

2020 Annual Report to The School Community



School Name: Bridgewater Primary School (1097)



PRIMARY SCHOOL

- 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 2020 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 18 March 2021 at 06:28 PM by Julie Ladd (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 24 March 2021 at 09:06 PM by Leah Bailey (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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 student enrolment at the beginning of 2020 was 9 students and our workforce composition of 7 staff members was made up of the Principal, one classroom teacher, one integration aide, one 0.1 Chinese language teacher, one 0.1 MARC van teacher, one 0.3 chaplain and a 0.4 Business Manager. In mid-2020, there was a change of principal and classroom teacher.

Our School Family Occupation and Education Index was 0.4816 and the families of our students reflected the diversity of the socio-economic profile of our local community.

Our school values of respect, relationships and excellence underpin the work, relationships and direction of our school and they reflect our aspirations for our students. We believe that a close working relationship between the school and its families ensures the best social, physical, emotional and academic outcomes for every student. The wellbeing of each student is enhanced through our education support dogs and garden programs as well as the Be You and Respectful Relationships programs.

The school's Strategic Plan and its vision and values are aligned with the Victorian Curriculum and the Department of Education and Training's High Impact Teaching Strategies (HITS). The learning areas and capabilities that are promoted through the school curriculum guide the development of student learning experiences, curriculum documentation and effective assessment and reporting practices. They assist students in building individual ownership of their learning; and helping them to develop a commitment around community action and social awareness. The implementation of High Impact Strategies is beginning to build greater consistency of effective teacher practice throughout the school with a strong focus on high expectations and personalised learning. The school is committed to providing a calm, orderly and inclusive learning environment with an engaging curriculum that aims to offer the best learning for all students.

Framework for Improving Student Outcomes (FISO)

Throughout 2020, our school completed each of the identified FISO Improvement Strategies:

- We developed a whole school approach to curriculum planning and documentation that was underpinned by the development of an instructional model.
- Professional development was undertaken in staff meetings to develop greater expertise in the HITS areas of Differentiation, Feedback and Goal Setting. Student voice and agency was also a focus through the use of the Amplify document.
- We created greater agency in relation to student learning through the development of learning scales in numeracy that were based on the Victorian Curriculum.
- The school's prominence was broadened in the community through the updating of the website and greater communication on the community Facebook forum. Linking with local business such as the local nursery and Farm-ware store has helped to develop our curriculum programs. The school has also committed to supporting the development of community gardens with local organisations.
- Attendance improved for a number of students in the latter part of the year due to greater engagement with curriculum initiatives.
- Differentiation was apparent through planning and played an integral role in the setting of learning expectations during the remote learning period.
- The partnership with Inglewood Primary school has continued with students being offered greater opportunities for social and academic development.

Achievement

To progress our student achievement goals and outcomes through 2020 we were met with challenges through the COVID-19 pandemic. The lack of consistency with onsite learning meant putting systems in place where students and teachers could effectively continue the learning journey. Over the year we:

- Utilised Google Docs and Microsoft Teams as a remote learning platform.
- Utilised individual conferencing during onsite and remote learning to provide feedback and assess individual wellbeing.
- Elevated our practice associated with school wide use of data to inform planning and to support personalised learning.
- Implemented the use of Essential Assessment and numeracy learning maps in an authentic way, supporting personalised learning, goal setting and student agency.
- Ensured teachers maintained an appropriate focus on explicit teaching of the critical and Creative Thinking Capability.
- Developed a PLC meeting format with the use of norms and data focus.

Engagement

To ensure our student engagement goals and outcomes were achieved in 2020, we:

- Regularly checked in with students through conference calls when learning remotely.
- Checked in with families during remote learning through our chaplain and staff.
- Continued to improve student connectedness through student voice, ensuring a holistic approach to wellbeing.
- Ensured teachers maintained an appropriate focus on explicit teaching of the Personal and Social capability with a focus on Restorative Practice when dealing with student social issues.
- Developed the garden and chicken area in response to students voice.
- Reinvigorated the River Detectives program in response to student voice.
- Implemented surveys to assess learning styles and then tried to accomodate learning to individual needs.
- Utilised engaging learning materials and programs that could be used both in the classroom and for home learning - Mathletics, Essential Assessment, Prodigy etc.
- Introduced three school education support dogs to support students in their learning and to create greater connectedness to school.

Wellbeing

To achieve our student wellbeing goals in 2020, we:

- Continued to use the Child safe Standards to ensure the safety of our students.
- Reviewed our Individual Education Plan, Behavior Plan and Escalation plan formats and processes.
- Worked closely with Regional wellbeing staff, including the visiting teacher for autism to support the development of inclusive practices at our school.
- Provided opportunities for students to visit more of the local community through river visits and the purchase of plants for our garden through the local nursery.
- The audit of the Respectful Relationships program helped to identify areas for further development in 2021.
- The implementation of the Be You Student Action Team gave students greater voice in relation to community projects and while many had to be postponed due to COVID - the students will continue with this in 2021.
- Teachers monitored home learning through a daily check in to ensure that students were not overwhelmed and then adjusted content where required.

Financial performance and position

Bridgewater Primary School maintained a sound financial position throughout 2020. The Bridgewater Primary School Financial Performance Summary outlines that the school ended 2020 with an operating reserve of \$12969. The School Strategic Plan, along with the 2020 Annual Implementation Plan, provided a framework for school council allocation of funds to support school programs and priorities. State Government equity funding of \$14 367 was received in 2020 and was used to employ additional hours for an Education Support staff member to enhance student engagement and well-being. In 2020, the school received \$51,123 in workforce bridging.

The school was successful in receiving a \$499,000 grant from the Minor Capital Works School Grant Program in Term 4 2020. These funds will be put towards the cost of resurfacing a large section of the playground with artificial turf. These works will take place in 2021.

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 Departmental policies, school council approvals, and the intent/purposes for which funding was provided or raised.

For more detailed information regarding our school please visit our website at
<http://www.bwaterps.vic.edu.au/>

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.

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 8 students were enrolled at this school in 2020, NDP female and NDP 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) which takes into account parents' occupations and education.

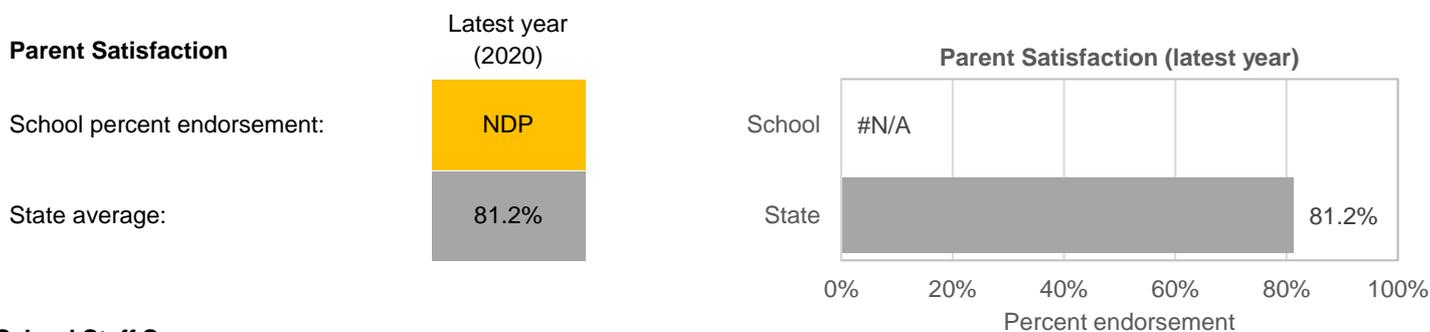
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

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.

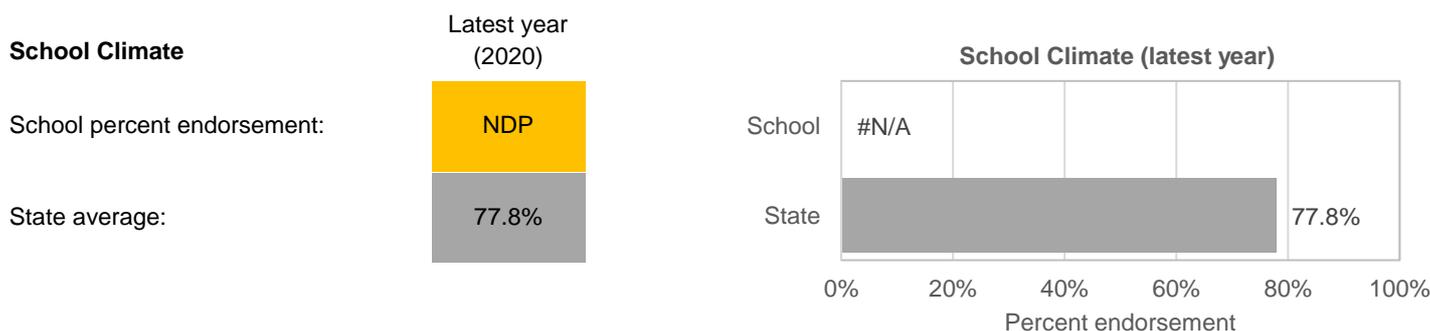


School Staff Survey

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.



ACHIEVEMENT

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
(2020)

School percent of students at or above age expected standards:

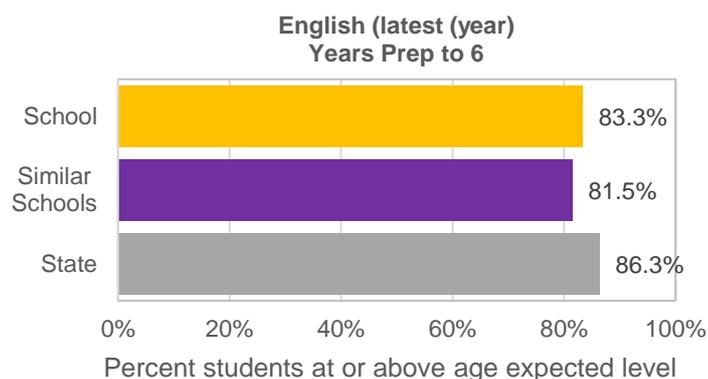
83.3%

Similar Schools average:

81.5%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

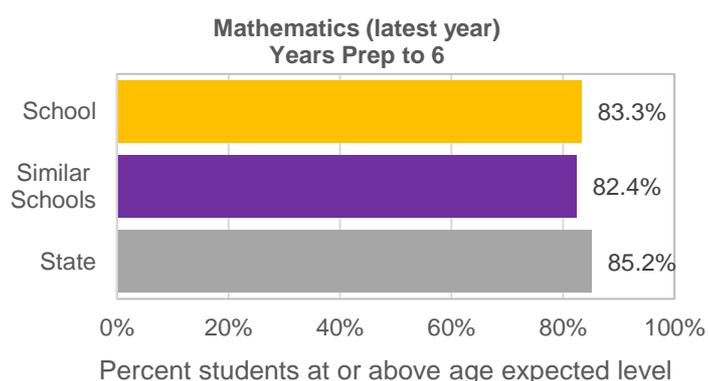
83.3%

Similar Schools average:

82.4%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

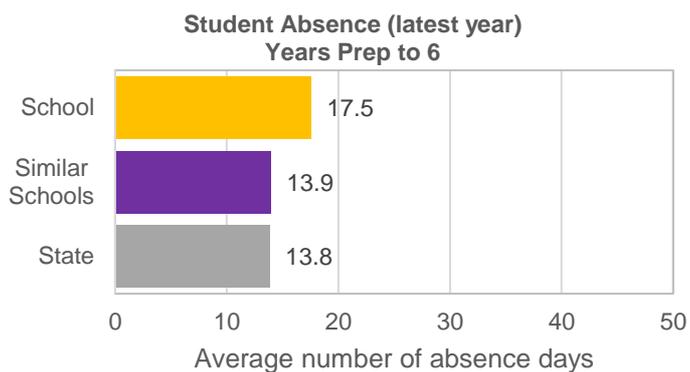
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	17.5	23.2
Similar Schools average:	13.9	16.4
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	NDA	NDA	NDP	NDP	91%	NDP	NDP

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.

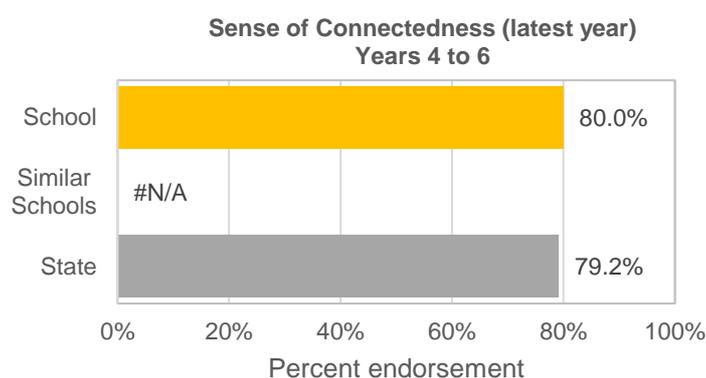
Student Attitudes to School – Sense of Connectedness

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	80.0%	85.2%
Similar Schools average:	NDP	81.9%
State average:	79.2%	81.0%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

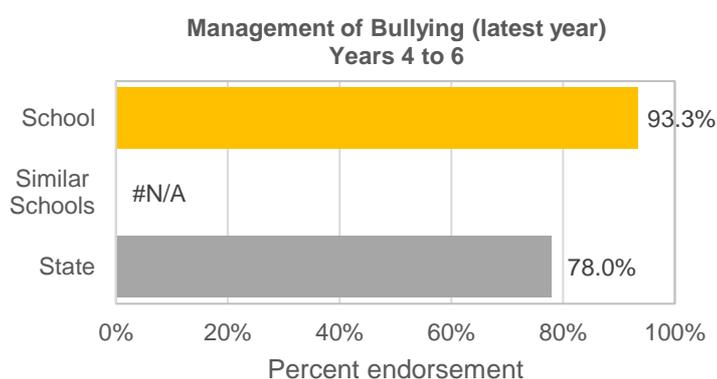
Student Attitudes to School – Management of Bullying

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	93.3%	94.6%
Similar Schools average:	NDP	84.1%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$311,758
Government Provided DET Grants	\$105,030
Government Grants Commonwealth	\$4,000
Government Grants State	NDA
Revenue Other	\$5,620
Locally Raised Funds	\$3,609
Capital Grants	NDA
Total Operating Revenue	\$430,016

Equity ¹	Actual
Equity (Social Disadvantage)	\$14,368
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$14,368

Expenditure	Actual
Student Resource Package ²	\$386,801
Adjustments	NDA
Books & Publications	\$373
Camps/Excursions/Activities	\$3,887
Communication Costs	\$455
Consumables	\$7,640
Miscellaneous Expense ³	\$2,319
Professional Development	\$1,006
Equipment/Maintenance/Hire	\$6,852
Property Services	\$26,269
Salaries & Allowances ⁴	\$12,917
Support Services	\$23,737
Trading & Fundraising	\$181
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$4,524
Total Operating Expenditure	\$476,963
Net Operating Surplus/-Deficit	NDA
Asset Acquisitions	NDA

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$108,857
Official Account	\$4,683
Other Accounts	NDA
Total Funds Available	\$113,540

Financial Commitments	Actual
Operating Reserve	\$12,969
Other Recurrent Expenditure	\$369
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$90,203
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$10,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$113,540

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.