

**BURGMANN**  
ANGLICAN SCHOOL



## 2015 Annual Report

## Contents

Principal’s Report.....	3
Chair’s Report .....	5
Staffing.....	6
Industrial Movements.....	6
Staff 2015.....	6
Professional Learning & Accreditation .....	12
Curriculum .....	13
Wellbeing.....	14
Enrichment .....	14
Co-curricular .....	15
Student Information and Attendance Rate .....	16
Year 12 Results .....	16
Year 12 Post 2015 Student Intentions.....	16
School Performance in Nation-wide Tests and Examinations.....	17
Parent, Student and Staff Satisfaction.....	18
School Income by Funding Source.....	19
Performance against Budget .....	20
Capital Works.....	20
School Registration .....	20

## Principal's Report

*'Education is learning what you didn't even know you didn't know.'*

*Daniel Boorstin Historian Chicago University*

I remain encouraged by the natural desire of our students to understand the world around them. From 3 to 18 years of age our students excel, typically, in developing and inquiring into the things that interest them. The task of the school is to shape our teaching around this authentic desire to learn.

This year the school developed a model for understanding how *grace commitment and wisdom* can be understood and embedded into the school's culture. The outcome was the Burgmann Wellbeing Model:



*Curiosity* is one of our key virtues and helps us to shape the style of learning within the school. While course outlines based on the Australian and ACT curriculum, NAPLAN, Board of Secondary School Studies and many other regulatory requirements are mandated, it is important that the focus for our students remains on learning. Curiosity shapes the learning process. Whether a child holds ice in their hands, is mesmerized by the falling of snow or is drawn to explain the colours of light through a prism, the core aim remains the same. How do we as a school encourage and nurture this authentic desire to learn and understand? Our staff are crucial to this aim, encouraging students to move beyond their comfort zone to a place they did not think was possible.

This year we celebrated the students who have completed 15 years of a Burgmann education. The students who started in 3 Pre in 2001 graduated this year. This is a special and remarkable achievement.

Learning should be a lifelong pursuit and therefore establishing quality approaches to learning remains a core aim of our programs. Knowledge is important but the application of knowledge is critical to ongoing learning. Higher order thinking skills, creativity and project based learning assume increasing significance for students to apply their knowledge through engaging and relevant contexts.

2015 has seen many opportunities for our students to excel within and beyond the classroom. While results are significant, fostering a community minded culture remains a core aim. The Year 12 results were of a very high order. However, the character of our students as displayed by their generosity of spirit, reflects the strength of the partnership between the home and school and is refreshingly positive for the future of society. Our Year 12 students were a remarkable group of young people who consistently supported each other and many beyond the school.

That our students wish to give to others has defined our place in the Canberra community. Increasingly, our students are being recognized for their caring and generous giving: giving of time and resources to assist those both within and beyond our community. This attitude supports the Christian basis of our school. The schools motto *grace commitment wisdom* so aptly describes the aspirational aims of the school community. So many in our school community are active servant leaders.

I would hope that the curiosity garnered at Burgmann is shaped to guide students towards creative solutions to those many complex problems our world presents. That our students are generally so willing to suggest and present practical solutions certainly bodes well for the future.

One of the highlight for us during 2015 was the National Assessment and Rating process which was undertaken in our Preschools. This assessment measured our performance against the National Quality Standards and involved an intense two day investigation at both campuses into all aspects of our operation and programs. We were very proud to receive the highest possible rating 'exceeding National Quality Standards'.

I thank all the Preschool staff who were involved in this rigorous process and congratulate them on this outstanding outcome.

The school will release the 2016 – 2020 strategic plan early in 2016. The ongoing development of resources which support innovative and creative learning will be key to these plans.

I wish to acknowledge all staff, parents and students for thoughtful and practical support throughout the year. Teachers, Support Staff and our many, many volunteers all deserve acclamation and generous acknowledgement. I also wish to thank the Executive team for their individual and collective wisdom throughout the year: Mr John Foulcher, Mr Chris French, Mr Kym Reid, Mrs Bev Galloway, Mrs Wendy Hegarty, Mrs Alison Easey, Mr Alex Abecina and Mr Joel Anderson. Together with Ms Jenny Hyland and Mrs Michelle Chambers this team has guided our school very effectively in 2015.

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

**Steven Bowers**  
**Principal**

## Chair's Report

2015 was another successful year at Burgmann Anglican School and marks the midpoint in the Board's three year financial transformation strategy. Under the careful oversight of the Board of Directors, Burgmann has undertaken an extensive review of cost control and expenditure restraint while developing a comprehensive campus renewal program. Some notable programs and projects completed in 2015 include landscaping and ground improvements, information technology infrastructure upgrades and refurbishment of teaching and learning spaces.

After careful consideration, Burgmann was proud to launch the Outside of School Hours Care program commencing Term 4, 2015. Led by Mrs Alena Voysey, Director of OSHC, this program caters for 145 children daily across both campuses. At its heart this program is closely aligned to Burgmann's teaching and learning philosophies.

During 2015, Mr Kym Reid, Mrs Helen Leayr and Mr Ian Heyward concluded their membership of the Board. I would personally like to thank Mr Heyward, a founding member of the Burgmann Board, for his significant and instrumental contribution to formation of Burgmann and its continued success. We also welcomed Mrs Wendy Preston and Mrs Heather Walsh to our Board. I would like to thank my Board colleagues who contribute their time and skills voluntarily and are an extraordinarily dedicated group.

The Board would like to acknowledge the fundraising and support activities provided by the Burgmann Parents and Friends Association. This group plays a key role in both fundraising as well as providing friendship building opportunities to the Burgmann community

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



**Natalie Vandeppeer Bradley**  
Chair

## Staffing

At the date of the Commonwealth Census in August 2015 the school had 119 teachers (105.4 full time equivalent workload) and 63 non-teaching staff (41.4 full time equivalent).

Fourteen permanent staff left the school in 2015 for personal reasons.

Three members of the school's staff were on maternity leave during 2015.

At the date of the Commonwealth Census in August 2015 the school had 15.75 Primary students per Primary teacher; and 11.87 Secondary students per Secondary teacher. The school's average teaching staff ratio across the whole school (excluding Preschool) was 13.66 students per teacher. There were 34.78 students per non-teaching staff member (excluding Preschool).

Comparing the school's staffing in the 2014 and 2015 Commonwealth Census, the school's retention rate for teachers was 88% based on FTE.

The average attendance rate for teachers in 2015 was 94.6%.

One staff members identified themselves as of Aboriginal or Torres Strait Islander origin.

## Industrial Movements

During 2015 there were pay increases of:

- Teachers - 2.5%
- Support Staff – 4.0%

The Teachers' Agreement was due to expire on 1 October 2014. Negotiations towards a new agreement were ongoing. The Support and Operational Staff Agreement expires on 31 January 2016.

## Staff 2015

### Executive Staff

Mr Steven Bowers DipTeach, BEd, MEdAdmin	Principal
Mr John Foulcher BA (Hons) DipEd	Deputy Principal Valley Campus & Head of Senior School
Mr Chris French BEd, MEd	Deputy Principal Forde Campus & Head of Middle School (until 18 September 2015)
Mrs Alison Easey BEd (Hons), MEd	Assistant to the Principal & Acting Deputy Principal Forde Campus (from 19 September 2016)
Mr Kym Reid BEd, MEd, CertIVA&WT	Acting Head of Middle School (from 19 September 2015)
Mrs Bev Galloway BA, DipTeach, GDipSpecEd	Head of Junior School
Mrs Wendy Hegarty DipTeach, BEd, GDipEd, GDipHRD	Head of Early Childhood School
Mr Alex Abecina GradDipChst, MA	Head of Ministry
Mr Joel Anderson BBus, CPA	Head of Operations

### Administration Staff

Ms Jenny Hyland, BMgt	Human Resources & Executive Assistant to the Principal
Mrs Michelle Chambers	Personal Assistant to the Principal
Mrs Deb Robinson DipBusAdmin, AssDipCC	School Registrar
Mrs Megan Davis MBA	Personal Assistant to Deputy Principal Valley Campus & Head of Senior School
Mrs Yolanda Haverfield	Personal Assistant to Deputy Principal Forde Campus & Head of Middle School
Mrs Fiona Wicks	Personal Assistant to Head of Junior School

Mrs Marie Hockless BSc	Personal Assistant to Head of Early Childhood (until 13 May 2015)
Mrs Amanda Macdonald	Personal Assistant to Head of Early Childhood (from 12 May 2015)
Mrs Jenny Wilson	Personal Assistant to Director of Studies & Student Records (until 22 May 2015)
Mrs Marie Hockless BSc	Personal Assistant to Director of Studies & Student Records (from 13 May 2015)
Mrs Karyn Spollard CertIVBusAdmin	Personal Assistant to Assistant to the Principal & Academic Records
Mrs Jill Hopkins	Senior School Administrator
Ms Angie Ng BComm,CPA	Accountant
Ms Anne Preston	Payroll and Creditors
Mrs Kelly Robbins	Fee Accounts and Student Records
Mrs Sonia Cowdroy	Front Office Valley (from 17 August 2015)
Mrs Margaret Eastman CertIVBusAdmin	Front Office Valley
Mrs Tamara Twomey	Front Office Valley (until 3 June 2015)
Mrs Amanda Macdonald	Front Office Forde (until 11 May 2015)
Mrs Hannah Mudge	Front Office Forde (from 20 July 2015)
Mrs Anne Searle	Front Office Forde
Mrs Robynne Furini	Music Administrator
Mrs Tamara Maher	Co-Curricular Sport Administrator
Mrs Bernadette Ross	Sports Assistant (from 20 July 2015)
Mr Richard Bance	IT Systems Coordinator (until 24 April 2015)
Mr Rob Peneder	IT Support Team Leader
Mr Samuel Clarke	IT Support (from 20 April 2015)
Mr Sam Dasey	IT Support
Mr Adam Herd	IT Support (until 6 February 2015)
Ms Hannah Robinson	ICT Learning Support Assistant/Technician
Mr Malcolm McLeary	IT Support

### Outside School Hours Care Staff

Mrs Alena Voysey BEd	Director (from 20 July 2015)
Mrs Amina Sharma BSc,BEd,MSc	Assistant Director (from 21 September 2015)
Ms Amelia Kellow	Lead Educator (from 21 September 2015)
Ms Rachel McKerrow	Lead Educator (from 23 November 2015)
Ms Tenille Condie	Assistant Lead Educator (from 24 September 2015)

### Grounds and Maintenance Staff

Mr Stephen Anthony	Facilities Manager
Mr Bradley Apps	Grounds & Maintenance
Mr Julian Carter	Grounds & Maintenance
Mr Bruce Humphries	Grounds & Maintenance
Mr Syd Miller	Grounds & Maintenance (until 14 August 2015)
Mr Mick Newman	Grounds & Maintenance
Mr Tommy Robert	Grounds & Maintenance

### Early Childhood

Mrs Sally Gibson BEd	Deputy Head of Early Childhood (Pastoral) & Enrichment Teacher
Ms Prudence Sheargold DipTeach,BEd	Deputy Head of Early Childhood (Curriculum), Enrichment Teacher & Relief Coordinator
Mrs Briony Heyward BEd	Preschool Teacher (3Pre) Valley
Mrs Rowena Tibbits BEd,BTeach	Preschool Teacher (3Pre Forde & 4Pre Valley)
Mrs Fiona Frowd BEd	Preschool Teacher (4Pre Forde) & Team Leader
Mrs Lisa Bennett CertIIIChildServ	Preschool Assistant (3Pre) Forde
Mrs Michelle Colman DipChildServ	Preschool Assistant (4Pre) Forde

Mrs Clare Waters CertIIIChildServ  
Mrs Leonie Waldock DipChildCare&Ed  
Ms Edwina Passer BEd  
Mrs Fiona Manton BEd  
Mrs Catherine Martin BEd  
Mrs Annie Nygh BEd  
Mr Tim Brideoake BEd  
Mrs Karen Gilligan BA,BEd  
Mrs Kirsten Lambert BEd  
Miss Tenille Tyack BEd  
Mrs Denise Mewett BEd  
Mr Wes Goodisson BEd  
Ms Leanne McKenzie BA, BEd  
Mrs Megan McLaughlan BEd  
Mrs Tracey Harrison BEd  
Mrs Fiona Goodhew BMus, GDipL&T  
Ms Michelle Higgs DipMus  
Mrs Rima Kemp BEc, GDipEd  
Ms Ade Febiana BSocSc,GDipEd  
Mrs Angela Irving BHumMov,BTeach  
Mrs Cathryn Hill

Preschool Assistant (4Pre) Valley  
Preschool Assistant (3Pre) Valley  
Kindergarten Teacher Forde & Team Leader  
Kindergarten Teacher Valley  
Kindergarten Teacher Valley  
Kindergarten Teacher Forde  
Year 1 Teacher Forde  
Year 1 Teacher Forde & Team Leader  
Year 1 Teacher Valley  
Year 1 Teacher Valley  
Year 2 Teacher Valley  
Year 2 Teacher Forde  
Year 2 Teacher Valley & Team Leader  
Year 2 Teacher Forde  
Enrichment Teacher  
Music Teacher & Year 2 Strings  
Year 2 Strings (until  
Indonesian  
Indonesian  
Physical Education Teacher  
Enrichment Assistant

### Junior School Staff

Mr Adam Hall BEd  
Miss Meagan Jacobs BEd  
Mrs Rebecca Mackay BEd  
Ms Joanne Parker BTeach(Hons),BSocSc,BEd  
Ms Mackenzie Links BTeach,BSocSci  
Ms Rosie Develin DipTeach,BEd  
Mrs Rebecca Hunter BSc,GDipEd  
Mr David Perfect BEd  
Mr Ivan Lloyd BEd  
Mrs Tania Bright BEd  
Mr Jason Vant BEd  
Mrs Leonie Walker BEd

Year 3 Teacher & Team Leader  
Year 3 Teacher  
Year 3 Teacher  
Year 3 Teacher  
Year 4 Teacher & Team Leader  
Year 4 Teacher  
Year 4 Teacher  
Year 4 Teacher  
Year 4 Teacher  
Year 5 Teacher & Team Leader  
Year 5 Teacher  
Year 5 Teacher & Deputy Head of Junior School (Pastoral)  
Year 5 Teacher & Deputy Head of Junior School  
(Curriculum)  
Junior School Teacher  
Enrichment Teacher  
Enrichment Teacher  
Enrichment Teacher  
Music Teacher  
Indonesian  
Physical Education Teacher  
Enrichment Assistant  
School Assistant  
School Assistant (from 17 March 2015)

Ms Jane Tys BEd  
Mrs Sally Atkinson BEd  
Mrs Belinda Cox BEd  
Mrs Diane McLennan GDipEd,BEd,MSpecEd  
Miss Lauren Fobister BMus, GDipEd  
Ms Ade Febiana BSocSc,GDipEd  
Mr Andrew Withers BEd  
Mrs Sharon Austin BA  
Mr Matthew Maher  
Mr Tom O'Rourke

### Middle School Staff

Mr Ben Clark BMCH (Hons),GDipEd  
Mr Kym Reid BEd, MEd,CertIVA&WT  
Mrs Belinda Chant BA,BTeach  
Mrs Gaynor Jericho DipTeach,GDipThEd  
Mr Harry Millard BEd  
Mrs Natalie Wright BEd  
Mr Ed Briedis BEd  
Ms J van Akker BTeach,BEd,GCertEd  
Mrs Nicole McAlonan BEd

Deputy Head of Middle School (Curriculum)  
Deputy Head of Middle School (Pastoral)  
Year 6 Teacher & Team Leader  
Year 6 Teacher  
Year 6 Teacher  
Year 6 Teacher  
Year 7 Teacher  
Year 7 Teacher  
Year 7 Teacher & French Teacher



Mrs Emma Simpson BEd  
Mr Todd Davis BEd  
Mrs Naomi Dasey BA, GDipEd  
Mrs Kristen Fink BA, MEd  
Mr Brett Gore BA, GDipEd, MEdStudies  
Ms Ebony Moro BEd  
Mrs Lisa McInnes BEd  
Mrs Lauren Montero BAppSc, MTeach, GCertRE  
Mrs Amanda Marshall BSc, GDipEd  
Mr Kevin Robertson BEd  
Ms Alex Acworth BA, GDipEd  
Mrs Katie Beresford DipTeach, BEd, DipProChWr  
CertIVA&WT  
  
Mrs Sharyn Hill BEd  
Mrs Rima Kemp BEc, GDipEd  
Mr Scott Prowse BEd

Year 7 Teacher & Team Leader  
Year 8 Teacher (until 26 June 2015)  
Year 8 Teacher  
Year 8 Teacher (from 16 July 2015)  
Year 8 Teacher, Team Leader & Relief Coordinator  
Year 8 Teacher  
Enrichment Teacher (Term 1, 2 & 4)  
Enrichment & Science Teacher  
Science Teacher & MS Laboratory Assistant  
Design Technology Teacher  
Visual Art Teacher  
Music Teacher  
  
Enrichment Teacher (Term 3) & Drama Teacher (Term 4)  
Indonesian  
Sports Coordinator & Physical Education Teacher

## Senior School Staff

### *English/LOTE Faculty*

Mrs Glynis Dunningham BA, DipEd  
Ms Angela Jones BA, DipEd  
Mrs Ruth Adams BA, GDipEd  
Mrs Clare Glanville BA, GDipEd, MA  
Mr Andrew Clissold BA, GradDipEd, MPhil  
Ms Alison Jost BA, GDipEd  
Ms Ade Febiana BSocSc, GDipEd  
Mrs Heidi Perri BA, DipEd  
Mrs Sandie Simons BPhysEd, DipTeach  
Ms Gail McCulloch CertIVDWK

Head of English Faculty (Term 1 & 2)  
Head of English Faculty (from Term 3)  
English  
English (until 11 September 2015)  
English (from 12 October 2015)  
Enrichment  
Indonesian  
Drama  
French  
Enrichment Assistant

### *Mathematics Faculty*

Mr James Hassall BSc, GDipEd  
Miss Jennifer Colley BSc, GDipEd  
Mr Rod Crnkovic BSc, GDipEd  
Mrs Alison Easey BEd(Hons), MEd  
Mr Feri Roomiani TeachCert, GDipEd  
Mr Daniel Tibbits BScEd  
Mrs Kayley Yang BSc(Hons), BEd

Head of Mathematics Faculty  
Mathematics & Science  
Senior School Director of Studies & Mathematics  
Mathematics  
Mathematics  
Mathematics, Science & Head of House  
Mathematics

### *Science Faculty*

Mr Graham Caldwell BAppSc, GDipEd  
Mr Tim Birkett BSc, PGDipEd  
Mr Suren Mendis BMedSc, GradDipEd  
Miss Nicole Nunan BMus, BSc, GDipEd, GCertRE  
Mrs Briony Slade BEd, GCertRE, AssocDipAppSc  
Dr Lynn Walker BSc(Hons), BTeach, PhD  
Ms Celina Lees

Head of Science Faculty  
Science & Mathematics  
Science  
Science  
Science  
Science & Director of Learning & Teaching  
Laboratory Assistant

### *Humanities & Visual Arts Faculty*

Mrs Nanette Bragg BEd, DipTeach  
Mrs Marie Claydon BA, GDipEd  
Mr Bill Gillespie BA, MA, DipEd, DipSpecEd  
Mrs Liz Craig BEd, MEd  
Mr Michael de Andrade BComSc, GradDipEd, GCertRE  
Mr Ben Harris BA, GDipEd, MIntComDev

Head of Humanities Faculty  
Humanities (Term 1-3)  
Humanities (Term 4)  
Director of Administration & Humanities  
Information Technology  
Director of Pastoral Care & Humanities

Mrs Nicola Hurle TrTeachCert,GCertEd,  
MEd,DipBibStud

Miss Emily Mitchell BComm,BMin,

Mr Gavin Page BEd

Mr Jason Paris BA(Hons),BJ,GDipLS,GDipEd

Humanities

Humanities

Humanities & English

Humanities

### *Physical Education Faculty*

Miss Natalie Gartner BHSc&HumMov,GDipEd

Mrs Emma Blucher BEd

Mrs Bronwyn Collins BSocSc,GDipEd

Mr Andrew Fleming BEd

Mrs Joanna Kreskas BEd,CertIVYW,CertIVA&T  
CertIVFitness, CertIVCD

Head of Physical Education Faculty

Dance

Physical Education & Head of House

Physical Education & Director of Co-curricular

Physical Education & Careers Advisor

### *Arts & Design Faculty*

Mr Patrick Langer BEd, MExerSc

Mr Cameron Major BEd

Mrs Hayley Borg BEd,CertIVTA

Mrs Cherie Robinson BA,GradDipEd

Head of Arts & Design Faculty & Exercise Science

Design & Technology & Digital Media (until 26 June 2015)

Design & Technology & Digital Media (from 13 July 2015)

Digital Photography, Design Graphics, Visual Art & Head of House

Visual Art

Design Assistant

Mrs Lyn Yates BA,BEd

Mr David Mason

### *Music*

Mrs Sandra Taylor BEd,DipTeach

Director of Music & Music

### *Religious Studies Faculty & Ministry Team*

Mr Alex Abecina GradDipChst, MA

Rev Michael Dasey

Mr Andrew Fleming BEd

Mr David Gilmour BEd

Mrs Briony Heyward BEd

Mrs Kate Gore BEd,MEd

Mrs Nicola Hurle TrTeachCert,GCertEd,  
MEd,DipBibStud

Miss Tracey Jacob DipTeach,BEd,DipTh

Miss Emily Mitchell BComm,BMin,

Miss Alexandra Morris BMedSc,DipEd

Miss Nicole Nunan BMus,BSc,GradDipEd,GradCertRE

Mrs Kylie Cann BEd, BPsych

Mrs Kerrie Craig BArts (Psych)(Hons)

Mrs Brooke James

Head of Ministry & Head of Religious Studies Faculty

Christian Living

Christian Living

Chaplain & Christian Living

Christian Living (Term 1)

Christian Living (Term 2-4)

Christian Living & Religious Studies

Christian Living

Religious Studies

Christian Living

Religious Studies

Psychologist

Psychologist

Defence School Transition Aide and Mentor

### *Library Staff*

Ms Sue Martin BA,BEd

Mrs Rosalie Knox BSc,DipEd,GDipSc

Mrs Rebecca Ware BA(Hons),BTeach,MEd

Mrs Gemma Wilson BEd, MEd

Ms Vanessa Frame BA,DipLibInSv

Mr Nathan Cullen DipLibInSv

Mrs Linda Karle BA, DipEd

Mrs Kerrie Linklater

Mrs Meera Sridhar CertIIICulSv

Mrs Janine Studholme CertIVLibInSv

Information Services Coordinator & Teacher Librarian

Teacher Librarian & Pastoral Care Tutor

Teacher Librarian

Teacher Librarian

Library Technician (until 25 September 2015)

Library Assistant (until 25 September 2015)

Library Assistant

Library Assistant (from 1 December 2015)

Library Assistant (from 19 November 2015)

Library Assistant and Technician

### *Music Tutors*

Veronica Bailey	Percussion
Stephen Bennett	Voice
Katie Beresford	Voice
Lynn Chan	Piano
Alison Cozadinos	Piano
Aleisha Fisher-Stevens	Voice
Fiona Goodhew	Violin
Ajla Hajdic	Piano and Voice
Michelle Higgs	Violin and Viola
Justin Lingard	Brass
Michael Martin	Voice
Malcolm Newland	Percussion
Mark Norton	Guitar
Nicole Nunan	Voice
Shahn Paterson	Cello
Claire Phillips	Violin
Lindsay Robertson	Piano
Nathaniel Smith	Guitar
Ben Sutcliffe	Saxophone and Clarinet
Rebecca Timoney	Flute
Laura Tough	Piano
Lynn Woodgate	Piano

### *Co-curricular Music 2015*

Rock Band	Director: Nathaniel Smith
Stage Band	Director: Ben Sutcliffe & Sandra Taylor
Flute Ensemble	Director: Rebecca Timoney
Chamber Orchestra	Director: Fiona Goodhew
Junior Choir:	Director: Katie Beresford Manager: Lauren Fobister Accompanist: Lindsay Robertson
Senior Choir:	Director: Sandra Taylor
Chamber Choir:	Director: Nicole Nunan Accompanist: Sandra Taylor

## Professional Learning & Accreditation

At the outset of 2015, we set a two year whole school priority for our teachers; 'Building our capacity when using ICT to enhance student learning and wellbeing within the Burgmann context'. This resulted in the development of our ICT Vision for Learning@Burgmann that articulates our commitment to promoting ICT as it relates to student wellbeing, learning and teaching, and teacher professional learning. Teachers embraced the opportunities to try new resources and strategies, and to share their successes with each other, resulting in some highly successful learning initiatives. In addition to the ICT priority, staff have engaged in many other exciting professional learning activities throughout the year that linked to their new Professional Learning Goals.

The school created and ran three TQI accredited programs for Burgmann teachers; Using ICT to Enhance Learning and Teaching, Seven Steps to Writing Success, and Relationships, Thinking Skills and ICT.

Over 2015-2016, Early Childhood are participating in the AISACT Literacy and Numeracy Coaching Academy. This initiative builds a coaching culture amongst teachers with a particular focus on improving classroom practice and therefore numeracy outcomes for students.

During semester two, the staff engaged in a series of whole school discussions centred on issues of assessment. These were highly animated and valuable discussions that encouraged teams across the school to share successful practices and to identify areas of challenge.

This year two Burgmann Scholarships were awarded. Ivan Lloyd investigated ways that to embed the use of interactive whiteboards and iPads into learning and teaching in Junior School, while the librarians, Sue Martin, Gemma Wilson and Rebecca Ware explored ways that library services could collaborate more closely with teachers to develop students' inquiry skills.

In 2015 we acknowledge the success of a significant number of teachers who successfully achieved recognition at the Proficient Teacher and Experienced Teacher career stages. In total thirteen teachers participated in various formal processes where they reflect and provide evidence from their teaching practice using the Australian Standards for Teachers. These processes are rigorous and thought-provoking, and support teachers to build their professional capacity.

Professional learning for Early Childhood staff in 2015 focused on Literacy. Staff attended Sheena Cameron workshops around "Developing an Effective Writing Program" and the "Seven Steps to Writing Program". In teams staff reviewed their Literacy blocks of teaching and reviewed time each day allocated to spelling, writing, reading and listening and speaking.

The focus in Junior School in 2015 was on our writing programmes. All staff members undertook professional development in the Seven Steps to Writing programme. This provided an excellent framework for teaching writing, using a shared vocabulary across the sub school.

Middle School Teachers reviewed practises and contemporary theories around behaviour management and student Wellbeing. In April, all staff attended a Professional Learning workshop facilitated by Dr Thomas Neilson. Key themes for this in-service included; self-care, community, environment, student relationships and social concern. Individual learning goals were supported with teachers undertaking external professional learning. Two collaborative working groups were established within the Middle School and regular meetings for these groups took place over the course of the year. Staff continued to present their external professional learning experiences through report summaries as part of weekly staff meeting agendas.

In 2015 Senior School teachers attended an extensive range of external Professional Learning workshops and conferences on topics relating to their particular professional development goals. As part of the ongoing Senior School Professional Learning Community initiative, individual teachers delivered workshops on subjects covering a broad suite of educational issues. Throughout the year, a number of Senior School teachers were involved in BSSS course writing workshops. In July, the sub-school Professional Learning day was centred on reflective practice. This continued to be a focus throughout the rest of the year as teachers paired up to discuss aspects of their teaching and to undertake classroom observations.

## Curriculum

Australian Curriculum implementation continued in accordance with the ACT Implementation Schedule. In particular, implementation of Geography and The Arts progressed K-10. For Year 11-12 teachers were engaged in extensive preparation for the implementation of Australian Curriculum courses in Mathematics, Science, English and History from the beginning of 2016.

During 2015 there was significant planning for the expansion of BYOT (Bring Your Own Technology) in the Senior School as well as the introduction of the Year 5-6 one-to-one iPad program. These programs seek to find meaningful ways to use ICT to enhance learning and teaching programs.

Learning and Teachings programs in Early Childhood were reviewed closely 2015 around the areas of effectiveness, suitability and link to National Outcomes. This has resulted in the introduction of two new systems for programming.

In Mathematics we have introduced Maths Plus, which is the number one primary maths program in Australia. In Literacy we have introduced the Jolly Grammar program. Jolly Grammar is the next stage, after a first year with Jolly Phonics in our Kindergarten classes. In addition to these upgraded programs our Early Childhood Deputies, Prue Sheargold and Sally Gibson, have participated in the Literacy and Numeracy Coaching Academy funded by the ACT Association of Independent Schools. This involved working with our Early Childhood team of teachers to implement a coaching approach to enhance instruction and student outcomes in the area of Numeracy.

As the National Curriculum continued to be rolled out, Junior School staff looked for new and innovative ways to integrate subjects and cover the required content.

Planning and implementation for the Australian Curriculum continued with further revision of documentation, particularly in Humanities and Social Sciences. The Life-skills program was refined with increasingly relevant student electives. A process of identifying Australian Curriculum 'general capabilities' for the Life-skills program was also undertaken. The Science and Integrated Studies programs included experiential learning through excursions in and around Forde, Yerrabi Ponds and Mulligan's Flat nature reserve. Group 'rich task' assessments in Mathematics were increasingly rigorous with students required to complete both a self-evaluation and independent quiz upon final submission.

During 2015 in Senior School the National Curriculum was implemented in Mathematics, Science, English and Humanities in Years 9 and 10. Preparations were made to implement new National Curriculum courses in Biology, Chemistry, Physics, English, Mathematics and History, which will take place in 2016.

Senior School staff were heavily involved in writing new courses for General Science, Music and Drama for the Board of Senior Secondary Studies (BSSS) this year. Drafts of these new courses will be available in 2016 for planned implementation in 2017.

## Wellbeing

In 2015 the Wellbeing program in Early Childhood focused on reinforcing the school's Core Values of Integrity, Trust, Curiosity and Courage. In the early years of learning we see Integrity expressed as 'being the best me', Trust expressed by 'being dependable', Curiosity expressed by 'asking questions', and Courage expressed by 'having a go'. Staff actively discussed these concepts with the students in a range of contexts and looked for displays of behaviour in each area. At weekly assemblies students were awarded Personal Best awards around these values.

In Junior School, staff were encouraged to model wellbeing to the students, which included them participating in a pedometer programme in Term 3. Throughout the curriculum, students were encouraged to create balance in their lives – particularly in regards to screen time, exercise and reading. A number of activities were offered at recess and lunch time to support this – such as the competitive coups (team games in House groups), chess club and book club.

In Middle School the understanding and unpacking of the school core values and broader themes displayed in the values icon was a key part of the Wellbeing program. Students developed desktop screen savers which displayed the four values along with accompanying photos and artwork. These screen savers appeared on student computer backgrounds over the course year. Cyberbullying and the appropriate use of Social Media was supported through guest speakers, online training, quizzes and video documentaries. Gender based workshops titled 'Burg MAN' and 'M Power for Girls' continued to play a key role in working with specific issues and experiences relevant to young adolescents.

Wellbeing programs in the Senior School focused significantly on raising awareness of mental health challenges, cybersafety and digital citizenship, life skills, caring for self and for others. Our camps and retreats program and various other activities built a more contemplative base for action and behaviour through targeted reflection activities, mindfulness, yoga, meditation and adventure therapy. The introduction of multi-year chapel and worship opportunities in the dynamic style of a youth group assisted students to develop their understanding of the Christian life. External groups were used to facilitate broader social learning and to enhance school programs, such as the Australian Federal Police, Project Rockit, the Black Dog Institute, Menslink and MIEACT.

## Enrichment

Staff in Early Childhood Enrichment are trained in Multilit and Minilit. Multilit/Minilit is a research-based initiative of Macquarie University, which aims to address the needs of students with reading difficulties by providing an intensive, structured, systematic program of instruction in reading and related skills, carried out within a positive teaching environment. Students are screened to identify who would benefit from the program and undergo intensive small group sessions several times per week. Their progress is constantly monitored to ensure that they are progressing through the program.

A very strong enrichment team in Junior School ensured that we were catering for both those students who needed support and those who would benefit from extension, with many complementary classes running parallel to the mainstream ones. The more recent requirements for tracking and supporting students with a disability were also a focus of attention.

During 2015 Enrichment staff in Middle School worked across Years 6 to 8 to support Individual Learning Program students. Their goals extended across areas such as, anxiety management, the development of organisation skills to promote academic success and social skills development. Time was devoted to team teaching Mathematics, increasing individualised instruction. Literacy endeavours

were supported by parent volunteer's assisting to provide targeted instruction to nineteen students, greatly improving their decoding and comprehension.

In 2015 Senior School Enrichment built on the Foundation Mathematics focus of 2014 with the addition of a Year 9 and 10 English focus in 2015. In Foundation Mathematics, staff worked to develop and implement a Learning Frontiers project to improve engagement by increasing confidence and awareness of progress. Socrative was used for student self-evaluation and to monitor growth in confidence and skills. The Enrichment elective 'On Task' delivered additional support and will continue in both Years 9 and 10 in 2016. In-class support through the Enrichment Assistant position was highly successful and will be increased for 2016.

## Co-curricular

When reflecting on this past year, it is apparent that our students have developed a strong culture and ownership of their school. There are now over 1000 students involved in numerous sports, arts and academic activities. Most impressively, our students represent the school with humility, grace, a commitment to each other and a determination to perform to the best of their ability.

This year saw an unprecedented number of Year 11 and 12 students participate in sporting teams. At the conclusion of the summer season we farewelled our inaugural first XI cricket side and a first V in Basketball. In winter we were proudly represented by the first VII in Netball and first XV in Rugby. A lot of firsts and many lasting memories for these students!

Our Arts program continues to develop our student's performance skills. The Drama Club performed *'The Book of Everything'* at Theatre 3 in Acton, whilst many senior students impressed the audience at the ACT Dancefest. The debating teams in Year 8 and Senior School enjoyed a successful and challenging competition. A number of students continue to work towards achieving a bronze, silver or gold award in the Duke of Edinburgh Award and we look forward to recognising their achievements during 2016.

A big thank you all parent volunteers, staff and students for continuing to provide these opportunities for our young men and women. Your efforts are very much appreciated.

## Student Information and Attendance Rate

During 2015 there were 1434 students (excluding pre-school) enrolled at two campuses (712 females and 722 males) and the attendance rate for the year was 94.1%. Non-attendance is 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	49	100	93.6%
Year 1	52	52	104	94.6%
Year 2	57	55	112	93.9%
Year 3	57	56	113	94.1%
Year 4	54	56	110	93.3%
Year 5	54	58	112	94.3%
Year 6	58	65	113	94.3%
Year 7	53	59	112	94.4%
Year 8	49	64	113	94.6%
Year 9	75	49	124	92.9%
Year 10	55	66	121	92.6%
Year 11	60	45	105	96.5%
Year 12	50	45	95	94.3%
<b>K-12 Totals</b>	<b>722</b>	<b>712</b>	<b>1434</b>	<b>94.1%</b>

### Year 12 Results

The results of our eighth cohort were pleasing with Keeley Hoek being awarded Dux of Burgmann and jointly awarded Dux of the ACT with an Australian Tertiary Admission Rank (ATAR) of 99.95.

88% of the students who received a Year 12 Certificate also received an ATAR with:

- 27% of these students receiving an ATAR of 90 or above
- 53% of Burgmann students receiving an ATAR of 80 or above
- 81% of Burgmann students receiving an ATAR of 65 or above
- New highest scaled scores were set for Burgmann in Specialist Mathematics, Physics, Chemistry, Religious Studies, Photography, Earth and Environmental Science and Sport Studies.
- Our median ATAR was 80.75

Other students recognised at the ACT Board of Senior Secondary Studies Recognition of Excellence Ceremony were Michael Cassidy for his achievement in Vocational Studies, Tahlia Drumgold for Aboriginal and Torres Strait Islander achievement, Laura McCarthy for her efforts in Community Service and Sarah McKenzie for her contribution to the Arts.

### Year 12 Post 2015 Student Intentions

University Offers	74
CIT/Other	4
Traineeship/Apprenticeship	4
Travel/Overseas	4
Work	5
<b>Total</b>	<b>95</b>



## School Performance in Nation-wide Tests and Examinations

### NAPLAN 2015 Results

#### Expected Student Growth from 2013 to 2015

	Year 3 to Year 5	Year 5 to Year 7	Year 7 to Year 9
	Greater than or equal to expected growth	Greater than or equal to expected growth	Greater than or equal to expected growth
Reading	71%	83.8%	70.0%
Writing	62.5%	82.2%	77.5%
Spelling	57.5%	77.6%	66.7%
Grammar & Punctuation	64.2%	67.3%	62.5%
Numeracy	52.8%	80.8%	69.7%

#### Comparison of School, ACT and ACTAIS Means for 2015

	Number of Students	School Mean	ACTAIS Mean	ACT Mean
<b>Year 3</b>				
Reading	110	461.1	471.2	444.1
Writing	110	443.8	441.4	421.4
Spelling	110	424.7	443.6	411.2
Grammar & Punctuation	110	461.8	481.8	441.9
Numeracy	110	418.2	435.7	411.4
<b>Year 5</b>				
Reading	111	545.5	545.8	521.8
Writing	111	494.1	505.3	486.9
Spelling	111	513.5	518.1	500.3
Grammar & Punctuation	111	541.6	543.8	516.9
Numeracy	111	518.4	524.3	503.5
<b>Year 7</b>				
Reading	112	595.4	584.0	566.8
Writing	112	561.5	540.4	522.1
Spelling	112	574.0	561.1	548.6
Grammar & Punctuation	112	586.4	569.8	555.6
Numeracy	112	582.6	571.8	551.5
<b>Year 9</b>				
Reading	122	622.1	615.4	600.6
Writing	122	609.1	580.4	559.5
Spelling	122	610.2	603.5	589.8
Grammar & Punctuation	122	599.8	596.4	582.8
Numeracy	122	631.2	625.6	603.4

#### Comparison of School and ACT of Students AT or Above Benchmark for 2015

	Year 3		Year 5		Year 7		Year 9	
	School	ACT	School	ACT	School	ACT	School	ACT
Reading	100%	96%	99%	95%	100%	96%	98%	93%
Writing	100%	96%	97%	93%	98%	91%	98%	82%
Spelling	100%	95%	97%	94%	99%	92%	96%	90%
Grammar & Punctuation	99%	94%	98%	93%	99%	93%	95%	90%
Numeracy	100%	95%	100%	96%	100%	97%	98%	95%

## Comparison of School, ACT and ACTAIS of Students in Top Two Bands for 2015

	Year 3		Year 5		Year 7		Year 9	
	School	ACT (ACTAIS)	School	ACT (ACTAIS)	School	ACT (ACTAIS)	School	ACT (ACTAIS)
Reading	64%	56% (66%)	65%	48% (60%)	61%	40% (50%)	46%	33% (40%)
Writing	66%	53% (66%)	23%	23% (32%)	42%	23% (31%)	31%	18% (23%)
Spelling	45%	43% (57%)	42%	36% (44%)	44%	35% (41%)	34%	26% (31%)
Grammar & Punctuation	69%	55% (71%)	55%	42% (57%)	51%	37% (44%)	30%	23% (27%)
Numeracy	47%	41% (53%)	40%	32% (45%)	49%	30% (40%)	51%	32% (44%)

## Parent, Student and Staff Satisfaction

During 2015 parents, students (Year 5 to Year 12) and staff were surveyed on a wide range of matters, including school culture, educational programs, pastoral care, communication, canteen and café services, information technology and the possible future directions for the school. The results from these surveys will be used to guide the development of the 2016-2020 strategic plan.

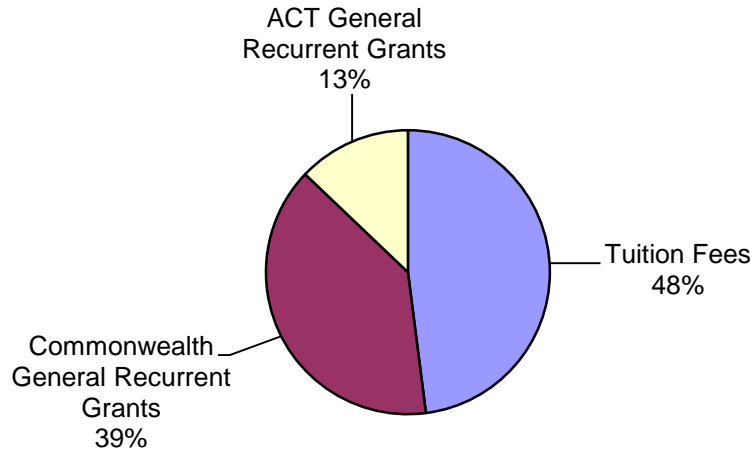
The Principal met individually with the majority of Year 11 students and encouraged them to discuss their study programs and matters of importance to them. Year 12 students completed a student satisfaction survey at the conclusion of their final year.

The Principal's Quarterly publication provided an update on major matters for the school and an online newsletter provided information to the school community on a weekly basis.

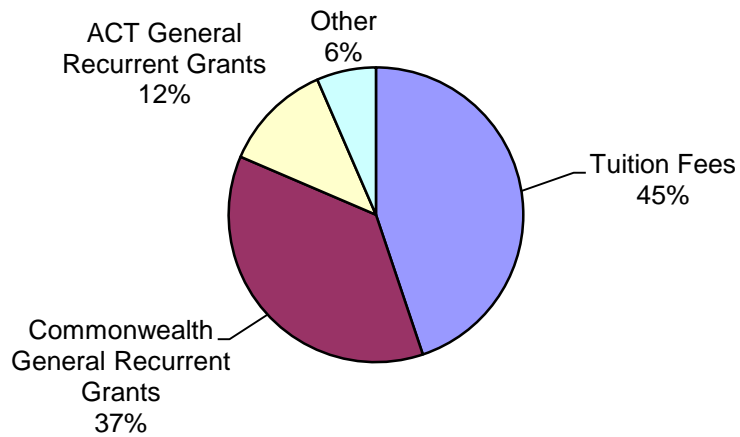
The Parents & Friends Association continued to be active in fundraising and bringing matters to the attention of the Principal.

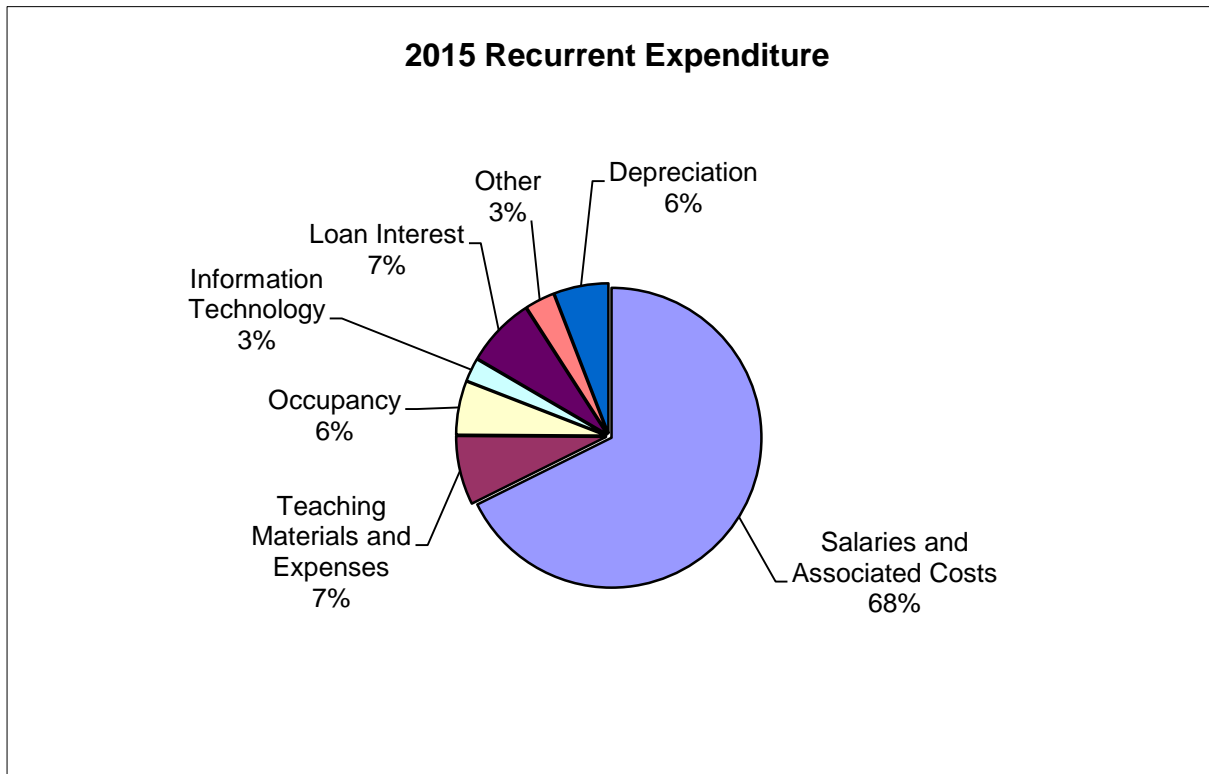
## School Income by Funding Source

### 2015 Primary Income by Contributor



### 2015 Recurrent Income





#### Performance against Budget

The school performed significantly better than budget in 2015, both in terms of the operating result and cash result.

#### Capital Works

In the 2016 budget, the School is planning to invest significantly in capital works over the next 10 years. The major capital projects planned for 2016 is the construction of Senior School's entrance. There are also some minor refurbishments and extensions planned for 2016.

#### School Registration

Burgmann Anglican Schools' most recent registration process was completed in 2012 resulting in registration from 1 January 2013 to 21 December 2017.

A copy of the most recent Registration Report can be obtained by contacting the Principal's Office on 6204 3202.