

2022 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 of the previous calendar year 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 16 March 2023 at 11:28 AM by Kerry Coffey (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 31 March 2023 at 08:50 AM by Peter Woolsey (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

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.

In 2022 there were 25 classroom teachers, 4 specialist staff and 12 ES integration staff. In addition, there was one principal, two Assistant Principals, two Learning specialists, two Acting Leading Teachers, a Business Manager, three reception staff and a buildings and grounds manager. In 2022 Bridgewood opened its own Cafe to provide lunches for students and staff daily. The Cafe is also open to the community for coffee in the mornings.

There were 12 Koorie students enrolled at Bridgewood in 2022 and two international students. Our inclusive programs ensured that all students could access the learning program at their point of need and each student was supported to further improve their learning through the on-site learning programs that Bridgewood.

The site operates three and four year old kinder programs, Maternal and Child Health services, facilitated and community playgroups as well as other early years and community services. Officer is a developing community with variable socio economic groups and nationalities settling into the area and ensuring Bridgewood is a community hub for families has proved beneficial.

Bridgewood is a community hub where there is respect, courage and honesty afforded to all staff, students and community members. At Bridgewood your child is the focus of the education programs that are provided. Programs are student centred and 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 Bridgewood core values are respect, courage and honesty:

Respect - for self, learning, family, community, property and environment

Courage - in accepting challenges, 'having a go', taking measured risks in learning and social interactions and seeking and taking advantage of opportunities

Honesty - to oneself in reflection and to others in the telling of truths 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 site 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 cater for students and their families from birth to year 6. We aim to inspire each child and every family to value education and work in partnership with us to ensure that every child achieves their potential during their life at Bridgewood.

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 learning education from the early years through and onto secondary school.

Home/school partnerships are an effective way to support student learning and aid communication between home and school to ensure individual academic success for our students. Bridgewood ensures these partnerships are strong by not limiting the contact families can have with school staff. Meetings can be arranged at any point throughout the year.

The School Performance Report relates to the fifth year of operation. The founding year was 2018. As a new school enrolment are increasing rapidly. The school increased from 236 students in 2018 to 610 students in 2022. Bridgewood now has a managed enrolment boundary which limits enrolments to within the enrolment zone or where the school has capacity to take additional enrolments. This is to support an enrolment catchment area for the new schools being built in the area.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 our focus was on re-engaging students in their learning. Time was spent working on the core learning areas of reading, writing and mathematics. Students received targeted interventions to support or extend their learning progress. Our strong Community of Practice work with Pakenham Primary School continued as we worked to develop a range of teaching resources to support high quality teaching and learning programs for the students. An audit tool was created to ensure students ensure the learning program in mathematics was of the highest quality. Our English focus was also on individual goal setting based on the CAFE reading menu and observations from the Levelled Literacy Intervention program that was implemented in our Learning Communities and through the Tutor Learning Initiative. Student learning goals were developed in mathematics and English to support students to understand what they need to focus on to improve their learning outcomes.

ENGLISH

Teacher judgments in English P-6 were 2.1% lower than similar schools and 3.3% lower than the State average. Year 3 NAPLAN results in reading indicated that Bridgewood was 1.3% higher than similar schools and 1.9% higher than the State average. Year 5 NAPLAN results in reading indicated that Bridgewood was 1.7% higher than similar schools and 1.5% higher than the State average.

MATHEMATICS

Teacher judgments in Mathematics P-6 were 2.2% higher than similar schools and 1% higher than the State average. Year 3 NAPLAN results in mathematics indicated that Bridgewood was 1% lower than similar schools and 3.6% lower than the state average. Year 5 NAPLAN results in mathematics indicated that Bridgewood was 3.2% lower than similar schools and 5.9% lower than the state average.

Wellbeing

At Bridgewood we implement Leader in Me and Respectful Relationships to support students to become independent and well adjusted. A few units/modules in the Respectful Relationships program needed to be taught separately as there was not clear crossover with Leader in Me in terms of content. This will continue to be refined in 2023 by the Acting Learning Specialist (Mental Health and Wellbeing) and the PSD/Wellbeing Leadership Team. We have also nominated a Family Violence Responder (Assistant Principal) who will engage in the Community of Practice. We continue to embed an inclusive culture by modelling respectful relationships and gender equality practices across the school community.

Our School Improvement and Wellbeing Team continue to promote:

A workplace where all staff feel equally respected, safe and valued and have equal opportunities.

A safe space where young people can learn about gender equality and respectful relationships, in and out of the learning communities.

Partnerships and networks that can model gender equality and respectful relationships.

We also have support in place for students with social and emotional challenges, a psychologist available on site three days a fortnight and four counsellors on placement each providing counselling services. We had a staff-member conducting wellbeing check-ins with students from all year levels Foundation to Year 6. Social skills programs were conducted; Revved Up Boys and MPower Girls. At the end of the year, we appointed a Student Wellbeing Coach to commence in 2023.

Attitudes to School Survey (Years 4 - 6)

'Sense of Connectedness' domain (Years 4 - 6) students indicated that Bridgewood was 1.2% lower than similar schools and 1.4% lower than the state average.

'Management of Bullying' (Years 4 - 6) - positive results to the management of bullying were 0.8% above that of similar schools and 0.8% below the state average.

Engagement

Bridgewood's average number of absent days for 2022 was 22.8, which is 1.4 days less than similar schools and 0.5 days less than the state average. Our average attendance rate by percentage was 89% present at school. By year level the percentage rates of attendance were between 88-90%

All efforts were made to engage students in the learning program. Consideration was given to their mental health and wellbeing as this factored into attendance issues. Wellbeing sessions were conducted to increase engagement with students and their families as we recognise the importance of strong home school partnerships on student engagement and learning.

Students have a positive mindset around the way each Learning Community works collaboratively. The work is differentiated to support student learning needs and the small workshop groups are mixed and sometimes aligned based on the needs of the students. This model is supporting student engagement and positive mindset around their learning. Students have also responded to the 'visible learning' in the goal setting that has taken place to support their academic improvements.

Other highlights from the school year

Bridgewood cafe was opened in Term 2 2022. This enabled families to access nutritious lunch items from the cafe for lunch orders as necessary. The cafe is open five days per week. It services students and staff via lunch orders and the community with morning coffees.

Parent satisfaction on the Parent Opinion Survey was 57.9% which was 22% lower than the state average for primary schools. It is worth noting that this survey was completed by only 22 respondents out of an enrolment of 613 (over 300 families). It was pleasing to see that the academic achievements of our students are improving each year which has definitely been a focus after the COVID years. This is consistent with our vision of 'Improving the outcomes of every child every day.'

Bridgewood is a very settled and positive place to learn. The School Staff Survey on School Climate indicated positive responses for school climate of 78.5% which was 5.1% higher than the state average.

Financial performance

Bridgewood's community has been extremely supportive of our fundraising efforts and the money raised has paid for a new school kiln, shade sails and a new playground. Bridgewood has excellent facilities for students to learn and play.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years. Funds are used or committed for future use to support educational programs and other operational needs of the school, consistent with Department policies, School Council approval was sought for the allocation of these funds.

For more detailed information regarding our school please visit our website at
<https://bridgewood.vic.edu.au/>



Performance Summary

The Performance Summary for government schools 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 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 610 students were enrolled at this school in 2022, 315 female and 295 male.

41 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

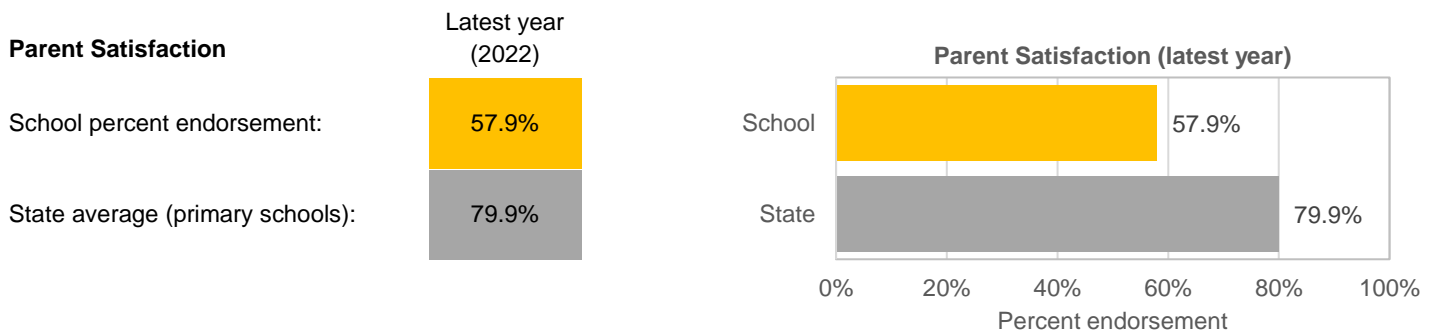
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

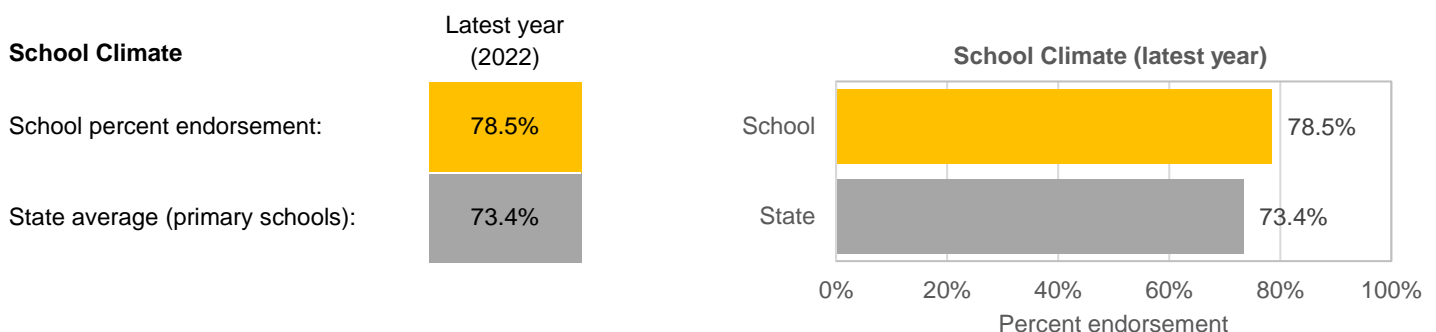


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



LEARNING

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

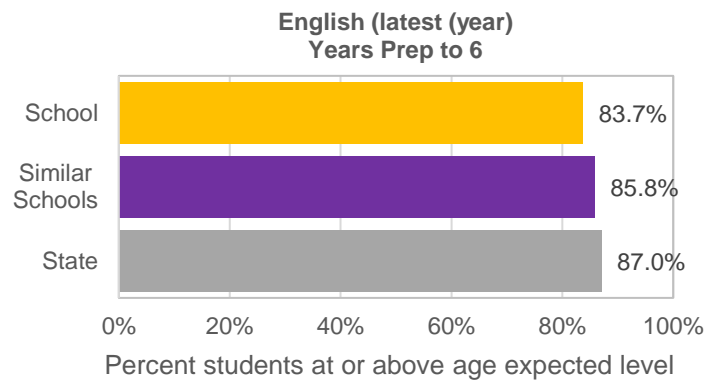
83.7%

Similar Schools average:

85.8%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

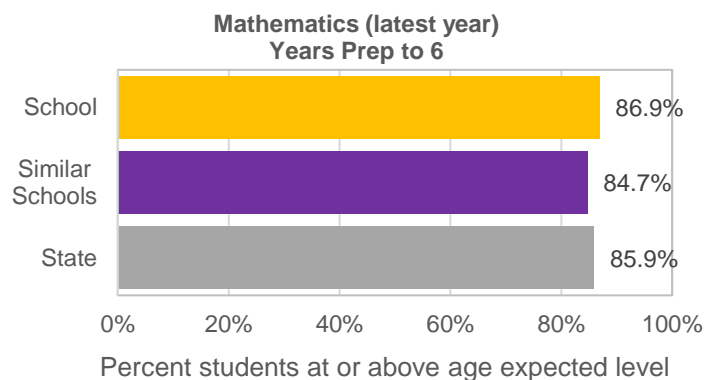
86.9%

Similar Schools average:

84.7%

State average:

85.9%



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

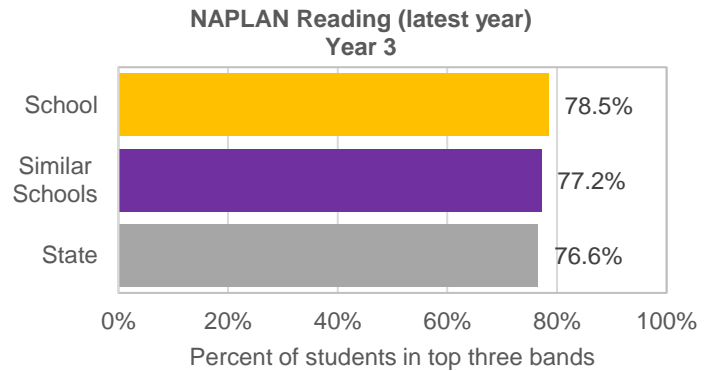
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

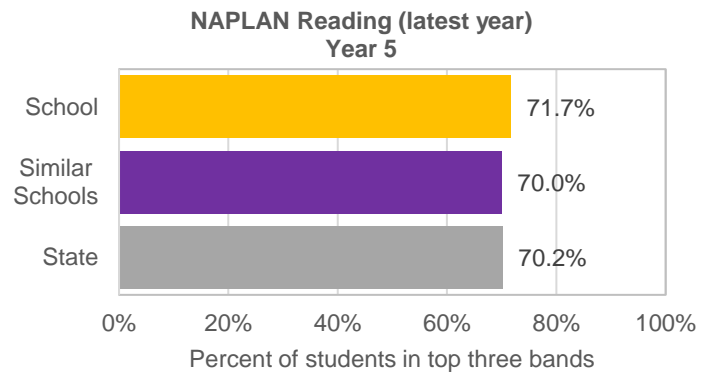
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	78.5%	76.0%
Similar Schools average:	77.2%	76.7%
State average:	76.6%	76.6%



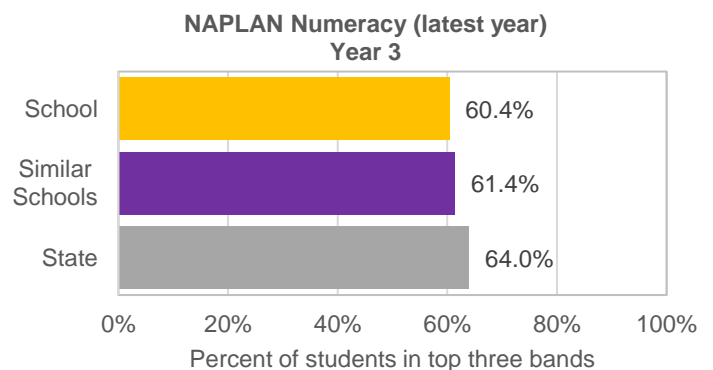
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	71.7%	70.8%
Similar Schools average:	70.0%	67.2%
State average:	70.2%	69.5%



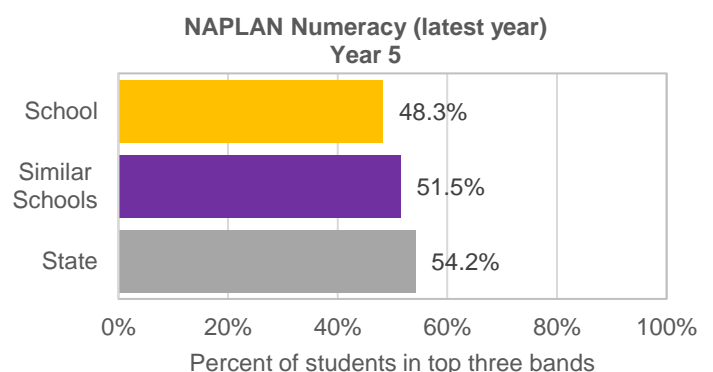
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.4%	61.9%
Similar Schools average:	61.4%	63.2%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	48.3%	57.1%
Similar Schools average:	51.5%	56.4%
State average:	54.2%	58.8%



WELLBEING

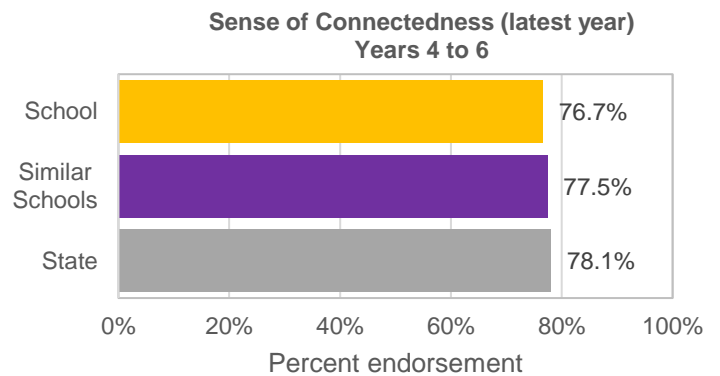
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	76.7%	81.5%
Similar Schools average:	77.5%	78.8%
State average:	78.1%	79.5%

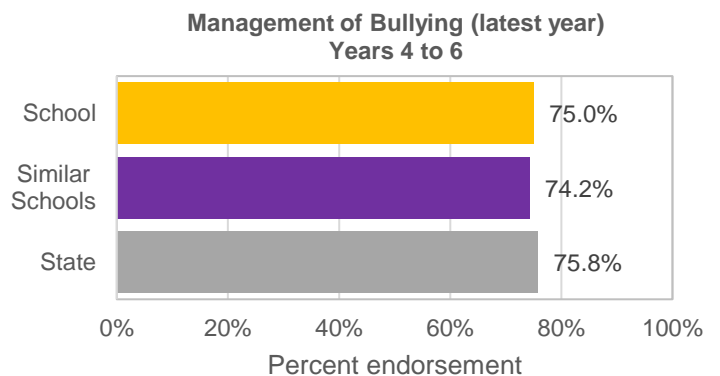


Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	75.0%	81.6%
Similar Schools average:	74.2%	76.8%
State average:	75.8%	78.3%



ENGAGEMENT

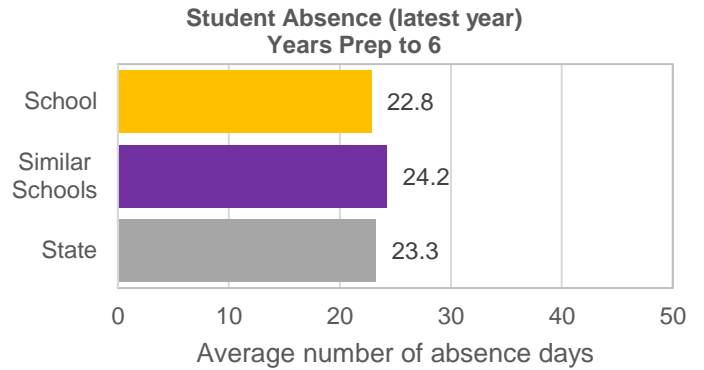
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	22.8	15.7
Similar Schools average:	24.2	17.6
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	88%	88%	88%	88%	89%	90%	89%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$5,440,877
Government Provided DET Grants	\$553,152
Government Grants Commonwealth	\$15,022
Government Grants State	\$0
Revenue Other	\$68,085
Locally Raised Funds	\$456,958
Capital Grants	\$0
Total Operating Revenue	\$6,534,095

Equity ¹	Actual
Equity (Social Disadvantage)	\$65,617
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$65,617

Expenditure	Actual
Student Resource Package ²	\$5,338,372
Adjustments	\$0
Books & Publications	\$21,223
Camps/Excursions/Activities	\$131,903
Communication Costs	\$2,174
Consumables	\$112,044
Miscellaneous Expense ³	\$13,213
Professional Development	\$5,305
Equipment/Maintenance/Hire	\$154,435
Property Services	\$114,767
Salaries & Allowances ⁴	\$161,428
Support Services	\$28,336
Trading & Fundraising	\$34,354
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$900
Utilities	\$73,097
Total Operating Expenditure	\$6,191,551
Net Operating Surplus/-Deficit	\$342,544
Asset Acquisitions	\$106,835

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$364,092
Official Account	\$50,917
Other Accounts	\$0
Total Funds Available	\$415,009

Financial Commitments	Actual
Operating Reserve	\$133,347
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$40,554
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$243,000
Maintenance - Buildings/Grounds < 12 months	\$50,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$466,901

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.