' as a regular agenda item (e.g. Staff Meetings, Learning Leader meetings, Head of House and Head of School Meetings). • Ensure opportunities for staff professional learning around Aboriginal and Torres Strait Islander perspectives and reconciliation. • Staff members on the RAP Committee to complete the Indigenous Cultural Responsiveness Self Reflection Tool.
Reconciliation Projects	Our school will collaborate on projects that visibly and authentically embed Aboriginal and Torres Strait Islander histories and cultures in learning programs and the physical environment. Through this culture of collaboration across the school and with the community, we commit to creating an environment where young people, staff and community members acknowledge, respect and experience connection to the First Australians.	• 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 Kaurna peoples and our School values. Represent this Acknowledgement of Country through various media and modes (e.g. written, in-person, video). • 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. • Ensure membership of and engagement with ReconciliationSA.
WITH THE COMMUNITY		
Welcome to Country	Where appropriate, significant events at our school commence with a Welcome to Country. Protocols for welcoming visitors to Country have been a part of Aboriginal and Torres Strait Islander cultures for thousands of years. By incorporating these protocols into formal events and important occasions, we recognise Aboriginal and Torres Strait Islander peoples as the First Australians and Custodians of the Land.	• Organise smoking ceremonies as appropriate (e.g. for openings of facilities) and Welcomes to Country (e.g. for beginning of year, National Reconciliation Week).
Celebrate National Reconciliation Week	Our school community celebrates National Reconciliation Week (NRW) which is held from 27 May to 3 June each year by talking about reconciliation in the classroom and around the school, and celebrating with the community. NRW is a time for all Australians to learn about our shared histories, cultures and achievements and to explore how each of us can join the national reconciliation effort.	• 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.
Build Relationships with Community	We commit to forming ongoing relationships with the local Aboriginal and Torres Strait Islander community. Our relationships will be built on mutual respect, trust and inclusiveness. We respect these relationships and the way they make opportunities for Aboriginal and Torres Strait Islander peoples and non-Indigenous staff, students, children and the community.	• Continue to build relationships with local Aboriginal and Torres Strait Islander people, businesses and organisations. • Develop a mentoring program for Walford's Indigenous students, connecting students with a range of mentors. • Collaborate with schools in Adelaide to co-design events with Aboriginal and Torres Strait Islander students that nurture cultural identity and promote connectedness. • Develop the Junior School's engagement with supporting and engaging with the Indigenous Literacy Foundation. • 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.

Respect

RAP ACTIONS	COMMITMENT	DELIVERABLES
IN THE CLASSROOM		
Teach about Reconciliation	Our school community is committed to learning about reconciliation in Australia. Having an understanding of the concept, history and progress of reconciliation is an important part of continuing the reconciliation journey. This understanding also helps to strengthen engagement with our school's RAP by positioning it within the broader story of reconciliation in Australia.	• Walford Acknowledgement of Country to be posted in all classrooms. • Mentor classes to formulate their own commitment to reconciliation in response to events held in National Reconciliation Week. • 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.
Explore Current Affairs and Issues	We commit to knowing the news and being responsive to current issues significant to Aboriginal and Torres Strait Islander peoples and the process of reconciliation. We will do this through delivering our curriculum, policies and procedures, and integrating it into the way our school operates.	• Design 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.
AROUND THE SCHOOL		
Acknowledgement of Country	Our school recognises the continuing connection of Aboriginal and Torres Strait Islander peoples to the Country on which we live, work, learn and grow. All staff and students have the opportunity to show respect to Traditional Owners and Custodians by regularly conducting an Acknowledgement of Country at meetings and events throughout the year.	• Display school values in Kurna language across the School(e.g. on website, in handbooks, around School grounds, in classrooms). • Further embed and expand Acknowledgement of Country practice for assemblies, meetings and events, including authentic reflections on Country and community. • 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.
Visibly Demonstrate Respect for Aboriginal and Torres Strait Islander Cultures	We commit to demonstrating our respect for Aboriginal and Torres Strait Islander histories and cultures in the physical environment of our school. We understand that making our respect visible in the learning environment through the incorporation of meaningful, relevant and culturally appropriate art, artefacts and symbolism reinforces our work toward reconciliation. It also makes our intentions and actions clear to our students, parents and the broader community.	• Fly the Aboriginal and Torres Strait Islander flags at the School. Install new flagpoles in the Heart of Walford. • 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. • 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.
Care for Country	We commit to actively connecting with, and caring for, the Country/place on which our school stands. This involves respectfully learning about Aboriginal and Torres Strait Islander perspectives, philosophies and practices about caring for Country/place, as well as physically demonstrating respect for the skies, waterways and Land on which we live and learn. We will consider First Nations perspectives as part of broader sustainability plans, policies and practices. This will reinforce the meaningful and continuous connections Aboriginal and Torres Strait Islander peoples have continued to have with Country/place since time immemorial, as well as provide positive opportunities for all members of our educational community to become socially and environmentally responsible citizens who display a growing awareness of the importance of First Nations land management and sustainability.	• Promote and incorporate knowledge of Aboriginal and Torres Strait Islander philosophies and practices about connecting with and caring for Country, including School facilities. • Ensure the deliberate planning of Outdoor Education experiences embeds learning about the natural history and cultural significance of expedition sites.
WITH THE COMMUNITY		
Aboriginal and Torres Strait Islander Flags	Our school flies/displays the Aboriginal and Torres Strait Islander flag to demonstrate respect and recognition for the histories, cultures and contributions of the First Peoples of Australia. Flying or displaying the flags promotes a sense of community partnership and a commitment toward reconciliation.	• Install new flagpoles in the Heart of Walford. Fly the Aboriginal and Torres Strait Islander flags on new flagpoles in the secondary campus. Fly the Aboriginal and Torres Strait Islander flags on a rotating basis on the Junior School campus. • Walford flies the Aboriginal and Torres Strait Islander flags to demonstrate respect and recognition for the histories, cultures and contributions of the First Peoples of Australia. Flying or displaying the flags promotes a sense of community partnership and a commitment toward reconciliation.
Physical Acknowledgement of Country	Our school proudly commits to displaying a physical Acknowledgement of Country as a way of showing awareness of, and respect for, the Aboriginal or Torres Strait Islander Traditional Owners and Custodians of the land on which our school is located.	• Work with stakeholders to identify further projects that visibly embed Aboriginal and Torres Strait Islander histories, stories, customs and traditions, integrating this as an authentic part of Walford's culture. • Design and launch Reconciliation Round sportswear, ribbons and staff lanyards.
Take Action Against Racism	We will raise awareness of racism, its impacts and how to respond effectively when it happens. We will do this through an anti-racism strategy tailored to the needs of our school.	• 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. • 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.

Opportunities

RAP ACTIONS	COMMITMENT	DELIVERABLES
IN THE CLASSROOM		
Curriculum Planning	Aboriginal and Torres Strait Islander histories and cultures are a key, ongoing part of curriculum planning, development and evaluation across all year levels and learning areas. We will review curriculum documents to find out where we include Aboriginal and Torres Strait Islander histories and cultures, and to what extent and where we could include Aboriginal and Torres Strait Islander histories, cultures and contributions in the curriculum.	• Map existing curriculum units and support Learning Leaders to identify units through which anti-racism and cultural responsiveness can be embedded into curriculum. • Scope and sequence anti-discrimination and cultural responsiveness in wellbeing curriculum E-12. • Expand camp and outdoor education opportunities to include cultural responsiveness and engagement with Country and Aboriginal and Torres Strait Islander community.
AROUND THE SCHOOL		
Inclusive Policies	All staff at school are aware of policies referring to improving educational outcomes for Aboriginal and Torres Strait Islander people and building knowledge of, and respect for, Aboriginal and Torres Strait Islander histories and cultures in Australia. When internal policies are reviewed and developed, we will ensure that they are inclusive of Aboriginal and Torres Strait Islander peoples and perspectives, and that there is a plan in place to ensure that all staff comply with these policies in their daily practice.	• Review policies to include Aboriginal and Torres Strait Islander peoples, histories and cultures.
Staff Engagement with RAP	Commitment to the Reconciliation Action Plan (RAP) from all staff is essential for developing a RAP that is implemented in a meaningful and sustainable way. All staff will be involved in the ongoing development and implementation of our RAP through staff development opportunities facilitated by the RAP Working Group.	• 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. • One staff member per year to attend the AISSA Cultural Immersion Program to East Arnhem Land. • Organise whole-staff cultural responsiveness training.
RAP Budget Allocation	We have set aside dedicated funds from within our budget to procure relevant goods and services that strengthen the sustainability of our RAP Actions. Staff are aware that it is important to consider remuneration for people who have been involved in RAP initiatives out of respect for the time and resources that they have contributed.	• Budget for scholarship opportunities for Aboriginal and Torres Strait Islander students.
WITH THE COMMUNITY		
Celebrate RAP Progress	We are committed to reflecting on the progress made in the growth of knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions in our school. We will track the progress of our RAP, continually revisit our commitments, and celebrate our achievements, while generating new ideas to develop and sustain our RAP into the future.	• Acknowledge and celebrate RAP progress such as through assemblies, events and communication to students, families and wider community.
Support Aboriginal and Torres Strait Islander Owned Businesses	We promote supplier diversity and support Aboriginal and Torres Strait Islander owned businesses and their employees through the procurement of goods and services related to our RAP, as well as our general business. We maintain a list of local, regional, state-based and national Aboriginal and Torres Strait Islander owned businesses to accompany procurement policies and procedures.	• Acquisition of art by Aboriginal and Torres Strait Islander artists. • Consider and investigate furniture and supplies by Aboriginal and Torres Strait Islander owned and run companies.

Walford Anglican School for Girls

CRICOS Provider No. 00563J

316 Unley Road Hyde Park South Australia 5061

PO Box 430 Unley South Australia 5061

Telephone +61 8 8373 4062

Email info@walford.asn.au

walford.sa.edu.au



Walford

Her Best, Her Way