

**BURGMANN**  
ANGLICAN SCHOOL



# **ANNUAL REPORT**

**BURGMANN ANGLICAN SCHOOL 2020**



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## PRINCIPAL'S REPORT

2020 highlighted the extraordinary capacity of our school community. We commenced the year with the opening of the Early Learning Centre and concluded the year with the Year 12 Graduation at Llewellyn Hall. One could not have imagined the demands, challenges and opportunities that 2020 afforded.

Nothing galvanises the mind of a Principal quite like the understanding that a school needs to provide meaningful programs while students may not be able to physically attend. The staff worked stoically to ensure that Burgmann Online was prepared quickly and provided lessons appropriate to each year level. I believe that we managed five years' worth of professional learning in the space of two weeks.

Ensuring the wellbeing of students and staff throughout this period and beyond was also a priority. Over the course of the year we were blessed by having two experts help us in a variety of ways. One was Dan Haesler who worked with our students, in Middle and Senior School, leading the Being Burgmann program. I am grateful to Dan and his team for their work with our young people encouraging a benefit mindset and creating service opportunities for a cause greater than themselves.

The second person who gave extraordinary time to our school community was Dr Justin Coulson. Justin held sessions for students, staff and parents throughout the year, offering support and valuable insight on managing the challenges and pressures of lockdown, restrictions, online learning and social isolation. I encourage families to go to the portal and look for the link to Justin's website for your free membership of his Happy Family's Premium Membership. Justin's resources are excellent and provide additional support to families.

Despite the challenges of learning from home, our students were very supportive and worked assiduously, although most yearned for the face to face interactions of a typical school day. It was a blessing to hear the sound of student's voices and feel the vibrant energy within the school once the students returned and each day the students remained learning on site was precious and greatly treasured by staff.

Work continued on our development application for the Northern Road (which will allow additional parking adjacent to Delma View) and on the planning of the Middle School Design Hub which will allow for additional Year 6 and Year 7 classes, as well as some specialist classrooms, in 2022. These are exciting projects for the school as we look to meet the growing needs of the broader community whilst maintaining our focus on the culture and values that are the fabric of Burgmann.

I would like to acknowledge the work of staff over the course of the year, and in particular the School Executive Team; Melanie Spencer (Deputy Principal Wellbeing), Alison Easey (Deputy Principal Teaching and Learning), Damaris Falzon (Head of Junior School), Liz Craig (Head of Middle School), Ben Harris (Head of Senior School), Kym Reid (Head of Co-curricular) and Joel Anderson (Head of Operations). I am sincerely grateful for the continued support, leadership and expertise of the School Board led by Mrs Natalie Vandeppeer-Bradley, Chair.

**Steven Bowers**  
Principal



## BOARD CHAIR'S REPORT

The end of 2020 represented the successful conclusion of the 22nd year of operation for Burgmann Anglican School. Since the School's inception in 1998, there has been a dedicated focus on creating a strong sense of community and inter-connectedness between subsections of the School.

2020 highlighted the extraordinary capacity of our school community. The year commenced with the official opening of the Early Learning Centre and concluded with the Year 12 Graduation in Llewellyn Hall. One could not have imagined the demands, challenges and opportunities that 2020 afforded.

Some notable projects undertaken in 2020 included the development and implementation of Burgmann Online, providing meaningful and engaging age-appropriate lessons and content whilst also incorporating wellbeing programs and co-curricular activities for students.

As Burgmann looks toward its 23rd year of operations, the Board and School will continue to focus on ensuring the preservation of our unique Burgmann culture. With a focus on the Wellbeing framework and Positive Education principles, Burgmann aims to achieve its mission to produce educational excellence within a Christian context.

The Board is in the envious position of having a diverse group of qualified and respected individuals with a strong heart for the school. They bring a wealth of knowledge and expertise to Boardroom discussions. I would like to thank my Board colleagues formally for their continued commitment and support and acknowledge their extraordinary dedication and their willingness to contribute their time and skills to keeping the School on its path to excellence.


We have an excellent management team, led by our principal, Mr Steven Bowers. The Board would like to formally thank Mr Bowers as well as the school's staff for their support of teaching excellence and commitment to the wellbeing of its students.

A handwritten signature in cursive script that reads "Natalie Vandeppeer Bradley". The ink is dark and the signature is fluid and legible.


**Natalie Vandeppeer Bradley**

Board Chair


# EXECUTIVE STAFF 2020




**Steven Bowers**  
Principal  
Bachelor of Education,  
Diploma of Teaching, Master of  
Education Administration



**Alison Easey**  
Deputy Principal (Learning &  
Teaching)  
Bachelor of Education (Hons),  
Master of Education



**Damaris Falzon**  
Head of Early Childhood &  
Junior School  
Bachelor of Science, Master of  
Education Leadership




**Elizabeth (Liz) Craig**  
Head of Middle School  
Bachelor of Education, Master  
of Education



**Benjamin (Ben) Harris**  
Head of Senior School  
Bachelor of Arts, Graduate  
Diploma of Education, Master  
of International & Community  
Development



**Kym Reid**  
Head of Co-Curricular  
Certificate IV in Assessment &  
Workplace Training, Bachelor  
of Education, Master of  
Educational Leadership



**Joel Anderson**  
Head of Operations  
Bachelor of Business, CPA



**Melanie Spencer**  
Deputy Principal (Wellbeing)  
Bachelor of Arts, Graduate  
Diploma of Education, Master  
of Education

## MINISTRY

The Brooklyn Bridge completed in 1883, spans over 480 metres across the East River, connecting Manhattan and Brooklyn. At the time it was regarded as the longest suspension bridge in the world - quite a feat of engineering. During the fourteen-years of construction, the unexpected death of the original chief engineer, John Roebling, meant that his son Washington had to assume his father's duties.

However, due to his own crippling ill-health it was actually Washington's wife, Emily who was thrust into the limelight of this male-dominated profession to get the job done. She rose to prominence as an engineer herself, and assisted her husband when he was bedridden and unable to supervise the construction. Emily was the embodiment of practical compassion in the face of many, many challenges.

The year at Burgmann began with a significant staff retreat that focussed on the importance of community. Little did we know how significant this theme would become in the most extraordinary of years. Bishop Mark Short addressed the staff on the topic of *Community and the Christian Life*. This was supported by a following interactive session about building Christian community together. The highlight of the retreat was listening to Chris Heyward share about the Christian foundations of Burgmann Anglican School in his address, *The Soul of Community*.

In so many ways, 2020 proved to be a difficult year for many people across the globe, and after making our own adjustments to the changing landscape, our community began to look outward and assist those in need, adopting a benefit mindset. An phrase we often contemplate at Burgmann is, 'A cord of three strands is not quickly broken (Ecclesiastes 4:12).' For us, the three strands of the Christian life, learning and teaching, and wellbeing are much like the cables holding together the Brooklyn Bridge; collectively they are much stronger than the sum of their parts.

Through Ministry we sought to explore what it means to live a Christian life and one of the highlights of this year was being able to deliver a bus load (quite literally) of supplies, from families across the school, to Anglicare for distribution to Canberra families in need. Our donations had a big impact.



Chapels shifted from face-to-face events, to being recorded or live-streamed. The delivery mode changed but the message has stayed the same; we explored themes of resilience, compassion, being authentic and the significance of being honourable. Jesus' examples of care and compassion for those who were on the fringes of society highlighted, and then put into practice in charitable works. From Junior School through to Senior School, Bible passages, songs and messages were shared with students. The bridge between knowing the right

thing, and doing the right thing is strung through actionable compassion.

Junior School took on this challenge and looked globally in Term 3 by 'going without'; foregoing furniture, technology and really trying to connect and empathise with those in our world who struggle to have simple everyday items that we take for granted. Middle School finished the year with a Christmas Giving Tree providing food for families and presents for children. Senior School brought back the new and improved B-Salt Cup, with a basketball and football tournament that was supporting Anglicare by bringing in further donations.

The School's ministry to families included strong pastoral care and ongoing support for the learning and wellbeing of students in a challenging time. It was also the privilege of the Ministry Team to support the wellbeing and spiritual needs of the Burgmann staff team.

## LEARNING & TEACHING



We are very blessed to live in this country and in this city. We have always known this, but the circumstances of 2020 were a clear reminder of our strength and safety as a community. So many members of our school community have relatives and friends across the globe whose circumstances this year have been far more challenging and in sharp contrast to our own.

In many communities where, home-based learning was the preferred long-term option when schools cannot operate face-to-face, the importance of the school-family connection was highlighted as central to supporting the learning and wellbeing of students in this time of uncertainty and unpredictability. Schools are not separate or isolated from the societies they serve. In fact, they are often a beacon of hope, stability and caring that people turn to in uncertain times, and it is the staff and leadership of each individual school who have worked tirelessly throughout 2020 to ensure that this remains the case.

Our community at Burgmann met these challenges of 2020 with realistic optimism, ready to be flexible and creative in response to changing external circumstances, while remaining firmly focused on our core business of educating the children and young people in our daily care while keeping them safe and healthy. During the weeks of Burgmann Online, teachers and support staff worked tirelessly to maintain meaningful learning with students, trying new and creative ways to build rapport and engagement in a virtual environment. For many of us it became clear at this time just how the relational and social nature of learning helps to motivate and support learning for both students and for adults.

The energy created by being together in a classroom was part of the magic that was hard to replicate when online. It was so much harder to stay motivated and positive when physically isolated from others. Listening to others' ideas and understandings helps each of us to challenge and extend our own perspective — this is when learning happens.



While online, teachers employed a range of strategies to build connection with students depending on their age; small group Zoom sessions for discussion, individual check-ins with families and a range of online drop-in tutorials for older students all provided support for learning. Once on-campus learning returned, the opportunity to re-establish classroom routines and collaboration were embraced by both teachers and students.

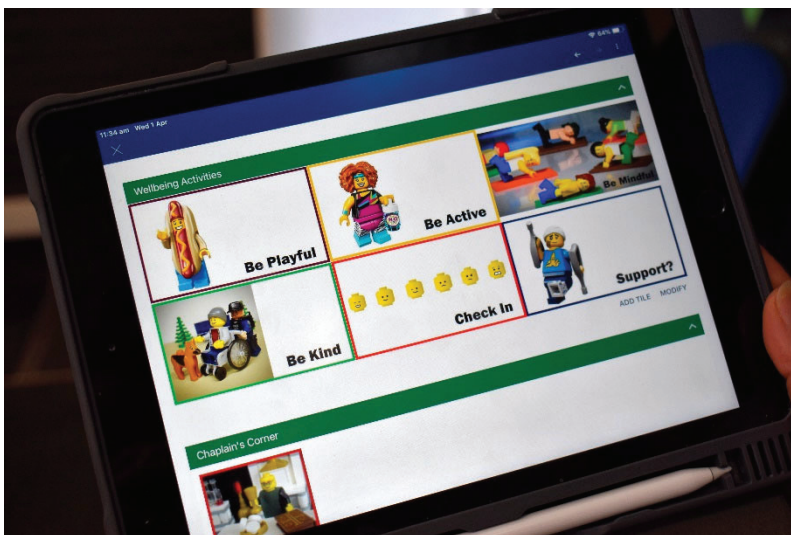
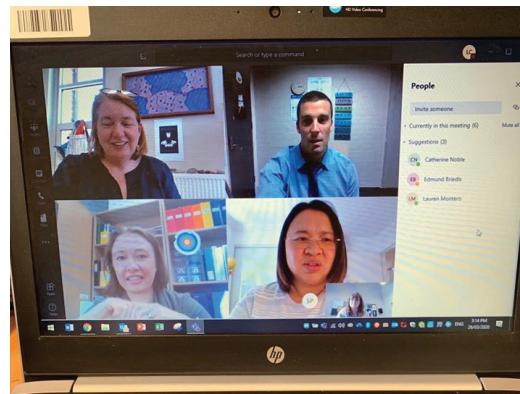
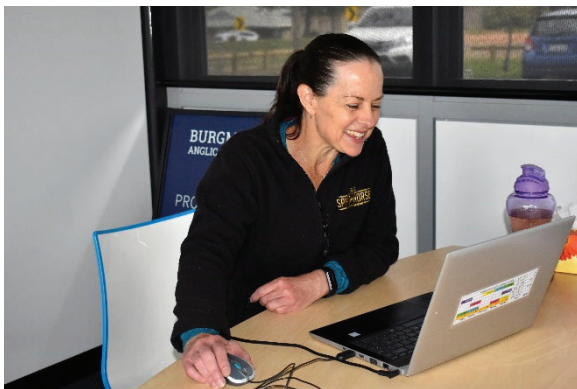
Burgmann has always been a place that recognises the importance of community and relationship for the development of young people, and we focused on how to foster strong social cohesion through our classroom culture during our school-based professional learning in July.

***‘Cohesion is the powerful social glue that turns us from human beings into people. It is the glue that binds us to every element of our social context. When there is strong healthy cohesion in classrooms and school communities, staff and students feel connected to those around them... They feel they belong, that they are part of the team, with shared values and a shared sense of what is normal.’***  
(p91, 2018, Street)

As part of our 2020 learning programs, we appreciated our local resources and community by keeping excursions and activities close to home. We hosted local guest speakers and used local nature reserves for outdoor experiences, to connect classroom learning with community and environment. Canberra has so much to offer in this respect.

There were also new international opportunities for students and staff learning with so many global conferences and other learning opportunities developing rapidly to provide conferences and online excursions without the time and expense of travel. These opportunities provided new perspectives as well as connections to others across the globe.

Reference: (2018) Street H, Contextual Wellbeing. Creating positive schools from the inside out. Wise Solution Books, Australia



## WELLBEING

At the beginning of 2020 staff and students at Burgmann continued to contemplate what it means to be part of the Burgmann community, to relate to each other in positive and healthy ways, and to faithfully seek to embody the School's motto of grace, commitment and wisdom.

In 2019, similar thoughts were articulated in a new set of norms by which we choose to work and learn together. We intentionally make the choice to be honourable, to be respectful, to be authentic, to be reliable and to embrace challenges. At the beginning of the year, however, we had little idea about what embracing challenges would become for us.

An embrace is one of the most loving things we can offer to another human being. When an embrace is exchanged between people in a significant relationship it is usually taken or received with eagerness and warmth. This tends not to be the way we always think about challenges. Indeed, sometimes we recoil from challenges or try to shelter others from them — even when a challenge may prove beneficial. So, what to do with the concept of embracing the challenge of 2020? How does one lean into such a challenge with eagerness and warmth? It seems by being Burgmann... by operating relationally and out of the strength of community.

When March 2020 arrived, rather than being deterred by the challenge that the prospect of online learning would bring, teaching staff stepped eagerly (if not with warmth then with the joy of novelty) into the worlds of Zoom, Teams, ClickView and the School Portal in the most innovative and creative ways. We jested about such a thing becoming a reality, yet when it did, the staff rose again. It was an incredibly exciting time to be an educator. Even though we felt we had been thrust back into our first teaching year, we were there together.

In 2020, the Junior School wellbeing program focussed on making the language of our School norms accessible to our younger students. Most Junior School students embraced the challenge of accessing the portal for the first time (as did their parents) where they learned about mindfulness, building a growth mindset and drawing on one's strengths. These little ones also had the opportunity to access age appropriate stories, songs and film to support their wellbeing. It was a delight to engage with the School's psychology team as they developed a series of webinars to enhance the wellbeing of our youngest community members.

Our Middle School students were among the first to embrace the challenge of online learning through a Zoom trial from home. When this proved successful, they embraced the next challenge, which was to work towards developing a benefit mindset under the coaching of Dan Haesler and the Cut Through Coaching team in a project titled, "Being Burgmann". In an environment where the propensity to turn one's focus inward was very real, the wellbeing program of the Middle School worked with Dan and his team to develop meaningful and authentic projects designed for the benefit of others. Some of these included collecting plastics to be used in the production of prosthetic limbs, authoring and publishing a novel for unwell children, and the "Be Kind" project.

Senior School students also accessed the Being Burgmann project. They had the opportunity to hear from a range of influential Australians about the importance of embracing challenges and the reciprocal benefits this can bring for self and others. Perhaps one of the most poignant messages they received was from Australian Olympic cyclist, Anna Meares, who shared her story of embracing the challenge of getting back on the bike after significant injury.

It was a delight to support the parents of the Burgmann community in 2020 through the wellbeing links on the School Portal, the weekly parent webinars with Dr. Justin Coulson, the check-ins from teachers, the access to the School's psychology services, and connecting people to external health services.

## PROFESSIONAL LEARNING & ACCREDITATION

During 2020, Burgmann teachers continued to engage in a wide range of professional learning experiences aimed at improving teacher practice, student learning and student wellbeing. Teachers participated in the following programs.

**Wellbeing for Learning: Strengthening the Cords** — a TQI accredited program focused on behavioural theory and best educational practice.

Teaching staff from the full range of sub schools undertook professional learning about building class cohesion and student wellbeing for learning. As Term 1 dawned, many classroom teachers created beautiful and welcoming learning spaces for students in recognition that the spaces around us can have a positive impact on our sense of wellness at school. The concept of “circle time” (a strategy for developing healthy student to student communication) was introduced across the school and we continued to develop our positive behavioural approaches.

**Learning for Wellbeing: Pedagogy That Builds Cohesion**— a TQI accredited program about teaching expertise and high impact teaching strategies.

As part of the whole school learning priority to build positive and effective classroom cultures of learning by improving classroom pedagogy, teaching staff from the full range of sub schools undertook professional learning to review and reflect upon research into teaching strategies that promote cohesion. There was also opportunity to learn from colleagues’ professional experience and to identify opportunities to improve planning and practice.

In addition to sub-school and whole school professional learning, individuals participated in a range of programs including first aid training, work health and safety training, child protection and safeguarding training, as well as continued curriculum learning relating to Australian Curriculum, technology, student needs, differentiation and leadership.

As in past years, Burgmann staff continued to contribute to the wider educational community through bodies such as the Association of Independent Schools ACT, the ACT Teacher Quality Institute, the Association of Independent Schools NSW, Adolescent Success, Happy Families, and the Positive Education Schools Association (PESA).

A number of teachers also achieved accreditation in 2020 at the levels of Proficient Teacher, Experienced Teacher and Professional Excellence. These accreditations are recognition of each individual’s professional practice as measured against a set of professional standards and we congratulate them on their achievement.

## ENRICHMENT

In 2020, the Director of Enrichment, the Enrichment teachers and Enrichment assistants continued to provide quality support students across all sub schools. Adjustment Plans and Individual Learning Plans were developed to support students who needed adjustments to maximise their learning. These plans and adjustments were developed in consultation with parents, implemented by classroom teachers, and monitored and reviewed over the course of the year.

In addition to managing individuals' learning needs, Enrichment staff also worked with teachers to develop inclusive teaching and learning strategies and differentiated instruction. Extension opportunities were also provided.



## CO-CURRICULAR

2020 proved to be a year of creativity and flexibility for the co-curricular program at Burgmann. While limitations on public gatherings, attendance at sporting events and a prohibition on singing were challenging, there was opportunity to reimagine ways to keep students involved in the co-curricular program.

During the period of online learning through to the end of Term 2, Online Clubs became available to students. The activities and clubs included an

interesting mix of academic interest, personal challenge, competition, wellbeing, fitness, fun and personal development. For the first, and perhaps the last time, the School Musical, *Oklahoma!*, became an online showcase of selected songs that students were able to perform in costume and with stylised dance movements.

Despite all the challenges, co-curricular registrations remained steady with numbers in permitted activity represented as follows:

- *School Musical (Oklahoma!)* 50
- *Duke of Edinburgh Award* 81
- *Sport* 600

Three students were recipients of a Bronze Duke of Edinburgh Award and two students received Silver Duke of Edinburgh Awards.

# STUDENT INFORMATION

## ATTENDANCE

At the end of 2020 there were 1516 students enrolled at two campuses. 88 students were enrolled in the pre-school program. 1472 students were enrolled from Kindergarten to Year 12 (726 females and 746 males).

The attendance rate for the year was 95.5%. Non-attendance was managed by the school in line with our Attendance Policy which is available on the school website.

Year Level	Male	Female	Total	Attendance Rate
Kindergarten	50	50	100	95.60%
Year 1	53	51	104	95.20%
Year 2	59	52	111	95.80%
Year 3	67	45	112	95.80%
Year 4	58	54	112	96.40%
Year 5	55	55	110	96.00%
Year 6	58	55	113	96.20%
Year 7	54	58	112	95.50%
Year 8	57	54	111	94.70%
Year 9	72	69	141	94.00%
Year 10	64	67	131	94.20%
Year 11	60	55	115	96.60%
Year 12	39	61	100	95.70%
<b>K-12 Totals</b>	<b>746</b>	<b>726</b>	<b>1472</b>	<b>95.50%</b>

## YEAR 12 RESULTS

Many students excelled academically in 2020. The School congratulated Eleanor Crnkovic on being awarded the Dr Beth Heyde Excellence Award as Dux of the school with an Australian Tertiary Admission Rank (ATAR) of 98.30.

### Year 12 Statistics:

- 96% of the students who received a Year 12 Certificate also received an ATAR
- 14% of Burgmann students received an ATAR of 95 or above
- 33% of Burgmann students received an ATAR of 90 or above
- 60% of Burgmann students received an ATAR of 80 or above (required for direct entry to ANU)
- 86% of Burgmann students received an ATAR of 65 or above (required for direct entry to UC)

### The following students achieved an ATAR of 95 or above:

Eleanor Crnkovic	98.30	Jessica Tang	96.40
William Carey	98.15	Natasha Sherman	96.10
Sharon Ponnampalam	97.80	Diya Sabharwal	95.70
Ruba Nazzal	97.50	Benjamin Dichiera	95.40
Lachlan McNamara	97.05	Can Cevik	95.40
Yichen Li	96.90	Alyssa Cahill	95.35
Cameron Fisher	96.80	David Allen	95.10

## YEAR 12 POST SCHOOL INTENTIONS



University Offers	<b>94</b>
CIT/Other	<b>6</b>
Traineeship/Apprenticeship	<b>1</b>
Travel/Overseas	<b>0</b>
Work	<b>2</b>
Total	<b>103</b>

## **SCHOOL PERFORMANCE IN NATION-WIDE TESTS & EXAMINATIONS**

NAPLAN testing was not conducted in 2020.

## **PARENT STUDENT & STAFF SATISFACTION**

During and after the period of online learning, a 13-question survey was conducted. Current parents (n=1520) of Burgmann Anglican School (P-12) were invited to provide feedback on Burgmann Online. The purpose of the survey was two-fold:

- to gain insight into parent perceptions of Burgmann Online and garner valuable feedback for continuous improvement; and
- to establish a benchmark to measure against future parent satisfaction levels.

## **RESPONSE RATE**

A target response rate of between 350-400 individual parents (approx. 25%) was set as an objective to ensure a high confidence level and small margin for error. This survey achieved participation of 566 (37%) ensuring a high degree of confidence (95%) and a low margin of error (3%).

## **SATISFACTION**

The overall satisfaction rating for the Burgmann Online experience was 4.2 out of 5.0.

## **FEEDBACK**

More than 2000 comments were made — the majority were either positive, grateful, or constructive in their feedback.

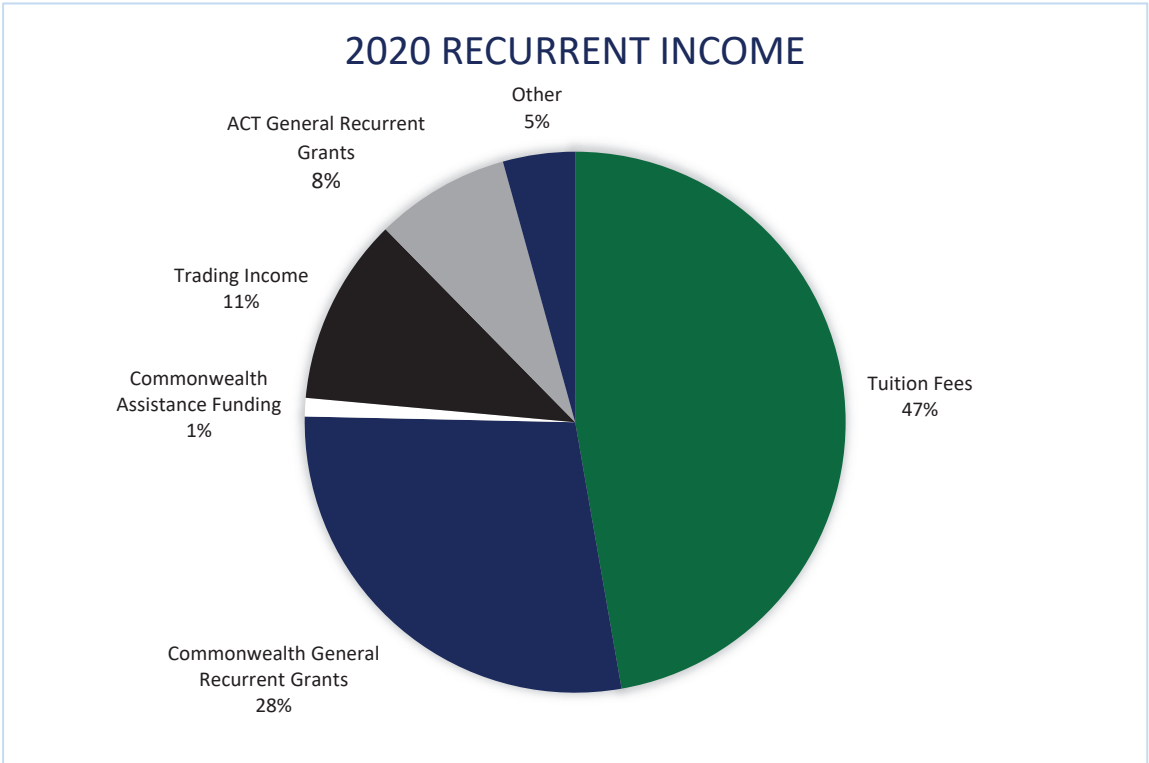
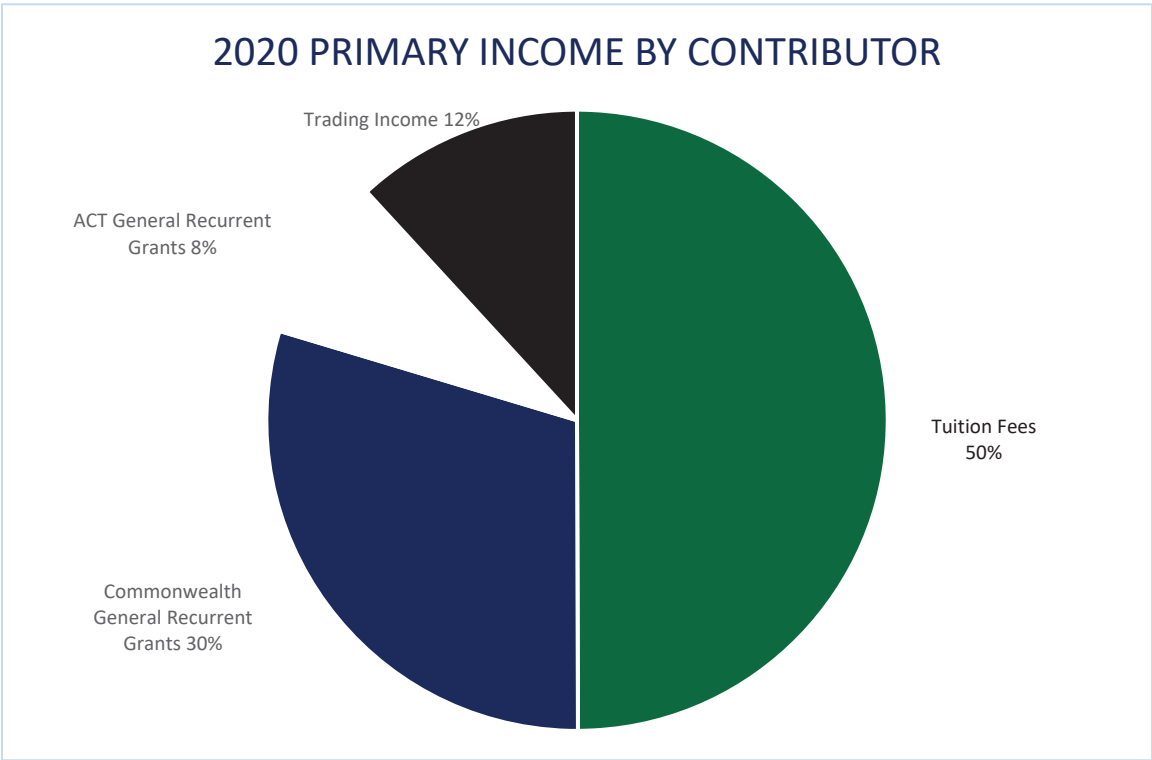
Students in Junior School again completed the Positivity Institute's flourishing scale twice over the course of the year which provided feedback to staff about how to target their learning and wellbeing needs.

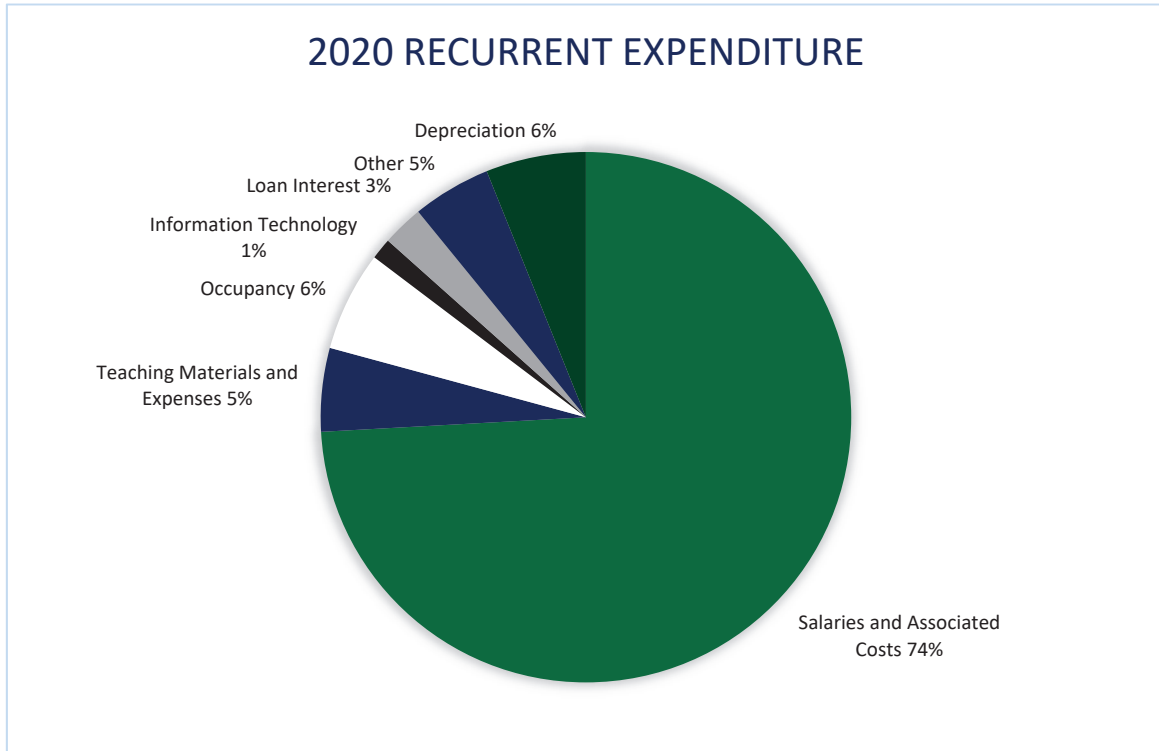
Students in the Middle School completed the VIA character strengths survey and acted on the results to leverage their strengths in both their academic and co-curricular learning programs.

The Principal met individually with the majority of Year 11 students and encouraged them to discuss their study programs and matters of importance to them. Year 12 students completed a student satisfaction survey at the conclusion of the year. While we were not able to hold usual alumni reunions in 2020, alumni continued to engage with the School and to make valuable contributions to the community.

Staff feedback from professional learning days and wellbeing initiatives indicated gratitude for strong School support for ongoing professional development and an appreciation of the high quality of professional learning programs delivered by the School. Staff continued to have access to the school's Employee Assistance Program, and again, feedback indicates this is something highly valued by the staff.

**SCHOOL INCOME BY FUNDING SOURCE**





### FINANCIAL RESULT

In 2020, the School recorded an operating surplus of \$1,001,827. Approximately 47% of the School's income was contributed by parents through School tuition fees with Federal and State Government providing around 37% and the balance coming from donations and trading activities (Early Learning Centre, Outside School Hours program, holiday program, canteen and uniform shop).



### CAPITAL WORKS

Several building and landscaping projects were completed throughout 2020. These included:

- upgrades to Junior School multi sports court;
- upgrades to Senior School courtyard areas;
- improving digital literacy of students by continuous investment in Information Technology Resources (including: classroom equipment and professional learning opportunities);
- improving outside learning spaces; and
- painting, repairs & equipment replacement.

### STAFF

At the date of the Commonwealth Census in August 2020 the School had 126 teachers (113.70 FTE) and 65 non-teaching staff (50.20 FTE). One staff member identified themselves as of Aboriginal or Torres Strait Islander origin.

### Industrial Movements

During 2020 there were pay increases of 2.5% for both Teachers and Support Staff.

