

BURGMANN
ANGLICAN SCHOOL



ANNUAL REPORT

BURGMANN ANGLICAN SCHOOL 2023

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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 24 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

2023 has been an exciting year for Burgmann. We have celebrated our 25th Year, relishing in the opportunity to capture the voices of our community, to celebrate our past and to imagine our future. The launch of our Strategic Plan “Towards Thirty”, provides an articulation of the desire to continue to strive for outstanding learning experiences and opportunities, to place care and community at the heart of all we do, and to continue to advance and develop as a progressive, forward-thinking school.

25 Year Anniversary – Year of Belonging

Our theme this year was belonging, and we used this as an opportunity to develop ways for all members of our community to deepen their sense of belonging, and the responsibility to nurture belonging for others. Belonging is an essential human need that enables people to achieve flourishing. “When students can feel a sense of belonging, they feel as though they can make a difference in their world” (Adrienne Henck).

In celebrating our 25th Year, one of the highlights was the Voices of Burgmann project. This video project has provided a record of Burgmann’s first 25 years, capturing pinnacle moments across this time, honouring the early pioneering endeavours of the school, while also recognizing the many significant moments that have occurred since that time. These have been archived and shared with the community.

We introduced the inaugural Browning Cup. This is to be an ongoing competition between Burgmann and The Riverina Anglican College in Wagga Wagga. Both schools celebrated their 25 year anniversary this year, and both schools were opened by Bishop George Browning, hence the name of the Cup. The Cup allows the schools to compete in a range of domains, including sport, debating, chess and the performing arts.

Foundation Day, celebrated in November each year, was a wonderful celebration of Burgmann’s 25 years with the junior school providing a musical rendition of Burgmann’s 25 year history. The most wonderful thing for me in 2023 was a year of uninterrupted celebrations and events. It was the first year in many that all of our camps and events were able to occur. We started the year with our inaugural Community Picnic and ended the year with the most amazing Foundation Day Event. The Spring Concert was a powerful celebration of our growing music program, and culminated in 180 performers on stage for an incredible rendition of “You’re the Voice.” Perhaps the most quintessential Burgmann moment for 2023, was orchestrated by Ms Liz Craig, Head of Middle School, with an incredible performance of the song “I am Australian” that celebrated our diversity and our belonging.

The school has continued to grow this year, with an extra 70 students welcomed to Burgmann. This growth was within the Middle School which grew from a 4 stream cohort to a 6 stream cohort. This followed the growth of the Year 6 and 7 cohort in 2022. This increased growth is intended to continue through the school at a stable number, removing the intake at Year 9 that had existed previously. We opened student Wellbeing Spaces in the Middle and Senior School, introducing new staff roles of Wellbeing Assistants and Youth Workers who have provided an extra layer of care and support. We also introduced The Rite Journey for our Year 9 students, an Internationally celebrated year long program that acknowledges and supports each young person’s shift into adulthood.

Launch of the Strategic Plan

A key achievement at the start of the year was the launch of the Strategic plan. We titled it Towards 30, allowing us to maintain our focus on the future.

A critical aspect of the Strategic Plan was to refine the narrative of the school, including the story of our past. It was shared through an online launch, with videos to support the launch and primarily an ebook, with a small print run.

The Strategic Plan positions the focus on our motto providing some clearer direction and language around the words Grace, commitment and wisdom. Four pillars underline the plan and these were

linked directly to the crest, providing the opportunity to explore more deeply the meaning of each of these elements, while also honouring the history of the school.

The four pillars are innovative learning, culture of care, enriched community and advance and develop.

Innovative Learning: to be leaders in Innovative Learning through our commitment to develop evidence-based and future-focused learning programs, that ensure student growth.

- To offer an extensive program beyond the classroom, including a diverse co-curricular program and strong service and leadership opportunities that ensure the development of the whole child.
- We will have implemented future-focused, innovative learning programs that meet the needs of Burgmann students.
- Individual student growth will have been enhanced through the implementation of a school-wide system for the use of data and the promotion of evidence-based teaching and learning programs.

Culture of Care: To develop our Culture of Care to enable our staff and students to flourish.

- We will have integrated Positive Education from ELC to Year 12, enhanced by our wellbeing supports and care programs for staff, students and parents.
- Our commitment to reconciliation, the environment and action-based service programs will have develop a genuine sense of servanthood across our community.
- The Burgmann Anglican School staff culture will be positive, collaborative and pivotal to our attraction, development and retention of high-quality staff.

Enriched Community: To ensure an Enriched Community through strong relationships, active engagement and deep connection.

- We will have a strong Anglican identity that is deepened by our active connection to Anglican Schools and our strong relationship with the Gungahlin Anglican Church.
- Our community will be actively engaged in school life with positive, inclusive and supportive opportunities and culture.
- We will have developed a vibrant and connected Alumni community including past students, parents and staff.

Advance and Develop: To further Advance and Develop people and place to ensure our school thrives.

- We will have strong communication systems that empower voice and agency and effectively report to the community.
- Provide robust operations that ensure the ongoing development of the School including through compliance, our approach to stewardship and the building of capacity.
- Have a 10-year Master Plan that articulates agile learning spaces for the future.
- Burgmann Anglican School is the most wonderful place to work and to belong. This year we welcomed our new Head of Junior School, Mr Scott Moore, and farewelled our Deputy Principal, Ms Melanie Spencer. Melanie has been appointed as the principal of Emmaus Christian School in 2024.

Leonie Harwood
Principal

BOARD CHAIR'S REPORT

This year has been a very special year in the life of Burgmann – our 25 year Anniversary. Events such as the launch of the inaugural Browning Cup and the Voices of Burgmann project, allowed the school to honour its past, deepen its connection to its Anglican School community and celebrate its future.

Burgmann Anglican School has experienced incredibly growth and success in its 25 years, a testament to the many staff and students who have been part of this wonderful school. Some things have remained the same, like calling students to class by ringing a handbell. Other things have grown even more spectacular, like our Foundation Day celebrations. And of course, so many things have been introduced, built and grown. Yet, the heart of the school has remained the same.

This was perhaps best articulated through the 25 year anniversary project Burgmann Voices. It was wonderful to hear the voices of some of our founding people like Ms Margaret Heyward and early staff who are still at the school, including Ms Alison Easey and Mr Wes Goodisson, as well as voices of Alumni and current students. All spoke with such pride and love for the school to which they belong.

2023 has seen a number of exciting achievements at Burgmann. The school experienced another year of growth in student enrolments and staff numbers. The Burgmann Anglican School Board are committed to the ongoing development of the resources and facilities of the school. This year we saw the opening of the Northern Road, which improved traffic enormously on The Valley Ave. The most significant building project has been the Senior School Science Centre, which will be opened in 2024, providing a state-of-the-art learning facility for our Science students. The grounds continue to be developed, with the landscaping ensuring that the school is looking beautiful.

The launch of the new Strategic Plan was important in shaping Burgmann next focus and ambitions. The plan has been entitled “Toward Thirty” and continues to promote our mission to provide a supportive educational environment that challenges, inspires and empowers each child and young person to achieve their potential, within a Christian framework

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 our two outgoing 2023 Board members, Rev Heather Millard and Ms Anne Fleisher and thank them for their support, advice and commitment to Burgmann. Thank you to our other 2023 Board members Rev Andrew Taylor, Mr Craig Furini, Ms Elise Woodman, and Mr Phil Spedding. I would also like to recognise the support of Bishop Mark, Mr Trevor Arment and Mr David Holmesby and thank them for their ongoing support of Burgmann Anglican School.

On behalf of the Board, I extend my sincere thanks to all the staff of Burgmann Anglican School. They are absolutely dedicated to providing outstanding learning experiences in a supportive environment. Thank you all for ensuring that everyone has a real opportunity to Belong at Burgmann. Celebrating 25 years of Burgmann Anglican School has been a wonderful milestone, and we continue to look and plan for an exciting future ahead.

Heather Walsh

Chair of the Board

EXECUTIVE STAFF 2023



LEARNING AND TEACHING

As the school celebrates its 25th birthday, we have explored what it means to belong here, why it is important, and how we can strengthen our individual and collective sense of belonging to each other as a learning community. Belonging is important for human flourishing, and this is especially relevant for young people and their learning. When they belong, they feel safe, they feel seen and they are connected to both peers and adults. From this strong base, children are better able to explore and be curious, to think deeply, to risk making mistakes and to learn from them.

This year we had a number of new families and new staff join Burgmann's community of learners from different places and context, bringing new ideas and energy, weaving their stories with ours. Burgmann has grown considerably in size during its 25-year history – sometimes very rapidly. At these times, the importance of belonging together has been a priority. In particular, the question; how do we deepen our sense of belonging with and to each other through the daily practice of learning and living together at school? For me, there are two significant aspects to this. Firstly, we must care for each other – recognizing the strengths of others, and respecting our different perspectives and histories. And secondly, we learn best with each other – when we are generous in sharing what we know and have learned, and when we build our skills and understanding collectively, we achieve more together than we do individually. Daily examples of this are evident across Burgmann's community – students, staff and families, coming together with the common purpose of educating our young people.

From the Early Learning Centre to Year 12, Burgmann classrooms were buzzing with energy and enthusiasm this year. It was wonderful to have so many opportunities throughout the year for students to share their learning with families through events such as Learning Journeys, Sharecases, Exhibitions and Performances. I particularly enjoyed the Senior School Art Exhibition which showcased the creativity of our Year 11 and 12 Visual Art and Photography students.

Throughout 2023, Burgmann teachers have been involved in a broad range of professional learning activities. As a whole school we have focused on what it means to develop Cultures of Care, as well as developing our use of data through Data Storytelling: Impacting Student Learning Every Day. Both of these programs align with current strategic directions, building our collective capacity to sustain a school culture that supports students and their learning.

School leaders engaged in professional networks such as AISACT, AISNSW, IPSHA and the Anglican Schools Conference, connecting and learning beside educational leaders from a range of other Independent Schools. The Burgmann Leadership Academy, a program that provides group and individual coaching for school leaders, also ran for the third successive year.

For our early and mid-career teachers, opportunities for developing reflective practice were realized through involvement in the inaugural AISACT Program Amplify, as well as through Burgmann developed programs for teachers seeking registration and certification at the Proficient and Experienced career stages.

Other significant areas of professional learning for teachers this year included the Australian Curriculum v9 preparation and program renewal, extending Learning Feedback through the Portal to include all Junior School students, and keeping up to date on the opportunities and challenges that Generative AI presents. is having on the education landscape.

Teachers also engaged in a range of individually identified areas of professional growth that complemented their professional context, including study in areas such as music education, Minilit training, NCCD requirements, catering for neurodiversity learners and managing challenging behaviours.

WELLBEING

‘What makes belonging essential for us is the fact that we are a social species. We can’t survive without one another’ – Brene Brown

The journeys we have travelled together testify to the essential nature of belonging. At Burgmann, we not only survive, but we aspire to thrive, because we are with (not without) one another. There is much about this precious community that is to be treasured.

At the beginning of 2023, staff professional learning in wellbeing began with a focus on cultivating and enhancing the foundations of care, to build a sense of belonging within the Burgmann community. Building on the research in the field of community wellbeing, teachers reflected on what it means to care about, care for and care with each other. In addition to workshops delivered by the Principal, Deputy Principals and School Psychologists, staff belonging to each other was fostered in a wonderful drumming workshop led by InRhythm Drumming.

Teachers from the full range of sub schools continued their wellbeing learning throughout the year. This learning was supported by enduring partnerships with the Positive Education Schools Association (PESA), the Berry Street Education Model and Your Choicez Consent Education. After teacher training in its implementation, Grow Your Mind, an evidence-based positive mental health program, was introduced in the Junior School. TeenBrave, a wellbeing program designed to equip teachers with the tools to turn topics around sexuality and relationships into effective conversations, was introduced into the Middle School. With the goal of supporting young people to develop self-awareness, resilience, and responsibility, Senior School teachers engaged in The Rite Journey training.

This year, the school expanded its wellbeing offering to enhance our sense of belonging at Burgmann. Student and Staff Care Teams were introduced and staff members sitting on the Whole School Student Care Team used their previous research to finalise the development of a whole school wellbeing progression. This progression centres on four lines of inquiry which were developed with consideration of the School’s Christian foundation, its motto, and the pillars of the school’s strategic plan; identity, belonging, contribution and flourishing. In addition to these care teams, 2023 saw the opening of student wellbeing rooms on both campuses. staffed by wellbeing assistants, chaplains, and a youth worker. These talented colleagues became the first point of wellbeing contact for students, and their work with teachers, school psychologists and executive staff has been invaluable.

While the Junior School Wellbeing program focussed mainly on the implementation of Grow Your Mind, considerable effort was put into the delivery of age-appropriate consent education for Junior School students. A key focus of student learning was on the importance of belonging within community as a protective element for the development of healthy relationships. Students continued participating in a range of pastoral and learning activities designed to focus on what it means to belong at Burgmann.

With the growth in the Middle School now settled, the wellbeing focus was on consolidation of positive culture building and supporting students to access the school’s expanded wellbeing offerings. The Senior School wellbeing program continued to grow with elements of positive education integrated into learning activities, chapel services and camp programs.

The school’s school psychologists continued to provide excellent care to students and their families. In addition to counselling and education testing, psychologists delivered a number of outstanding programs, notably, “Kool Kids”, “Tuning into Kids” and “Tuning into Teens”. Our psychologists fostered their professional partnerships with external agencies in order to build the strength of the service offered by the school and, where appropriate, to connect people with external allied health professionals.

MINISTRY

We had an encouraging and fruitful year at Burgmann. As we focused on the theme of Belonging, we looked for different ways that staff, students, parents and members of the Gungahlin Anglican Church parish could feel a sense of togetherness within the community.

One of the ways we came together was through our two Community Prayer Breakfast events, held at the Ford and Valley campuses. Prayer is an integral part of our community, bringing all the different members of Burgmann together in shared gratitude.

In a similar way, we fostered a sense of belonging with Burgmann's first ever Shrove Tuesday pancake meals and Ash Wednesday Service. Our lunchtime groups are another crucial part of belonging at Burgmann. This year, we was the addition to the Ministry team of a new Youth worker and Chaplain. These groups foster belonging, welcoming students of every background to serve the school community through different events.

Of course, we continued Burgmann's usual tradition of supporting charitable work across the school. We rallied support Compassion Australia's project of feeding malnourished children in Indonesia. In keeping with our school's belonging to the Anglican communion, Burgmann remained committed to supporting the work of Anglicare, especially through the Winter Appeal and the Christmas Appeal.

SAFEGUARDING

As a Child Safe Organisation, and consistent with Burgmann Anglican School's commitment to the National Child Safe Standards, in 2023 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 AND ACCREDITATION

Burgmann offered two 5-hour TQI accredited professional learning days in 2023 and the School continued its partnerships with Cut Through Coaching, the Berry Street Education Model (BSEM), and Positive Education Schools Australia (PESA). 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.

The focus of professional learning in 2023 was on deepening our understanding of the use of data to inform learning and teaching, specifically through the application of a Data Storytelling lens. We also explored Cultures of Care, working to extend our Wellbeing approach to our care of all in our community.

STUDENT INFORMATION

ATTENDANCE

At the end of 2023 there were 1,705 students enrolled at two campuses. 44 students were enrolled in the Pre-Kindergarten program. 1,661 students were enrolled from Kindergarten to Year 12 (825 females and 836 males).

The attendance rate for the year was 91.15%. 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	51	52	103	91.60%
Year 1	52	52	104	92.23%
Year 2	50	53	103	92.28%
Year 3	54	56	110	90.83%
Year 4	56	56	112	91.97%
Year 5	56	55	111	91.13%
Year 6	70	70	140	92.07%
Year 7	83	84	167	90.43%
Year 8	86	83	169	90.96%
Year 9	83	73	156	90.52%
Year 10	70	65	135	89.63%
Year 11	69	69	138	93.13%
Year 12	56	57	113	88.71%
K-12 Totals	836	825	1661	

SCHOOL PERFORMANCE IN NATION-WIDE TESTS AND EXAMINATIONS

YEAR 12 RESULTS

The Class of 2023 received outstanding academic results. The School congratulated Arjun Rao on being awarded the Dr Beth Heyde Excellence Award as Dux of the school, and Shivani Wadhawan as the Proximae Accessit .

Year 12 Statistics:

- 98% of the students who received a Year 12 Certificate also received an ATAR.
- 15% of Burgmann students received an ATAR of 90 or above.
- 48% of Burgmann students received an ATAR of 80 or above.
- 70% of Burgmann students received and ATAR of 70 or above.

The majority of students received their offers to study at University through the early entry option, confirming offers well before receiving their final ATAR. The majority of Burgmann graduates chose to study in Canberra, particularly after receiving early offers from University of Canberra (UC) and Australian National University (ANU). The University of NSW, University of Wollongong and University of Sydney were also popular choices for further study for this group of graduates.

NAPLAN

Overview

For 2023 there were significant changes at a national level to when the tests were conducted, and the way that NAPLAN achievement was reported to schools and parents. The testing period shifted from May and March, giving teachers less time to prepare students and resulting in students participating in the tests with several months less learning than previous years. This may have an impact, particularly for Year 3, undertaking NAPLAN for the first time, for Year 7 with almost 20% of the cohort being new students to the school and also in Year 9, where almost 30% of the cohort were new students in 2023.

All of the scales for the scores were recalibrated, with the consequence that 2023 achievement scores and averages are not to be compared with previous years. Student growth, measured through these scores is also not possible. The 10 Bands common to all ages (that showed growth over time) have been replaced by 4 Proficiency Levels (which reference the current year only), with the result that this measure of longitudinal achievement for a student as the progress from Year 3 to Year 9 is no longer available.

In terms of the data provided to schools through NSW SCOUT platform, comparison to Similar Schools (Burgmann's previous measure of aspirational goals) is no long provided. The release of student item analysis data was delayed (end of term 3) through this platform with the result that detailed analysis of student item responses was not able to be conducted in a usable timeframe.

As a school, Burgmann launched its Learning Locker (Literatu) mid-2023. This resource, a data dashboard, is an interface for teachers to access current and historical learning data for students in their classes. This has significantly improved teacher access to data.

WHOLE SCHOOL SUMMARY

Expected Student Growth over previous 2 years

As a result of the changes listed above, no growth data at a cohort level or for individual students is available through SCOUT. At the time of writing (October 2023), the company providing the Learning Locker is working to provide some growth measures for students that use the question difficulty to calculate a measure of growth rather than the scaled score.

SCHOOL MEANS

Comparison of School and State (ACT) Means

Conclusion: The school mean consistently exceeded the ACT mean on all domains. The **green** highlight shows domains where the school average exceeds ACT by more than 30 points, while the **gold** highlights averages that exceed by 20-30 points.

		Number of Students	School Mean	ACT Mean
Year 3	Grammar	111	436	411.6
	Reading	111	431	415.9
	Spelling	111	427	403.4
	Writing	110	429	413.5
	Numeracy	111	434	411.9
Year 5	Grammar	111	538	499.7
	Reading	111	533	508.5
	Spelling	111	528	492.1
	Writing	111	520	483.2
	Numeracy	111	529	494.0
Year 7	Grammar	165	578	542.9
	Reading	166	588	548.3
	Spelling	165	567	541.1
	Writing	166	574	535.7
	Numeracy	165	587	541.9
Year 9	Grammar	155	595	565.1
	Reading	155	604	577.3
	Spelling	155	600	572.6
	Writing	154	592	569.3
	Numeracy	155	600	571.8

SCHOOL PROFICIENCY LEVELS

Comparison of School and ACT for Percentage of Students in each Proficiency Level

Conclusion:

- More than 30% of students achieved Exceeds for Reading in all cohorts.
- Spelling in Years 5, 7 and 9 was also a strength with over 30% of students achieving Exceeds.
- The percentage of students in the Needs Support category decreases significantly with number of years of schooling, demonstrating Burgmann’s success in supporting the literacy and numeracy development for our student, particularly with so many students for whom English is not the language spoken at home.

- When compared to ACT statistics, school percentages are consistently lower than ACT for Need Support and Developing, and higher than ACT for Strong and Exceeds.
- Numeracy in Years 3, 5 and 9, over 60% of students are categorised as strong, providing an opportunity to explore further extension of students into the Exceeds category in the future.

	Need Support		Developing		Strong		Exceeds	
	School	ACT	School	ACT	School	ACT	School	ACT
Year 3								
Grammar	9.9%	11.9%	22.5%	31.6%	50.5%	48.0%	17.1%	7.3%
Reading	6.3%	7.9%	14.4%	19.8%	48.6%	47.7%	30.6%	23.3%
Spelling	6.3%	11%	19.8%	27.3%	49.5%	43.7%	24.3%	16.8%
Writing	3.6%	5.9%	14.5%	16.3%	68.2%	69%	13.6%	7.6%
Numeracy	5.4%	8.4%	12.6%	22.5%	61.3%	55.2%	20.7%	12.7%
Year 5								
Grammar	6.3%	8.1%	12.6%	23.8%	52.3%	54.5%	28.8%	12.2%
Reading	2.7%	4.7%	7.2%	14.6%	55.9%	53.3%	34.2%	26.2%
Spelling	6.3%	7.3%	9.9%	20.5%	44.1%	50.0%	39.6%	20.8%
Writing	1.8%	8.0%	15.3%	23.9%	58.6%	56.9%	24.3%	9.9%
Numeracy	0.9%	6.7%	12.6%	19.3%	64.0%	61.1%	22.5%	11.6%
Year 7								
Grammar	3.0%	8.6%	14.5%	22.4%	56.4%	54.6%	26.1%	13.0%
Reading	1.2%	7.4%	8.5%	17.2%	55.8%	49.9%	35.2%	24.2%
Spelling	4.2%	7.1%	11.5%	18.3%	50.9%	50.2%	33.3%	23.0%
Writing	1.2%	9.3%	18.1%	25.1%	55.4%	50.1%	25.3%	14.1%
Numeracy	1.2%	7.7%	13.3%	20.5%	57.6%	58.8%	27.9%	11.7%
Year 9								
Grammar	0.6%	11.1%	20.6%	26.4%	57.4%	45.6%	21.3%	15.4%
Reading	3.9%	9.2%	11.0%	20.1%	53.5%	46.7%	31.6%	22.5%
Spelling	3.2%	6.9%	7.7%	17.7%	57.4%	54.3%	31.6%	19.6%
Writing	3.9%	12.1%	20.0%	28.1%	55.5%	40.5%	20.0%	17.6%
Numeracy	3.2%	9.2%	14.2%	22.0%	69.0%	57.8%	13.5%	9.6%
Colour Key	Area of strength				Area for possible action			

PARENT, STAFF AND STUDENT SATISFACTION

In 2023, 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 were formally surveyed to reflect their satisfaction and as an opportunity to share feedback and propose concerns. They participated in a number of whole staff meetings to provide feedback about their needs and to suggest ideas to build staff collegiality. As a result of staff feedback, operational changes were made to improve their work conditions, including a complete review and reallocation of photocopiers.

Staff surveys revealed the following key information:

- 94% of staff feel a sense of belonging at Burgmann
- 94% feel respected at work
- 100% of teachers feel they help students grow and progress
- 87% of operational staff and 74% of teaching staff reported that they found their workload manageable, presenting and opportunity for ongoing growth.

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.

STUDENT SURVEY

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 has also provided helpful insight into enhancing student satisfaction with all aspects of their schooling experience.

Across year levels there was a 4% increase in students experiencing very highly developed SEW scores, with rises indicated in green below.

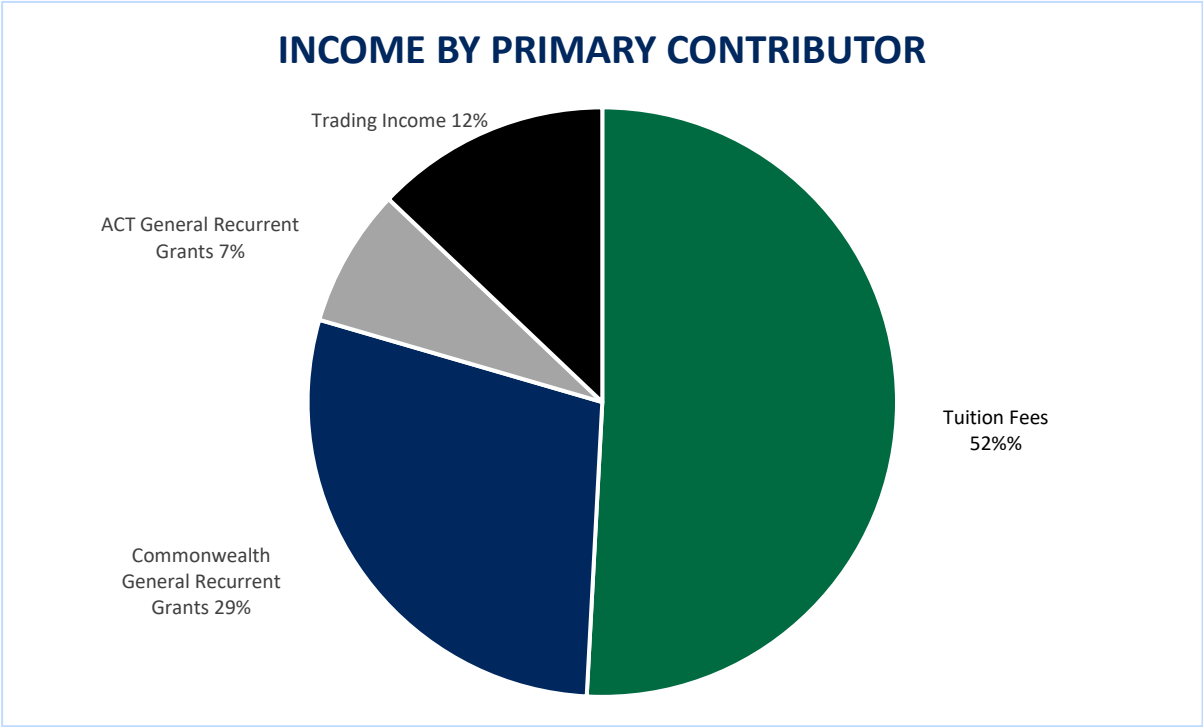
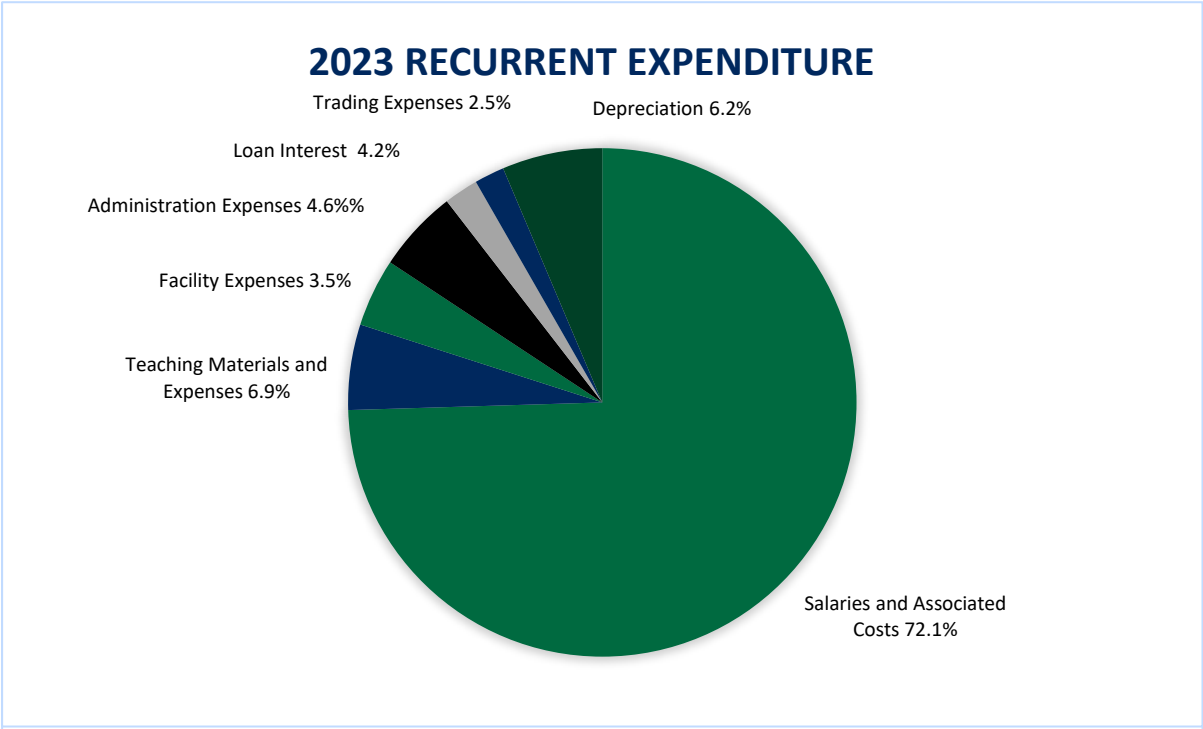
Overall Burgmann SEW Scores by Year Groups (3 – 6) in 2023

SEW Level	Year 3 (%)	Year 4 (%)	Year 5 (%)	Year 6 (%)
Very Highly Developed	11.5	11.3	8.7	9.4
Highly Developed	11.5	17.9	12.6	15.9
Developed	65.4	49.1	57.3	47.6
Emerging	11.5	20.8	19.4	23
Low	0	0.9	1.9	4

Overall Results By Year Groups (7-12) in 2023

SEW Level	Year 7 (%)	Year 8 (%)	Year 9 (%)	Year 10 (%)	Year 11 (%)	Year 12 (%)
Very Highly Developed	2	1.9	0	5.8	0	2
Highly Developed	9.8	3.8	5.1	4.2	4.9	2
Developed	77.8	66.9	69.1	74.2	69.9	78
Emerging	9.8	23.7	24.3	15.8	25.2	18
Low	0.7	0.6	1.5	0	0	0

SCHOOL INCOME BY FUNDING SCORE



FINANCIAL RESULT

In 2023, the School recorded an operating surplus of \$2,927,741. Approximately 52% of the School’s income was contributed by parents through School tuition fees with Federal and State Government providing around 36% and the balance coming from donations and trading activities (Early Learning Centre, Pre-Kindergarten, Outside School Hours program, Canteen and Uniform Shop).

CAPITAL WORKS

Several building and landscaping projects were completed throughout 2023 including:

- The opening of the Northern Road, with a new set down and pick up area for students on the Valley campus, creating a safer area for children.
- Landscaping of the Northern Road Concourse also focused on improving safety for pedestrians, increasing the connection between the ELC and the rest of the Valley Campus. Protection of existing building was also enhanced through the improvement of drainage.
- Moving the Waste enclosure, to improve accessibility
- Relocation of the electrical substation for the building of the New Science Centre
- Building of the new Science Centre – with 6 new Science labs on the Valley Campus

STAFF

At the date of the Commonwealth Census in August 2023 the School had 133 teachers (125.94 FTE) and 94 support and operational staff (73.31 FTE).

INDUSTRIAL MOVEMENTS

During 2023 there were pay increases of 2.28% for both Teachers and Support Staff.

