**2018 Annual Report to**

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

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|  | |  | | --- | | * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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. | | To be attested by School Council President | |

**About Our School**

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| 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 warms up 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 Victoria 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 that 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/**](https://bridgewood.vic.edu.au/) |

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The percent endorsement indicates the percent of positive responses (agree or strongly agree). | | |  |  |  |  | | --- | --- | --- | --- | |  |  |  |  | |  |  | |  | |  |  |  |  | |  | |  |  | |  |  |  |  | | | | | |  |  |  | | --- | --- | --- | |  |  |  | |  | |  |  |  |  | | --- | --- | --- | --- | |  |  | |  | |  |  | |  | |  |  | |  | |  | |  | |  |  | |  | |  | |  |  |  | | | | | |  | | --- | | Students Attitudes to School -  Management of Bullying  Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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). | | |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  |  |  | |  |  | |  |  | |  |  |  |  |  | |  |  |  | |  | |  |  |  |  |  | | | | | |  |  | | --- | --- | |  |  | | |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  | | |  |  |  | |  | |  |  | | |  | |  |  |  |  |  |  |  |  | | |  | | --- | |  | | | | | | | |  | | |  | | | |  |

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|  |  |  |  |  |  | |  | | --- | | *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** | | High Yield Investment Account | $37,898 | | Official Account | $30,130 | | **Total Funds Available** | **$68,028** | | | |  |  | |  |  |  | |  | | --- | | Student Resource Package | | | | | | | | | | | |  | | --- | | $1,996,539 | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  | | --- | --- | | Government Provided DET Grants | $759,644 | | Government Grants Commonwealth | $8,944 | | 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** |  | | Operating Reserve | $68,028 | | **Total Financial Commitments** | **$68,028** | | | |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  | | --- | | Student Resource Package² | | | | |  | |  | | --- | | $2,301,064 | | | | | |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  | | --- | --- | | Books & Publications | $1,523 | | Communication Costs | $1,720 | | Consumables | $79,601 | | Miscellaneous Expense³ | $532,319 | | Professional Development | $15,454 | | Property and Equipment Services | $218,478 | | Salaries & Allowances⁴ | $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.* | | | | | | | | | | | | | | | | | | | | | | | | |  |  |  | | | |  | | | |  |

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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/](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx)  [Pages/performance.aspx](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’). | | | | | | |  | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  | | |  | | --- | | **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* referto?**  TheSchool 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. | | | |  |  | |  |  |  |  |  |  | |  | |  |  |  | | |  | | |  | | |  |