

# 2018 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](http://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 2018 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 23 April 2019 at 05:27 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 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 2018 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 24 April 2019 at 03:58 PM by Leah Bailey (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 2018, the school had 22 children enrolled. Students work in multi-age groupings. We had 2.6 full-time staff, including the Principal. 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 agreed, school wide, pedagogical practices and by building parent and student engagement in learning. We aim is 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 are a member of 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 from the Framework for Improving Student Outcomes (FISO) 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
- Build staff capacity
- To further develop our culture of planning and working as a team to strengthen pedagogical practice and individualised learning.
- Strengthen data literacy, including data collection and analysis techniques and the use of data for goal setting.

#### Community Engagement in Learning - Parents and Carers as partners

- Embed practices for parent/caregivers to be engaged and understand the learning progress of their children and how to effectively support them to learn.
- 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 well-being.

#### Positive Climate for Learning

- Empowering students and building school pride

### Achievement

Reading and Viewing was our primary area of focus at Bridgewater Primary School in 2018. Teacher judgements displayed an increase in the percentage of students achieving at least 12 months growth across the

year, up from 68% in 2017 to 86% in 2018. Naplan results were also positive, 80% of Gr. 3 students performed at Bands 5&6 (top 2 bands) where Band 2 is the National Minimum Standard and 33.3% of Gr. 5 students performed at Bands 7&8 (top 2 bands) where Band 4 is the National Minimum Standard. Additionally, 33% of Gr. 5 students exhibited high growth and 0% exhibited low growth. We have been exceedingly pleased with these student improvements and have noticed a significant increase in student positivity towards Reading & Viewing. In writing, teacher judgements displayed that 77% of our students achieved at least 12 months growth in writing. In Naplan, 40% of our Gr. 3 achieved the top 2 bands as did 33% for Gr. 5. In Speaking & Listening and Numeracy & Algebra, teacher judgement indicated respectively, 64% and 68% of our students achieving at least 12 months growth in the year. None of our students achieved the top 2 bands in Numeracy & Algebra. Additionally, 33% of Gr. 5 students exhibited high growth and 66% exhibited low growth. Speaking & Listening and Numeracy & Algebra are areas where we need to focus our attention and in 2019 Speaking & Listening will become our primary teaching and learning focus as it underwrites literacy success. Numeracy will also be a background focus, especially skills such as comprehending worded problems and applying knowledge in real life scenarios. Our staff have collaborated effectively and have demonstrated strong results in maximising learning for each individual student. Overall, we have achieved some pleasing results but have identified a number of areas that require specific focus in the coming year.

### Engagement

The students at Bridgewater Primary School are generally very positive in their interactions at school. They participate and contribute in school based activities in a conscientious and respectful manner. Visitors to our school frequently comment on the high levels on enthusiasm and respect exhibited by our students. Our school values good attendance highly though sadly we have struggled to achieve this over the past few years. Our attendance rate in 2018 has been poorer than the Victorian Government primary schools average. This has been a stubborn issue as indicated by a similar 4 year average. Approximately 25% of our students account for the majority of our student absences and family holidays is an increasing factor. It is clear to observe in student data that most of the students who have poor attendance also perform at a lower level with their learning outcomes. We regularly discuss and reinforce the importance of attendance with our students. 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. 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. Our attendance goal for 2019 is to reduce the percentage of students absent for more than 20 days.

### Wellbeing

In 2018, the Grade 4 – 6 students of Bridgewater Primary School have generally returned comparable or higher scores, than similar schools, network schools and state schools, on the majority of indicators covered by the Student Attitudes to School survey. Some of our standout indicators were: Differentiated Learning Challenge (96%), Effective Classroom Behaviour (92%), Effective Teaching time (97%), Managing Bullying (89%), Sense of Inclusion (92%), High Expectations of Success (100%) and Teacher Concern (85%). Some areas where the feedback was lower than hoped for were: student perceptions of their Learner Characteristics (average of 73% across five indicators), including Attitudes to Attendance (74%); sense of connectedness (76%). Whilst the school is considering this feedback seriously, parents need to keep in mind that with a cohort of only 8 students, it only takes one or two students to swing our data up or down. Overall, our Students Attitudes to School data was slightly down on our previous few years, which was extremely strong. The personal touch that our great small school offers is certainly a major contributing factor to our overall success with student well being.

### Financial performance and position

Bridgewater Primary School completed the 2018 school year with an operating surplus of \$3,664. Funds available at the end of 2018 equate to \$87,819. School Chaplaincy funding of \$20,000 is included in the revenue stream. Inclusion funding, Attendance Funding & Furniture Boost Funding, totaling approx \$14,500 was also used to fund variety of initiatives such as the uEducateUs platform to better monitor attendance, communicate

with parents and supply reporting software. We have also purchased classroom iPads to enable us to make suitable adjustments for students with specific learning needs and furniture items to create quiet learning spaces for students requiring them. Unfortunately, student enrollments have continued to fall and we are now in excess of our staffing entitlement which means we have finished the year with a planned deficit of approximately \$20,000 and a projected staffing deficit of approximately \$40,000 for 2019 which will challenge our financial situation in 2020 when these sums are redeemed. Parents have expressed concerns about the current impacts placed on our teaching staff due our declining budgetary situation.

**For more detailed information regarding our school please visit our website at**  
[www.bwaterps.vic.edu.au](http://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

#### Enrolment Profile

A total of 22 students were enrolled at this school in 2018, 11 female and 11 male.

0 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



#### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



#### School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



## 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><b>Teacher Judgement of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></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><b>NAPLAN Year 3</b></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> Similar</p> <p> Lower</p> <p> Lower</p> <p> Lower</p>
<p><b>NAPLAN Year 5</b></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><b>NAPLAN Learning Gain</b> 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 style="text-align: center;"><b>Reading</b> No Data Available</p> <p style="text-align: center;"><b>Numeracy</b> No Data Available</p> <p style="text-align: center;"><b>Writing</b> No Data Available</p> <p style="text-align: center;"><b>Spelling</b> No Data Available</p> <p style="text-align: center;"><b>Grammar and Punctuation</b> 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:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Management of Bullying</b></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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$311,275	High Yield Investment Account	\$47,097
Government Provided DET Grants	\$89,417	Official Account	\$2,684
Government Grants Commonwealth	\$4,500	Other Accounts	\$38,038
Revenue Other	\$8,620	<b>Total Funds Available</b>	<b>\$87,819</b>
Locally Raised Funds	\$14,613		
<b>Total Operating Revenue</b>	<b>\$428,425</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$23,280		
<b>Equity Total</b>	<b>\$23,280</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$332,359	Operating Reserve	\$14,856
Books & Publications	\$906	Other Recurrent Expenditure	\$1,573
Communication Costs	\$503	Funds Received in Advance	\$4,252
Consumables	\$5,772	School Based Programs	\$50,000
Miscellaneous Expense <sup>3</sup>	\$41,572	Asset/Equipment Replacement < 12 months	\$13,138
Professional Development	\$562	Maintenance - Buildings/Grounds < 12 months	\$4,000
Property and Equipment Services	\$22,980	<b>Total Financial Commitments</b>	<b>\$87,819</b>
Salaries & Allowances <sup>4</sup>	\$12,511		
Trading & Fundraising	\$2,657		
Utilities	\$4,939		
<b>Total Operating Expenditure</b>	<b>\$424,761</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$3,664</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

(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 15 March 2019 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.

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.

# 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*' or '*ND*' 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').