

BURGMANN
ANGLICAN SCHOOL



ANNUAL REPORT

BURGMANN ANGLICAN SCHOOL 2021

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PRINCIPAL'S REPORT



2021 was another extraordinary year, filled with challenges and opportunities for students, staff and parents when once again, the school was required to quickly pivot Burgmann to online learning. I am immensely proud of the creative learning and teaching programs developed to engage students across the school. The teaching and support staff worked tirelessly and I commend them on their dedication and commitment to the students.

Our students were encouraged and challenged both within and beyond the classroom. The joy and enthusiasm of our younger students is palpable and I am often captivated by their great passion for learning and play. The Year 12 2021 graduates have much to be proud of showing great resilience throughout two very challenging years of their senior secondary education. I commend them for their work ethic and determination to fulfil the requirements of the Board of Senior Secondary Studies and complete their formal schooling at Burgmann with positivity despite the many modifications to their learning programs and assessments.

During 2021 the school was very grateful to the parents who worked alongside teachers, staff and students in a variety of activities from reading groups and excursions, as managers or coaches in co-curricular sport or involvement in the Professional Connections program speaking with senior students about their careers. 2021 has seen the construction of the Middle School Design Hub which will be completed in January 2022 in readiness for our additional intake of Year 6 and Year 7 students. The Northern Road extension at the Valley Campus will begin in 2022, allowing for additional parking and improve safety for students and staff.

As I conclude my time as principal of Burgmann Anglican School, I am heartened by the culture of great warmth and community support at Burgmann. I welcome Leonie Harwood as third principal of Burgmann Anglican School and am confident the Board has selected a leader who will nurture the school and inspire our community.

It has been my great honour to serve the Burgmann community over the past 13 years and I thank students, parents and staff for your support of me and the school. I commend the members of Burgmann's School Board, giving generously of their time and expertise. I especially thank Natalie Vandeppeer-Bradley for her endless support as she concludes her time as Board Chair and I welcome Heather Walsh, current deputy chair, to the position in 2022.

I would particularly like to acknowledge the tremendous support of the Executive Team: Alison Easey (Deputy Principal Learning and Teaching), Melanie Spencer (Deputy Principal Wellbeing), Damaris Falzon (Head of Junior School), Liz Craig (Head of Middle School), Ben Harris (Head of Senior School), Kym Reid (Head of Co-Curricular), Alex Abecina (Head of Ministry) and Joel Anderson (Head of Operations). Their work in respective parts of the school, as well as collectively looking at the whole school perspective, is invaluable and I commend them for their passion and commitment.

A handwritten signature in cursive script that reads "Steven Bowers".

Steven Bowers
Principal

BOARD CHAIR'S REPORT

The end of 2021 represented the successful conclusion of the 23rd 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.

2021 once again highlighted the extraordinary capacity of our school community. COVID safety protocols remained in place throughout the year, restricting many programs both within and beyond the classroom. Burgmann Online continued to be refined, providing meaningful and engaging age-appropriate lessons and content during lockdown periods, whilst also incorporating Wellbeing programs and co-curricular activities for students.

The Development Application for the Northern Road, which will allow additional parking adjacent to Delma View, was approved and construction began on the Middle School Design Hub allowing 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.



In March, Steven Bowers advised the school community that he would be retiring as Principal at the conclusion of 2021. Steven has been an outstanding Principal at Burgmann since April 2009 and under his guidance and vision, the School developed into two beautiful, fully equipped, locations in Valley and Forde with a modern, contemporary built environment including the Early Learning Centre which opened in 2020.

Steven leaves the School in excellent hands with a highly qualified and experienced Senior Executive management group in place. They are ably supported by a motivated and professional teaching team and support staff. We congratulate Steven on this outstanding legacy and thank him sincerely for his guidance, experience, and knowledge as our School has grown and matured under his steady

hand. Burgmann would be a very different place today if it were not for his humble and thoughtful leadership. From my position as Chair of the Board, it has been a privilege to work with such a high-quality, effective, and steadfast professional.

After an exhaustive national search, the Burgmann Anglican School Board appointed Ms Leonie Harwood as Principal from Term 1, 2022. Her breadth of experience, energy, and enthusiasm for educating young people, coupled with a strong faith, shape her choices in life and drive her work, making her an ideal fit to lead Burgmann. Leonie previously held the position of Deputy Principal and Head of Senior School at St John's Grammar School, an Anglican ELC to Year 12 school in the Adelaide Hills in South Australia. She brings with her more than two decades of education and leadership experience across a number of Independent and Regional Schools throughout South Australia.

My tenure as Board Chair concluded in December 2021, with Heather Walsh appointed Board Chair from January 2022. 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.

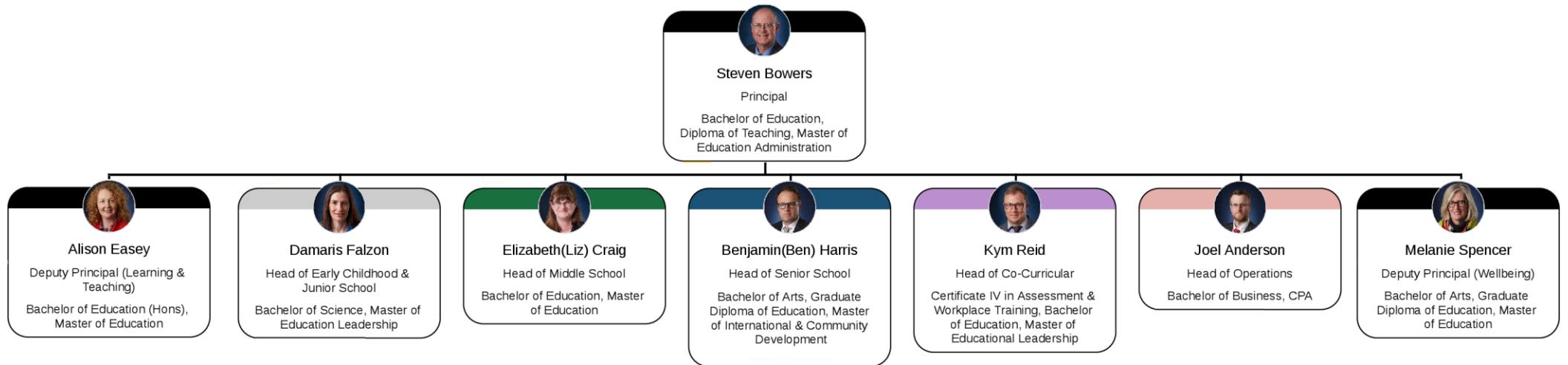
As Burgmann looks toward its 24th year of operations, the Board and School will continue to focus on ensuring the preservation of our unique Burgmann culture. With a focus on the Wellbeing framework and Positive Education principles, Burgmann aims to achieve its mission to produce educational excellence within a Christian context.

The Board would like to formally thank Mr Bowers for his many years of service and welcome Ms Leonie Harwood as third principal of Burgmann Anglican School. We acknowledge the tremendous work of the school's staff in their support of teaching excellence and commitment to the wellbeing of its students.

A handwritten signature in cursive script that reads "N. Vandeppeer Bradley". The signature is written in dark ink and is positioned above the printed name and title.

Natalie Vandeppeer Bradley
Board Chair

EXECUTIVE STAFF 2021



MINISTRY



Jesus is remembered for saying that no one would ever light up a lamp only then to hide it under a basket. Rather, a lamp is meant to be placed high on a lampstand so that it can provide light to the whole room. Unless it is allowed to shine and illuminate everything in its surroundings, it's not fulfilling its purpose.

Jesus was illustrating what it means to follow him. He was encouraging his followers not to hide themselves away, or to be self-serving, but to 'be light' to the whole world and so live up to their calling. Being a Christian community that puts Jesus' teaching into practice, shaped the ministry direction at Burgmann in 2021.

Chapel services continued to encourage students to reflect on Jesus' teachings and the Christian life. In Middle School, students reflected on the value of human life made in God's image, how this informs their understanding of human capabilities and shapes our response to human poverty. They also heard from an Anglicare guest speaker who promoted the Winter Appeal, and from Byron Steele of Gungahlin Anglican Church, who reminded students that though human beings are infinitesimally small compared to the size of the universe, God loves each one of us individually. Bishop Mark Short joined us at our Staff Retreat and the annual Easter Service.

A significant part of what it means to Be Burgmann is to offer charitable support beyond our immediate community. As usual, the Burgmann community continued to offer support to the Anglicare Winter Appeal, raising food and other supplies for those who are vulnerable during the Canberra winter.

In Middle School, some of the Ginninderra Award students designed posters to promote the Winter Appeal which proved very effective, with Middle School supplying a very large amount of food and clothing to complement donations from Junior School and Senior School.

In Junior School, charitable activities included making 50 solar light kits for children in Vanuatu, supporting Karinya House, Hands Across the Water and Sydney Children's Hospital. Students in Years 3 to 5 also participated in World Vision activities aimed at building empathy with people living in poverty by undertaking the Go Without Challenge, the Walk for Water Challenge and the Eat Only Rice Challenge.

The Junior School GULP lunchtime group met regularly to enjoy playing games, to read the Bible together and to pray for one another and for the school. Even the COVID lockdown in Terms 3 and 4 couldn't hold the GULP group back as they continued to meet online for support, encouragement and fun times together.

In support of our students from Defence Forces families, we continued to run our lunchtime Defence Clubs across Junior, Middle and Senior Schools, where students had opportunities to discuss local and world events of direct relevance to them. ANZAC Day was commemorated in three separate services across the school, incorporating live music and involving the Burgmann Air Force Cadet unit, who presented the catafalque party.

LEARNING & TEACHING

“To be a teacher at Burgmann Anglican School means that through our individual actions each day we strive to uphold the following fundamental professional practices to improve the learning of each student in our care.

A Burgmann teacher seeks to integrate the Christian Life into their professional teaching practice. Therefore, a Burgmann teacher demonstrates:

***Grace** to contribute toward a Christian culture that cares for students*

***Commitment** to love and to know our students – who they are, and how they learn*

***Wisdom** to translate professional knowledge into effective teaching*

***Integrity** to give an accurate and truthful account of individual student learning and wellbeing*

***Curiosity** to continually learn and hone the craft of teaching*

***Trust** to participate in a genuinely collaborative educational community*

***Courage** to respond and adapt to the complexities of teaching and learning”*

The grace, commitment, and energy of Burgmann staff, both teaching and non-teaching is evident each day within our school, and it was an abundant blessing when, in August, remote learning became necessary. All that we learned in 2020 was quickly re-implemented and enhanced so that learning could continue with very little disruption.

The imagination and creativity of the staff was a fantastic example for students as everyone explored new ways to stay connected via Zoom classes, and community events such as Chapel and Assembly. Book Week, charity activities and co-curricular provided opportunities for students and staff alike to share common interests, help others and feel a sense of belonging despite being physically separated.

We are also grateful to the many families who supported teachers and encouraged their children to be resilient and curious learners throughout this time.



We are looking forward to welcoming new students and families into Burgmann’s learning community in 2022 and have spent considerable time and energy planning for this expansion. In addition to needing additional learning spaces, we have also been renewing timetables and curriculum so that we are able to preserve our strong learning focus while embracing the new initiatives that this change enables. Thank you to the staff who continue to collaborate and plan to ensure that the new students will quickly embrace what it means to be a Burgmann student.

It is the insatiable curiosity to learn and excel, coupled with a sense of humility and service that characterizes a Burgmann teacher. When this is coupled with humour and hope, we get to see what it looks like to Be Burgmann.



WELLBEING

It is the quality of our relationships with each other, and the positivity of those connections, that make the most difference for wellbeing. **Dr Sue Roffey**



‘Being’ is central to humanity. We are literally human beings. We exist to be... here, in this place, at this time, in relationship with each other. In reflecting on what it means to be Burgmann, it’s impossible not to arrive quickly at a place of understanding this means to be in right and positive relationship with each other... parent to student, student to teacher, teacher to parent... global pandemic or no.

While it’s impossible not to reflect on the impact of COVID-19 on school relationships throughout 2021, it may well be beneficial to reflect on the importance of relationship despite COVID and what it means to be together no matter what. This is what students said:

Being Burgmann is having fun learning. It is seeing your friends and playing with them. It is caring for your friends and teachers. Being Burgmann is learning to be brave and doing things together. It is joy, fun and learning.

Being Burgmann is being a community. It is using all your character strengths and being a role model, someone who is reliable and authentic.

Being Burgmann is when we make mistakes, we learn from them. It is feeling safe because our teachers take care of us.

These are such encouraging words which suggest the quality of our relationships at Burgmann is strong and so we hope that the positivity of those relational connections is having an equally positive impact on the school’s collective wellbeing.

In 2021 teaching staff from the full range of sub schools undertook professional learning about positively primed classrooms and the ways our collective identity as a school community contributes to the wellbeing of the school. In the words of Parker Palmer, “we teach who we are” and with this in mind, much of the professional learning for Burgmann staff was focussed on supporting the “being” and well-being of those within our community. Throughout the period of online learning, staff were supported with regular check-ins, a delicious care package from Three Mills Bakery and a range of wellbeing seminars led by Dan Haesler, Tim Perkins, Daniela Falecki and Dr. Helen Street.

The Junior School program focussed on the value of embodying our School norms. Students participated in a range of every day learning activities designed to develop interpersonal skills and a sense of belonging through the use of “circle times”. Our Middle School students continued to focus on developing a benefit mindset – building a growth mindset for the benefit of others. They were also encouraged to use their character strengths to advance their learning and to build positive relationships with each other. Following the Berry Street Education Model, Senior School students began the year learning about the importance of relationship, connection and consistent predictable routines in being prepared for learning. Their learning was supported by the integration of theories of wellbeing within day to day classes.

PROFESSIONAL LEARNING & ACCREDITATION

Ongoing professional learning is central to all professions and Burgmann teachers enthusiastically engage in learning that is designed to update their knowledge and skills, to deepen their understanding of how students learn, and to contribute to the School’s strategic priorities to be a place of excellence. The titles of our whole school mini-conference days provide insight into these strategic priorities ‘Critically Reflective Wellbeing Practice’ and ‘Impactful Pedagogy: Continuing a research informed conversation’. At these TQI accredited events, Burgmann teachers both lead and participate in collegial learning, blending research with practical experience as we develop a culture where our intentions and actions support learning and wellbeing seamlessly.

During 2021 individuals continued to access a range of professional learning programs and resources, many of which are now available online. The changing nature of professional learning has the advantage of being more flexible and targeted to the professional learning goals set by each individual. While some staff benefited from the ongoing and impactful professional learning available through the ACTAIS, many others focused on areas such as positive education, visible learning, language and literacy, understanding autism, the adolescent brain, digital technology and aboriginal perspectives.

In addition to regular and ongoing engagement in professional learning, six teachers were awarded Experienced Teacher accreditation through the ISTAA. This is a significant professional accomplishment involving an 18-month process of self-reflection against professional standards, that culminates in a significant portfolio of evidence from their professional practice. Success in this accreditation affirms a teacher’s expertise and often provides direction for future opportunities and learning.

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).

ENRICHMENT

In 2021, 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

2021 proved to be another 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 in Terms 3 and 4, the co-curricular Music program and Online Clubs continued to be available to students through Zoom. The activities included an interesting mix of academic interest, personal challenge, competition, wellbeing, fitness, fun and personal development. Despite all the challenges, co-curricular registrations remained steady.



STUDENT INFORMATION

ATTENDANCE

At the end of 2021 there were 1534 students enrolled at two campuses. 44 students were enrolled in the pre-school program. 1490 students were enrolled from Kindergarten to Year 12 (738 females and 752 males).

The attendance rate for the year was 96%. 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
Pre-Kindergarten	22	22	44
Kindergarten	50	50	100
Year 1	51	53	104
Year 2	59	52	111
Year 3	56	54	110
Year 4	65	47	112
Year 5	57	55	112
Year 6	55	55	110
Year 7	56	55	111
Year 8	57	57	114
Year 9	67	69	136
Year 10	68	68	136
Year 11	58	68	126
Year 12	53	55	108
P-12 Totals	776	758	1534

YEAR 12 RESULTS

The Class of 2021 is commended for their outstanding achievements. The commitment and dedication shown by the Class of 2021 in supporting each other and remaining focused on their studies has resulted in Burgmann's best results in its 23-year history.

The Dux for 2021 was Shree Baskar with an ATAR of 99.55.

The median ATAR and TES results have continued to rise at Burgmann with the Class of 2021 achieving a Median ATAR of 83.70 and a Median TES of 580.

These wonderful results reflect our whole community. An enormous congratulations to the students who worked so hard and kept revising even after receiving early entrance offers to their preferred University. It is also a reflection of the encouragement and support of the parents, who provided care throughout the ups and downs of a year 12 school year.

Finally, these results reflect the grace, commitment and wisdom of the staff at Burgmann. Thank you to all the year 12 teachers for their dedication in 2021, and to all the teachers for inspiring and nurturing our students across every year of their schooling. Congratulations to Mr. Bowers and Mr. Harris for their leadership that enabled these students to flourish.

Burgmann is proud of the achievements of all our Year 12 students. Our students leave Burgmann with much greater successes and achievements than can ever be quantified by an ATAR. This score is one milestone in their personal journey. We are so proud of the diverse paths our graduates will now take. Some have already begun their apprenticeships. Others have set their sights on further study, pursuing their interest in Medical Science, Engineering, Mathematics, IT and so many other areas.

YEAR 12 STATISTICS:

- 93% of the students who received a Year 12 Certificate also received an ATAR
- 5% of Burgmann students received an ATAR of 99 or above
- 25% of Burgmann students received an ATAR of 95 or above
- 35% of Burgmann students received an ATAR of 90 or above
- 63% of Burgmann students received an ATAR of 80 or above (ANU)
- 87% of Burgmann students received and ATAR of 65 or above (required for direct entry to UC)

YEAR 12 POST SCHOOL INTENTIONS

University Offers	96
CIT/Other	3
Traineeship/Apprenticeship	6
Travel/Overseas	1
Work	8
Total	114

SCHOOL PERFORMANCE IN NATION-WIDE TESTS & EXAMINATIONS

OVERVIEW

2021 is the third year that Burgmann students have completed NAPLAN Online as part of the national implementation of online testing. These national tests were not conducted in 2020 due to the COVID-19 pandemic as schooling had been interrupted by online learning in March and April. The implication is that the dataset is disrupted, and this can be seen in the longitudinal analysis in this report and in future years.

The 2021 testing schedule was completed in May as planned as schools across Australia were operating on campus learning. As ACT schools only experienced approximately 6 weeks of online learning during 2020, it is not anticipated that Burgmann's 2021 NAPLAN data will be adversely impacted by this disruption. The broader impact of the ongoing global pandemic on all aspects of Australian society, community and economy are unknown, and potential impact on schools and student learning in literacy and numeracy will need to be monitored into the future.

The availability of the 2021 dataset was delayed as a result of the COVID-19 Delta outbreak, particularly in NSW. The Australian Capital Territory also experienced a COVID-19 Delta spread, resulting in ACT-wide shut down and schools moving to online learning from mid-August.

Preliminary data was available through NAPLAN Online site (using the SSSR data) from late August. The data analysis software provided by the Testing Authority known as SCOUT (previously SMART) was made available on 10 September 2021. Parent paper reports were also delayed, arriving at the school on 16 September and mailed to parents on the last day of Term 3.

The Year 5, Year 7 and Year 9 cohorts for 2021 participated in NAPLAN online in 2019. The Year 3 Writing test continued to be paper-based, while all other testing was online.

Definitions:

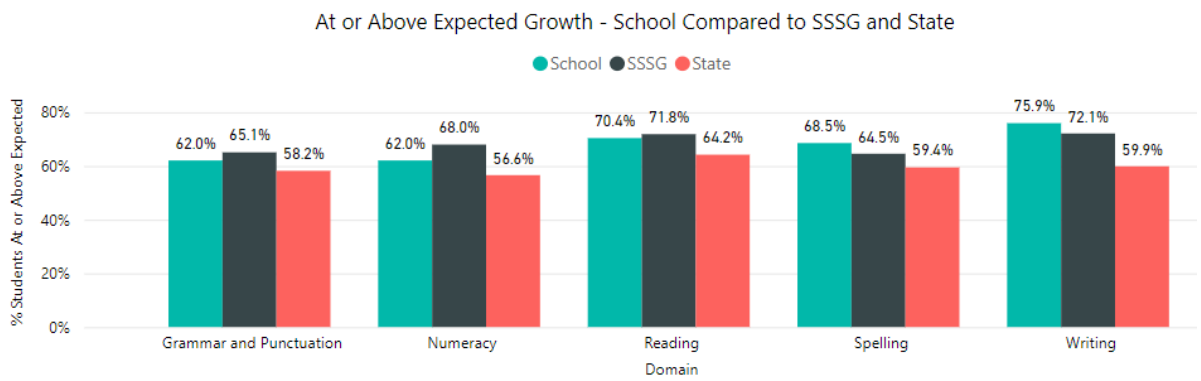
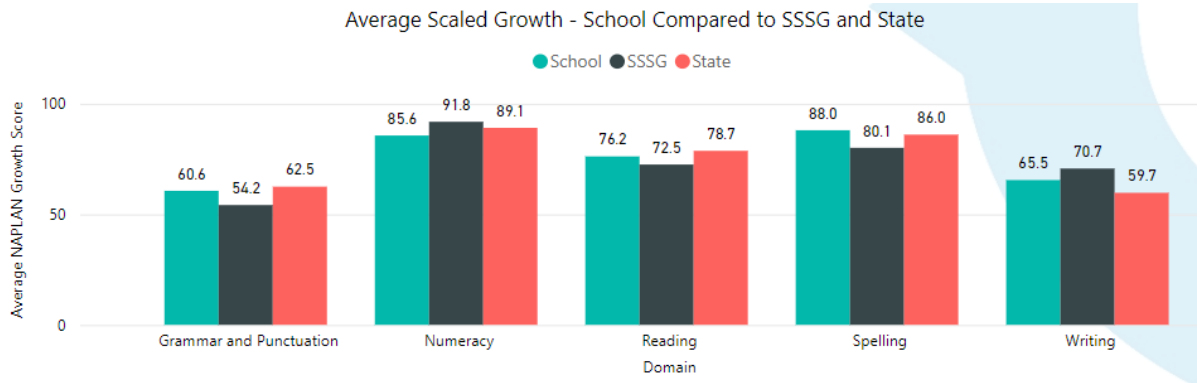
- **State:** refers to all schools in the combined NSW and ACT dataset
- **SSSG:** refers to a group of schools (limited to the NSW-ACT dataset) with most similar ICSEA scores. There is no way of identifying which schools form this group. Note that this is different to Similar School definition for My Schools website which uses national data and is provided by a Commonwealth authority.

GROWTH

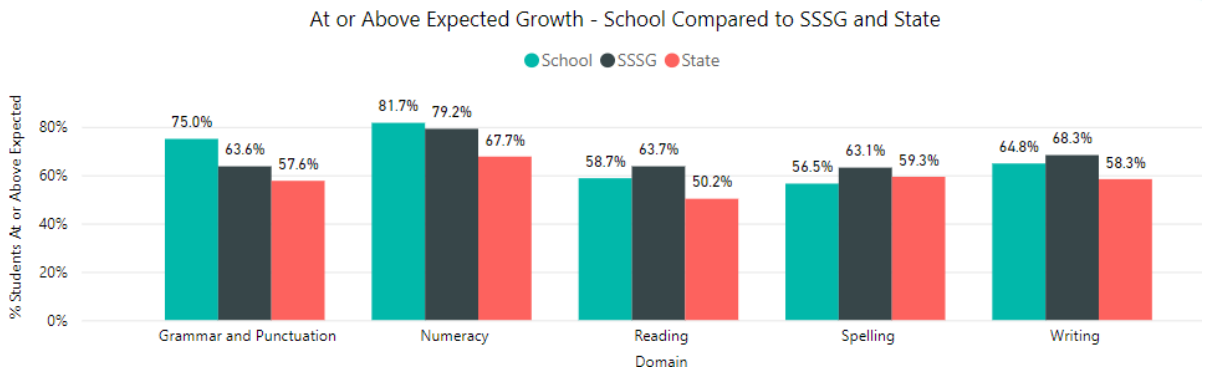
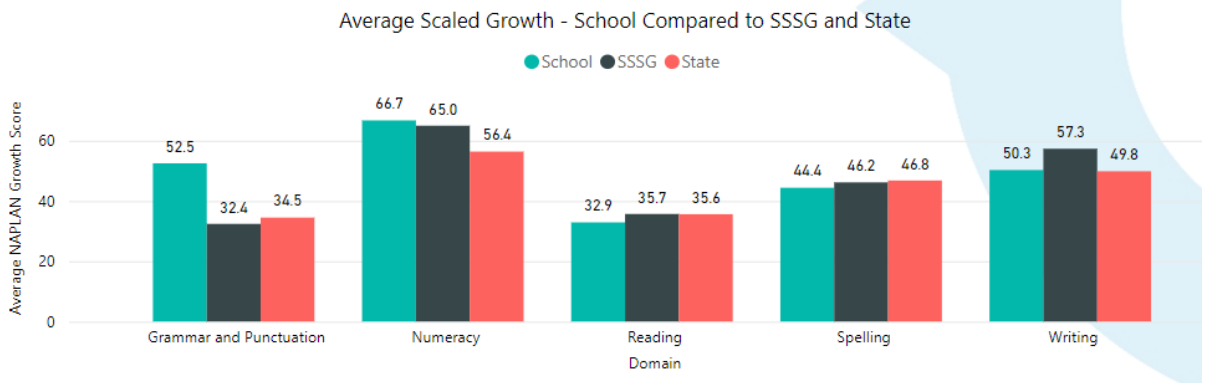
Expected Student Growth over previous 2 years compared to SSSG

There is an expectation that student individual scores improve between testing periods, reflecting their learning over the two-year period. Growth figures provide information about student growth in test scores compared to the previous testing. Growth figures can be difficult to interpret, particularly for extremely high performing students.

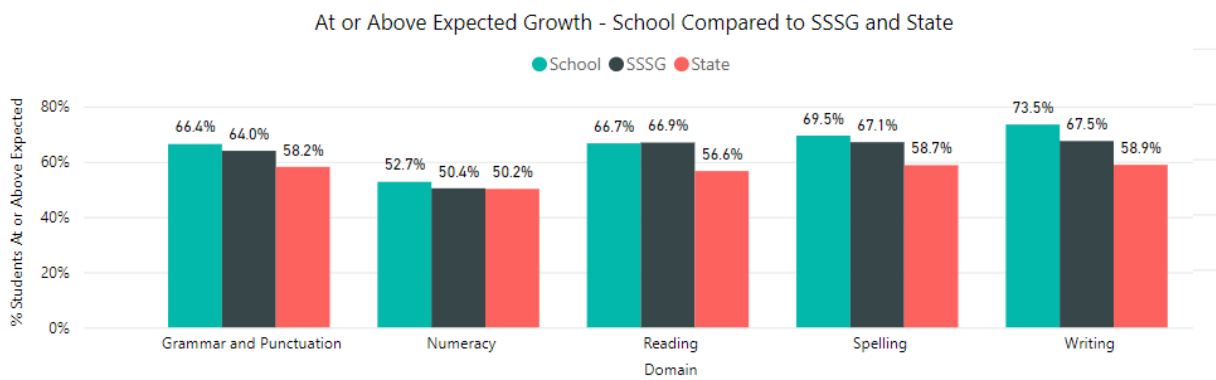
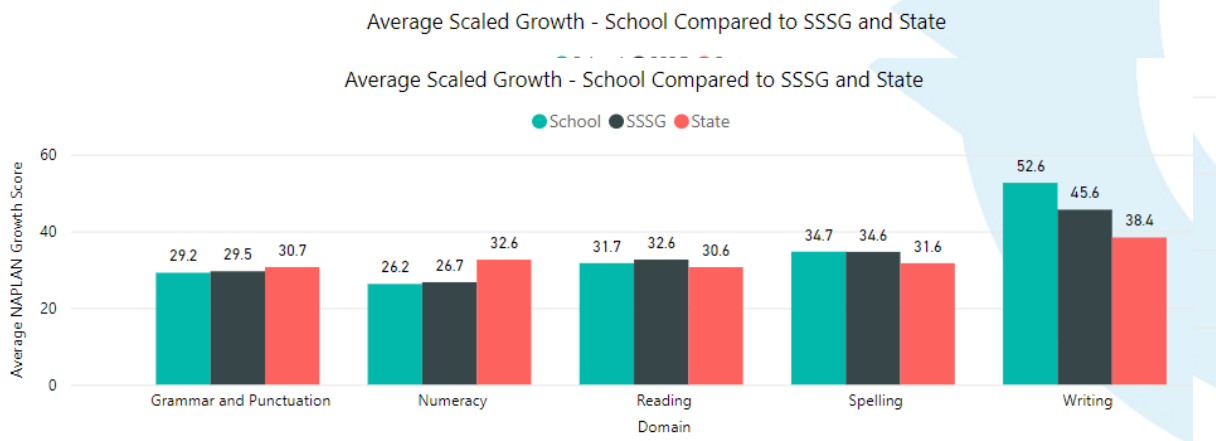
Year 3 to Year 5



Year 5 to Year 7



Year 7 to Year 9



SUMMARY OF MEANS

Comparison of School, State (NSW/ACT) and SSSG

		Number of Students	School Mean	SSSG Mean	State Mean
Year 3	Grammar	110	492.6	504.00	442.84
	Reading	110	487.7	501.18	443.74
	Spelling	110	461.1	483.13	432.65
	Writing	110	456.0	471.44	434.27
	Numeracy	110	447.2	465.66	412.69
Year 5	Grammar	112	528.5	561.76	509.94
	Reading	112	548.1	561.10	514.89
	Spelling	112	538.5	552.02	513.93
	Writing	111	511.1	527.47	488.14
	Numeracy	112	532.1	554.24	503.40
Year 7	Grammar	109	577.6	593.20	541.55
	Reading	110	580.1	593.53	545.79
	Spelling	109	569.9	590.13	555.89
	Writing	109	556.6	570.94	529.28
	Numeracy	110	591.7	612.66	558.80
Year 9	Grammar	134	601.3	626.21	578.81
	Reading	135	616.2	629.36	581.79
	Spelling	134	593.3	622.07	586.60
	Writing	135	585.0	602.28	556.61
	Numeracy	133	621.1	644.48	596.64

Summary of Bands

		TOP BANDS		MIDDLE 2 BANDS		BOTTOM BANDS	
		SCHOOL	SSSG	SCHOOL	SSSG	SCHOOL	SSSG
Year 3	Grammar	79.1	83.2	16.4	14.5	4.5	2.3
	Reading	74.5	81.0	21.8	16.9	3.6	2.1
	Spelling	69.1	77.9	24.5	19.8	6.4	2.4
	Writing	73.6	84.1	22.7	14.7	3.6	1.2
	Numeracy	59.1	68.2	37.3	29.0	3.6	2.8
Year 5	Grammar	45.5	64.2	49.1	32.7	5.4	3.1
	Reading	59.8	70.0	38.4	28.1	1.8	1.9
	Spelling	58.9	66.7	33.0	30.0	8.0	3.3
	Writing	37.8	47.2	55.9	48.8	6.3	3.9
	Numeracy	50.0	62.6	48.2	35.1	1.8	2.3
Year 7	Grammar	50.5	55.6	44.0	39.3	5.5	5.1
	Reading	43.6	58.6	53.6	38.7	2.7	2.8
	Spelling	39.4	55.6	56.0	41.0	4.6	3.4
	Writing	40.4	45.8	52.3	47.8	7.3	6.4
	Numeracy	52.7	66.2	43.6	31.6	3.6	2.2
Year 9	Grammar	27.6	41.9	61.2	51.0	11.2	7.2
	Reading	40.0	47.3	51.9	47.5	8.9	5.2
	Spelling	24.6	43.0	61.9	50.5	14.2	6.6
	Writing	17.8	29.2	67.4	58.0	15.6	12.8
	Numeracy	41.1	52.4	52.6	44.9	6.8	2.7

PARENT, STAFF AND STUDENT 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.

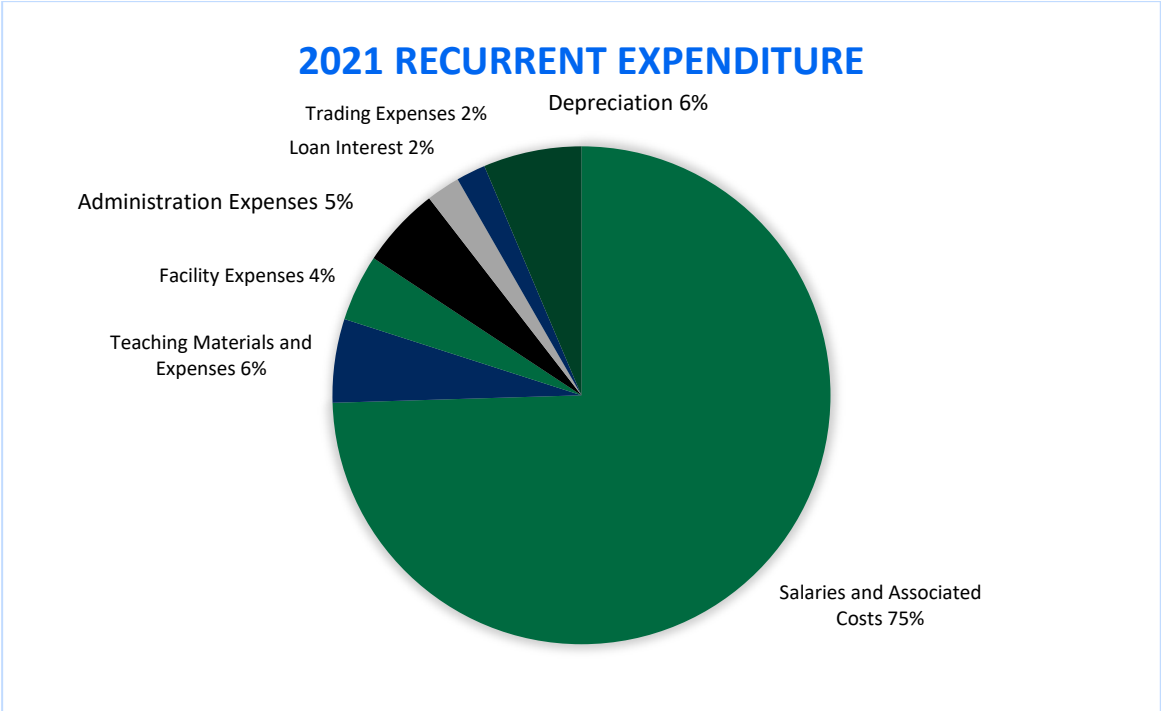
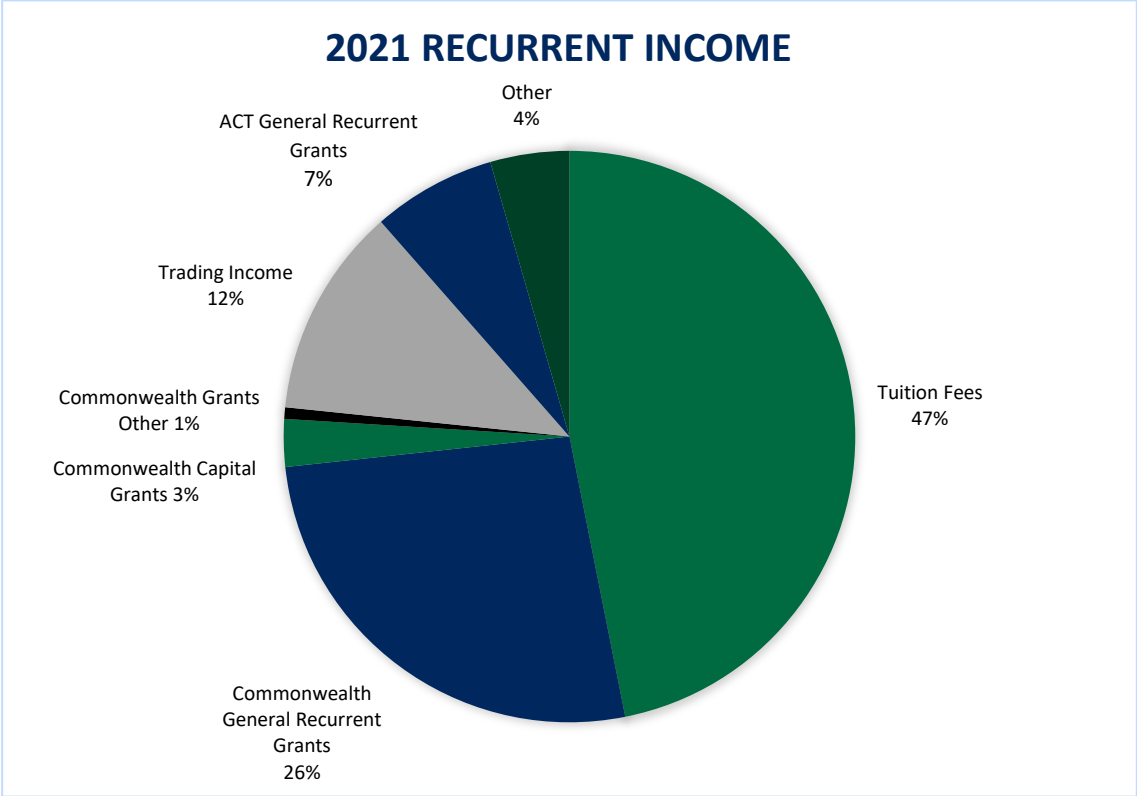
Students in the Middle School completed the VIA character strengths survey and acted on the results to leverage their strengths in both their academic and co-curricular learning programs.

Students in the Senior School participated in a wellbeing and consent education consultation with Halloran Morrissey and their feedback is helping to reshape some aspects of the Senior School program of learning.

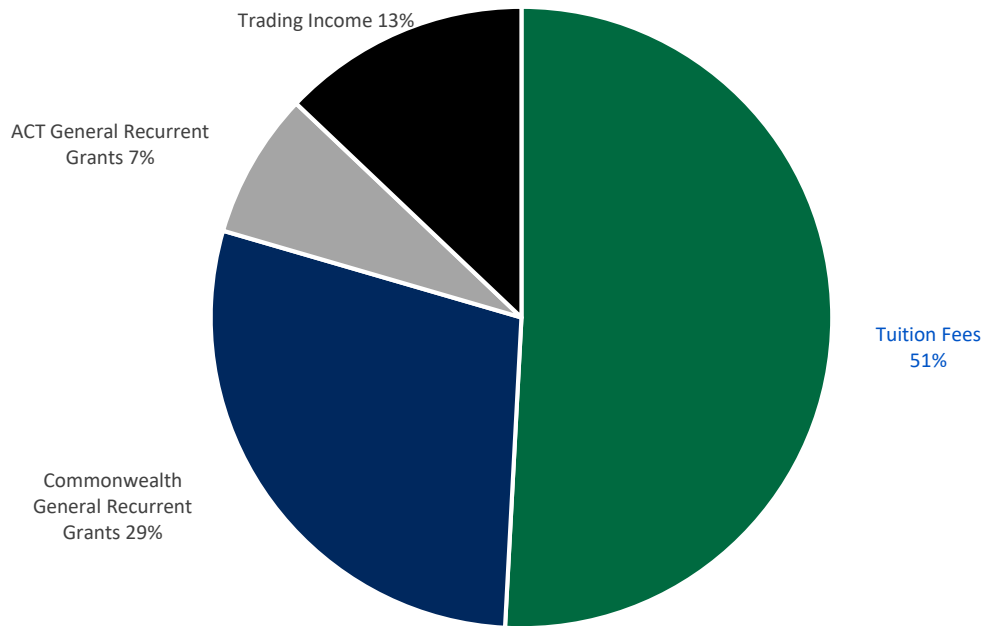
The Principal met individually with the majority of Year 11 students and encouraged them to discuss their study programs and matters of importance to them. Year 12 students completed a student satisfaction survey at the conclusion of the year. While we were not able to hold usual alumni reunions in 2021, 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



INCOME BY PRIMARY CONTRIBUTOR



Financial Result

In 2021, the School recorded an operating surplus of \$2,007,613. Approximately 47% of the School's income was contributed by parents through School tuition fees with Federal and State Government providing around 34% 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 2021 including:

- Improving digital literacy of students by continuous investment in Information Technology Resources (classroom equipment and professional learning opportunities)
- Improving outside learning spaces
- Painting, repairs & equipment replacement

Staff

At the date of the Commonwealth Census in August 2021 the School had 132 teachers (115.8 FTE) and 61 non-teaching staff (53 FTE).

Industrial Movements

During 2021 there were pay increases of 2.5% for both Teachers and Support Staff.

