

2022 Annual Report to the School Community

School Name: Bridgewater Primary School (1097)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 27 April 2023 at 04:38 PM by Linda Kingsley (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 29 April 2023 at 07:37 PM by Leah Bailey (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Bridgewater-on-Loddon Primary School is located within a small rural town situated on the Loddon River, 40 km northwest of the City of Bendigo in central Victoria. Our vision is to provide a respectful and caring learning community that empowers personal best. The school values of Respect, Relationships and Excellence underpin the work, relationships and direction of our school and reflect our aspirations for our students.

At the beginning of 2022, our student enrolment was nine full time students, organised into P-2 and 3-6 classes. Our staffing profile included five members, which included the Principal, one full-time classroom teacher, one part-time Chinese language teacher (0.1), one part-time MARC teacher (0.1), and a part-time Business Manager (0.4). In the second semester, we engaged a casual classroom support member (0.6) and in the latter half of Term 3, a Chaplain was appointed on a part-time basis (0.4) funded through the National Schools Chaplaincy Program. In 2022, our Student Family Occupation and Education Index was 0.6194. The families of our students reflect the diversity of the socio-economic profile of our local community. A close working relationship between school and families supports the best social, physical, emotional and academic outcomes for every student.

The school's Strategic Plan, vision and values align with the Victorian Curriculum and the Department of Education's Framework for Improving Student Outcomes. The overall aim of the 2021-2025 Strategic Plan is to improve student growth in Literacy and Numeracy, and to build student engagement and wellbeing through effective pedagogy, clear leadership and the development of community partnerships.

Our school's Strategic Plan, vision and values are aligned with the Victorian Curriculum and the Department of Education's Framework for Improving Student Outcomes. This ensures that the learning areas and capabilities promoted through the curriculum are at the core of our student's learning, and are reflected in our curriculum documentation, effective assessment and reporting practices. By prioritising these learning areas and capabilities, we aim to empower our students to take ownership of their learning and develop a sense of commitment towards local and global issues. Our commitment to providing a calm, orderly and inclusive learning environment, coupled with engaging curriculum and evidence-based teaching practices ensure we offer the best possible learning opportunities for all students.

Progress towards strategic goals, student outcomes and student engagement

Learning

The 2022 Annual Implementation Plan reflected the goals set out in the School Strategic Plan. It highlighted the key areas of focus for the year, and were DET priority goals to address the impact of remote learning. The goals set were to improve student outcomes in Literacy and Numeracy and to effectively mobilise available resources to students' wellbeing and mental health.

- Attending a Learning Walk at a small PLC Link School had staff witnessing clear and focused PLC processes in action in a relatable small school environment. The experience provided an opportunity to gain insight into effective teaching practices, learn from experienced colleagues and to bring back fresh ideas to improve teaching and learning outcomes at Bridgewater PS. A shared understanding of what we are working towards in 2023 with all teaching staff attending PLC training, and a sense of greater collaboration towards common goals was fostered.
- PLC Meetings were implemented throughout 2022. In the latter half of 2022, work commenced on developing a comprehensive and cohesive Guaranteed and Viable Curriculum for Bridgewater Primary School, beginning with a particular focus on specifying Essential Learnings in Mathematics. A whole school Mathematics Curriculum Sequence was developed with Essential Learnings informing the focus and pacing of this plan to ensure that not only are students taught the foundational concepts, but that they learn to mastery and can apply them before moving on with learning.
- Data Literacy - Data driven inquiry provides the foundations for the school's decision making to improve teaching and learning. Genuine differentiated and individualised instruction by teachers skilled in using student assessment data and actively using regular student feedback has the greatest impact on student outcomes. To this end, both classroom teachers participated in two days of MultiLit Professional Learning, which included using a range of standardised assessment tools and placement tests. Staff have developed their capacity to measure the various skills required for a student to read effectively. We have continued to use Essential Assessment, particularly in Mathematics, and are continually building

capacity to document the planned use of formative assessment to make instructional adjustments and check learning. Using the PIVOT Data Tool to collect and analyse student feedback is a priority for 2023 to further strengthen this work.

Wellbeing

- Implementation of the Berry Street Education Model (BSEM) is gaining traction at Bridgewater Primary School. Both full time teaching staff members have completed days 1 and 2 of training, and are attending days 3 and 4 in 2023. The aim of using the BSEM is to improve student engagement in the classroom. Teachers at the school are implementing the model to build positive relationships with all students, create a safe and supportive learning environment, and provide opportunities for student voice, choice and agency. By using strategies such as regulating emotions, developing self-awareness and promoting resilience, BSEM is helping all students at Bridgewater Primary School feel seen, heard and understood. This is further encouraging active participation, increasing motivation for learning and leading to better academic, social and emotional outcomes for all students. The focus on personalised learning and student-centred teaching approaches is helping to create a more effective learning environment for everyone.
- Bridgewater Primary School has implemented small parts play with a Nudel Kart, which is having positive academic and wellbeing benefits for students. The Nudel Kart is a mobile kit that includes a variety of small parts such as connectors, tubes and balls, allowing students to design and construct their own creations. This type of play promotes critical thinking, problem solving and spatial awareness skills. It also encourages students to work collaboratively, develop communication and social skills, and build positive relationships with their peers. Through this play, students at Bridgewater Primary School are developing a sense of ownership and agency over their learning, leading to increased engagement and improved academic outcomes. Additionally, the Nudel Kart promotes wellbeing by providing a fun and interactive outlet for students to express their creativity and relieve stress. We are building on this in 2023, with implementation of a timetabled STEM specialist program.
- The Outdoor Classroom and River Detectives programs at Bridgewater Primary School are providing numerous benefits for the social, emotional and mental health and general wellbeing of our students. The Outdoor Classroom program encourages students to engage in physical activity, connect with nature and develop an appreciation for the environment. Spending time outdoors has been linked to reduced stress levels, improved mental health and increased feelings of wellbeing, all of which have been noted by our students as well as being visible in their general demeanour on Outdoor Classroom days. Additionally, working together in the River Detectives program provides opportunities for students to develop teamwork and communication skills, and build positive relationships with their peers and the wider community. In turn, this can improve their social and emotional wellbeing, as well as increasing confidence, self-esteem, resilience and connectedness to school and community. By participating in these initiatives, students are having experiences and gaining valuable skills that will benefit them academically, socially and emotionally both now and into the future.

Engagement

- The Outdoor Classroom and River Detectives initiatives at Bridgewater Primary School have had a significant impact on student engagement. By providing opportunities for hands-on learning experiences, these initiatives make learning more relevant and meaningful to students. This has increased motivation, engagement and participation in class. Additionally, spending time working together outdoors has helped students to develop a greater sense of belonging and connection to their peers, school and community. This has resulted in improved overall attitudes towards learning, participation, and attendance. By engaging students in activities that are both fun and educational, Bridgewater Primary School is promoting a love of lifelong learning and the environment.
- The Junior School Council at Bridgewater Primary School has activated the voice and agency of students by providing them with genuine leadership opportunities and the ability to make decisions that impact their school community. Students elected a Captain and Vice-Captain who have been supported to decide on the agenda, run meetings and act on decisions and recommendations made by the group. This initiative has provided students with a platform to voice their opinions and ideas, and has allowed them to play an active role in shaping their school community. The Junior School Council has also been successful in fundraising, and this has helped students to see that they can make a real financial impact towards the achievement of their goals. To further enhance their leadership skills, students will participate in student leadership training in 2023, better equipping them to take on leadership roles in the future and make positive contributions to their school and wider communities.
- Transition into and out of Bridgewater Primary School was run successfully. It was a joy to watch incoming Foundation students visit and build their confidence and connections to school over six weeks. These sessions had our incoming students well prepared for school, as well as providing opportunities for staff to begin gathering baseline data and building

relationships with each one. Transition into secondary education was smooth, with school-based meetings with Year 7 coordinators and our staff in Term 4. Our outgoing Year 6 student was also provided multiple opportunities to visit the secondary school, supported by staff as well as during their four-day transition program in the last week of the year. We will further extend our transition program from kinder to starting school in 2023.

Financial performance

Bridgewater Primary School maintained a sound financial position throughout 2022. The School Financial Performance Summary outlines that the school ended 2022 with an operating reserve of \$19,592.00. The School Strategic Plan, along with the AIP provided a framework for School Council allocation of funds to support school programs and priorities. Disability Inclusion funding (\$12,963) and Tutor Learning Initiative funds (\$25,000) were used to increase the time fraction of a classroom teacher to provide the greatest consistency and stability in teaching and learning programs. The minor works grant of \$500,000 managed by the VSBA as outlined in the previous Annual Report was held over, with works scheduled to commence in early-to-mid 2023. Completion of the project and the refurbishment of the basketball court and side bitumen lining which was originally included in the grant was completed using school funding. Likewise, funding of \$24,840 allocated to the school in the School Shade Sails Fund (Round 1, 2021) has been held over and we expect these works to be completed by the end of the 2022-23 financial year.

All funds received from the Department or raised by the school have been expended or committed to projects in the coming year, to support the achievement of educational outcomes and operational needs of the school, consistent with Department policies, School Council approval and the specific purpose/s for which funding was provided or raised.

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 9 students were enrolled at this school in 2022, 5 female and 4 male.

0 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

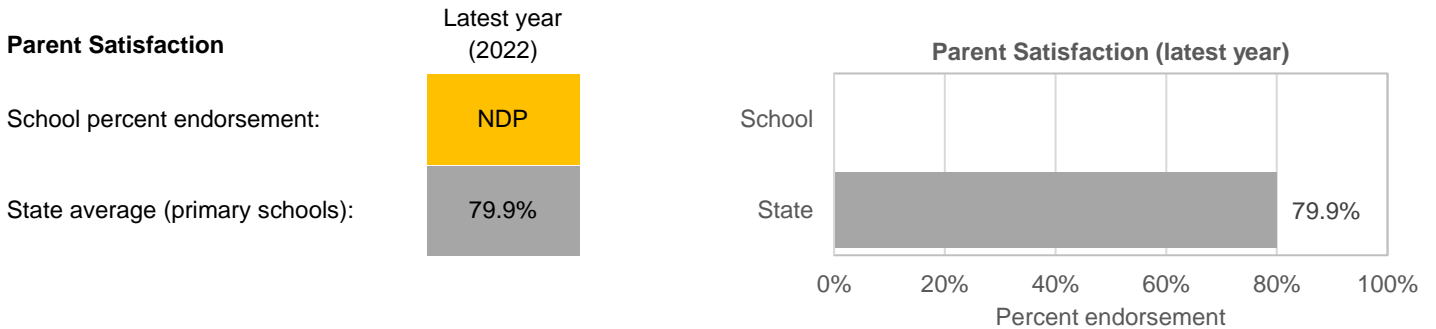
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

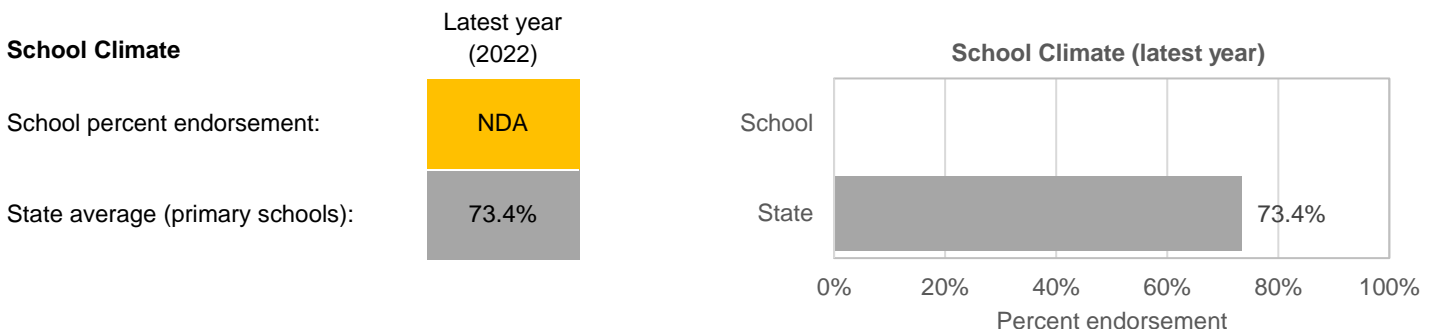


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

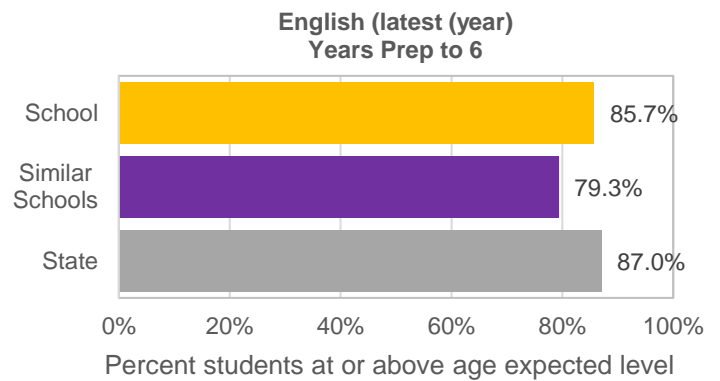
85.7%

Similar Schools average:

79.3%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

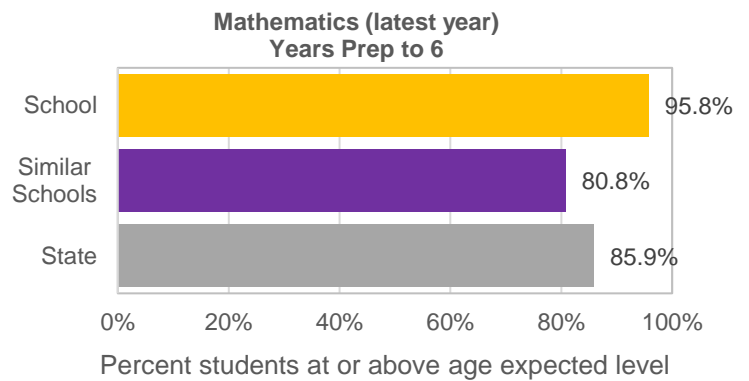
95.8%

Similar Schools average:

80.8%

State average:

85.9%



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

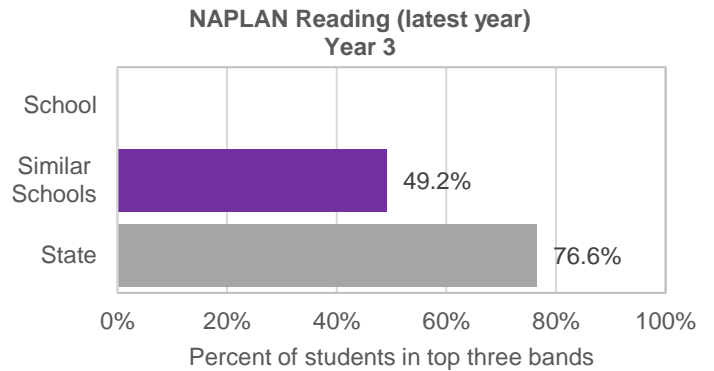
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

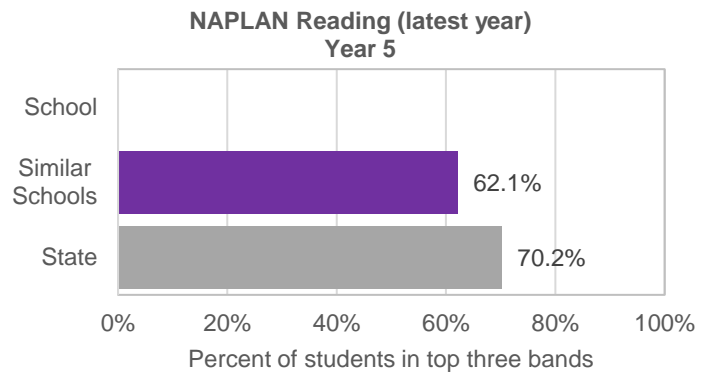
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDA	NDP
Similar Schools average:	49.2%	60.5%
State average:	76.6%	76.6%



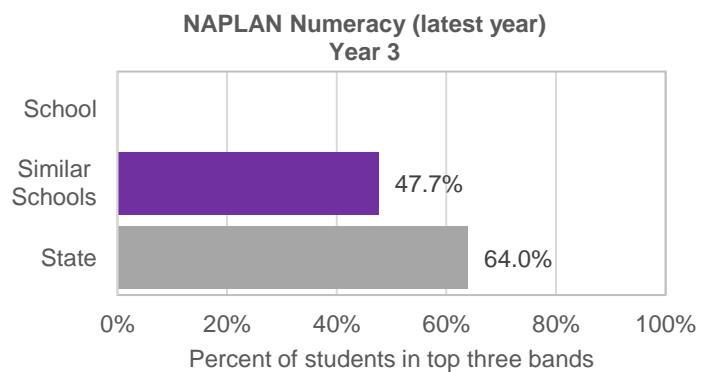
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	75.0%
Similar Schools average:	62.1%	63.4%
State average:	70.2%	69.5%



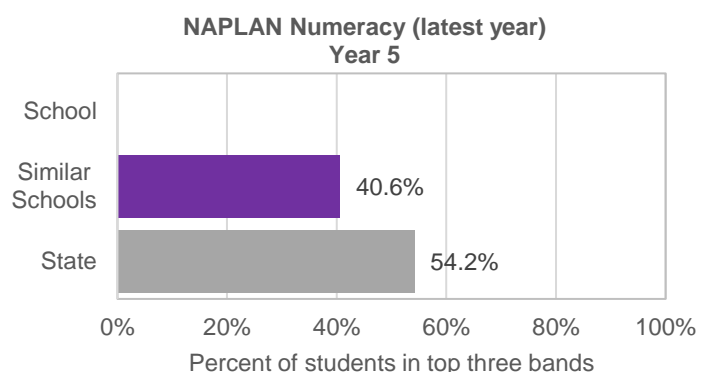
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDA	NDP
Similar Schools average:	47.7%	55.2%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	75.0%
Similar Schools average:	40.6%	44.8%
State average:	54.2%	58.8%



WELLBEING

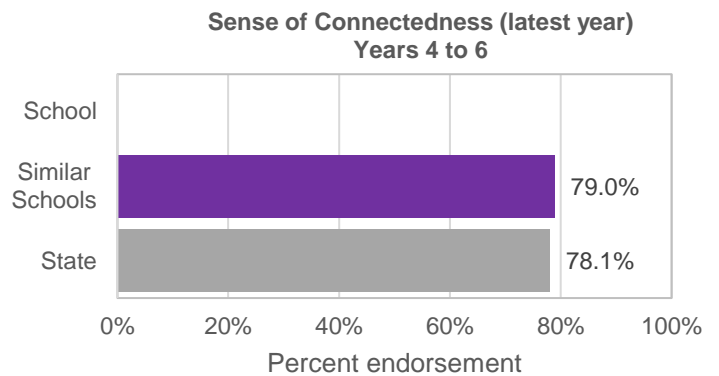
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	NDP	82.9%
Similar Schools average:	79.0%	81.7%
State average:	78.1%	79.5%

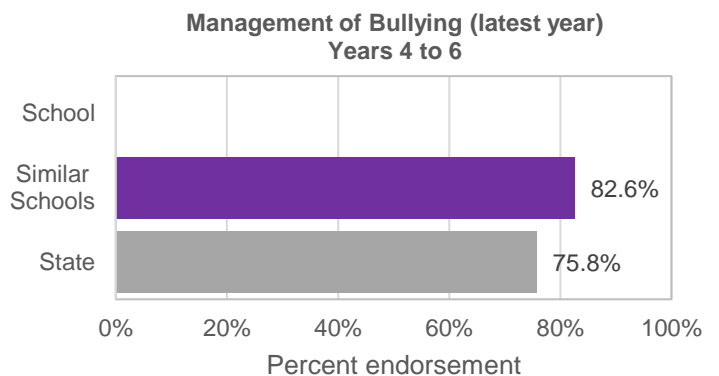


Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	NDP	92.1%
Similar Schools average:	82.6%	83.9%
State average:	75.8%	78.3%



ENGAGEMENT

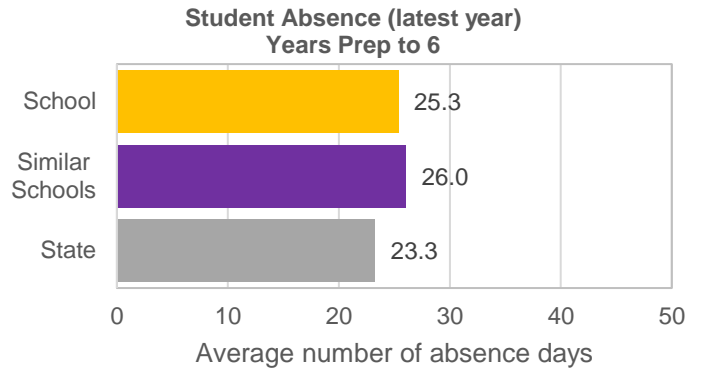
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	25.3	25.8
Similar Schools average:	26.0	19.5
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	NDP	NDP	NDA	NDP	NDP	NDP	NDP

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$320,312
Government Provided DET Grants	\$111,718
Government Grants Commonwealth	\$2,100
Government Grants State	\$0
Revenue Other	\$2,846
Locally Raised Funds	\$6,420
Capital Grants	\$0
Total Operating Revenue	\$443,396

Equity ¹	Actual
Equity (Social Disadvantage)	\$21,250
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$21,250

Expenditure	Actual
Student Resource Package ²	\$310,498
Adjustments	\$0
Books & Publications	\$779
Camps/Excursions/Activities	\$6,252
Communication Costs	\$287
Consumables	\$12,890
Miscellaneous Expense ³	\$8,345
Professional Development	\$4,900
Equipment/Maintenance/Hire	\$5,862
Property Services	\$26,985
Salaries & Allowances ⁴	\$39,634
Support Services	\$17,830
Trading & Fundraising	\$942
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$431
Utilities	\$4,591
Total Operating Expenditure	\$440,226
Net Operating Surplus/-Deficit	\$3,170
Asset Acquisitions	\$27,028

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$65,745
Official Account	\$5,111
Other Accounts	\$0
Total Funds Available	\$70,856

Financial Commitments	Actual
Operating Reserve	\$19,592
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$39,258
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$58,850

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.