

2017 Annual Report to the School Community



School Name: Bridgewater Primary School

School Number: 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 Regulation 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 2017 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 26 April 2018 at 04:58 PM by Gordon Tonkin (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 03 May 2018 at 05:26 PM by Stephen Brown (School Council President)



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. During 2017, the school had 22 children enrolled. Students work in multi-age groupings. We had 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.

Bridgewater Primary School's intent is to improve student outcomes through developing teacher capacity, adopting an agreed school wide pedagogical practice and by building parent and student engagement in learning. We aim to individualize learning for each student as much as possible. 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.

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.

We have Child Safe practices in place to ensure that students are protected from all forms of abuse. We have a strong expectation that any detected or suspected child abuse be reported. The whole school community has a responsibility in this regard.

Framework for Improving Student Outcomes (FISO)

The areas of the framework for school improvement that we have identified as improvement initiatives through the peer review process were:

Excellence in Teaching and Learning

- Strengthen curriculum planning and assessment
- Building Practice Excellence

Community Engagement in Learning

- Parents and Carers as partners

Positive Climate for Learning

- Empowering students and building school pride

Achievement

Numeracy and literacy are of prime focus in the teaching and learning at Bridgewater Primary School. Our performance in both of these curriculum areas, based on teacher judgements, is similar in comparison to like schools. Our 4 year average in our Naplan results are also similar to like schools. Our 2017 Naplan results show that our reading results for both our Grade 3 & 5 cohorts were lower than similar schools. We have consequently made reading our number one focus for improvement in 2018. Our Grade 3 numeracy outcomes were similar to like schools but unfortunately our Grade 5 results were lower. Naplan also assesses the learning gain for individual students between Grade 3 and Grade 5. Mostly, our students fall in the medium gain band. One of our goals in the school's 2018 – 2021 strategic plan is to increase the percentage of students achieving a high level of learning gain. When considering Naplan results, we need to be very aware that our small cohorts of students can mean that our Naplan results can fluctuate substantially from year to year. Our staff has demonstrated a passionate resolve to maximise learning for each individual student.

Engagement



Generally, students at Bridgewater demonstrate high levels of engagement. Regular attendance is paramount if we are to maximise student engagement. The majority of our students attend regularly with very few days of absence. A small number of our students struggle in this regard and it is noticeable that it has a negative impact on their level of engagement and consequently, learning. We regularly encourage and educate our students around the importance of attendance. We report weekly attendance rates, for each of our multi-age groupings, on the front page of our newsletter. We also report individual attendance rates each semester in student reporting. During 2017, we have averaged 19 days absence per student. Of this average, we have a small number who are absent in excess of 30 days and a few, higher still. The state average is 15 days of absence per student. Our attendance rates are similar to like schools. The school's goal is to improve student attendance at every opportunity. Our major strategy has been to build both student and parent awareness of the importance of student attendance and it's correlation to learning outcomes.

Wellbeing

In 2017, the students of Bridgewater Primary School have returned high scores in the Student Attitudes to School survey. This survey was conducted with our Grade 4 – 6 students. Note, 5 is the highest possible student response to the survey questions. In the 'Connectedness to School' our students returned a score of 4.56 which was higher than the state average of 4.39 but similar to like schools. This result is similar to our 4 year average of 4.59. The 'Students Perception of Safety' result was 4.80 which is higher than the state average of 4.49 but also similar to like schools. This result is higher than our 4 year average of 4.49. We also conducted the Middle-years Development Index survey as part of a Loddon Shire focus. This suggests that some of our students may struggle in developing positive self-concepts in comparison to the average across the shire. These outcomes will need to be considered further into the future. Overall, our students demonstrate high levels of positivity in all levels of school life and the school receives consistent, positive feedback from everyone associated with the school, particularly our parents.

For more detailed information regarding our school please visit our website at
www.bwaterps.vic.edu.au



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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 23 students were enrolled at this school in 2017, 12 female and 11 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 0 percent 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>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement 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 Annual Report</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 Schools: Results for this school: Median of all Victorian Government Primary Schools:

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>No Data Available</p> <p> Lower</p> <p>No Data Available</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>No Data Available</p> <p> Similar</p> <p>No Data Available</p> <p> Lower</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading No Data Available</p> <p>Numeracy No Data Available</p> <p>Writing No Data Available</p> <p>Spelling No Data Available</p> <p>Grammar and Punctuation No Data Available</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 Schools: Results for this school: Median of all Victorian Government Primary Schools:

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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <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>90 %</td> <td>95 %</td> <td>83 %</td> <td>88 %</td> <td>90 %</td> <td>93 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	95 %	83 %	88 %	90 %	93 %	90 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	95 %	83 %	88 %	90 %	93 %	90 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Higher
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Higher

How to read the Annual Report

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

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

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 reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

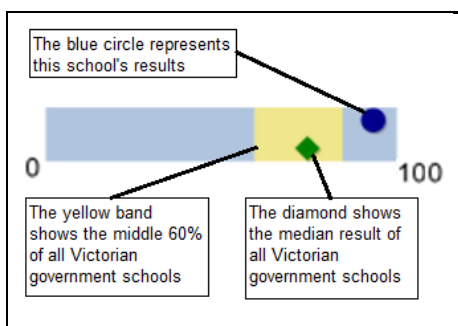
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

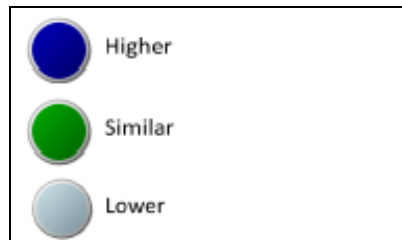


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').



Financial Performance and Position

Financial performance and position commentary

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$401,395	High Yield Investment Account	\$19,256
Government Provided DET Grants	\$74,660	Official Account	\$5,564
Government Grants Commonwealth	\$1,300	Other Accounts	\$37,233
Revenue Other	\$5,271	Total Funds Available	\$62,054
Locally Raised Funds	\$19,171		
Total Operating Revenue	\$501,797		
Equity¹			
Equity (Social Disadvantage)	\$15,406		
Equity Total	\$15,406		
Expenditure		Financial Commitments	
Student Resource Package ²	\$390,557	Operating Reserve	\$16,123
Books & Publications	\$219	Asset/Equipment Replacement < 12 months	\$5,000
Communication Costs	\$1,270	School Based Programs	\$35,931
Consumables	\$6,448	Asset/Equipment Replacement > 12 months	\$5,000
Miscellaneous Expense ³	\$23,762	Total Financial Commitments	\$62,054
Professional Development	\$1,828		
Property and Equipment Services	\$25,076		
Salaries & Allowances ⁴	\$36,819		
Trading & Fundraising	\$1,971		
Travel & Subsistence	\$676		
Utilities	\$4,466		
Total Operating Expenditure	\$493,092		
Net Operating Surplus/-Deficit	\$8,704		
Asset Acquisitions	\$5,103		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

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

(4) Salaries and Allowances refers to school-level payroll.

N.B. Bridgewater Primary School has experienced decreasing student enrolments in recent years and in order to manage the continuity of staffing and student programs it has been necessary to hold a substantial percentage of our funds available, in reserve. The Student Resource Package is carrying an extra 0.5 staff member as a result of Primary Maths Science Program.

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.