

BURGMANN
ANGLICAN SCHOOL



2016 Annual Report

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Principal's Report

Courage

'Whether you think you can or can't, you are right.'

Henry Ford

2016 has been a year of achievement! As we celebrated our 18th birthday we have commenced the next chapter of the school's development.

This year we celebrated nine years of Year 12 students. In a short time the reputation of our students has established us as a school which provides a quality academic education with a holistic perspective. We aim for our students to be engaging, reflective and prepared to solve difficult matters with creativity. No longer is it sufficient to rely on facts. Today one must understand how to apply knowledge. Emotional intelligence and understanding others is vital. Working collaboratively and understanding that it is together that many issues can be resolved is extraordinarily important. The collective group working effectively is more productive than the sum of the individuals. The old adage that a *'champion team will beat a team of champions'* has never been so relevant.

Therefore, our students having the courage to present a perspective respectfully, articulately and persuasively is an important aim of the school.

Learning is a lifelong pursuit and we aim to encourage our students in this journey. While there are key markers over the 15 year educational journey at Burgmann, the ultimate test is for our students to be independent learners who have a continued thirst for knowledge and the skills to carry them beyond school.

I hope that our students are prepared to solve complex problems creatively. This entails a degree of courage for a perspective which is different from others and which may create tension. I am encouraged by the fortitude and determination of our students, especially our senior students, to prepare themselves through higher order thinking skills to tenaciously look for solutions rather than highlighting problems. To our creative problem solvers, the world beckons!

Looking beyond oneself to how one might contribute to our community remains a key aim. This year all our students contributed to a variety of charities and organisations, and the generosity of their time and resources is appreciated within the Canberra community. This complements the Christian perspective of our school. Our students have an example in Jesus who served others selflessly. His grace, commitment and wisdom so generously displayed in the Gospel is an example to everyone.

2016 has seen many developments.

Burgmann Anglican School's 2016 – 2020 Strategic Plan was announced. The Strategic Plan outlines the school's priorities for the next five years.

Aspects of the Strategic Plan include:

- The refinement of the School's Master Plan. Cox Architects have been appointed to lead this process over the first part of 2017.
- Commitment to enabling quality staff to thrive and develop. While buildings are important, the staff are the drivers of a successful program. Therefore, ongoing staff professional development is structured to support both the overall aims of the school and individual aspirations of staff members.
- A focus on our Year 11 and 12 students and their program. Designed to prepare our students for university, technical courses and the workforce, our holistic, Christian focused and values driven program encourages our students to strive to achieve their best. Together with students who are completing Australian School Based Apprenticeships (ASBA's) and other workforce driven courses, the school is determined to hold our students to high expectations in their vocation.

Several developments were completed throughout 2016. These include:

- upgrading wireless & networking technology at the Valley Campus;
- landscaping improvements – including Junior School Common;
- classroom refurbishments – including S Block in the Senior School;
- after School Care and Holiday program managed by the school;
- Synergetic Management System – data base update; and
- portal preparation – refined communication.

Over the course of this year several key appointments were made to refine the leadership team of the school.

These include:

Deputy Principal Wellbeing	Mrs Melanie Spencer
Deputy Principal Learning and Teaching	Mrs Alison Easey
Head of Senior School	Mr Ben Harris
Head of Middle School	Mrs Liz Craig
Head of Early Childhood & Junior School	Mrs Bev Galloway
Head of Co-curricular	Mr Kym Reid
Human Resources Manager	Ms Jenny Hyland

I wish to acknowledge all staff, parents and students for their gracious and practical support throughout the year. Teachers, administrative support, ICT, maintenance staff, Outside School Hours Care staff and many, many volunteers all deserve acknowledgement and generous acclamation. I also wish to thank the Executive team for their collective wisdom throughout the year: Mr John Foulcher, Mrs Alison Easey, Mrs Melanie Spencer, Mr Ben Harris, Mrs Liz Craig, Mrs Bev Galloway, Mrs Wendy Hegarty, Mr Alex Abecina, Mr Kym Reid and Mr Joel Anderson. Together with Ms Jenny Hyland and Mrs Michelle Chambers, in my office, this team has served our school commendably throughout 2016.

Mr John Foulcher

After close to four decades of teaching, John Foulcher retired at the conclusion of Term Two. John dedicated himself to encouraging young people's desire to learn. Among other avenues, but especially through literature, drama and poetry, John asked his students to think critically about the world in which they lived.

With a passion for the written word, John was never spare in his views on topics including ethical dilemmas and current affairs, to his colleagues, the school or students.

As our first Head of Senior School, John brought a wealth of experience and knowledge to the establishment of the final four years of education at Burgmann Anglican School. Years 9, 10, 11 and 12 were a passion for John. His expertise in understanding the demands of young people is his great legacy. His ability to communicate with empathy has established a culture which is imbued into our school. The 'how' of what we do matters. That the school's academic results are strong reflects the capacity of John to ensure quality results combined with a great understanding of students.

As Deputy Principal, John contributed to the overall development of the school. His wisdom was, and continues to be, sought by his colleagues, parents and indeed former students.

John will continue to contribute to our school having recently agreed to write the school's history of its first 20 years (1999-2018). John will also work on a number of projects across the school.

As a recognised poet, John continues to visit schools and assist students to unlock meanings of the written word and also articulate thoughts and feelings. His poetry remains part of the NSW curriculum.

John, supported by his wife Jane, has given selflessly to young adults for his entire working career. While his presence may not be as direct on a day to day basis our students will continue to reflect and admire the lifetime of work that John has left in the daily actions of our staff, parents and most importantly the students themselves.

On behalf of the school community I thank John for his considerable contribution to our school and wish him and Jane good health and happiness in this next stage of their lives.



Steven Bowers
Principal

Chair's Report

The successful conclusion of 2016 represented the 18th year of operation for Burgmann. Since the School's inception in 1998, there has been a dedicated focus on creating a strong sense of community and inter-connectedness between subsections of the School. This intangible cultural element has developed a partnership relationship between the school and parents and caregivers, that from a Board perspective is vitally important. As Burgmann looks to move beyond its teenager years, the Board and School will continue to focus on ensuring alignment to the "Burgmann way". At its core, this means that Burgmann is authentic towards achieving its mission to produce educational excellence within a Christian framework.

The Board would like to acknowledge the fundraising and friendship building activities provided by the Burgmann Parents and Friends Association. This dedicated group play an important role in fundraising and contributing to capital expenditure projects, such as the 100KWh solar system located at our Valley campus and the provision of classroom and sub-school resources.

We warmly welcomed the return of Brigadier Craig Furini to the Board after a short absence. In addition, I would like to formally thank my Board colleagues for their continued dedication and support. The Board is in the envious position of having a diverse group of qualified and respected individuals with a strong heart for the school that bring a wealth of knowledge and expertise to Boardroom discussions.

I wish to acknowledge the excellent leadership of our management team, led by Principal, Mr Steven Bowers. The Board would like to formally thank Mr Bowers and school staff for seeking educational excellence in all of their endeavours.



Natalie Vandeppeer Bradley
Chair

Staffing

At the date of the Commonwealth Census in August 2016 the school had 124 teachers (109.05 full time equivalent workload) and 52 support staff (43.15 full time equivalent).

Nineteen permanent staff left the school in 2016 for personal reasons.

Two members of the school's staff were on maternity leave during 2016.

At the date of the Commonwealth Census in August 2016 the school had 14.90 Primary students per Primary teacher; and 11.48 Secondary students per Secondary teacher. The school's average teaching staff ratio across the whole school (excluding Preschool) was 13.09 students per teacher. There were 33.16 students per support staff member (excluding Preschool).

Comparing the school's staffing in the 2015 and 2016 Commonwealth Census, the school's retention rate for teachers was 92% based on FTE. The average attendance rate for teachers in 2016 was 99%.

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

Industrial Movements

During 2016 there were pay increases of:

- Teachers - 2.5%
- Support Staff - 4.0%

The Support and Operational Staff and the Teaching Staff Multi-Enterprise Agreements were voted upon during 2016. The agreements were lodged by the Association of Independent Schools New South Wales on behalf of the member schools to the Fair Work Commission for approval.

Valley Campus Library Staff - 2016 Book Week



Staff 2016

Executive Staff

Mr Steven Bowers DipTeach, BEd, MEdAdmin
Mrs Alison Easey BEd (Hons), MEd
Mrs Melanie Spencer BA, GDipEd, MEd
Mr John Foulcher BA (Hons) DipEd

Mr Joel Anderson BBus, CPA
Mr Ben Harris BA, GDipEd, MIntComDev
Mrs Liz Craig BEd, MEd
Mr Kym Reid BEd, MEd, CertIVA&WT
Mrs Bev Galloway BA, DipTeach, GDipSpecEd
Mrs Wendy Hegarty DipTeach, BEd, GDipEd, GDipHRD
Mr Alex Abecina GradDipChst, MA

Principal
Deputy Principal (Teaching & Learning)
Deputy Principal (Wellbeing) (from Term 3)
Deputy Principal Valley Campus & Head of Senior School (Term 1 & 2)
Head of Operations
Head of Senior School (from Term 3)
Head of Middle School (From Term 2 2016)
Acting Head of Middle School (Term 1 2016)
Head of Junior School
Head of Early Childhood School
Head of Ministry

Administration Staff

Ms Jenny Hyland, BMgt
Mrs Michelle Chambers
Mrs Kelly Robbins

Mrs Deb Robinson DipBusAdmin, AssDipCC
Mrs Megan Davis MBA
Mrs Yolanda Haverfield
Mrs Fiona Wicks

Mrs Margaret Eastman CertIVBusAdmin

Mrs Amanda Macdonald CertIIIBusAdmin
Mrs Marie Hockless BSC
Mrs Karyn Spollard CertIVBusAdmin
Mrs Jill Hopkins
Mrs Lyndall Muller

Human Resources Manager
Personal Assistant to the Principal
Personal Assistant to the Head of Operations (from 16 May 2016)
School Registrar
Personal Assistant to Head of Senior School
Personal Assistant to Head of Middle School
Personal Assistant to Head of Junior School (until 15 May 2016)
Personal Assistant to Head of Junior School (from 16 May 2016)
Personal Assistant to Head of Early Childhood
Personal Assistant to Director of Studies & Student Records
Personal Assistant to Deputy Principals
Senior School Administrator
Community Development Officer (from 19 September 2016)
Accountant
Payroll and Creditors
Fee Accounts and Student Records (until 15 May 2016)
Fee Accounts and Student Records (from 16 May 2016)
Front Office Valley
Front Office Valley (from Term 3)
Front Office Forde (from Term 3)
Front Office Forde
Music Administrator
Co-Curricular Sport Administrator
Sports Assistant
IT Support Team Leader
ICT Project Coordinator
IT Support
IT Support
ICT Learning Support Assistant/Technician
IT Support

Ms Angie Ng BComm, CPA
Ms Anne Preston
Mrs Kelly Robbins
Mrs Fiona Wicks
Mrs Sonia Cowdroy
Mrs Marie Barendrecht
Mrs Sharon Austin BA
Mrs Hannah Mudge CertIIIChildServ
Mrs Robynne Furini
Mrs Tamara Maher
Mrs Bernadette Ross
Mr Rob Peneder
Mr Stephen Carter BEd, MICTEd
Mr Samuel Clarke
Mr Sam Dasey
Ms Hannah Robinson BA
Mr Malcolm McLeary

Outside School Hours Care Staff

Mrs Alena Voysey BEd
Mrs Amina Sharma BSc,BEd,MSc
Ms Amelia Kellow
Ms Rachel McKerrow
Ms Tenille Condie

Director
Assistant Director
Lead Educator
Lead Educator
Assistant Lead Educator

Grounds and Maintenance Staff

Mr Stephen Anthony
Mr Bradley Apps
Mr Julian Carter
Mr Bruce Humphries
Mr Mick Newman
Mr Tommy Robert

Facilities Manager
Grounds & Maintenance
Grounds & Maintenance
Grounds & Maintenance
Grounds & Maintenance
Grounds & Maintenance

Early Childhood

Mrs Sally Gibson BEd

Ms Prudence Sheargold DipTeach,BEd

Mrs Briony Heyward BEd
Mrs Carol Blyth DipTeach
Mrs Rowena Tibbits BEd,BTeach
Mrs Fiona Frowd BEd
Mrs Lisa Bennett CertIVEdSupp
Mrs Michelle Colman DipChildServ
Mrs Clare Waters CertIIIChildServ
Mrs Leonie Waldock DipChildCare &Ed
Ms Edwina Passer BEd
Miss Jane Doak BEd
Mrs Fiona Manton BEd
Mrs Catherine Martin BEd
Mrs Annie Nygh BEd
Mr Tim Brideoake BEd
Mrs Briony Heyward BEd
Mrs Angela Irving BHumMov,BTeach
Mrs Dione Martin BHumMov,GradDipEd
Mrs Karen Gilligan BA,BEd
Mrs Kirsten Lambert BEd
Miss Tenille Curtois BEd
Mrs Sarah Dasey BEd
Mr Wes Goodisson BEd
Ms Leanne McKenzie BA, BEd
Mrs Megan McLaughlan BEd
Mrs Tracey Harrison BEd
Mrs Anna Bell BEd
Mrs Sarah Hinchcliffe BTeach,BEd
Mrs Anita Row BEd
Mrs Rima Kemp BEC, GDipEd
Ms Ade Febiana BSocSc,GDipEd
Mrs Angela Irving BHumMov,BTeach
Mrs Dione Martin BHumMov,GradDipEd
Mr Tim Brideoake BEd
Mrs Cathryn Hill

Deputy Head of Early Childhood (Wellbeing) & Enrichment Teacher
Deputy Head of Early Childhood (Teaching & Learning), Enrichment Teacher & Relief Coordinator
Preschool Teacher (3Pre) Valley (Term 1 & 2)
Preschool Teacher (3Pre) Valley (Term 3 & 4)
Preschool Teacher (3Pre Forde & 4Pre Valley)
Preschool Teacher (4Pre Forde) & Team Leader
Preschool Assistant (3Pre) Forde
Preschool Assistant (4Pre) Forde
Preschool Assistant (4Pre) Valley
Preschool Assistant (3Pre) Valley
Kindergarten Teacher Forde & Team Leader (Term 1-3)
Kindergarten Teacher Forde (Term 4)
Kindergarten Teacher Valley
Kindergarten Teacher Valley
Kindergarten Teacher Forde
Year 1 Teacher Forde (Term 1 & 2)
Year 1 Teacher Forde (Term 3)
Year 1 Teacher Forde (Term 4)
Year 1 Teacher Forde (Term 4)
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 (Term 1-3)
Music Teacher (until 14/9/2016)
Music Teacher (from 19/9/2016)
Indonesian
Indonesian
Physical Education Teacher (Term 1-3)
Physical Education Teacher (Term 1-3)
Physical Education Teacher (Term 4)
Enrichment Assistant

Junior School Staff

Mr Adam Hall BEd	Year 3 Teacher & Team Leader
Mrs Rebecca Mackay BEd	Year 3 Teacher
Mr Matthew Maher BEd	Year 3 Teacher
Ms Joanne Parker BTeach(Hons),BSocSc,BEd	Year 3 Teacher
Mrs Tania Bright BEd	Year 4 Teacher & Team Leader
Ms Rosie Develin DipTeach,BEd	Year 4 Teacher
Mrs Belinda Cox BEd	Year 4 Teacher
Mr David Perfect BEd	Year 4 Teacher
Mr Ivan Lloyd BEd	Year 5 Teacher & Team Leader
Miss Meagan Jacobs BEd	Year 5 Teacher
Mr Jason Vant BEd	Year 5 Teacher & Deputy Head of Junior School (Wellbeing)
Mrs Rebecca Hunter BSc,GDipEd	Year 5 Teacher & Deputy Head of Junior School (Teaching & Learning)
Ms Jane Tys BEd	Junior School Teacher (Term 1,2 &4)
Mrs Rebecca Morris BAS,BEd,MTheology	Junior School Teacher (Term 3)
Mrs Sally Atkinson BEd	Enrichment Teacher
Mrs Kaydee Bray BEd	Enrichment Teacher
Mrs Diane McLennan GDipEd,BEd,MSpecEd	Enrichment Teacher
Miss Lauren Fobister BMus, GDipEd	Music Teacher
Ms Ade Febiana BSocSc,GDipEd	Indonesian
Mr Andrew Withers BEd	Physical Education Teacher
Mrs Sharon Austin BA	Enrichment Assistant (Term 1 & 2)
Mrs Anne Searle	Enrichment Assistant (from Term 3)

Middle School Staff

Mrs Leonie Walker BEd	Deputy Head of Middle School (Teaching & Learning)
Mr Kym Reid BEd, MEd,CertIVA&WT	Deputy Head of Middle School (Wellbeing)
Mrs Belinda Chant BA,BTeach	Year 6 Teacher & Team Leader
Mr Harry Millard BEd	Year 6 Teacher
Mrs Rachel Wherrett BA,BEd,GCertEd,CertIIIT	Year 6 Teacher
Mrs Natalie Wright BEd	Year 6 Teacher (until 30/5/2016)
Mrs Alexandra Acworth BA,GDipEd	Year 6 Teacher (from 30/5/2016)
Mrs Kristen Fink BA,MEd	Year 7 Teacher & Team Leader
Mr Ed Briedis BEd	Year 7 Teacher
Ms J van Akker BTeach,BEd,GCertEd	Year 7 Teacher
Mrs Nicole McAlonan BEd	Year 7 Teacher & French Teacher
Mr Brett Gore BA, GDipEd,MEdStudies	Year 8 Teacher, Team Leader & Relief Coordinator
Mrs Naomi Dasey BA,GDipEd	Year 8 Teacher
Mrs Gaynor Jericho DipTeach,GDipThEd	Year 8 Teacher
Ms Ebony Moro BEd	Year 8 Teacher
Mrs Lisa McInnes BEd	Enrichment Teacher
Mrs Lauren Montero BAppSc,MTeach,GCertRE	Enrichment & Science Teacher
Mrs Amanda Marshall BSc, GDipEd	Science Teacher
Mr Kevin Robertson BEd	Design Technology Teacher (Term 1,2 & 4)
Ms Alex Acworth BA, GDipEd	Visual Art Teacher (until 30/5/2016)
Miss Samantha Hosking BEd	Visual Art Teacher (from 30/5 to 28/10)
Mrs Katie Beresford DipTeach,BEd,DipProChWr CertIVA&WT	Music Teacher
Mrs Rima Kemp BEc, GDipEd	Indonesian
Mr Scott Prowse BEd	Sports Coordinator & Physical Education Teacher
Mrs Sita Matthews BSc	Science Laboratory Assistant

Senior School Staff

English/LOTE Faculty

Ms Angela Jones BA,DipEd	Head of English Faculty
Mrs Glynis Dunningham BA,DipEd	English
Mrs Ruth Adams BA,GDipEd	English
Mr Andrew Clissold BA,GradDipEd,MPhil	English
Ms Alison Jost BA,GDipEd, MInclusiveEd	Enrichment
Mr Paul Hallett BBus,BA,GradDipTeach,MTeach	English
Ms Ade Febiana BSocSc,GDipEd	Indonesian
Mrs Heidy Perri BA,DipEd	Drama
Mrs Sandie Simons BPhysEd,DipTeach	French
Ms Gail McCulloch CertIVDWK	Enrichment Assistant

Mathematics Faculty

Mr James Hassall BSc,GDipEd	Head of Mathematics Faculty
Miss Jennifer Colley BSc,GDipEd	Mathematics & Science
Mr Rod Crnkovic BSc,GDipEd	Senior School Director of Studies & Mathematics
Mrs Alison Easey BEd(Hons),MEd	Mathematics
Mr Roneel Sharma BSc, GradDipMath,GradCertEd	Mathematics
Mr Feri Roomiani TeachCert,GDipEd	Mathematics
Mr Daniel Tibbits BScEd	Mathematics, Science, Director of Administration & Relief Coordinator
Mrs Kayley Yang BSc(Hons), BEd	Mathematics

Science Faculty

Mr Graham Caldwell BAppSc,GDipEd	Head of Science Faculty (Term 1,2 & 4)
Mr Suren Mendis BMedSc,GradDipEd	Acting Head of Science Faculty (Term 3) & Science
Mr Tim Birkett BSc,PGDipEd	Science & Mathematics
Mr Bill Gillespie BA,MA,DipEd,DipSpecEd	Science (Term 3)
Miss Nicole Nunan BMus,BSc, GDipEd, GCertRE	Science
Mrs Briony Slade BEd,GCertRE,AssocDipAppSc	Science
Dr Lynn Walker BSc(Hons),BTeach,PhD	Science
Ms Celina Lees	Laboratory Assistant

Humanities & Visual Arts Faculty

Mrs Nanette Bragg BEd,DipTeach	Head of Humanities Faculty
Mrs Meg Burch BA,GradDipEd,GradCertESL	Humanities (from Term 2)
Mrs Liz Craig BEd,MEd	Director of Administration & Humanities (Term 1)
Mr Michael de Andrade BComSc,GradDipEd,GCertRE	Information Technology
Mr Ben Harris BA, GDipEd,MIntComDev	Director of Pastoral Care & Humanities (Term 1 & 2)
Ms Joti Kaur BBus,MTeach	
Mr Gavin Page BEd	Humanities & English
Mr Jason Paris BA(Hons),BJ,GDipLS,GDipEd	Humanities

Physical Education Faculty

Miss Natalie Gartner BHSc&HumMov,GDipEd	Head of Physical Education Faculty & Director of Teaching & Learning (from Term 2 2016)
Mrs Catherine Amesbury BEd, MEd	Director of Wellbeing & Physical Education (from Term 2)
Mrs Emma Blucher BEd	Dance
Mrs Bronwyn Collins BSocSc,GDipEd	Physical Education & Head of House
Mr Andrew Fleming BEd,	Physical Education & Director of Co-curricular
Mrs Joanna Kreskas BEd,CertIVYW,CertIVA&T CertIVFitness, CertIVCD	Physical Education & Careers Advisor

Arts & Design Faculty

Mr Patrick Langer BEd, MExerSc
Mrs Hayley Borg BEd, CertIVTA
Mrs Cherie Robinson BA, GradDipEd

Mrs Lyn Yates BA, BEd
Ms Olivia Lebihan BGraphDes, GradDipEd
Mr David Mason

Head of Arts & Design Faculty & Exercise Science
Design & Technology & Digital Media
Digital Photography, Design Graphics, Visual Art & Head of House
Visual Art (Term 1-3) & Christian Living
Visual Art (Term 4)
Design Assistant

Music

Mrs Sandra Taylor BEd, DipTeach

Director of Music & Music

Religious Studies Faculty & Ministry Team

Mr Alex Abecina GradDipChst, MA
Rev Michael Dasey
Mr David Gilmour BEd
Mrs Briony Heyward BEd
Mrs Nicola Hurle TechDip, GradDipEd, MEd
Miss Tracey Jacob DipTeach, BEd, DipTh
Mrs Jennifer Jenkins, BSc, GradDipED
Miss Emily Mitchell, BComm, BMin, CertIVYouthWork,
GradDipEd
Miss Alexandra Morris BMedSc, DipEd
Mrs Kerrie Craig BArts (Psych)(Hons)
Mrs Brooke James

Head of Ministry & Head of Religious Studies Faculty
Christian Living
Chaplain & Christian Living
Christian Living
Christian Living & Religious Studies
Christian Living
Christian Living
Chaplain Assistant & Head of House (from Term 2)
Religious Studies
Psychologist
Defence School Transition Aide and Mentor

Library Staff

Ms Sue Martin BA, BEd
Mrs Anne Glavimans BA, DipEd, GradDipLib,
GradDipSpecEd
Mrs Jillian Wisbey BADipEd, GradDipEdLib, MAppSci
Mrs Nicola Hurle TechDip, GradDipEd, MEd
Mrs Rebecca Ware BA (Hons), BTeach, MEd
Mrs Gemma Wilson BEd, MEd
Mrs Tracey Harrison BEd
Mrs Linda Karle BA, DipEd
Mrs Kerrie Linklater
Mrs Meera Sridhar CertIIIICulSv
Mrs Janine Studholme CertIVLibInSv

Information Services Coordinator & Teacher Librarian
Teacher Librarian & Pastoral Care Tutor (Term 1 & 2)
Teacher Librarian (25/7 to 24/11/2016)
Teacher Librarian (Term 3 & 4)
Teacher Librarian
Teacher Librarian (until 29 April 2016)
Teacher Librarian (Term 2 – 4)
Library Assistant
Library Assistant
Library Assistant
Library Assistant and Technician

Music Tutors

Stephen Bennett Voice
Katie Beresford Voice
Lynn Chan Piano
Jeffrey Cheah Guitar
Alison Cozadinos Piano
Daniel Faber Percussion
Aleisha Fisher-Stevens Voice
Jessica Haas Guitar
Ajla Jennaway Piano
Justin Lingard Brass
Sophia McDonald Strings

Michael Martin Voice
Demetri Neidorf Saxophone and Clarinet
Malcolm Newland Percussion
Mark Norton Guitar
Nicole Nunan Voice
Shahn Paterson Cello
Claire Phillips Violin
Lindsay Robertson Piano
Rebecca Timoney Flute
Laura Tough Piano
Lynn Woodgate Piano

Co-curricular Music 2016

Rock Band Director: Malcolm Newland (Semester 1) & Daniel Faber (Semester 2)
Stage Band Director: Laura Tough
Flute Ensemble Director: Rebecca Timoney (Semester 1) & Jordan London (Semester 2)
Chamber Orchestra Director: Laura Tough
Junior Choir: Director: Katie Beresford
Manager: Ade Febiana
Accompanist: Lindsay Robertson
Senior Choir: Director: Sandra Taylor
Chamber Choir: Director: Nicole Nunan
Accompanist: Sandra Taylor
School Musical: Director: Clare Glanville
Producer and Musical Director: Sandra Taylor
Dance Ensemble Manager: Alexandra Morris

Professional Learning & Accreditation

During 2016 Burgmann teachers continued to engage in a wide range of professional learning experiences aimed at improving teacher practice and student learning. As a staff, teachers participated in the following programs.

- ‘Catering For All Students’ – a TQI accredited program focused on inclusive education, facilitated by staff from the University of Canberra;
- ‘Student Wellbeing and Child Protection’ – facilitated by staff from Association of Independent Schools NSW; and
- ‘Developing a Growth Mindset: What does this mean for assessment and feedback?’ – a TQI accredited program with a strong focus on sharing new classroom practices and programs

In addition, sub-schools participated in professional learning focused on identified areas. Early Childhood continued their involvement in the AISACT Literacy and Numeracy Coaching Academy. As part of their peer to peer observations, each teacher set a goal for their lesson, videoed the lesson and then held a coaching conversation with their peer partner. This was a very valuable experience.

During 2016, the one-to-one iPad program was introduced for Year 5 students, resulting in significant and successful professional learning for the Junior School staff involved. A blend of training in using the technology, and professional learning focused on transforming learning through technology, were undertaken throughout the year with considerable success.

Junior and Middle School teachers joined together to learn about ‘Universal Design for Learning: Planning to the Edges not the Average’. This TQI accredited program, provided by an AISNSW consultant, challenged many by providing different approaches to planning and programming that built strategies and routines for differentiation and learning support.

In Middle School, professional learning focused on implementation of Australian Curriculum including further engagement with the Achievement Standards. This resulted in more effective collaboration between teachers to develop more effective strategies to enhance student learning.

Interested Middle School teachers joined with like-minded Senior School colleagues to explore the opportunities and challenges that are involved in introducing an online learning management system to complement and enhance classroom learning. These efforts contributed to the planning for the initial implementation of Burgmann’s learning management system and portal, beginning in 2017.

The focus of professional learning for many Senior School teachers during 2016 ongoing involved attendance at Board of Senior Secondary Studies (BSSS) framework and course writing workshops. In December, the sub-school professional learning day was centred on Effective Use of ICT in a Bring Your Own Technology (BYOT) classroom in preparation for the implementation of a learning management system in 2017.

In addition to sub-school and whole school professional learning, individuals participated in a range of programs including curriculum learning (particularly relating to Australian Curriculum), wellbeing, technology, student needs, differentiation and leadership. Five teachers completed their Proficient Teacher process and one achieved Experienced Teacher accreditation. Burgmann teachers were also active contributors to professional learning beyond the school, including in programs hosted by AISACT such as Emerging Leaders, Literacy and Numeracy Academy, Learning Frontiers and the annual Celebrating Teaching and Learning event.

Curriculum, Learning & Teaching

Throughout 2016 members of the Learning and Teaching Committee continued to lead the implementation of Australian Curriculum in accordance with the ACT Implementation Schedule. Areas of focus for curriculum development included

- review of the changes made to K-10 content in English, Mathematics, Science, Humanities and Social Sciences as a result of the national review concluded late 2015;
- improved alignment of assessment and reporting practices to Achievement Standards K-10;
- implementation and reporting for Geography and The Arts K-10;
- trialling and implementation of content for Health and Physical Education, and Languages K-10;
- exploration of aspects of Technologies, Civics and Citizenship, Economics and Business; and
- implementation of new BSSS courses in the disciplines of English, Mathematics, Science and History for Year 11.

As implementation of the Australian Curriculum moves beyond its initial introduction of all learning area content (scheduled to be completed in 2018), curriculum review across the school is focused on several key aims in order to facilitate meaningful learning for our students. The integration of learning area content into rich and relevant programs is a focus for Early Childhood, Junior and Middle Schools while the connections between different aspects of the Australian Curriculum, particularly the alignment of Achievement Standards, learning area content and reporting was identified for further discussion across the school in the coming year. For Middle School, a review of timetable structures was also undertaken, resulting in changes for 2017 to ensure that our curriculum through the middle years meets the needs of our students as well as the requirements of the Australian Curriculum.

During 2016, systematic diagnostic testing was fully implemented for students from Kindergarten to Year 10, providing teachers with standardised information about individuals' progress in literacy and numeracy. This information complements NAPLAN data as well as subject based assessments to inform learning and teaching, differentiation and support strategies for individuals in need.

Planning for the 2017 introduction of an online learning management system and school-wide portal was significant. The Portal will promote opportunities for students (particularly in Middle and Senior Schools) and staff to work collaboratively and flexibly in their learning both within and beyond the classroom.

Wellbeing

Courage is not something we do or don't have, it's something we practise.

Brene Brown

Courage is an ancient concept, one that sits at the centre of our understanding of wellbeing and what it means to be human. While the word has both Old French (corage) and Latin (cor) roots, the concept of courage, that which is connected to the 'heart', to 'innermost feelings' and to 'temperament', is much older than either of those languages. We find evidence of it in antiquity – in artefacts, art and literature.

Courage finds its expression also in the word of God and in the lived example of Jesus Christ. It seems courage is a core value, not only of the Burgmann community and its wellbeing practices but of humanity in general – and it has been for a very long time.

In 2016 the wellbeing practices at the school continued to lay a firm foundation in the lives of students and provided a foundation to support them so they emerge into their post school lives as resilient young men and women whose lives are engaged, meaningful and blessed with positive relationships... and that they are people of the heart.

Early Childhood and Junior School continued to build upon their positive education platforms, embedding the concepts of courage, curiosity, trust and integrity into their Pastoral Care programs, Chapel services and House meetings. The regular practice of 'Circle Time', provided a safe space for students to share their concerns and teaching staff progressed the Protective Behaviours child safety program, providing awareness of what it means to feel safe, with explicit teaching of the skills they need if they are ever in an unsafe situation.

The Life Skills program that operated in Middle School during Terms 1 and 3 was designed to equip students to be resilient in their work practices, their friendships and their responses to setbacks. This was supported by the message Mr Matt Napier delivered about poverty and privilege. Middle School students also enjoyed a presentation by Brainstorm Productions on cyberbullying prevention.

Some notable initiatives to advance the wellbeing of our students in Senior School included presentations by psychologist, Dr Justin Coulson and former Wallaby, James Holbeck. Both of these gentlemen encouraged the students to understand that mistakes and poor choices can be used as learning opportunities – things from which to draw strength and through which to courageously shape a better future.

Former Queensland Father of the Year, Darren Lewis, also addressed the parent community, encouraging parents to connect and to reconnect with their sons and daughters as a crucial aspect of their physical, mental, emotional and spiritual development.

The students of Burgmann themselves made significant contributions to the wellbeing practices of the school. Initiatives of the Student Leaders and the Wellbeing Ambassadors gave rise to opportunities for development of friendships across year groups and sub-schools, for student reflection and for the building of connection through community events such as sports carnivals, school socials and barbecues. It was pleasing to note a strong focus on leadership development across the school with students having many opportunities to lead in a range of areas within their own sub-school.

Enrichment

This year enrichment staff across the school continued to provide quality support for teachers and students. Adjustment Plans and Individual Learning Plans are used to support students who need additional support in their learning. These plans are developed in consultation with parents, implemented by classroom teachers and monitored by Enrichment teachers. The strategies outlined in these plans are developed to meet the needs of each individual's circumstances and usually address challenges that the student has relating to academic learning or social skills development.

In addition to managing individual's learning needs, Enrichment staff across the school worked with a range of other students, providing in-class support particularly in the areas of literacy and numeracy. In Early Childhood, programs such as MiniLit and MultiLit, developed at Macquarie University, were used to address the needs of students with reading difficulties by providing an intensive, structured, systematic program of instruction in reading and related skills. In each sub-school this support changes as students grow older and their needs change. For students in Senior School, participation in the On Task elective in Years 9 and 10 provides additional support for student in their core subjects, while Years 11 and 12 students with Individual Learning Plans are mentored to develop skills such as time management to support them in their final years of schooling.

Extension and enrichment opportunities were also provided by enrichment as well as classroom teachers. Examples of opportunities provided during 2016 include Da Vinci Decathlon, Tournament of Minds, The Mathematics Challenge for Young Australians, Poetry in Action, Pens Against Poverty and Write4Fun programs, ICAS English, Mathematics and Science competitions.

Co-curricular

Throughout 2016, over 1000 students participated in co-curricular sporting, arts and academic activities. Participation across all co-curricular activities generally grew or remained steady; however, there was a substantial decline in participation in Rugby Union, a trend identified locally and nationally.

Total registrations by grouping:

- Music 345
- Drama 111
- Dance 20
- Duke of Edinburgh Award 61
- Sport 485
- Other 44

In 2016, two new activities were successfully trialled and added to the co-curricular program. These were summer touch football and athletics. These sports will continue to be offered in 2017.

Our Arts program provides broad opportunities for students to develop various performance skills. 2016 saw the school musical *The Wizard of Oz* performed with students from both campuses involved. Many Senior School students impressed the audience at the ACT Dancefest and participation at this event has become an annual event. The debating teams in Year 8 and Senior School enjoyed a successful and challenging competition. Duke of Edinburgh Award continues to enjoy growth in both profile and participation, with an increasing number of students working toward bronze, silver and gold accreditation.

It is encouraging to see that a significant number of students participating in the co-curricular program are involved across more than one activity.

The Wizard of Oz - School Musical 2016



Student Information and Attendance Rate

During 2016 there were 1436 students (excluding pre-school) enrolled at two campuses (713 females and 723 males) and the attendance rate for the year was 94.3%. 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	50	51	101	95.5%
Year 1	51	53	104	94.4%
Year 2	55	57	112	94.6%
Year 3	57	55	112	94.2%
Year 4	56	57	113	94.6%
Year 5	57	57	114	94.8%
Year 6	56	57	113	94.1%
Year 7	59	54	113	94.7%
Year 8	55	58	113	93.3%
Year 9	55	68	123	92.8%
Year 10	71	52	123	93.2%
Year 11	41	51	92	95.5%
Year 12	60	43	103	94.6%
K-12 Totals	723	713	1436	94.3%

Year 12 Results

The results of our ninth cohort were pleasing with Timothy Fernando being awarded Dux of Burgmann with an Australian Tertiary Admission Rank (ATAR) of 99.75.

Some statistics for Year 12, 2016:

- 94% of the students who received a Year 12 Certificate also received an ATAR.
- 15% of Burgmann students received an ATAR of 95 or above.
- 28% of Burgmann students received an ATAR of 90 or above.
- 51% of Burgmann students received an ATAR of 80 or above (required for direct entry to ANU).
- 83% of Burgmann students received an ATAR of 65 or above (required for direct entry to UC).
- New highest scaled scores were set for Burgmann in Religious Studies, Economics and Mathematical Applications.
- Our median ATAR was 80.65. This is the fourth consecutive year our students have achieved a median ATAR above 80.

Other students who did exceptionally well in respect to their ATARs (95 or above) were:

Brianna Eggleton (99.40), Sylvia Shan (98.75), Katrina Sherman (98.55), Thomas Easey (98.40), Abbynayaa Rajendra (98.40), Jacob Zinner (98.20), Shruthisri Sridharan (97.95), Duy Khuu (97.95), Michael Kaufmann (97.20), Emily Paek (96.85), Crystal Choy (96.10), Calum Jordan (95.65), Dinithi Katupitiya (95.25) and Stephen Kreskas (95.10).

Year 12 Post 2016 Student Intentions

University Offers	79
CIT/Other	3
Traineeship/Apprenticeship	6
Travel/Overseas	7
Work	10
Total	105

Year 12 2016



School Performance in Nation-wide Tests and Examinations

NAPLAN 2016 Results

Expected Student Growth from 2014 to 2016

	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	63.9%	70.6%	74.6%
Writing	NA	NA	NA
Spelling	45.4%	71.6%	67.8%
Grammar & Punctuation	61.1%	67.0%	59.3%
Numeracy	68.8%	80.0%	69.2%

NOTE: Writing growth is not available due to the change in writing genre.

Comparison of School, ACT and ACTAIS Means for 2016

	Number of Students	School Mean	ACTAIS	ACT Mean
Year 3				
Reading	110	453.3	462.6	441.3
Writing	111	429.1	433.2	420.3
Spelling	112	433.3	443.3	421.6
Grammar & Punctuation	112	446.6	469.2	443.7
Numeracy	110	435.0	439.9	413.6
Year 5				
Reading	110	534.6	532.5	514.5
Writing	110	481.4	488.3	475.2
Spelling	110	496.0	511.1	491.2
Grammar & Punctuation	110	537.9	535.4	513.6
Numeracy	110	516.2	520.6	499.1
Year 7				
Reading	111	587.1	575.6	559.4
Writing	111	542.1	534.3	519.8
Spelling	111	574.9	560.0	547.2
Grammar & Punctuation	111	585.8	567.3	553.1
Numeracy	111	592.4	575.9	557.1
Year 9				
Reading	123	621.4	618.6	602.3
Writing	123	592.5	575.2	557.1
Spelling	123	609.9	605.5	591.7
Grammar & Punctuation	123	608.1	607.8	590.7
Numeracy	123	627.4	621.9	600.4

Comparison of School and ACT of Students AT or Above Benchmark for 2016

	Year 3		Year 5		Year 7		Year 9	
	School	ACT	School	ACT	School	ACT	School	ACT
Reading	100	96	98	94	100	96	100	95
Writing	100	97	95	93	100	92	96	85
Spelling	99	95	97	93	99	94	97	91
Grammar & Punctuation	99	96	99	95	100	95	98	91
Numeracy	99	96	100	96	99	96	100	97

Comparison of School, ACT and ACTAIS of Students in Top Two Bands for 2016

	Year 3		Year 5		Year 7		Year 9	
	School	ACT	School	ACT	School	ACT	School	ACT
Reading	65	58	59	43	54	39	44	33
Writing	60	51	21	16	23	19	24	15
Spelling	52	50	29	28	55	31	33	28
Grammar & Punctuation	54	54	51	42	48	35	37	30
Numeracy	58	43	40	30	55	33	43	28

Parent, Student and Staff Satisfaction

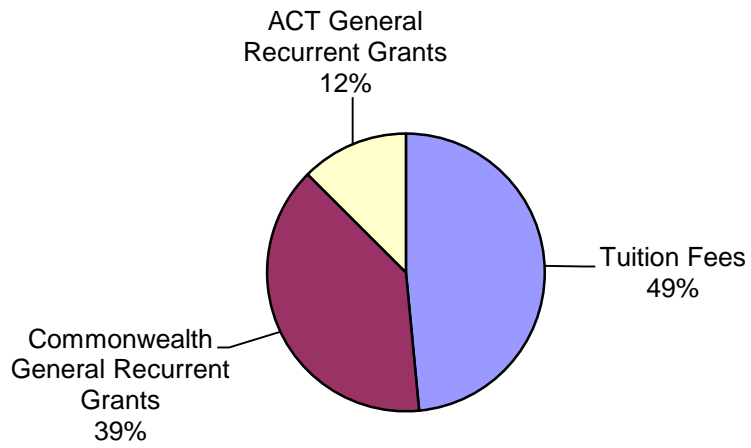
The Principal met with parents about a range of issues in 2016 and encouraged attendance at two significant parent evenings addressing the importance of healthy relationships and healthy digital diets. Feedback from these initiatives was used to plan future opportunities to engage with parents into 2017 and beyond.

Year 10 students completed a survey about their experiences of learning and wellbeing in their years at Burgmann as well as their learning intentions for 2017. 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.

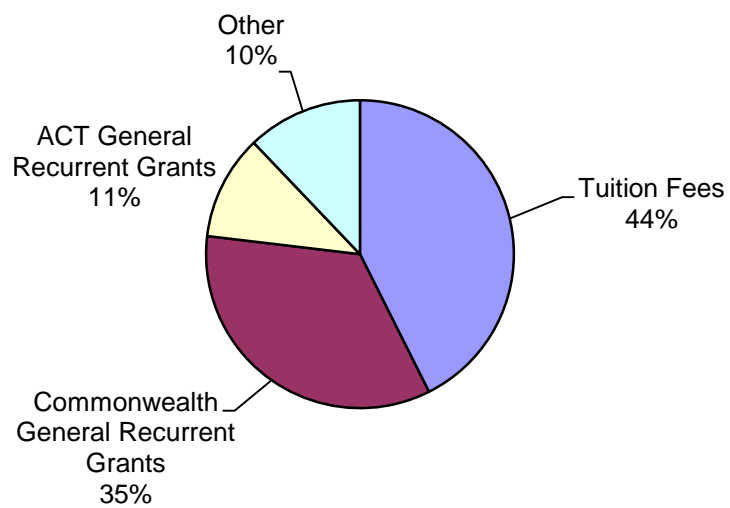
The Parents & Friends Association continued to be active in fundraising and bringing matters to the attention of the Principal.

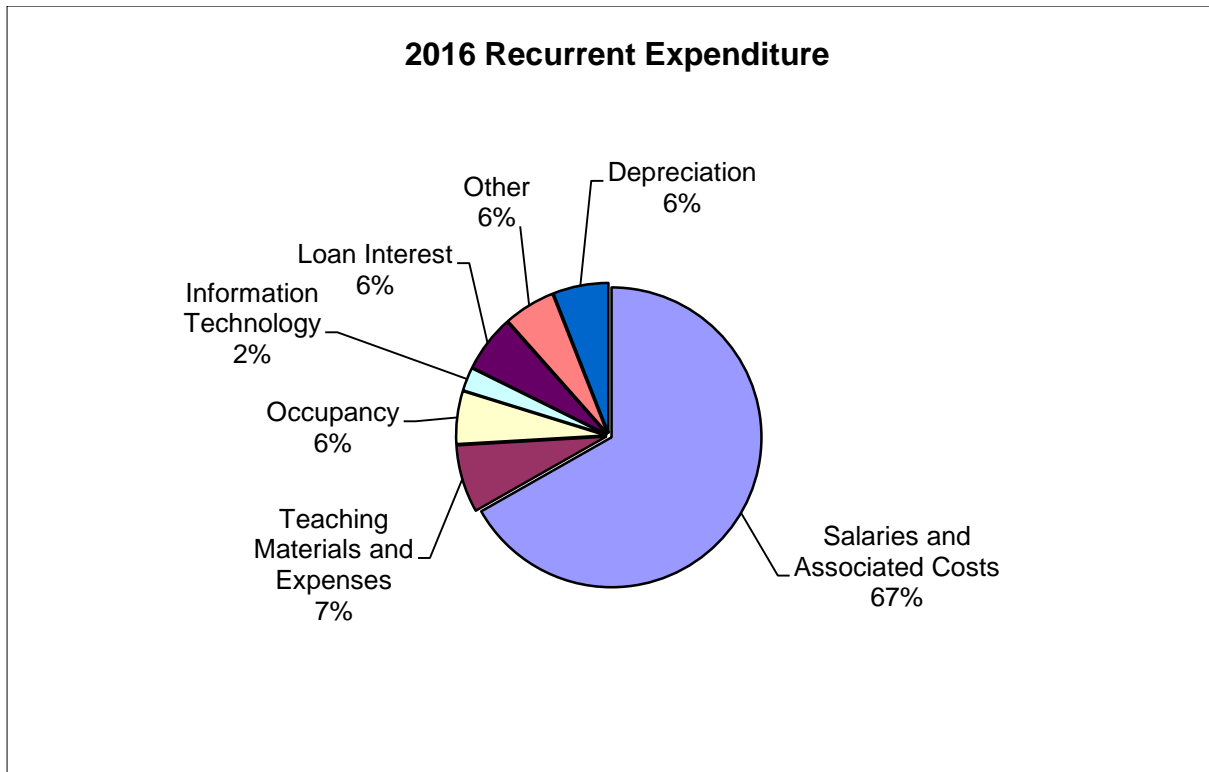
School Income by Funding Source

2016 Primary Income by Contributor



2016 Recurrent Income





Performance against Budget

The school performed significantly better than budget in 2016, both in terms of the operating result and cash result.

Capital Works

Several building and landscaping projects were completed throughout 2016. These included:

- Early Childhood Common Area renovations (Forde Campus)
- Canteen renovations
- Extension of senior school administration building
- Several classroom and learning area renovations (painting and new carpet)
- Replacement of decking structure adjoining the Indonesian building

School Registration

Burgmann Anglican Schools' most recent registration process was completed in 2012 resulting in registration from 1 January 2013 to 31 December 2017.

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