

2016 Annual Report to the School Community



School Name: Bridgewater Primary School

School Number: 1097

Continually Improving!



Name of School Principal:	GORDON TONKIN
Name of School Council President:	STEPHEN BROWN
Date of Endorsement:	27.3.2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Bridgewater is a small rural town situated on the Loddon River, 40 kms north west of the City of Bendigo. The school caters for approximately 30 children in multi-age groupings. We have 3.5 full-time staff, including the Principal. 0.5 of this staffing makeup is a Primary Mathematics Science Program allocation. Additionally, we had a V.I.T. registered Chinese Language teacher for half a day per week, during 2016.

Bridgewater Primary School's educational aim is to individualize learning for each student as much as possible and to engage parents in student learning. We appreciate the fundamental research based benefits of strong home relationships and input into the educational process. We aim to present a curriculum that provides students with a strong skill base that will enable them function successfully in an ever-changing world, as both life-long learners and as productive citizens. We work closely within the St IngleBridge Cluster, which enables us to provide students with a broader array of learning experiences and social interactions. We have a strong celebratory culture where we acknowledge success at every opportunity.

Our student enrolment has fluctuated between 25 and 30 over the past number of years and has demonstrated a slowly increasing level of disadvantage.

The school values a strong community connection and participates in community events whenever possible. The broader community, Parents Club and School Council contribute significantly to the overall success we experience at Bridgewater Primary School.

Framework for Improving Student Outcomes (FISO)

Our FISO goals are:

Excellence in teaching & learning

- Develop Staff capacity
- Focus on using student data to improve student learning.
- Engage all stakeholders to develop collective ownership of student learning

Parent Engagement in Student Learning

- Embed practices to engage parent/caregiver involvement in the learning progress of their children.
- Engage with existing and emerging networks in order to advance wider community and parental support as learning partners.
- Strengthen the school wide approach to student wellbeing.

We have been building a cohesive, team approach to teaching and learning. We have been consolidating a number of systems that enable us to work more effectively. One important initiative has been the development of a shared digital planning platform. We use student data extensively to guide teaching and learning strategies. We are currently instigating number of approaches to engage parents further with student learning. Two important improvements are the use of Class Dojo and using learning improvement plans more systematically for priority students.

Achievement

Teacher assessments against the Victorian Curriculum, in English and Mathematics, show our students performing similarly to schools with students of comparable characteristics. Reading is one area where students have performed below anticipation. The percentages of students assessed at expected standard or above: Reading & Listening 79%, Speaking & Listening 96%, Writing 83%, Measurement & Geometry 92%, Number & Algebra 92% and Statistics 93%. Considering the fluctuations possible within small student numbers, it is great to see the vast majority of our students attaining expected standards.

NAPLAN assessment data has shown lower results than similar schools in Gr. 3 reading and Gr.5 reading and numeracy. Our 4-year averages are tracking similarly to like schools for both Gr.3 and Gr. 5. Staff analysis of Naplan data has revealed that some students are finding it difficult to sustain effort in a timed situation. These students perform much better in our day-to-day, supported environment. Working towards developing student capacity to sustain effort is an important on-going teaching and learning focus. Whilst we had a number of positive results regarding individual gain between Gr. 3 and GR.5 Naplan assessments, we are striving to have more students achieving at a high rate of gain.

Curriculum Framework implemented in 2016

- Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these



Engagement

Bridgewater P.S. has achieved excellent engagement data in both the Attitudes school survey & Parent survey. The student *Attitudes to School* survey has revealed that our students are engaging positively at Bridgewater Primary School and are clearly higher than like schools and the state mean in both 'School Connectedness' and 'Student Motivation'. Our Parent survey has demonstrated that parents are also feeling positive about the connectedness of their children to the school and their motivation to learn - data is clearly higher on these two scores than for both like schools and state schools.

Attendance data for approx. 30% of families was poor during 2016 - this is a prime indicator of low engagement and dropping out of future education.

Strategies to for implementation in 2017 to improve attendance data: all families informed of attendance improvement measures, weekly monitoring and reporting of data, alerts when 10 days of absence has occurred, letters from the Principal to families, establishing Attendance Support Groups & enlisting a DET Attendance Support Officer, if necessary

Wellbeing

Bridgewater P.S. has achieved excellent wellbeing data in both the Attitudes school survey & Parent survey. The student *Attitudes to School* survey has revealed that our students have positive feelings with data clearly higher than like schools and the state mean in both 'Wellbeing' and 'Student Relationships'. Our Parent survey has also shown positive perceptions about 'Student Safety' and 'Classroom Behaviour' - data is clearly higher on these two scores than for both like schools and state schools.

'The Middle Years Development Instrument Survey (MDI) data, conducted within the Loddon Shire, indicates possible issues around emotional & social wellbeing for some of our participating students. Coincidentally, over the course of the year, teachers have identified student resilience and emotional wellbeing as an important focus in 2017. We intend to commence the 'Resilience, Rights, Responsibilities and Relationships' program in an effort to improve student social and emotional skills.

During 2016, Bridgewater Primary School successfully achieved compliance with the 'Child Safe' standards. These requirements resulted from the Royal Commission into Child Abuse. We have drawn up a set of policies and strategies to minimize the likelihood of Child Abuse occurring within the operations of our school. The whole school community is aware that we are all responsible for the monitoring of and the reporting of child abuse.

For more detailed information regarding our school please visit our website at
[enter web address here]



Performance Summary

The Government School Performance Summary 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 30 students were enrolled at this school in 2016, 15 female and 15 male. There were 0% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p>● Similar</p> <p>● Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Similar</p> <p> Lower</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading Low: 25% Medium: 75%</p> <p>Numeracy Low: 50% Medium: 50%</p> <p>Writing Low: 33% Medium: 33% High: 33%</p> <p>Spelling Low: 25% Medium: 75%</p> <p>Grammar and Punctuation Low: 50% Medium: 25% High: 25%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>97 %</td> <td>85 %</td> <td>84 %</td> <td>92 %</td> <td>91 %</td> <td>90 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	97 %	85 %	84 %	92 %	91 %	90 %	95 %	<p>● Similar</p> <p>● Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
97 %	85 %	84 %	92 %	91 %	90 %	95 %										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

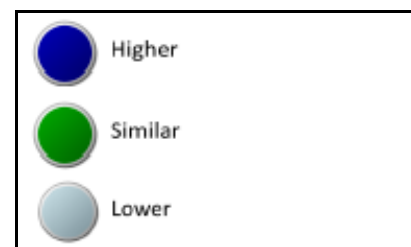
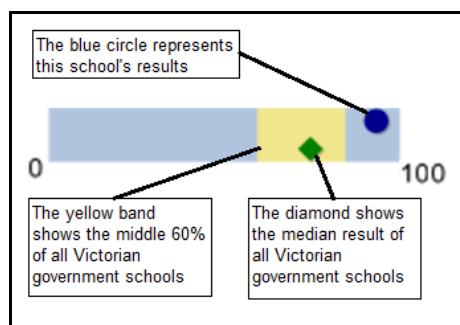
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

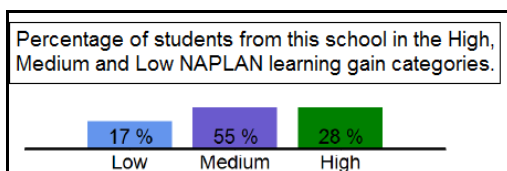
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$424,114
Government Provided DET Grants	\$108,997
Government Grants State	\$10,000
Revenue Other	\$5,160
Locally Raised Funds	\$24,893
Total Operating Revenue	\$573,163

Expenditure	
Student Resource Package	\$379,879
Books & Publications	\$600
Communication Costs	\$1,331
Consumables	\$10,368
Miscellaneous Expense	\$46,930
Professional Development	\$3,816
Property and Equipment Services	\$27,222
Salaries & Allowances	\$20,506
Trading & Fundraising	\$2,754
Travel & Subsistence	\$71
Utilities	\$5,488

Total Operating Expenditure **\$498,965**

Net Operating Surplus/-Deficit **\$74,198**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$31,728
Official Account	\$4,944
Other Accounts	\$36,457
Total Funds Available	\$73,129

Financial Commitments	
Operating Reserve	\$17,653
Asset/Equipment Replacement < 12 months	\$3,000
Capital - Buildings/Grounds incl SMS<12 months	\$2,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$1,000
Revenue Received in Advance	\$2,356
School Based Programs	\$47,120
Total Financial Commitments	\$73,129

Student Resource Package Expenditure figures are as of 03 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

N.B. We are currently maintaining a high level of surplus to enable us to manage staffing into the future, within a context of volatile student enrolment numbers.

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.