

BURGMANN
ANGLICAN SCHOOL



ANNUAL REPORT

BURGMANN ANGLICAN SCHOOL 2022

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ABOUT OUR SCHOOL

Burgmann Anglican School provides a supportive, contemporary education within a Christian framework.

It is a co-educational Independent, Anglican school that offers a tailored learning environment for children from six months through to Year 12, across two campuses.

We believe that each person is a unique individual created by God with their own special gifts, strengths and needs.

We are proud of our past, and our relationship with Gungahlin Anglican Parish and the Anglican Diocese of Canberra and Goulburn. We have a strong aspiration to continually move forward.

We provide a safe and supportive environment that embeds positive wellbeing within its culture. Our learning programs are rich, diverse and seek to develop each students' intellectual, emotional, physical, spiritual, personal and social being.

The foundation stone for Burgmann Anglican School was laid at the Valley Campus in November 1998 and the school opened in 1999 with 28 students.

Our School began in the lounge rooms of Gungahlin parish members who envisioned a school for the local community in the Anglican tradition. The School maintains a strong partnership with the Gungahlin Anglican Church and parishioners now meet and worship on both Valley and Forde campuses.

Our School has continued to grow, becoming a diverse and vibrant community of more than 1800 students. The second campus at Forde was opened in 2010 providing another stream for the early years program and specialising in Middle School, providing a unique and comprehensive program for Years 6 to 8.

The Early Learning Centre was opened at Valley Campus in 2020. This extended our care and learning journey for children from six months to Year 12.

Our Mission

Our mission is to provide a supportive educational environment that challenges, inspires and empowers each child and young person to achieve their potential, within a Christian framework.

PRINCIPAL'S REPORT

In 2022, it was an absolute honour to be welcomed as the third Principal of Burgmann Anglican School. 2022 provided a wonderful opportunity to reflect on the past, while looking with optimism to the future. Burgmann's 24th year was one of both challenges and celebration. We navigated the third year of the pandemic, enjoying opportunities as they emerged for our community to reconnect.

Despite ongoing COVID restrictions, we were fortunate to hold a number of significant events, including the Principal Commissioning which included welcoming other Anglican schools principals, the Bishop and other important guests from the Anglican Diocese.

We also opened the Grevillea Building at the Forde Campus. This building was built under Mr Steven Bowers leadership to accommodate the Middle School expansion, with a learning and teaching focus of providing a creativity and design space that specifically meets the needs of young adolescent learners, allowing them to innovate through hands on learning opportunities. The Middle School welcomed an extra 3 classes in 2022, one in Year 6 and two in Year 7. This will grow in 2023 as those students continue into Year 8, moving Burgmann from four streams Kindy to Year 5, up to 5 streams for Year 6 and then 6 streams in Year 7.

After the pandemic hiatus, it was particularly wonderful to witness the re-emergence of the camps program. These camps provided students with a wonderful counter to the rigour of the classroom, supporting them to develop resilience and many other opportunities for personal growth. The school welcomed over 100 alumni to reunions throughout the year. Events such as Foundation Day, swimming carnivals and a broad range of concerts ensured that the Burgmann community came to life again, face to face.

Pivoting to new modes of communication as a result of the pandemic allowed the school to strengthen the use of technology to better communicate with our growing community. The Burgmann Bell became a strong conduit for communication with parents and students. Continuous feedback about student learning growth was shared with parents, enhancing opportunities for purposeful conversations about learning progress.

2022 has also seen a focus on the critical importance of explicit, targeted education in wellbeing. As we all respond to our changing world, the demand for strong emotional health has become more and more critical. Knowledge and skill development are key in developing greater resilience, self-regulation, and positive relationships for children, as well as for adults. The Burgmann wellbeing progressions provide an evidence-based, targeted education to better equip young people with the skills they need.

Student numbers and enrolment interest in Burgmann continues to remain strong and in growth. While numbers in the Junior School are now at capacity, we will continue to see growth in the future in our Senior School. A particular focus in 2022 was in improving traffic management and flow for the Valley Campus. Work on the Northern Road has moved more traffic into the school for drop off and pick up, significantly reducing the congestion on the busy surrounding roads.

I thank the staff of Burgmann Anglican School for their service, welcome and the enormous care they show their students and each other. Despite the challenges of 2022, the staff have continued to provide excellence in teaching and learning. They are a wonderful team, and their contributions are appreciated.

Leonie Harwood

Principal

BOARD CHAIR'S REPORT

It has been a remarkable year at Burgmann Anglican School. After the retirement of Mr Steven Bowers in 2021, we welcomed our new Principal, Ms Leonie Harwood, the third Principal of Burgmann. Ms Harwood has settled into the school with energy and enthusiasm. 2022 has been a year of challenges and triumphs. We have continued to grow, welcoming three new classes to the Middle School.

2022 has seen a number of exciting achievements at Burgmann. The Burgmann School Board are committed to the ongoing development of the resources and facilities of the school. The year began with the opening of the Grevillia building on the Forde campus. The Grevillia building provides Art rooms, Design Technology studios, Music classrooms and tutor rooms, an auditorium and two general purpose classrooms. The purpose of this space was to provide specifically for the needs of young adolescent learners, encouraging hands-on, creative and collaborative learning. It is this purpose that drives this building – the power of creativity, a catalyst for to address real issues and to design solutions. This is the place where creativity will flood the walls, ideas will be imagined, designed, prototyped, tested and revised. This building is the place where music will be learnt, will be mastered, will be loved, will be created.

The construction of the Northern Road on the Valley Campus has also been an important project. This road will continue to reduce traffic congestion on The Valley Ave. It also provides for a safer drop off and pick up point for our students. The school grounds are looking lush and green and demonstrate the collective pride taken in our school.

The Burgmann Anglican School Board is a volunteer board, and I would like to take this opportunity to thank the members of our Board. Firstly, I would like to acknowledge the long service of Mr Andrew Metcalfe and Mr Bill Daniels who both retired from the Board in 2022. They both provided exceptional advice, wisdom and support for Burgmann over many years. I would also like to acknowledge the support and work of our 2022 Board members. Thank you to Rev Andrew Taylor, Mr Craig Furini, Ms Elise Woodman, Rev Heather Millard, Mr Phil Spedding and Ms Anne Fleischer. I would also like to recognise the support of Mr Trevor Arment and Mr David Holmesby and thank them for their ongoing support of Burgmann Anglican School.

I would also like to thank the staff of Burgmann Anglican School. The Executive team, teachers, and Admin staff have all worked incredibly hard throughout the challenges of 2022. Their heart for the school and the students is visible in all they do and we are incredibly appreciative of their ongoing commitment and care.

Planning for 2023 is well underway. As we look towards our 25th Anniversary, we are well underway with the development of our new Strategic Plan. The Board are committed to ensuring that Burgmann continues to evolve, remain progressive and committed to education excellence for our young people.

Heather Walsh
Board Chair

EXECUTIVE STAFF 2022



MINISTRY

2022 was a wonderful year of learning together through Christian ministry at Burgmann. We were grateful that the COVID-19 restrictions were gradually lifted, which meant that many of our regular ministry activities could finally recommence.

At the start of the year, we re-commenced the Senior School lunchtime Christian ministry group called EPHO, which stands for Eat, Pray, Hang Out. This provided an opportunity for students to meet and connect with new friends, to support each other, to discuss the teachings of Jesus, and to pray for one another. Members of EPHO also organised pancake breakfast events to help build community spirit. In Term 3, a similar EPHO group began in the Middle School. We celebrated the end of term with a special pizza lunch and invited special guests from Gungahlin Anglican Church. Additionally, the Junior School recommenced their own Christian lunchtime group, GULP.

Charity is, of course, an important part of Christian ministry at Burgmann. The School continued to support Anglicare through the annual Winter Appeal and Winter Sleep Out. In partnership with Compassion International, a new global charity effort, called the 700 BOATS challenge was introduced. Students were invited to make an origami paper boat, to write a short reflection on it about Jesus' compassion for the poor, and to submit it with a gold coin donation. For every paper boat that was entered, Gungahlin Anglican Church also donated \$2 toward the work of Compassion. The boats were then collected up and put on display at the Forde and Valley campuses. In the end, Burgmann and Gungahlin Anglican Church jointly raised over \$8,000 toward the work of Compassion International. The funds went toward a critical needs project to help boost nutritional needs among people in Indonesia. As ever, Burgmann is proud of its generosity towards others. Charity is an important way that we learn how to put the Christian life into practice together.

As an Anglican school, Burgmann continued to provide learning pathways in partnership with the broader Diocese to nurture Christian growth and flourishing. One initiative taken to new depths in 2022 was the Christian formation program, revolving around the traditional Christian sacraments of baptism and confirmation. A number of Burgmann students from Middle School and Senior School attended a series of nine confirmation classes, under the auspices of Gungahlin Anglican Church. This culminated in a confirmation service in the Valley Grace Chapel with our Bishop, the Rt. Rev. Dr. Mark Short.

All this, to be sure, is just the tip of the iceberg of ministry at Burgmann. Noted too, are the various defence community activities, lunchtime groups, and special ANZAC and Remembrance Day services. There were other service activities across the school, such as the student led support for charities ranging from assembling care packages for orphans overseas to raising awareness of the work of the RSPCA. Students in the Senior School performed musical items in Chapel, and another student wrote an original rap song about the compatibility of science and religion. In the Junior School, students raised funds to purchase charity kits for impoverished children in Indonesia. During Easter, a number of students depicted the message of the death and resurrection of Jesus through visual art, with generous book voucher prizes awarded by the Gungahlin Anglican Church. These are just some other ways that the Burgmann community has come together, to learn together, to put the Christian life into practice.

LEARNING & TEACHING

2022 was always going to be a year of change for our community at Burgmann; the changing health advice, attitudes and behaviours in the third year of the pandemic provided one level of challenge, while welcoming many new students as well as Burgmann's third Principal, Mrs Leonie Harwood, meant that other changes naturally occurred as we assimilated the existing with the new, framing an outlook for the future that honoured the past. We navigated the challenges of the third year of a pandemic, providing continuity of learning and social connection for students, and we continued to grow and enrich the learning opportunities offered to Burgmann students of all ages.

There were many diverse achievements and experiences for our students in 2022, with many celebrated through assemblies, the Burgmann Bell and in the Yearbook. Burgmann's teaching staff continued to focus on improving their classroom practice, creating new opportunities for students to learn, and working to have a positive impact on the lives and learning of students in their care.

In 2022, the School was acknowledged as a finalist in the remote learning category at Australian Education Awards, in recognition of the dedication, strategic leadership and hard work of all Burgmann staff members, who were creative and courageous in their efforts to keep our community healthy and connected during periods of remote learning. It was truly a collective effort, and we thank each of them for their contribution, particularly those who carried out unseen tasks such as keeping IT systems working or parceling individual RAT tests and learning resources for families.

The 2022 July Professional Learning Day focused on improving the impact of feedback for learning for both students and teachers. It was a day when all teachers, from Preschool to Year 12, came together to develop their shared expertise. In the weeks that followed the impact of this professional learning was evident across many classrooms, with the implementation of new strategies or the tweaking of existing routines to support student learning.

As professional learning and conferences transitioned to a mix of virtual and face-to-face offerings, staff developed their understanding across a wide range of fields to address school priorities, as well as their individual professional needs. Some of these included attendance at conferences from the Science Teacher Association, Kodaly Australia Music, ACEL, PETAA, Early Childhood Australia, Canberra Maths Teachers Association and EduTech, to name a few.

The School participated in the annual AISACT Celebrating Learning and Teaching event which showcases improvement initiatives by teachers across the ACT Independent Schooling sector. Burgmann staff presented two sessions, one on the new Above and Beyond program in Middle School, and the other on an inquiry research project that the Senior School HPE staff were involved in.

This year three teachers gained accreditation at the Experienced Teacher career stage, while nine others actively worked towards recognition at the Proficient Teacher career stage. These important processes assessed against established teaching standards are significant opportunities which acknowledge growth and excellence as teachers develop their professional expertise. It is always a privilege to work with these teachers each year to provide validation of their practice and to challenge them to extend themselves professionally into new areas.

WELLBEING

To help all students succeed, teachers and school communities need to build deeper connections with students, enabling better understanding not only of surface needs but also the core social and emotional needs that can affect learning in many ways. Starr Sackstein.

Perhaps one of the greatest delights of 2022 at Burgmann was that, for a full school year, we were able to learn together... literally. It was a year in which our understanding of the extraordinary importance of “togetherness” came into sharp focus. We came to know that our being together was intrinsically linked to our flourishing together. Our aspiration to be a school characterised by a sense of inclusion, where our values are lived out in relationships that can encourage, heal, forgive, question, and inspire, was at the forefront of wellbeing learning.

In 2022, intentionality was brought to a weaving together of wellbeing, learning and teaching, and our Christian ethos, across the whole school community. Our hope was to foster the development of an ecosystem of positive relationships and reciprocal positive interaction between staff members, students, and families.

Teaching staff from the full range of sub schools began their 2022 professional learning program online, learning about cultivating positive partnerships with students, parents and colleagues. This learning was complemented by further exploration of the principles of strengths-based classrooms through professional reading and engaging with organisations such as the Positive Education Schools Association (PESA), Berry Street Education Model (BSEM), Cut Through Coaching, and Your Choicez Consent Education. Staff members sitting on the School’s Wellbeing Committee conducted research into the development of a whole school wellbeing progression and will continue working towards mapping this progression against the ethical and personal & social capabilities elements of the Australian Curriculum. The Positive Education focus and Consent Education focus within staff professional learning at Burgmann expanded into the Early Learning Centre, Pre-School and Out of School Hours Care programs at the School.

In 2022, the Junior School Wellbeing program focussed on re-establishing students’ perceptions of school belonging and connectedness, with students participating in a range of pastoral and learning activities focused on collaboration, self-regulation, and celebration. Growth in the Middle School necessitated a wellbeing focus on positive culture building to ensure that Burgmann school norms became known to all students. The Senior School wellbeing program was influenced by Seligman’s Positive Psychology theory of PERMA+, with learning activities and camp programs focussed on supporting students in building positive emotions, engagement & positive relationships. Elements of the Berry Street Education Model continued to be used in across all sub-schools to support students’ understanding of the mind/body connection and to build skills in self-regulation.

The School’s wellbeing support of students was strengthened by the expansion of our school psychology services, with further provision of student counselling and the expansion of programs such as “Kool Kids”, “Tuning into Kids” and Tuning into Teens”. Our school psychologists worked with a number of families and external professionals to build the strength of the service offered by the school and, where appropriate, to connect people with external allied health professionals.

SAFEGUARDING

As a Child Safe Organisation, and consistent with Burgmann Anglican School's commitment to the National Child Safe Standards, in 2022 the Principal, Child Protection Officer, and Human Resources Manager actively worked together to:

- embed child safety and wellbeing into organisational, leadership, governance and cultural structures of the School;
- inform children and young people about their rights, and give them opportunity to participate in decisions affecting them;
- promote child safety and wellbeing within the school community;
- respond to the diverse needs of the school community;
- ensure that all people working with children in our community are suitable and supported to reflect child safety and wellbeing values in practice;
- respond in a timely and respectful way to complaints and concerns that are child focussed;
- provide professional learning which equips staff with the knowledge and skill to keep children and young people safe;
- promote safety and wellbeing in physical and online environments;
- regularly review the School's child safe practices; and
- update policies and procedures to reflect best practice in the safeguarding of children and young people.

PROFESSIONAL LEARNING & ACCREDITATION

Burgmann offered two 5-hour TQI accredited professional learning days in 2022 and the School continued its partnerships with Cut Through Coaching, the Berry Street Education Model (BSEM), Positive Education Schools Australia (PESA) and Happy Families with Dr, Justin Coulson. Three teachers gained accreditation at the Experienced Teacher career stage, while nine others actively worked towards recognition at the Proficient Teacher career stage.

The School strengthened its partnerships with the ACT Association of Independent Schools and ACT Teacher Quality Institute to facilitate ongoing professional learning and accreditation for all staff members.

STUDENT INFORMATION

Attendance

At the end of 2022 there were 1613 students enrolled at two campuses. 44 students were enrolled in the pre-school program. 1569 students were enrolled from Kindergarten to Year 12 (775 females and 794 males).

The attendance rate for the year was 90.47%. 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	52	51	103	90.86%
Year 1	51	52	103	90.36%
Year 2	51	52	103	90.83%
Year 3	56	55	111	91.71%
Year 4	55	56	111	92.05%
Year 5	64	48	112	90.75%
Year 6	69	70	139	91.11%
Year 7	83	81	164	90.96%
Year 8	56	55	111	89.02%
Year 9	71	65	136	87.33%
Year 10	66	66	132	90.56%
Year 11	62	57	119	91.61%
Year 12	58	67	125	89.42%
K-12 Totals	794	775	1569	

Year 12 Results

Many students excelled academically in 2022. The School congratulated Krisha Gaiind on being awarded the Dr Beth Heyde Excellence Award as Dux of the school with an Australian Tertiary Admission Rank (ATAR) of 98.15.

Year 12 Statistics:

- 96% of the students who received a Year 12 Certificate also received an ATAR.
- 16% of Burgmann students received an ATAR of 90 or above.
- 47% of Burgmann students received an ATAR of 80 or above.
- 85% of Burgmann students received and ATAR of 65 or above.

Year 12 Post School Intentions

University Offers	111
CIT/Other	3
Traineeship/Apprenticeship	1
Travel/Overseas	2
Work	7
Total	124

SCHOOL PERFORMANCE IN NATION-WIDE TESTS & EXAMINATIONS

Overview

The cohorts of students who completed NAPLAN Online in 2022 are the same students who did not participate in NAPLAN testing in 2020 due to the COVID-19 pandemic. As a result of this, the normal 2-year growth data is not available for these cohorts and the overall dataset continues to be disrupted.

The 2022 testing schedule was completed in May as planned, as schools across Australia were operating on campus learning. During the semester of 2022, student absences due to high COVID case numbers in the ACT and other illness were higher than usual and so disruption to learning for some students may be reflected in the data. 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.

Preliminary 2022 data was available through NAPLAN Online site (using the SSSR data) early August and was used by leaders and teachers to reflect on student progress. The data analysis software provided to NSW and ACT schools known as SCOUT (previously SMART) was made available on 1 September 2022. Parent paper reports arrived at the school on 2 September and mailed to parents during Week 8 of Term 3.

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.

Whole School Summary

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. Because NAPLAN testing did not occur in 2020, there is no 2-year growth data available to report for the 2022 cohorts.

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

In this table, we are particularly interested in comparing school means to the SSSG grouping as this is the only group of 'like' schools possible within the SCOUT database. Our long-term aspirational goal is for our school means to be competitive with the SSSG means on all test.

		Number of Students	School Mean	SSSG Mean	State Mean
Year 3	Grammar	110	490.6-	509.63	445.54
	Reading	111	493.2+	509.02	446.12
	Spelling	110	460.6	478.6	429.31
	Writing	111	455.0	469.28	433.17
	Numeracy	109	448.2	463.89	410.03
Year 5	Grammar	111	534.9+	552.53	507.91
	Reading	112	548.8	557.79	514.24
	Spelling	111	536.1-	550.43	513.03
	Writing	112	523.8++	534.04	492.42
	Numeracy	111	527.1-	543.89	498.16
Year 7	Grammar	151	574.8-	584.46	543.07
	Reading	157	578.7	590.60	548.11
	Spelling	151	580.8++	590.96	557.23
	Writing	162	561.7+	577.41	538.52
	Numeracy	150	590.3	611.91	557.49
Year 9	Grammar	126	599.7	626.68	582.93
	Reading	133	607.6-	626.70	584.51
	Spelling	126	595.8+	613.48	585.10
	Writing	130	576.1-	607.62	567.77
	Numeracy	125	618.7-	637.2	593.67

Bands

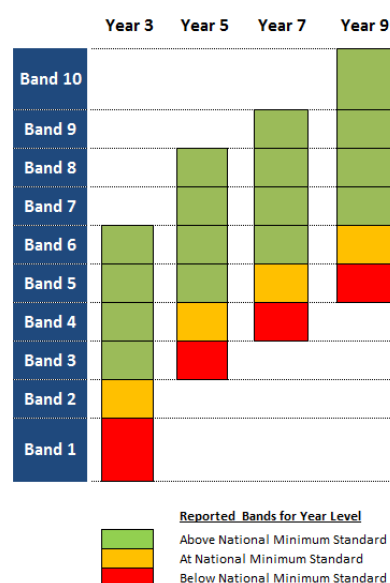
Comparison of School and SSSG for Percentage of Students in Bands

This table provides the percentage of students scoring in the Middle 2 bands, or above or below this category.

The diagram to the right is a reminder of which bands this is for each year group.

Top Bands refers to all Bands above the Middle 2 Bands (e.g., Band 5 to Band 10 for Year 3)

Students scoring in the Bottom Bands category are at or below benchmark.



		TOP BANDS		MIDDLE 2 BANDS		BOTTOM BANDS	
		SCHOOL	SSSG	SCHOOL	SSSG	SCHOOL	SSSG
Year 3	Grammar	78.2	80.9	18.2	16.9	3.6	2.3
	Reading	80.2	83.4	18.9	14.9	0.9	1.8
	Spelling	71.8	75.5	21.8	21.9	6.4	2.6
	Writing	73.0	81.5	27.0	17.5	0	1.0
	Numeracy	59.6	65.7	40.4	31.2	0	3.2
Year 5	Grammar	45.8	59.2	51.4	37.8	1.8	3.1
	Reading	62.5	69.5	35.7	28.3	1.8	2.1
	Spelling	54.1	63.4	42.3	34.0	3.6	2.5
	Writing	50.0	52.6	45.5	43.6	4.5	3.8
	Numeracy	46.8	56.2	48.6	40.5	4.5	3.3
Year 7	Grammar	45.0	48.3	48.3	46.7	6.6	4.9
	Reading	47.8	55.0	48.4	42.1	4.5	2.8
	Spelling	54.3	57.9	37.1	38.0	8.6	4.1
	Writing	41.4	48.8	51.2	45.8	8.0	5.4
	Numeracy	54.0	66.1	40.0	30.8	6.0	3.1
Year 9	Grammar	29.4	43.9	56.3	47.9	14.3	8.2
	Reading	30.8	46.5	60.2	47.8	9.0	5.7
	Spelling	27.0	34.8	58.7	59.3	14.3	6.0
	Writing	21.5	34.1	58.5	54.7	20.0	11.2
	Numeracy	36.0	50.3	58.4	46.6	5.6	3.1

PARENT, STAFF AND STUDENT SATISFACTION

In 2022, the School continued to receive feedback from parents via the Community Questions email inbox. Through this mechanism, parents were able to communicate directly with the School to provide feedback and indicate levels of satisfaction about a range of events and process at the School.

Staff made valuable contributions to the strategic plan and the restructuring of the co-curricular coaching and management structures. They participated in a number of whole staff meetings to provide feedback about their needs and to suggest ideas to build staff collegiality. As part of their commitment to reflect on annual professional learning, teachers were surveyed, through the Teacher Quality Institute about their satisfaction with the school provided professional learning about Positive Education Partnerships and Feedback for Learning. 99% teachers agreed or strongly agreed that these programs of learning:

- effectively addressed the Australian Professional Standards for Teachers;
- provided them with useful knowledge and understanding;
- were appropriate and valuable for their practice;
- accurately reflected the content delivered and intended learning outcomes for participants;
- and enhanced and/or affirmed their professional practice.

Students in Years 3-12 completed the Australian Council for Education Research Social Emotional Wellbeing (SEW) survey. The SEW Survey is based on an ecological, positive psychology and multi-dimensional conception of wellbeing that encompasses not only the intraindividual and interpersonal characteristics of young people but also environmental contexts of family, school and community. Data from this survey indicates that the majority of students at Burgmann Anglican School enjoy being at school, enjoy learning and get along well with their teachers. The data have also provided helpful insight into enhancing student satisfaction with all aspects of their schooling experience.

Overall Burgmann SEW Scores by Year Groups (3-6) in 2022

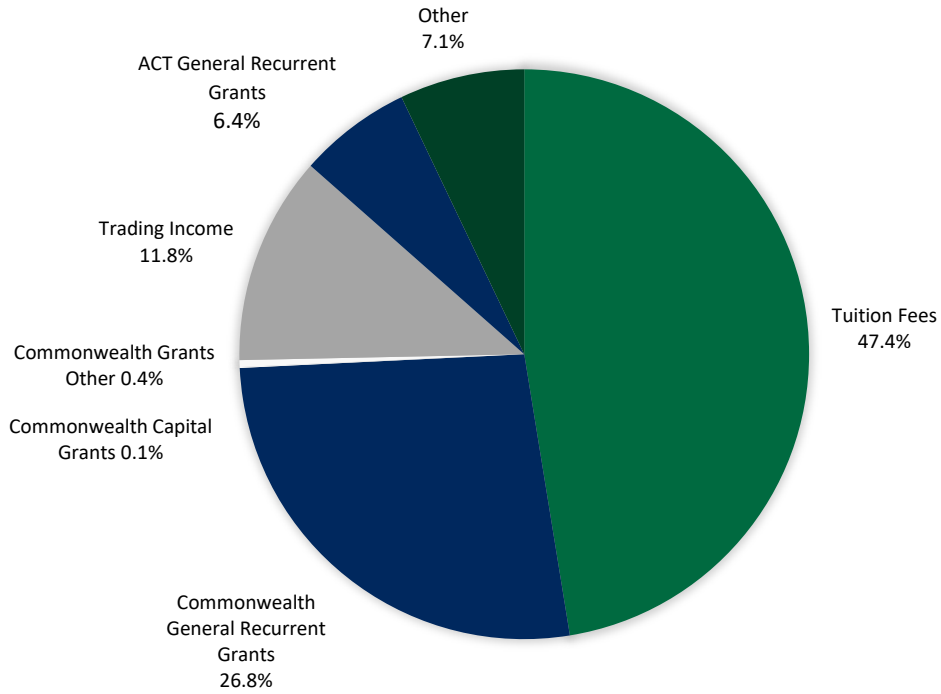
SEW Level	Year 3 (%)	Year 4 (%)	Year 5 (%)	Year 6 (%)
Very Highly Developed	6.5	2.9	6.5	8.4
Highly Developed	25.2	26	21.3	15.3
Developed	53.3	49	49.1	51.1
Emerging	11.2	20.2	20.4	21.4
Low	3.7	1.9	2.8	3.8

Overall Results By Year Groups (7-12) in 2022

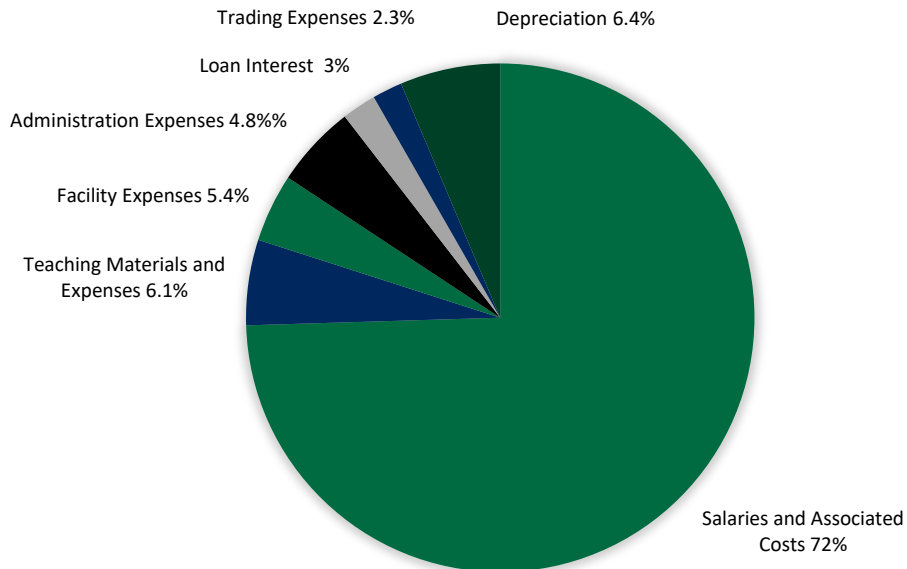
SEW Level	Year 7 (%)	Year 8 (%)	Year 9(%)	Year 10 (%)	Year 11 (%)	Year 12 (%)
Very Highly Developed	1.3	0.0	3.3	0.9	2.0	1.9
Highly Developed	5.2	9.8	5.8	6.9	2.9	2.8
Developed	73.9	64.7	70.2	61.2	70.6	59.4
Emerging	17.0	22.5	19.0	29.3	20.6	34.9
Low	2.6	2.9	1.7	1.7	3.9	0.9

SCHOOL INCOME BY FUNDING SOURCE

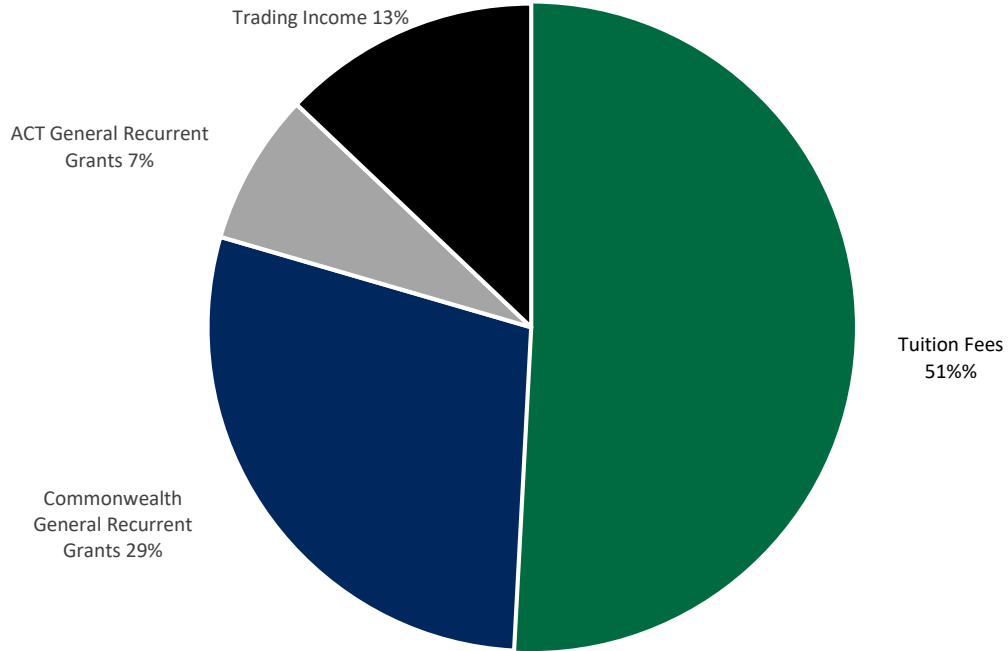
2022 RECURRENT INCOME



2022 RECURRENT EXPENDITURE



INCOME BY PRIMARY CONTRIBUTOR



Financial Result

In 2022, the School recorded an operating surplus of \$1,775,236. 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 2022 including:

- Completion of Grevillea Building at Forde campus
- 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 2022 the School had 132 teachers (124.17 FTE) and 74 non-teaching staff (62.27 FTE).

Industrial Movements

During 2022 there were pay increases of 0.76% for both Teachers and Support Staff.

