

2018 Annual Report to The School Community



School Name: **Bridgewood Primary School (5563)**



- 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 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 28 March 2019 at 12:08 PM by Kerry Coffey
(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 26 April 2019 at 09:17 AM by Kirsty Harris (School
Council President)

About Our School

School context

Welcome to Bridgewood. Bridgewood is a primary school and integrated child and family centre located on Bridge Road in Officer. The site opened in 2018 with primary school enrolments of 236 students across years Foundation to year 6.

There were 18 classroom teachers, 3 specialist staff and 6 ES integration staff. In addition there was one principal, two Assistant Principals, a Business Manager, two office staff and a part time handyman.

In 2018 the site operated three and four year old kinder programs, Maternal and Child Health services, supported and community playgroups as well as other early years services. Officer is a developing community with a various socio economics groups and nationalities settling into the area.

Bridgewood is a community where there is respect, courage and honesty afforded to all children and families to succeed in learning and in life. At Bridgewood your child is the focus of the education programs that are provided. Programs are designed to meet the individual learning needs of each child.

The school vision is, 'Improving Educational Outcomes for Every Child, Every Day' and this is our commitment to you. We firmly believe that working together in a collaborative environment brings out the best in every participant and capitalises on the strength of each individual thus ensuring the highest quality learning opportunities for every child.

Our world class facility has been designed for a whole of life learning experience from birth through to Year 6. Strong links have been made with the other schools in the Education Precinct so as to extend the success of each child as they progress through to secondary school.

At Bridgewood, our aim is to assist your child to achieve success both socially and academically. We believe education is every child's right, and as a school we have the responsibility to ensure that each child reaches their full potential. Learning is a life-long process and our facility is designed to inspire each child.

Home/school partnerships are an effective way to support student learning and aid communication between home and school.

Framework for Improving Student Outcomes (FISO)

In 2018 Bridgewood focussed on the following FISO improvement initiatives and key improvement strategies: Building practice excellence - To improve the learning outcomes of every child every day through high level implementation of instructional practices guided by the school's instructional model and learning and teaching strategy.

Key Improvement Strategies:

To implement Daily Five and CAFE Reading F-6

Focus on Fundamental literacy and numeracy skills

The Professional Learning Community strategy will form the basis of all Learning Community collaboration for planning and assessment. A school wide instructional model will be implemented across the school ensuring that all planning begins with 'Diagnose' from key data sets, intervene and evaluate.

A highlight in our progress was the positive impact that the fundamental programs and the literacy and numeracy programs have had on student learning. These programs are innovative and effective.

Building communities - To improve student and community wellbeing and connectedness to the school.

Key Improvement Strategies:

To provide community members in the Officer township and our school with access to a range of community services on site.

The Leader in Me is embedded through the school resulting in a common language and shared understandings of the seven habits of happy children/highly effective people.

A highlight in our progress has improved access to community services on site through - DBT in Schools psychology services, our effective partnerships with Cardinia shire and Colman 'our Place' and the early years services on site.

Another highlight is the positive impact of The Leader in Me program across the staff, students and the community.

Achievement

As Bridgewood is a new school which opened in 2018 any data that was collected for student achievement will be baseline data from which we hope to improve student learning outcomes. At the time of the Naplan testing the students had been at the new school for four months.

Results of the achievement baseline data show:

Teacher judgements for English were similar to other schools and slightly lower in Mathematics however still within the 60% for all Victorian schools range.

Naplan data for year 3 shows:

Reading results were lower than the median for Victorian schools but well within the 60% range for the state.

Numeracy results showed similar to other Victorian schools and below the Victorian median scores.

Naplan data for year 5 shows:

Reading results were higher than the median for Victorian schools but similar to other schools.

Numeracy results were lower than other Victorian median scores but still in the 60% range for all Victorian schools.

Engagement

As Bridgewood is a new school which opened in 2018 any data that was collected for engagement will be baseline data from which we hope to improve student outcomes. In 2018 our attendance data was better than the median of Victorian schools meaning we had fewer absences than the state. The attendance data ranged from 91 - 95% with the average being 94%. We would hope to continue to move towards 100% attendance for all

students.

Wellbeing

As Bridgewood is a new school which opened in 2018 any data that was collected for student wellbeing will be baseline data from which we hope to improve outcomes. The current data indicates that Bridgewood is similar to other Victorian schools in their sense of connectedness to the school and in the management of bullying at the school. In both instances the school scored in the highest section of the 60% range indicating that the students feel safe in and connected to their new school.

Financial performance and position

In 2018 Bridgewood was in deficit. This is not unusual for a new school in the establishment phase as all infrastructure is required for the school but enrolments are uncertain. There is also the growth that will occur over the year that needed to be accounted for. Bridgewood grew from 236 students to 324 students which was an increase of 88 enrolments. The Miscellaneous figure of \$532 319 includes an overpayment of the establishment grant from the VSBA of \$416 767. This money was returned to the VSBA as it should not have been paid to the school. All other figures correspond with the 2018 Operating Statement.




For more detailed information regarding our school please visit our website at
<https://bridgewood.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 236 students were enrolled at this school in 2018, 124 female and 112 male.

21 percent were EAL (English as an Additional Language) students and 3 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:  ◆ 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> 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 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> Lower</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> Similar</p> <p> Similar</p> <p> Lower</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>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>29%</td> <td>54%</td> <td>18%</td> </tr> <tr> <td>Numeracy</td> <td>36%</td> <td>50%</td> <td>14%</td> </tr> <tr> <td>Writing</td> <td>7%</td> <td>75%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>14%</td> <td>71%</td> <td>14%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>21%</td> <td>64%</td> <td>14%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	29%	54%	18%	Numeracy	36%	50%	14%	Writing	7%	75%	18%	Spelling	14%	71%	14%	Grammar and Punctuation	21%	64%	14%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1016 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>94 %</td> <td>94 %</td> <td>94 %</td> <td>95 %</td> <td>94 %</td> <td>91 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	94 %	95 %	94 %	91 %	93 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	94 %	95 %	94 %	91 %	93 %										

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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>
<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: 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	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,996,539	High Yield Investment Account	\$37,898
Government Provided DET Grants	\$759,644	Official Account	\$30,130
Government Grants Commonwealth	\$8,944	Total Funds Available	\$68,028
Revenue Other	\$116,022		
Locally Raised Funds	\$174,095		
Total Operating Revenue	\$3,055,245		
Equity¹			
Equity (Social Disadvantage)	\$5,000		
Equity Total	\$5,000		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,301,064	Operating Reserve	\$68,028
Books & Publications	\$1,523	Total Financial Commitments	\$68,028
Communication Costs	\$1,720		
Consumables	\$79,601		
Miscellaneous Expense ³	\$532,319		
Professional Development	\$15,454		
Property and Equipment Services	\$218,478		
Salaries & Allowances ⁴	\$69,231		
Trading & Fundraising	\$14,128		
Travel & Subsistence	\$3,715		
Utilities	\$47,325		
Total Operating Expenditure	\$3,284,559		
Net Operating Surplus/-Deficit	(\$229,313)		
Asset Acquisitions	\$29,617		

- (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)

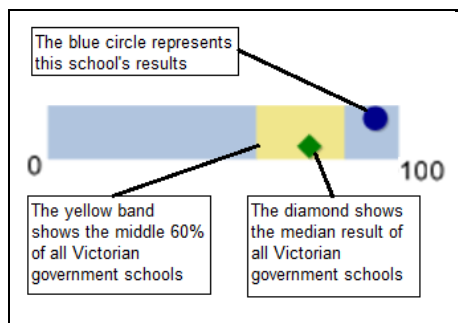
Engagement

- 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).

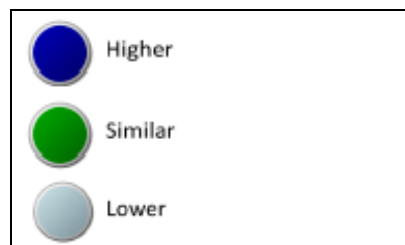


What does *School Comparison* refer to?

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').