Recently, I wrote to the Walford Community, enclosing our revised Strategic Plan entitled Towards 2020.

Towards 2020 will serve as the framework upon which our future priority setting and decision making will be based. Now that we have this framework, we are developing a Master Plan which will guide us in the implementation of our future strategy.

Preparations for the Master Planning Process are well advanced and the Council is looking forward to its completion as it will assist us to maintain and improve our academic standards and co-curricular activities.

Since I joined the Council at Walford, I have been privileged to work with a wide range of fellow Councillors, all of whom have been dedicated and passionate in their desire to contribute to secure the future of the School.

The present members of Council continue to display this passion and dedication and we are looking forward to welcoming two new members in the near future. These new members have been carefully selected from the Walford Community to assist us to guide the School in rapidly changing times.

Whilst we are rightfully proud of our traditions and achievements, we recognise the need for continuous innovation which, combined with our traditions will ensure the brightest future for our students.
From the Principal

Rebecca Clarke

Education is what remains after one has forgotten what one has learned in school.
Albert Einstein

As students around the nation prepare to sit the national tests, many schools anticipate with some trepidation, the media commentary which inevitably will follow. What will a nation’s “test results in decline” mean for our country’s international reputation? The rhetoric will undoubtedly ask whether Australian students can be competitive and employable on a global scale.

Sadly there is much media hype and scare mongering which takes place around the time of national testing and understandably, it does very little for the temperament of those who work in schools and who see, on a daily basis, the reason why school is about so much more than national test results.

No one for a moment denies that literacy and numeracy outcomes are not important. They are indeed the essential and non-negotiable aspects of our education system which must be done well.

However, our nation’s preoccupation with national testing results and PISA rankings risks us losing sight of what else is important in our schools as well as what is done well.

Globally renowned educationalist, Dr Yong Zhao, whom I recently had the privilege of attending a Master Class with, fears that a nation’s preoccupation with surpassing Finland and Shanghai’s test results, could stifle creativity, at a time when our modern economy depends on it.

Tomorrow’s employee, he asserts, will need to be entrepreneurial, alert to opportunity, confident, passionate, empathetic, unique, globally competent and creative. The skills and traits identified here are difficult to assess in any test paper, and yet, they can be, and are cultivated in schools.

Guy Claxton, one of the United Kingdom’s foremost thinkers on creativity, learning and the brain, insists that today, more than ever, schools must recognise the role they play in helping young people become “eager to learn and grow in the real-life world of work, leisure and relationships” and that in this, they will need “a rich set of useful, general-purpose habits of mind that will stand them in good stead whatever they want or need to turn their hand to”. This, Claxton urges, is far more critical than turning young people into successful “exam-passers”, although he does not underestimate the importance of the latter.

At Walford, we take seriously our responsibility to empower students through learning so that they can participate with courage, confidence and compassion in our global world. Our IB curriculum in the Junior and Middle Schools, was deliberately adopted because of the emphasis it places on learning for life beyond school. In a highly complex, rapidly changing global landscape, students, through the learner profile, develop their ability to think, take risks, inquire and communicate, in their own language with one other. At the same time, there are character-nurturing opportunities within the curriculum, as activities outside of the classroom help students build their capacity to care for others, think for themselves and communicate with confidence.

In this edition of “Jewell”, you will learn more about the International Baccalaureate curriculum. You will also see how we at Walford value the role of mentors in a young person’s life. Whether this be a relative, friend or old scholar, learning experiences can be shaped and enhanced with the support of significant others. Our 2014 Alumni Award recipients are indeed women of fine example whose experiences model so much more than that which can be demonstrated in a standardised test.

There is no doubt in my mind that our nation’s educational agenda should prioritise learning and teaching and that in this, we all have a role to play to strive for improvement. However, in doing so, it is important that we not lose sight of what needs to really matter in our schools and how this is measured so that our students can be ready for tomorrow’s world, however this may look.

References:
Claxton G. What is the Point of School. Oneworld Publications. 2008
www.ibo.org
Zhao, Y. Cultivating diverse, creative and entrepreneurial talents. Master Class lecture given at AISSA 1 May 2015
We have a strong belief in the long-term benefits of an IB education and have seen the ease with which our students have grown through the continuum of IB programmes. The IB’s approach to education aligns well with Walford’s values and attitudes towards teaching and learning, aiming to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect, encouraging students to become active, compassionate, lifelong learners.

At Walford, from the early years, the girls are challenged to think for themselves and show consideration of others, to develop courage and respect the truth. Our aim is to ensure that when these young women leave Walford they will have their self-esteem firmly in place and will be confident to determine their future anywhere in the world.

What reputation does the IB have globally?

Taught in over 2,000 schools worldwide, the IB is renowned globally for its continued success in fostering international-mindedness and developing strong academic, social and emotional characteristics. The IB Diploma is a qualification that is accepted for entry by the best universities around the world.

What is unique about an IB school?

Unlike a national curriculum, IB programmes reflect best practice of a range of different educational frameworks and curricula. Students are encouraged to be internationally-minded and to think beyond their immediate environment. Students are also encouraged to think critically and challenge what they are told. The programmes aim to go beyond other curricula by developing inquiring, knowledgeable and caring young people who are motivated to succeed.

At Walford the wellbeing of students and their character development is at the heart of everything we do. This emphasis on developing the whole individual mirrors the IB learner profile, which is at the centre of the IB curricula.

The learner profile describes a broad range of human capacities and responsibilities that go beyond academic success. These capacities imply a commitment to help all members of the school community to learn to respect themselves, others and the world around them.

The profile aims to develop learners who are:

- **Inquirers**
- **Knowledgeable**
- **Thinkers**
- **Communicators**
- **Principled**
- **Open-minded**
- **Caring**
- **Risk-takers**
- **Balanced**
- **Reflective**

An IB education empowers young people for a lifetime of learning, independently and in collaboration with others. Completing the IB Diploma in Years 11 and 12 constitutes the final and crucial reinforcement of this attitude to learning, of a broad mindset, just before our students move on to university life and beyond.

What are the advantages of offering the continuum of all three stages of the IB?

Walford is one of just nine schools across Australia, and the only girls’ school in South Australia offering all three IB programmes.

The IB continuum, comprising of the Primary Years Programme, Middle Years Programme and IB Diploma, is unique because of its academic and personal rigour. This attitude towards teaching and learning permeates every aspect of what we do at Walford. We constantly challenge students to excel in their studies and in their personal growth. We aim to inspire a quest for learning throughout life that is marked by enthusiasm and empathy.

At the centre of what we do is the aspiration to develop well-rounded students with character: students who can respond to challenges with optimism and an open-mind; students confident in their own identities and who make ethical decisions; students who are prepared to apply what they learn in real-world, complex and unpredictable situations. The IB sets up high expectations and each individual achieves more as a result.

What are the advantages for students completing the final stage of the IB, the IB Diploma?

Walford has offered the IB Diploma Programme since 2004, the first South Australian girls’ school to do so. The IB Diploma provides our students with broader post-school options, preparing them for global education and work opportunities. The critical skills, multi-disciplinary thinking and independent research developed during the IB Diploma all serve students well for success in future studies. The development of critical participation in the Diploma Programme shows that students have excelled in multiple and diverse academic challenges and it is a strong predictor for success in university (IBO, 2012).

The IB Diploma prepares our students to engage with global challenges through inquiry, action and reflection. In today’s highly interconnected and rapidly changing world, the IB Diploma provides a platform to develop well-rounded individuals with a broad education aimed to foster international-mindedness in a global context.

Researchers from Deakin University explored how the IB Diploma Programme aligns with the standards, principles and practices outlined in the Australian Curriculum. They found the IB Diploma curriculum generally provided greater depth than local alternatives while also supporting the development of critical knowledge and skills. Most teachers also believed that the IB Diploma is more rigorous and provides better preparation for university studies (Dixon et al. 2014).

Investigating critical thinking skills amongst IB Diploma students in Australia, a study by researchers from the University of Western Sydney revealed apparent gains in the use of an array of critical thinking skills over the two successive years of the IB Diploma. Additionally, at university, IB Diploma graduates had statistically significant higher mean scores than non-IB Diploma graduates on three measures of post-secondary school success: ATAR (Australian Tertiary Admission Rank) score, academic self-concept and anticipated university outcomes (Cole et al. 2014).

What misunderstandings exist around the IB?

There are some common misunderstandings around the IB Diploma: that it is an elite programme only suited to the highly academic students, and that it is only relevant if you are considering studying abroad.

The reality is that the IB Diploma is not only a great option for highly academic students or students seeking to study overseas; it is a broad, well-rounded, challenging curriculum designed for everybody.

It is the culmination of the journey students started when they commence at Walford. It provides students with the necessary skills to succeed in life by encouraging both personal and academic achievement, challenging students to excel in their studies and in their personal development. The attitudes and skills the girls develop as a result of their IB experience are just as important as their academic success.

At the end of their schooling, many girls have commented on the amazing sense of achievement they feel now they have discovered what they are capable of, and how broad their knowledge base has become.

We have had many examples of girls who enrolled in the IB Diploma programme because they believed in the advantages of the IB curriculum, even when they found the journey challenging. They extended themselves and emerged as strong, confident and resilient young women.

As an educator, what is it like to teach in an IB school?

As an educator, teaching the IB is extremely stimulating and rewarding. All IB courses are quality assured, which means that teachers undertake regular, high quality professional development having the opportunity to share ideas and experiences with teachers from all around the world.

This constant exchange of ideas and resources are often applied by the teachers to non-IB classes and shared with their colleagues. The result is that the standard of education is lifted across the school, not just confined to the IB Diploma programme.

**Articles:**
2. Key findings from research on the impact of IB programmes in the Asia-Pacific region, International Baccalaureate 2013.
Attending Walford from Distant Shores

Emily Beattie, International Student Coordinator

If risk-takers face the unknown with forethought and determination, if they show resourcefulness and resilience in response to challenges, then surely our international student cohort are consummate risk-takers. They leave behind family and friends. They move away from familiar cultures and cuisines. They know that they will be moving to a new educational system, with different practices and expectations. They often prepare themselves not just to meet with Ms Clarke, others first set foot on Australian soil when they arrive to commence their studies. Many international students choose to stay at the Boarding House community. Others decide to stay with a host family, or arrive with a parent who is relocating to Adelaide to support their daughter. We always enjoy the opportunity to meet the new members of our extended Walford family.

The decision to relocate to Australia is not an easy one and the process of familiarisation with school practices and expectations can take time. The initial challenges faced by international speakers of English as an additional language or dialect (EALD speakers) are primarily language related. EALD students can find lessons difficult to understand at the beginning. In the early stages, the students can struggle to engage in the small talk that forms the basis of a growing friendship. They are completely immersed in Australian culture and language, in some cases from the moment they wake until the moment they go to sleep. Take a moment to think how simultaneously tiring and stimulating that would be.

Complete immersion can be exhausting but it is transformative in terms of language acquisition. Language skills increase exponentially in the first year. Our teachers are highly experienced in adapting teaching approaches to support EALD students. They work hard to facilitate learning in a second language. Our students are welcoming and internationally-minded, understanding the value of multiculturalism. Heads of House, home group tutors and student buddies help students to become acquainted with the ‘Walford Way.’ With this support underpinning their experience, our international students adapt to the Australian way of life, while remaining proud of (and true to) their own cultural heritage. Through perseverance, application and a flexible mindset, they come to perform at a very high academic level in both SACE and IB. They traditionally contribute strongly to the music programme and other co-curricular programmes. They establish lasting and meaningful connections with girls from a variety of different cultures that endure beyond their departure for universities in Adelaide, interstate, and as far afield as America, Korea, Japan and the United Kingdom.

International students set an inspiring example of how to face a risk and overcome unfamiliarity and adversity. They combine enormous strength, adaptability and openness to change with an impressive work ethic. We count ourselves extremely lucky to have them amongst our numbers.

Korarin Itakornpan
Maeest, Thailand

“I started at Walford two years ago. I was involved in the selection of school, but not the city. Before deciding on Adelaide, my parents considered New Zealand, as well as Perth, Hobart and Geelong. I was able to visit Walford before I came here. I thought that the school offered a very good education and I liked the boarding house. I expected starting school here to be hard, and it was in the first year, but I find it fine now. As an international student, the hardest things are the language and not going home often. One of the best things is when we study our home region in geography or other subjects. I have found Walford to be a very good school. I think because it is a small school, we all make friends with each other and with students in each year level. It is like a big family. I keep in touch with my family by calling my parents and grandparents 2-3 times a week and I go home twice a year. My parents also come to Adelaide twice a year.”

Cathy Chung
Hong Kong

“My parents wanted me to learn to become independent while I was young, so I went to a place where I didn’t know anyone and survive. The language barrier is the hardest part of being an international student. It makes it harder to be yourself. The greatest thing is being able to develop a deeper knowledge and understanding of the world.”

Gina Voon – Kota Kinabalu, Sabah, Malaysia

“My sister and I came to Australia because of the higher quality education system. We had visited Adelaide and the school quite a few times when we had been here to see our older sister, Christianne, who had attended Walford. I was still nervous though as this was a totally new environment for me. At first I found it difficult to remember people’s names, and familiarising myself with some classes that were quite different, but these are all getting easier now. I have found Walford pretty good so far. I like that Ms Clarke knows the names of all the students and takes the time to get to know each of us. I also find Australia more relaxing than back home. I like that school starts at 8.30am compared to 7.00am at home. I enjoy boarding at Walford. I am able to live with my friends and the boarding house always organises fun activities.”

Lisa Voon – Kota Kinabalu, Sabah, Malaysia

“We came to Walford specifically to study the IB, and also because our older sister attended the school. Her experience and advice has been helpful to us in many situations. I think Adelaide is a beautiful city, it is peaceful, it’s much safer here, and the weather is beautiful. It has been a whole new experience being in an all girls’ school in Adelaide. We attended a co-ed Chinese independent school with over 2500 students previous. I really like Walford. Everyone is really kind and friendly to each other. Living in Australia is a whole new experience and I’m really enjoying it. I quite enjoy boarding. I love having my own room. After sharing a room with my twin sister Gina all my life, I finally have some privacy!”

Back home, the rhythm is extreme and constantly accelerating to keep up the pace many shops are open 24 hours. The mobilisation and vibration of Hong Kong definitely leaves a strong impression on visitors to my hometown, the busyness and bombardment are unforgettable.

The language barrier is the hardest part of being an international student. It makes it harder to be yourself. The best thing is being able to develop a deeper knowledge and understanding of the world. I use social media and tools such as Skype and various apps to keep in touch with my family and friends back home. As an international student it is important to accept who you are and work out how you are going to make the most of your life when you are given such a privileged opportunity.”

Jewell
– The Walford Magazine
Recent Walford Old Scholar, Laura Wehr ('13), reflects on her decision to embark on the IB Diploma:

I had deeply dreaded the first day of Year 11. My well-meaning parents had insisted that their 'smart' daughter complete the IB Diploma. I wasn’t feeling so smart when it appeared that many of the other IB Diploma students had received an academic excellence award every semester they had attended Walford and I had never received one.

I had heard stories, too, of people going insane because of the pressure of the IB Diploma. I was most worried by rumours that I wouldn’t have a social life, and that my social skills would fade away.

This was all, for want of a better word, absolute poppycock. I honestly think the International Baccalaureate is one of Walford’s best kept secrets. There is a misunderstanding that you should only continue with the IB Diploma if you have received every academic excellence award available, or are happy to have no social life.

In my opinion, everyone should continue with the IB Diploma. Everyone. Not just the ‘student leader’ types but the ‘drama club’ and ‘after party committee’ too. IB is what an education is all about; becoming interested in the world around you. And that should not be confined to the academic.

I found many positives from studying the IB Diploma, which you don’t always hear about.

- The broad range of subjects allow you to experience many things that will lead you on different and exciting paths in your life. Last month I participated in the Relay for Life, a direct result of my involvement in CAS in Year 11. Last week I attended the theatre with my mum, an interest developed from Mrs Dowd’s English classes.

- The IB has made me a more interesting person. Someone who is just as comfortable picking out the biology mistakes in Grey’s Anatomy to talking about the relevance of dystopian fiction in today’s modern society.

- The depth of knowledge in each IB subject challenges you, treating you like the intelligent adults you are becoming. IB gives you a detailed knowledge and the amount of work pushes you to step up as a learner. Whatever mark you receive, you are still proud of what you have achieved because you worked hard for it.

- You become more intelligent. Truly. New research shows that the more you learn, the higher your IQ becomes. And trust me you will learn a lot. Furthermore learning improves your memory, mental function and your ability for witty comebacks - ask my mum, she should know!

- You learn to appreciate your health. I completed my schooling having never pulled an all night study session. You don’t need to if you’re organised. Make sleep a top priority as it greatly impacts your health and your health greatly impacts your life. Your health also impacts how much study you can do. Those late night study sessions are futile if you have to spend a week off school.

- It teaches you discipline. You realise your time is precious, so you prioritise what you spend your time on. Whether that be sport, friends or sleep, you learn to keep a balance of what you want versus what is good for you. If you want a social life, you will have one. I personally made sure I had at least one social event to go to every weekend, which I think was good because it let me blow off some steam. Because time is precious, you also discover what is the most efficient way for you to learn personally, which is very useful in all walks of life, as you never stop learning or needing to learn.

- Finally, you become more confident. The girl who was once certain she wasn’t smart is now certain that she is, of course sometimes more than others! This is a very life-affirming lesson for a teenage girl to learn.

I won’t say I sailed through the IB Diploma, but I found the horror stories to be unfounded. It is, in fact, the opportunity of a lifetime that not many get. So please, if you are frightened you don’t fit the ‘IB criteria’, don’t be, there isn’t one. Everyone deserves a great education and I promise you, you will be so much richer for it.
Getting a Head Start - IB in the Junior School

Sophie Roxburgh, Coordinator of the PYP

The IB Primary Years Programme (PYP) enables students to learn through inquiry, in a hands-on and exploratory manner. This inquiry-based approach helps to develop passionate and effective lifelong learners from a young age. This more holistic teaching approach focuses on the child as a whole by incorporating the attributes of the Learner Profiles and PYP attitudes into everyday classroom experiences. Students gain a broader understanding of the world beyond their immediate environment and feel a sense of belonging within a community.

While the Units of Inquiry and attributes of the Learner Profiles are important aspects of the program, and most families will be familiar with these terms, the PYP is more holistic than just these in isolation.

Why are the attributes of the Learner Profile important to develop and nurture in Junior School students?

Can you imagine in life if you were always balanced, caring, open minded, knowledgeable, principled and reflective? As well as being a risk-taker, thinker and inquirer, imagine what success and happiness you would have! These are the attributes of the Learner Profiles and we strive to see that each student values the importance of each of these in their life. Incorporating the attributes of the Learner Profiles on a daily basis from the ELC onwards is a great advantage to our students. Classroom teachers, specialist teachers and non-teaching staff can work together to support students' development by reinforcing these attributes using consistent terminology. For example, teachers in the classroom, in PE lessons or on yard duty might all encourage or commend a student on being a risk-taker. Such skills are invaluable for success in life.

How do students respond to the PYP?

Students become enthusiastic, motivated learners who are how to learn and are actively involved in the learning process. They are not afraid or embarrassed to ask questions and understand the power of questioning. Students enjoy sharing their knowledge with their peers and presenting their learning in a variety of forms. One of the most rewarding aspects of the PYP is seeing student-initiated action, when students behave or respond differently as a result of what they have learned. It might be something as small as independently asking another student to join in their game or capably using communication skills to solve a problem at playtime following their 'Who We Are' unit of inquiry aimed at developing relationships with others.

The PYP also encourages students to reflect on their learning and, in a non-threatening manner, recognize what they could do differently or better in the future.

How does the PYP enhance teaching practices?

The PYP encourages teachers to question their teaching approaches and consider what they hope students will gain from each learning opportunity. Teachers determine students' prior knowledge and plan learning experiences that extend and challenge each individual student. Teachers are constantly required to reflect on their teaching practices; what has worked well? What would I do differently/better next time? Was the assessment of students learning appropriate and useful?

This reflection enables teachers to continue to professionally develop and improve their practice.

The PYP is the foundation of the IB continuum at Walford. How does this initial programme prepare and equip students for their future lives and education?

If students learn to be successful learners through the PYP they have the foundation for success in all walks of life, including the rest of their schooling. As the attributes of the Learner Profile becomes an integral part of each student's life they can use these skills for future learning and decision making in their lives. These attributes also help to foster international minded citizens who are more globally aware.

What concepts around IB, and in particular, PYP, do you think people find hardest to comprehend, and what misunderstandings exist?

I think a number of people believe that the PYP has a limited application to only a part of the curriculum. In fact, the PYP is the framework in which all of the curriculum aligns. It encompasses everything we teach at Walford including mathematics, English and all subject areas including specialist areas. It covers all components of the Australian Curriculum but is recognised and approved as an alternative framework from the Australian Curriculum. It is more than just the curriculum, it is also a learning and teaching philosophy.

I believe there is a lot of terminology used within the PYP (and related curriculum documents) that is overwhelming and at times difficult to understand, but once broken down can be comprehended. Children often surprise adults with their language knowledge and some of the PYP terminology that children understand is a great example of this.
Getting a Head Start - IB in the Junior School
In the Classroom

How might inquiry look in your classroom?
The classroom environment would be set up to encourage inquiry, with displays, resources and excitement to students. Students would be working in groups, having discussions, handling resources, drawing pictures, recording what they have been learning or reflecting through discussions with each other. The students would need to be engaged and excited to encourage them to think and communicate their understandings independently.

The Learner Profiles are used on a daily basis to enable students to become familiar with the terminology, and then these can be applied throughout all curriculum areas.

Inquiry is used across the curriculum, for example in maths, students would be working in small or large groups; handling resources, exploring through manipulation, sharing ideas, constructing things, discussing their findings, reflecting on what they have learnt and recording their findings.

There would be a lot of hands-on activities with children exploring and using all the different resources. There would also be a lot of talking, moving, experimenting and questioning to find out answers. Students might be finding out answers from other students, by asking the teacher, by trial and error, by asking the resources or by being supported to look in books or on the internet to find out the answers.

Josephine Zotti, ELC Teacher (4 Year Old Program)

Inquiry in my classroom involves teachers and students posing questions, lots of discovery and hands-on activities. For example, the children may be given an object or a series of pictures and then we would discuss and question what it/they mean? What have you learnt? Why do you think this? How could we?

Encouraging children to think for themselves and make observations from their own self-discovery and prior knowledge is meaningful and allows for authentic learning to take place.

Inquiry learning is when the teacher stands back to gain students’ observations from their own self-discovery and prior knowledge is meaningful and allows for authentic learning to take place. Inquiry learning is about push and pull.

Josephine Zotti, Year 3 Teacher

You would immediately know it was an inquiry environment because of the “Wonder Wall” and the students’ work on display in the classroom. At the beginning of the unit of inquiry children are posing questions and wondering about their unit so they put these questions up on sticky notes on the “Wonder Wall.” The action wall looks similar but children are showing what actions they are taking to answer their questions.

The students are engaged, working in groups, reporting back to me or using their iPads to investigate. Often students are working on different aspects of the unit of inquiry as they find answers to their individual questions.

I set a clear outline of what is expected of the students and what they need to achieve within a timeframe but then encourage them to develop independent research and inquiry skills during the lesson times. This inquiry approach caters for unique learning styles and allows students to get to the final goal using different methods of inquiry.

Pam Davidson, Year 3 Teacher

Can you give an example of student actions resulting from a unit of inquiry?

One of the more significant ones was during our “Sharing the Planet” unit where we learnt about caring for the environment. We visited a recycle depot and saw first-hand all the landfill that goes to waste, so students became very passionate about trying to prevent this landfill. As a result, a lot of student-initiated action arose from this. I have often had students come and say to me “Mrs Spyrou make up a rum and dye separate our rubbish now. We have separate bins for all our things because we want to reduce landfill.” Then I have the parents come to me and say “What have you been learning in school today?” My daughter won’t let me throw things away anymore!”

Natalie Spyrou, Reception Teacher

During our unit “How we Organise Ourselves” we learn about Walordo, the Waldorf crest and the symbols. We go on a crest hunt around the school and even now (weeks after finishing this unit of inquiry) the children often look out for, and tell us when they see the crest. They talk to us about what the crest means and that the book is on the crest because we are at school to learn.

Josephine Zotti, ELC Teacher (4 Year Old Program)

There are so many. Some are smaller actions like when students independently bring books or objects from home as a result of being engaged and enthusiastic about inquiries in class. Others include influencing the types of games that they play in the yard. In the beginning of completing “Who We Are?” inquiry which examines peoples rights and responsibilities, some students wanted to raise money for different organisations after learning about unjust situations that other children in the world face. They have also exhibited more responsible and independent behaviour choices as we focus on rights and responsibilities. It is certainly empowering and meaningful learning!

Amy Delvins, Year 3 Teacher

What qualities do you see your students displaying as a result of having a PYP education?

Through a PYP education I believe students become more willing to take risks and more knowledgeable about having a deeper understanding of their learning and of concepts. Students do not just watch and learn through modeling but are actively engaged and interested in the learning process, ask lots of questions and independently seek answers.

Natalie Spyrou, Reception Teacher

They become more open-minded and learn to see things from a different point of view and in a different way. They develop deeper thinking, inquiry and independence skills. They also become more curious and knowledgeable because they often talk about having a positive classroom environment, which means working together, and considering others (through using the Learner Profiles).

Josephine Zotti, ELC Teacher (4 Year Old Program)

I think children who have a PYP education have a broader understanding of the world around them. They are able to inquire, think and question more and wonder why things happen.

Students have the confidence to go and explore and research themselves. It is exciting and uplifting to see children so engaged and focused wanting to make change and take action from their learning.

Amy Delvins, Year 3 Teacher

The students have a fantastic hunger for knowledge and are so motivated. You only have to introduce a new unit of inquiry and they run into the classroom so happy to have. Each student wants to be the best and do their best work. They show an outstanding ability to connect with others and rather than just staying in their own bubble each day, working at their own desk, they work together and show excellent communication skills.

Part of the Waldorf motto is to have courage, and that’s what I am endeavouring to develop in the girls all the time. To have courage and to take the risk which is encouraged through developing the PYP attitudes with the girls.

Pam Davidson, Year 3 Teacher

How would you describe the PYP to others?

- Engaging
- Student driven
- Non-compartamental
- Inclusive (caters for all abilities)
- Concept driven

Pam Davidson, Year 3 Teacher

Student Perspectives

Year 5 students: Rashjee Upadhayya and Emily Ashby

What are you learning in class at the moment?

We are learning about rights and responsibilities. It is certainly empowering and meaningful learning!

Jewell - The Walford Magazine

What does it mean to be reflective?

You think about everyone’s ideas because everyone has good ideas. Other people’s ideas might make your good idea into a great idea!

Rashjee Upadhayya - The Walford Magazine

What does it mean to be an inquirer?

You share your ideas with everyone so that they can learn too, you don’t keep your ideas to yourself!

Amy Delvins, Year 3 Teacher

What does it mean to be a communicator?

If you are open-minded you inquire and share your ideas. You think about everyone’s ideas because everyone has good ideas.

Rashjee Upadhayya - The Walford Magazine

What does it mean if you are a risk taker?

It means you try new things even if you are scared and not confident you do it and have a go.

Pam Davidson, Year 3 Teacher

What does it mean if you are an inquirer?

If you are an inquirer you ask questions so you learn more about it.

Jewell - The Walford Magazine

What does open-minded mean?

If you are open-minded you inquire and share your ideas. You think about everyone’s ideas because everyone has good ideas.

Rashjee Upadhayya - The Walford Magazine

Can you think of a time when you had to use one of the learner profiles?

The first time I went swimming I was a risk-taker because I was scared to go into the pool. Afterwards I felt brave and happy because I did it.

Pam Davidson, Year 3 Teacher

I am caring when someone falls over and hurts themselves or sometimes when someone needs a friend to play with I say “Would you like to play with me?”

Rashjee Upadhayya - The Walford Magazine

When were you a communicator?

Sometimes my brain is full of ideas about our units so I kept putting my hand up and sharing my ideas because I know so much.

Rashjee Upadhayya - The Walford Magazine

Can you think of a time when you were an inquirer?

Normally you learn things at school because it’s new. So I ask questions at the start of the unit and then by the end of the unit you know the answers.

Rashjee Upadhayya - The Walford Magazine
Meet our Staff

Mandy Hore
Deputy Principal

Education: One of Life’s Most Important Journeys
From an early age I always wanted to be a teacher. I love engaging with young people and helping them to achieve their personal best. I have been involved in education for 30 years. During this time, I have held a number of positions in different schools and have loved each and every one.

A year’s secondment to The Association of Independent Schools of South Australia (AISSA) gave me insight into the background of independent education. I still love being in the classroom and currently teaching Year 8, 9 and 10 classes.

It is a joy to be entrusted with, and be a part of, one of life’s most important journeys – that of education.

Why Walford?
I’m committed and passionate about girls’ education and, through my daughter, will always have a special place in my heart. Playing sport has taught me many life lessons and has facilitated life-long friendships. I have learnt to work effectively with others and to appreciate and see the value and strength of diversity.

Achieving Life Balance
My academic studies and career have been balanced over the years with involvement in a diverse range of activities, netball, basketball, touch football and volleyball amongst others. Playing sport has taught me many life lessons and has facilitated life-long friendships.

I have loved to write effectively with others and to appreciate and see the value and strength of diversity.

I believe sport enables much more than a healthy and productive lifestyle and positive sense of self and identity and I strongly encourage our girls to be involved.

Interests
Beyond Walford, I love being a mother to two, aunty, friend and daughter. My family and friends ensure each day is special and filled with happiness and fun.

I enjoy spending time with my friends and family; dinners and shopping or just curling up on the couch for a chat and good movie. I enjoy keeping fit when time allows and love nothing better than a good book. Travel is also high on my priority list with India my most recent destination.

How would you describe yourself in three words?
Enthusiastic, warm and empathetic.

Inspiration
I am inspired every day by our girls, in fact often I am in awe of them. By their talents and their commitment to ensuring a sustainable future and to their commitment to social justice and service.

Jessica London
Head of Middle School

Destined to Teach
With both my parents being primary school teachers, I was essentially born into education. I spent a considerable amount of my childhood in a schooling environment and loved every minute of it. My first degree was a Bachelor of Psychology and I discovered that I really enjoyed studying subjects about the cognitive development of children and adolescents. I also worked part-time as a nursery and coach junior hockey teams and discovered that I really enjoyed working with children, which naturally lead me into education. I then completed a Bachelor of Education and have been teaching ever since.

Continual Learning
I have a genuine love of learning and enjoy challenging myself. At the end of last year I completed my Masters of Education (Leadership and Management) and shared this journey with my class. I hope I can impart my love of learning with the girls I teach by nurturing a sense of curiosity and by making learning relevant, significant and engaging.

Teaching at Walford
I joined Walford following teaching roles at other private schools. For five years I worked in the Walford Junior School in a variety of roles including Year 5 classroom teacher, PE teacher, PYP Coordinator and Manager of Learning and Teaching.

Head of Middle School Role
I am responsible for the provision of educational and organisational leadership within the Walford Middle School. This includes the day-to-day management of the sub-school and oversight of the academic, engagement and well being of Middle School students. The Middle School is a dynamic place to work and every day is very different.

I am looking forward to developing positive relationships with the students, their families and my colleagues in the Middle School. It is lovely to reconnect with a number of students that I have taught in the Junior School and to see how they have changed and grown up. I also enjoy being a support to the girls and helping them to solve problems, overcome obstacles and achieve their goals.

Importance of Middle School
Middle School gives the students an opportunity to learn in an environment that caters for the unique needs of adolescent girls. It allows them to develop a sense of independence whilst still being supported in a nurturing and supportive environment. Girls are encouraged to develop their own sense of identity, a global awareness and are given more responsibility.

Middle School girls have a wide variety of opportunities and co-curricular activities. They include Tournament of Minds, the da Vinci Decathlon, pedal prix, the rowing program and sailing. Girls can also join a variety of choirs and orchestras or participate in different team sports.

Supporting Middle School Students
Adolescence is a challenging time as it a period of rapid change physically, emotionally and socially and friendship is critically important during this period and the views and acceptance of your peer group become increasingly important. Middle School girls are developing a sense of self and are learning about themselves. This can be an emotionally charged time for parents as they come to terms with their daughter’s changing emotions and need for independence. The Walford Middle School staff and I work to ensure that our students receive pastoral care that helps them to feel supported, empowered and gives them opportunities to develop a positive sense of self.

International Baccalaureate in the Middle School
I am a strong advocate of the IB as it is based on research about how students learn best and encourages them to make practical connections between their studies and the real world. The Middle Years Programme helps students learn how to learn using communication, research, self-management, collaboration and critical thinking skills. It allows our girls to explore global challenges and it encourages international mindedness. The Programme helps students learn from understanding and to make connections between subjects rather than simply memorising facts.

Positive Role Modeling
It is critically important for me to be a positive role model to the girls and it is a responsibility that I take very seriously. I try to show the girls through my behaviours and actions the importance of being true to myself and acting with courage and truth. This is evident in the way you treat others, the manner which you present yourself and how you develop relationships.

I think it is incredibly important for adolescent girls to develop a positive sense of self and not to spend time comparing themselves to others and participating in gossip. I want to show the girls the importance of hard work and striving for your goals with confidence and personal integrity.

Beyond the Classroom
I personally believe that playing sport, in particular team sport, is incredibly important. I have played hockey for most of my life and competed at a State level and played in the local Premier League. Playing a team sport taught me how to work with others, to appreciate the difference, to understand and work with the strengths and weaknesses of others and how to communicate effectively. It also taught me how to lose and how to take on board constructive feedback. I have started surfing lessons and am going to learn how to snowboard in the July holidays.

Meet more of our staff members on the Staff Profiles page of the School website: walford.asn.au
Recognising our Walford Mums

Three Walford mums spoke to us about the joys and challenges of being mums to daughters and how they combine mothering with busy careers and involvement with the School.

How important do you feel it is to be involved with your daughter’s school life?

**LH:** Although I am motivated to get involved to enhance the girls’ sense of belonging, my involvement is motivated equally by the enjoyment it brings and also, the sense of ‘giving back’ to a school that did so much for me when I was growing up.

**JK:** I think it is important to be involved with our daughter’s school life as it enhances their sense of belonging. While our girls are young Chris and I like to take them into their classrooms at the beginning of the school day. We know there will come a time when they take them into their classrooms at the beginning of the school day.

**JM:** It’s a privilege to be involved - I've been a Class Parent for many years and have also been on the Blue & Gold Committee since 2010.

What advice would you give to other mums in regards to getting involved in their daughters’ school lives?

**JK:** Absolutely do it!

**JM:** I prefer the term work-life integration. I like my family to be involved in my work and my work to be comfortable with my children around. A challenge – I know, but it seems to work.

**LH:** Starting my business was a challenge and a risk. I love the learning opportunities it provides but as it has grown it continues to present challenges. It has also provided me with the opportunity to do what I love every day and to be a role model for our girls to follow their dreams.

What are the challenges you face as a mum?

**LH:** We have many opportunities available to us today as mothers and women and I feel very fortunate to live during a time when I can have my own career and business as well as be married and be a mother.

**JM:** I didn’t consciously decide - my involvement in the school just happened to evolve with time. I think because my mother did the same for us, I don’t see it as anything extraordinary.

**KP:** I was honoured to be asked to be on the School Council. With my strong financial, strategic and corporate governance background, I would hope that I provide good guidance on financial and funding alternatives for Walford and give a large company perspective on all governance issues.

How has being a mum now changed from your mother’s generation?

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What advice would you give to other mums in regards to getting involved in their daughters’ school lives?

**JK:** Absolutely do it!

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**LH:** I work, I cook, I clean, I balance work, external commitments and kids’ commitments are possible with a little planning and effort.

**KP:** Having a teenager daughter is a challenge and having one not far off will be a challenge but I hear that once they are over Year 9 – it gets better! The balance of work, external commitments and kids’ commitments are always a challenge but if you prioritise and always be present in whatever you do, it assists in getting through each challenge.

Do you have a ‘support network’, and how important do you find this?

**LH:** Chris provides constant support to me as a mother and also in managing my business. I simply could not do all the things in my life without his support. Our parents also provide vital support to our family and our girls spend two afternoons a week with their grandparents. I also feel that Walford provides wonderful support to me as a mother. I enjoy seeing them at school pick-up in the Junior School and also on weekends.
**United Nations Inspiration**

Following her attendance at the SA United Nations Conference, Year 11 student, Aneeshu Singh has been selected as one of ten South Australian delegates to attend the United Nations Youth National Conference being held in Hobart in July.

Tell me about the SA United Nations Conference you attended:

Earlier in the year, Mrs Dowd asked me if I would be interested in attending the SA UN Conference in March. I was deeply touched that she had considered me. I took the opportunity to attend, as I have always been very keen on learning new things about the world we live in, as well as valuing the United Nations.

The conference, themed ‘A Generation of Change: Indigenous Rights and Reconciliation’ was an eye-opening, confronting and wonderful experience. I learnt many things about Australian society as well as the situation of indigenous people around the world. The guest speakers provided an insight about the history of indigenous people and also their current circumstance.

We were faced with the harsh reality that the world we live in today is deeply unequal. However, at the same time, it raised hope that we, as the youth of South Australia, could work together and bring about change.

What did you learn from the Conference?

I think the most important lesson I learnt from the conference was that there is a lot of progress to be made in order to ensure that the Indigenous Australians are at par with the rest of the Australian society. Whilst initiatives are being taken by the Government, we, as the youth, must become aware of this issue, and bring the change that we want to see in the world. We need to ensure we take action and our voices are heard.

**How did the Conference fit with the IB approach at Walford?**

The conference provided a thorough and well-rounded understanding of the issue at hand, similar to the IB approach. Attending the conference supported the IB Learner Profiles. We had to:

- **Inquirers** – questioning the current situation at hand.
- **Reflectives** – reflecting on our own lives and evaluate our treatment of, and knowledge of, Indigenous Australians. We thought about and reflected on our actions in order to change them and to promote equality.
- **Communicators** – conveyed messages and thoughts surrounding particular issues through skits and plays.
- **Actionaries** – we took action to promote equality.

With all the new skills and opportunities that girls are now provided with in the school and post-graduate studies, I worry about our daughters getting jobs in the future to allow them to transition these skills. However, the opportunities in the Junior School for the girls to try different activities is a great deal that we can learn from each other as mothers and fathers.

I think it’s so important for children to have good role models. I hope that my children learn about being supportive, compassionate and hardworking from their father.

We love doing activities which allow us to chat a lot - the things and people you love!

The girls especially as we explored some wonderful places and took on some challenges like hiking the Cinque Terra together.

**What do you enjoy doing together with your daughter(s)?**

- **LH:** I practise Bikram Yoga every week and I enjoy sharing this with my daughters. Last year we went to Italy and I loved having this chance to spend time with Chris and the girls especially as we explored some wonderful places and took on some challenges like hiking the Cinque Terra together.
- **JM:** We love doing activities which allow us to chat a lot - whether it be going for a walk or cooking.

**What is your husband’s role in the household?**

- **JM:** Andy’s role is integral. The juggling is a team effort, ‘Tag-team McGavigan’! We both work full time and have our respective on-call rosters. We make sure we’re never on-call at the same time so there is always one of us available for the kids.
- **KP:** Having Sean around is my sounding board and back-stop. He always says that he looks after the outside of the house and I look after the inside. I think he gets the easier part!

**What can we learn from the men in our lives?**

- **JM:** Men don’t always feel as though they have the same options available to them as women. On average men continue to earn more than women and hold more leadership roles in Australia. However, barriers exist for them in entering the domestic world and in particular in caring for their children that don’t exist for women. There is a great deal that we can learn from each other as mothers and fathers.

**What would we like them to be more understanding of?**

- **JM:** That sometimes, I’m just so tired, I don’t want to talk.
- **KP:** Everything we do.

**What do you love most about having a daughter?**

- **LH:** It is wonderful to see them grow and develop and to be part of this stage of their lives when they still see me as vital to their day-to-day lives.
- **JM:** The shopping!
- **KP:** Whilst they are very challenging, they are very rewarding! Watching them grow up and turn into beautiful young ladies just makes your heart explode with pride.

**What do you enjoy doing together with your daughter(s)?**

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- **JM:** We love doing activities which allow us to chat a lot - whether it be going for a walk or cooking.
- **KP:** With my eldest daughter I like to have a coffee and watch a movie and ‘chill out’ as she says, but my younger daughter and I are both early risers and love our early morning walks with ‘Bosley the Dog’.

**Do you think there is a special connection between mums and daughters?**

- **JM:** Without a doubt!
- **KP:** Some mums and their daughters do! I had my special connection more with my dad.

**What opportunities do you think your daughters may have that you didn’t?**

- **LH:** I spent a lot of my childhood dancing and, as a result, I avoided taking on other commitments. This meant I missed out on other sporting and musical activities that I think I would have really enjoyed. Walford offers so many opportunities in the Junior School for the girls to try different activities.
- **JM:** I don’t really think there are any opportunities I didn’t have - my parents sacrificed a lot to make it so.
- **KP:** Young girls and women have the ability to access so many more opportunities. They are given the opportunities and the encouragement to be the best in everything whereas when I grew up, women were only allowed to, or expected to, be good at ‘girly’ things. Having come from a military background, this was always a challenge to be seen competing with the men.

**What do you worry about?**

- **LH:** The role that social media will play in the lives of our girls. The technology we have available today provides great opportunities for us and our children but it also poses risks that our community is still trying to work out how to manage.
- **KP:** With all the new skills and opportunities that girls are now provided with in the school and post-graduate studies, I worry about our daughters getting jobs in the future to allow them to transfer these skills.

**How can mums be more supportive of each other?**

- **LH:** The media often like to portray women as unsupportive of one another. In reality, I don’t see this. The women I work and socialise with, including the mothers of the girls at Walford, provide great support to one another.
- **JM:** It can range from shared pick-up and drop offs to venting over a gin and tonic! Just knowing that ‘Mum Chums’ are around is enough.
- **KP:** To understand that all women are different and accept those differences and stop judging each other. We can be our own worst enemies!

**What do you think it is important to make time for?**

- **LH:** The things and people you love!
- **JM:** More than anything quiet, solitude and daily reflection to nourish the soul and recharge the battery.
- **KP:** Family and exercise time. I am not too bad at family time but I could be better, and I am terrible at exercise!

**What would you like them to be more understanding of?**

- **KP:** Everything we do.
Scholarship to Israel brings new experiences to the classroom

Carly Brooks, MYP Coordinator

Walford Teacher and Coordinator of the IB Middle Years Programme, Carly Brooks, was awarded a scholarship which saw her journey to Israel to learn more about the Holocaust.

Israel was certainly not a country I had ever really considered travelling to, but when the opportunity came to travel to Jerusalem with other Australian teachers to study a topic that I have always been interested in, I took a risk and went for it. I discovered the Gandel Holocaust Studies for Australian Educators Program whilst doing some preparation for my Year 9 English class’ study of ‘The Boy in the Striped Pyjamas’ last year. This program aims to create a network of teachers across Australia who are committed to keeping alive the memory and the lessons of the Holocaust for Australian students.

The application process was rigorous and after a successful written application, I was invited to attend an interview in Melbourne. The panel interview consisted of representatives of the funding organisation, Gandel Philanthropy as well as leaders of the Melbourne Jewish community and respected World War II and Holocaust academics from universities in Melbourne and Sydney. The interview panel was particularly interested in why I believed Australian students should learn about the Holocaust, what experience I had in teaching the Holocaust in the past, and what I hoped to learn from being in Israel.

I was advised the following month that I had been successfully awarded a full scholarship and began the pre-requisite of the tour; a 40-hour online course on pre-war Jewish life in Europe.

I arrived in Jerusalem in late December and after a brief orientation session we were thrown straight into 8-hour a day classes. Over the next 15 days, I was privileged to learn from world experts in all areas of the Holocaust from the origins of anti-Semitism in biblical times and Nazi racial policy to life in the ghettos and liberation and beyond. In addition to academic experts, I had the absolute privilege to meet and hear the testimonies of Holocaust survivors and tour the Yad Vashem museum, one of the best in the world.

In addition to studying we also participated in a wide range of tourist and cultural activities. We toured the different quarters of the old city of Jerusalem, went to an Orthodox Jewish Shabbat service and dinner, saw ancient Roman ruins, the site of Jesus’ crucifixion and resurrection, the Western Wall and the Dome on the Rock. We also ventured beyond Jerusalem to visit the cosmopolitan city of Tel Aviv and port of Jaffa, the river Jordan, Belvoir Castle, Herod’s palace at Masada, the Sea of Galilee and the Golan Heights. The absolute highlight was floating in the Dead Sea.

One of the ongoing aspects of the program is that as a part of my scholarship I must create an educational project to teach to my students. The project I will teach my Year 9 English class this year is entitled ‘Finding Shmuel’s voice’. My project aims to address some of the criticisms of the novel ‘The Boy in the Striped Pyjamas’ by using diaries, poetry and testimonies of Jewish children from the Holocaust to tell more about the Jewish boy Shmuel’s experiences.

In November, I will travel to Melbourne to present my project to the scholarship donors, other tour participants and Yad Vashem staff from Israel. I am looking forward to developing teaching and reflecting on this project as the year progresses and have also enjoyed the opportunity to speak at Assembly and help a Personal Learning Plan student with her topic, as well as share my experiences and resources with other staff.

My experiences in Israel demonstrated to me many of the IB Learner Profiles I try to develop in my Middle School students, particularly; being a risk-taker, knowledgeable, reflective, inquiring, a thinker and a communicator.

House Glee

House Glee has quickly become a highlight of the school year for Walford Middle and Senior students. We love seeing the girls support each other and have fun as they prepare for and perform in this inclusive event. Each House delivered a spectacular performance, with Murray winning by a close margin.

Visit the blog on the School’s website walford.asn.au to see the students in action!
Developing through Mentoring

Walford Year 11 students have been mentoring girls in the Junior School as part of the Creativity Action Service (CAS) component of the IB Diploma.

CAS requires Year 11 and 12 IB Diploma students to spend time engaged in activities outside the regular curriculum, taking them out of their comfort zone and developing new skills. Students engage in an activity in each of the three areas – creativity, action and service. These activities could involve mentoring students, coaching sport, participating in student council, taking on a leadership role, going on the Antipodeans Abroad trip, helping charities, involvement in music, drama, choir or band, sport or training.

The emphasis is on experiential learning – participating in real tasks that have real consequences and then reflecting on these experiences over time. CAS also goes beyond participation, there are also specified learning outcomes, with the students writing regular reflections.

CAS is more than just a subject. It is fundamental to, and part of the core of IB, building self-esteem, self-confidence and self-reliance within students. It aims to develop balanced and principled individuals.

Mentoring girls in the Junior School as part of the IB, building self-esteem, self-confidence and self-reliance within students. It aims to develop balanced individuals.

Kaitlin Beddome
Kaitlin mentors Year 3 students
I work with two classes; with one class I’m mostly involved with reading with the students, and in the other class it’s a variety of activities ranging from outdoor games to helping them with worksheets or performing experiments. I really enjoy talking to the younger girls and getting to know them. It’s fun and there’s a lot of learning and skill building involved on both parts. The teachers are really great too.

It is important for mentors to be comforting, consoling, accepting, kind and to be a good role model in all aspects of her person, and to be able to know how to interact with children of different ages.

Mentoring fits in with the communication, caring and balance aspects of the IB Learner Profiles. Talking to younger students requires a different kind of communication in both talking and listening, which can sometimes be a challenge to perfect; caring is always a requirement when dealing with young children, and balance, as the program helps ensure we develop the social side of our lives as well as bringing balance to the types of people we socialise with.

Julia Somers
Julia mentors Year 4 students during maths on Mondays
Mentoring students in the Junior School is a great way to give back to the Walford community in a way that benefits both ourselves and the younger students. It also allows us to meet, help, and form friendships with some of the girls in the younger years.

I think the mentoring also gives younger students the opportunity to meet someone older who they can talk to and confide in if they need to. As mentors, we are not only here to teach and help them, but also to listen to them and to help whenever we can.

Mentors need to be very friendly and approachable so that the girls feel comfortable around us, and are not afraid to open up and have a little fun. As mentors, we need to have a positive and happy attitude when working with the students.

Mentoring is a great way to make friendships that you normally wouldn’t, and it gives you a sense of joy which runs much deeper and greater than the joy you get from material things, and just being with your friends. It is truly a valuable experience which enables you to grow as a person, and a student of Walford.

Erin Buswell
Erin is a mentor to Year 2 students
It has been such fun to work with the younger girls each week. I was nervous the first few times, but the class and the teacher have been really friendly and that has helped me feel comfortable. It can be very therapeutic and I learn a lot from them, like how to let go of your worries and just enjoy life and school!

We do different activities each week; one week we will be typing up stories onto the computer, and we will be making aprons the next. I usually help the teachers with the set class task or with reading. I really enjoy listening to their funny stories.

When I was in Junior School, I loved it when the older girls would work with the class. I think it helps the girls have fun and working with someone different improves their interaction skills.

As a mentor, it is important to be open-minded and confident, with a positive attitude. Mentoring fits into the IB Learner Profiles of being open-minded and a risk taker.

Aneesha Singh
Aneesha is a mentor to ELC students
I absolutely love starting my week mentoring the little ones in the morning. It always puts me in a positive mood for the rest of the week. They never fail to make me smile and I absolutely love that.

I think that mentoring is a perfect way to inculcate leadership skills. It also interacts closely with the IB Learner Profile. It allows us to become better communicators through interacting with different age groups. We become caring, balanced and principled individuals.

I would really encourage the program to other senior students. As well as helping others, you will learn a lot from the program yourself.

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Theory of Knowledge

Challenging what we know

Undertaken as a core component of the IB Diploma, Theory of Knowledge hones and heightens lateral and critical thinking skills in students. It is based around the question of “How do we know?”, and encourages students to reflect on the nature of knowledge, and on how we know what we claim to know.

Anri Pok

TOK is a subject that exposes students to issues around the world that raise debates or have shaped the world that we live in today. We are made aware of how different ways of knowing such as reason, emotion and perception affects the way that we interpret situations. From TOK we learn to be more open-minded.

My TOK real life situation was the Fukushima nuclear disaster. I chose this topic because I was personally involved through the volunteer efforts. My knowledge question that I derived from this was, ‘To what extent does the benefits of the outcome justify the actions taken?’ I explored the response to the question, ‘to a large extent’ through an ethical situation in which a mother, grandmother and aunt of several children was caught stealing eggs to feed her starving family, but released, with many people supporting the decision the police officer made in buying the food for her. I then analysed the death penalty of Stanley Williams in which there were outcomes for both benefits and risks and ethical debates to consider, which meant that the action taken was justified only to a moderate extent. Finally, through the natural sciences the response, ‘to a limited extent’ was demonstrated by the animal testing for cosmetics. The Lush human testing display stressed the influence of perception on people’s judgment.

Laura Bills

Through the TOK course in the IB, I have been able to develop my critical thinking skills, my holistic understanding of the world around me, and my personal views on different issues. The TOK course is unlike many other courses. We are not taught what to think but instead how we think and how we are influenced by the different ways of knowing in the different areas of knowledge. In class, instead of having a right or wrong answer, the whole class engages in intellectual debate in which we are all able to have and defend our own viewpoints on topics such as deontological ethics and voluntary euthanasia.

Elaine Yu

TOK aims to widen our perception of knowledge and life by questioning all aspects of our understanding. Through various areas of knowledge and ways of knowing, we look at various situations and overturn our original assumptions. I have learnt to not blindly accept knowledge without striving to understand it with multiple perspectives. Through TOK I have also come to adopt the habit of not being judgemental of situations. I do not understand because of my limited, individual cultural and life experiences. I now have a much broader range of what can be considered ‘right’ or ‘wrong’ and have begun to see that the majority of human interactions lie within the grey area.

Following the Umbrella Revolution that occurred last year in Hong Kong, I was inspired to analyse the effect of authority on the individual. Through the knowledge question ‘To what extent does the role of authority influence the behaviour of the individual?’ I analysed many real life situations which suggested authority greatly influences our decision making and also where authority doesn’t influence at all. The odd similarities between twins separated at birth offered an insight into the influence of genetics and the rule of Hitler gave a prime example of the effect of a leader on a population. It was concluded in my presentation that there are situations where authority is a great influence and others where it is not, and to highlight this complexity of this topic I asked my class what or who influences them?

Jordan Blyth

Throughout the IB course in Year 11 and 12, TOK has allowed me to develop my critical thinking skills and analyse global issues in greater depth. It has helped me to understand the various perspectives that can be obtained as well as how various areas and ways of knowing, such as ethics and reason, influence our decisions and help us distinguish right from wrong. It has made me consider not just the scientifically proven facts gained from a situation, but the various emotions and perceptions that influence our understanding of the world. I have learnt how areas of knowledge such as maths and the arts affect global issues, two factors I had never considered to affect various situations before.

Tilly Balding

TOK is the backpack I wear through my journey of the IB. In it, I carry all of the knowledge that I have acquired throughout the entirety of my life and in my TOK lessons I learn how to unpack this backpack. This may seem like a simple task but it requires more thinking and more skills than I initially thought necessary. I have learnt how to ‘take out’ knowledge from this backpack and turn it over, thoroughly analysing what I know from every possible angle of perspective. Before I undertook the TOK program in the IB, I realise that I had previously been rashly upending the contents of my backpack on my bedroom floor in an attempt to find what I need. However, now I have the methods needed to calmly unpack my knowledge and utilise every aspect of it to my advantage in every lesson.
Ann Woolcock completed her schooling at Walford before entering the University of Adelaide to study Medicine. After graduating from the University of Adelaide, Ann pursued postgraduate studies at the University of Sydney. Her thesis focused in the mechanical behaviour of the lungs in asthma. Towards the end of her postgraduate studies, Ann became the Overseas Research Fellow for the Asthma Foundation of NSW at McGill University, Montreal, Canada.

Ann’s contributions to asthma research were extensive, with over 300 articles and book chapters contributed by her on the subject. In 1987, Ann founded the Institute of Respiratory Medicine in Sydney. Under her leadership, the institute expanded to support more than 130 researchers and support staff. It is considered to be one of the top six asthma research centers in the world. In 2002 the Institute was renamed the Woolcock Institute of Medical Research in her honour. She lost her battle with breast cancer in 2003 at the age of 69.

Helen Evans has dedicated her career to public health and social policy, becoming an expert in these areas. In the early 1990s, she managed the National Communicable Diseases Program in the Australian Department of Health. She also managed the Australian Government Office for Aboriginal and Torres Strait Islander Health. Helen served as Deputy Executive Director at the Global Fund to Fight AIDS, Tuberculosis and Malaria between 2005 and 2009.

Helen has most recently served as Deputy Chief Executive Officer at the GAVI Alliance based in Geneva from 2009 until her retirement in 2012. GAVI is a public-private partnership that helps ensure that the most effective vaccines are available to children in the poorest countries in the world. Helen Evans has been involved in the work of many international health and development organisations including serving on the board of UNAIDS. She is currently working as a special advisor to the GAVI CEO and has an honorary appointment as Associate Professor at the Nossal Institute for Global Health at the University of Melbourne.

After Helen Evans graduated from Walford, she obtained a Bachelor of Arts majoring in psychology and history from the University of Adelaide, followed by a Graduate Degree in social administration from Flinders University.

Walford Women

Lucy Bonnin is a highly regarded and talented artist. She graduated from Walford in 2004, having spent all of her school days here. After leaving Walford, Lucy was awarded a scholarship to attend the Adelaide Central School of Art, where she was able to study with established artists and develop her own artistic talent.

In 2009, Lucy was successful in obtaining a grant from the New Enterprise Incentive Scheme that enabled her to study for a Certificate IV in Business and subsequently establish her own small business, Bonnin Art, in South Australia. Lucy has been very successful in major art prizes, most recently winning the Lethbridge 10000 National Art Prize in 2011 and being selected as a finalist in this year’s Black Swan Portrait Prize in Perth.

Lucy also uses her talents to help raise funds for charity. To date, auctions of works created and donated by Lucy have raised over thirty thousand dollars for charities such as Can Do 4 Kids, The Women’s and Children’s Hospital Foundation, and Autism SA. Lucy also enjoys donating her time to teaching others and has recently re-visited Walford to take an art class with the Year 2 students. Her vision for the future is to establish a gallery in which she can exhibit and support other emerging artists.

Lucy Bonnin is a Graduate Degree in social administration from Flinders University.

Maria Fulker completed her schooling at Walford to study Medicine. After graduating from the University of Adelaide, she began working for rural community welfare centres around South Australia. After reaching the level of manager of the Adelaide and then Port Adelaide Community Welfare centres, Jane relocated to Michigan and studied for her Master of Social Work degree.

On returning to Australia, Jane moved into teaching and policy making before taking on the role of Manager and Acting Director of the Office for the Aging in the Department of Human Services. Jane is currently the General Manager, People and Innovation with ACH Group, a not for profit aged care provider in South Australia and Melbourne. Jane’s team leads the organisational focus on customer, innovation, workforce, communication, good lives values, dementia and customer research.

In 2008 Jane was the SA Winner of the Innovation Award in the Telstra Business Women’s Awards and in 2007 she was awarded a Sansacre Scholarship to visit aged care facilities in Malta and the Netherlands. Jane currently serves on the boards of Cirkidz and of Aged and Community Services (SA&NT) and previously was part of the Port Power Community Engagement Task Force.

Lucy also enjoys donating her time to teaching others and has recently re-visited Walford to take an art class with the Year 2 students. Her vision for the future is to establish a gallery in which she can exhibit and support other emerging artists.
Each year in the last week of May, the school celebrates Old Scholars’ Week with a varied program of events for past Walford students to attend.
I was incredibly fortunate to win a scholarship in 1982, which enabled me to attend Walford. I had great friends there and some fantastic teachers. Everything else was pretty grim, or so I thought at the time: the uniforms were awful; the PE staff were all cranky, all the time; the handles of the hockey sticks were wrapped in terry towelling which had absorbed the sweat of decades of girls and smelled worse than you can imagine. Worst of all, we never saw boys, except for ballroom dancing classes with Pulteney, which pretty much cured us of ever wanting to see boys again. But all of this was bearable – funny even – when you endured it with friends.

And then I had teachers like Mrs Wait, who taught history and Mr Cowley, who taught art. Mrs Wait told us stories of colonialisation and war and casually planted the seeds of social activism, feminism and empathy. Mr Cowley told us stories of how he had once lugged a cast iron bathtub full of sheep intestines to Adelaide Railway Station and reclined in it for a day. They were both original thinkers who took classes outside, under the trees or out in the streets. They scolded us for being too literal or too limited; they made us laugh and when we disappointed them, we felt dreadful. Perhaps I’m romanticising a bit, but I often think of them, and I have always wanted them to know what a profound effect they had on me.

As a child, my favourite teachers were Mrs Wait, who taught history and Mr Cowley, who taught art. Mrs Wait told us stories of colonialisation and war and casually planted the seeds of social activism, feminism and empathy. Mr Cowley told us stories of how he had once lugged a cast iron bathtub full of sheep intestines to Adelaide Railway Station and reclined in it for a day. They were both original thinkers who took classes outside, under the trees or out in the streets. They scolded us for being too literal or too limited; they made us laugh and when we disappointed them, we felt dreadful. Perhaps I’m romanticising a bit, but I often think of them, and I have always wanted them to know what a profound effect they had on me.

As a child, my favourite books were The House at Pooh Corner, Alice in Wonderland, The Wind in the Willows, The Famous Five and wanted to find an island and camp on the moors and make a bed of heather even though I had not the first clue what heather was. The Famous Five were also always prepared for anything and my brother and I were very influenced by this. We used to carry around old army canvas bags with Useful Things like safety pins and rubber bands and matches, a penknife, a piece of string and a pencil stump. You just never knew when you might find yourself trapped in a cave with evil smugglers. I never really grew out of children’s books.

In my last year at Walford, Mr Cowley took a few of us to an exhibition of picture book art. We all went to a café afterwards, and maybe it was the novelty of that, or perhaps it was the coffee, but as we talked I made a decision on the spot that I would illustrate children’s books. Just like that.

Many years and some thirty books later, I really understood the importance of picture books when I visited children who had never had them. I travelled to Rwanda with Save the Children, for their Children’s Book Initiative, which introduces books into classrooms. We toured schools where not only the children, but the teachers had never held a book; never turned the pages to discover a story unfold. Until recently they have learnt to read from isolated sentences written in chalk on stone walls. One afternoon we visited an after-school book club. We drove up one of the thousand hills outside Kigali until the dirt road ran out. We hiked the rest of the way through maize fields and banana trees, overtaken by giggling children. When we reached the top, there were over a hundred children gathered on the hillside, some of whom had walked miles to hear a story. Volunteers and children took turns to read, taking care to show all the pictures. I had brought The Snowy Day by Ezra Jack Keats, and together in the hot afternoon sun on a hilltop in Africa, we imagined what it was like to wake up on a snowy day.

It’s not always an easy path, choosing a career in the arts. I remember how hard it was out of college, trying to get work in the world. I wanted to stay true to the thing I loved doing. So far what it’s worth, here’s my advice:

First of all, hang in there! When I left college I wanted to be a children’s book illustrator. It took me ten years to get my first book. Before then I illustrated stain removal tips and price tags for grocery stores and local theatre posters and maps and then gradually magazine articles and newspaper pieces. Slowly building up portfolio pieces I was proud of, scraping a living from the work I was less proud of. But I always thought it was better to be doing something still vaguely related to what I eventually wanted, rather than giving up and getting a full time job, which wouldn’t leave me any time to draw.

Secondly, keep making things for yourself. It’s always your best work. I always tell students, find the thing you love doing, then find a way to call it work. As long as we’re doing the thing we’re passionate about, we can survive on crumbs. And eventually it’ll pay off. Promise.
New Starts. Fond Memories.

**Births**

- **Michelle Jenkin** (nee Wallis ’03) a daughter, Elise Madison on 19 May 2014, a sister to Lara
- **Caroline Rhodes** (nee Brokus ’95) a daughter, Lucinda Kate Rhodes on 30 July 2014.
- **Kate Chisholm** ’93 a son, Harry Emerson on 1 December 2014.
- **Margot Shaarer** ’93 a daughter, Frenchie on 22 January 2015.

**Deaths**

- **Jillien Goode** (Roberts ’41) on 15.02.13
- **Rosalie Tonkin** (Freeman ’49) on 31.12.13
- **Bessie Nelson** (Snow ’37) on 04.01.14
- **Jennifer Pierce** (Palm ’52) on 07.09.14
- **Erica Grimwade AM** (’34) on 13.10.14
- **Barbara Flint** (Hathwell ’47) on 25.11.14
- **Patricia Hackett** (Pitcher ’45) on 27.01.15
- **Stephanie Smith** (Gray ’55) on 27.03.15
- **Anne Silwood** (Pitcher ’45) on 31.05.15

**Marriages**

- **Nicole Rotman** ’05 married Rhys Jones on 13 September 2014.
- **Kate Burge** ’03 married Will Slee on 1 November 2014.
- **Kathryn Slade** ’99 married Damien Frankcom on 11 April 2015.

**Obituary**

**Marjory May Williams (nee Laurence) 1919 - 2006**

Marjory Laurence was born on 20 February 1919, in Adelaide. She attended Walford from 1929 to 1936. She did well academically, and was awarded several school prizes. She was a prefect in her last year at Walford, in 1936. After leaving school, she worked as a laboratory assistant at the Waite Agricultural Research Institute from 1937 to 1942. At the Waite Institute she would have seen her future husband, Colin Hale Williams, who was also a laboratory assistant at that time. They first met socially at a Coronation Day picnic in May 1937. They became engaged in December 1941, and married in April 1942. They had two children, a son Neil born in 1945 and a daughter Meredith born in 1951.

In January 1949 they moved from Adelaide to Canberra, where Colin became a senior and distinguished scientist at the Commonwealth Scientific and Industrial Research Organisation. As was typical for those days, Marjory gave up work after her marriage to become a full-time housewife, devoting herself to her children, her husband and her home. She was actively involved with Canberra members of the Walford Old Scholars during the 1960s and 1970s.


Marjory died on 26 November 2006, aged 87. Colin survived her, passing away in June 2014 at the age of 95. In his will, he left a bequest to Walford, in memory of Marjory. We are sincerely appreciative of Mr and Mrs Williams’ generosity in bequeathing this gift to Walford for the benefit of future generations.