

2023 Annual Report to the School Community

School Name: Bridgewood Primary School (5563)



- all teachers at the school meet the registration requirements
- the school meets prescribed Minimum Standards for registration Regulation and Qualifications Authority (VRQA) in accordance with the [Reform Act 2006 \(Vic\)](#) (this includes any exemption granted in the recent calendar year, in relation to minimum student enrolment framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards [1359 – Implementing the Child Safe Standards – Managing](#)

Attested on 04 March 2024 at 04:01 PM by Kerry Coffey (Principal)

- This 2023 Annual Report to the School Community has been approved by the school council and will be publicly shared with the school community

Attested on 03 May 2024 at 11:58 AM by Peter Woolsey (School Council Representative)

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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Bridgewood is an integrated site located on Bridge Road in Officer. 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 which are run through Cardinia Shire. Bridgewood is a community hub for families. Our values are respect, courage and honesty. 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. The primary school staffing structures are as follows: Principal and two Assistant Principals, two Learning specialists, two Leading Teachers, a Business Manager, three reception staff and a buildings and grounds manager, 24 Mentor Teachers and Specialists mentor teachers in the departments of art, music, physical education, STEM and Chinese. There are 14 ES integration staff. Bridgewood is a multicultural inclusive site. There are 553 students enrolled in primary school consisting of 270 females and 283 males stemming from many different cultural backgrounds. 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. We 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 aim is to assist your child to achieve success both socially and academically. 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 on to secondary school.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023 our focus was 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 in Literacy and Numeracy.

The audit tool was used to check the quality of the learning tasks that were prepared for students to ensure the learning program in English and Mathematics was of the highest quality.

ENGLISH

Our English focus was also on individual goal setting based on the Fountas and Pinnel reading assessments and CAFE reading menu. The Levelled Literacy Intervention program was implemented in our Learning Communities and through the Tutor Learning Initiative. This program was provided as a Tier 1 strategy as students progressed through their small group interventions. Later in 2023 a trial began for Foundation students using a new synthetic systematic phonics program called Little Learners Love Literacy with the intention of training teachers on how to use the program resources. The Little Learners Love Literacy will continue with the Foundation students as they move into year 1 and progressively move through the school as the students progress.

Teacher judgments in English P-6 were 4% lower than similar schools and 6% lower than the State average

The NAPLAN tests were online this year for the first time and this appears to have slightly impacted the results compared with 2022 results.

Year 3 NAPLAN results in reading indicated that Bridgewood was 13% lower than similar and the state average.

Year 5 NAPLAN results in reading indicated that Bridgewood was 8% lower than similar schools and 9% lower than the state average.

MATHEMATICS

Teacher judgments in Mathematics P-6 were 2.6% higher than similar schools and 0.9% higher than the state average.

Year 3 NAPLAN results in mathematics indicated that Bridgewood was 9% lower than similar schools and 12% lower than the state average.

Year 5 NAPLAN results in mathematics indicated that Bridgewood was 9% lower than similar schools and 12% lower than the state average.

Wellbeing

At Bridgewood we implement a highly effective wellbeing program with support from several allied health services. The Leader in Me and Respectful Relationships are implemented across the whole school to enable students to become independent, well adjusted people.

Our School Improvement and Wellbeing Teams continue to promote:

a workplace where all staff feel equally respected, safe and valued and have equal opportunities (the staff survey results were 6% higher than the state average);

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

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

There is support at the site available to support students with social and emotional challenges through services such as a psychologist, counsellors and an active wellbeing team.

Attitudes to School Survey (Years 4 - 6)

'Sense of Connectedness' - Positive results for connectedness were 3% lower than similar schools and 3.5% below the state average

'Management of Bullying' - Positive results to the management of bullying were 3% lower than similar schools and 4% below the state average.

Engagement

Bridgewood's average number of absent days for 2023 was 19.6, which is 2.1 days less than similar schools and 0.9 days less than the state average.

Our average attendance rate by percentage was 90% present at school.

By year level the percentage rates of attendance were:

Foundation = 90%

Year 1 = 91%,

Year 2 = 90%,

Year 3 = 91%

Year 4 = 90%

Year 5 = 89%

Year 6 = 90%

Bridgewood believes that student wellbeing is critical to learning. Students who are feeling safe and happy are in the right place for learning. Given that wellbeing is critical there are a range of support services at Bridgewood designed to support student's social and emotional wellbeing.

All efforts are made to engage students in the learning program. Consideration is given to students' mental health and wellbeing as this is a contributing factor in students being engaged and connected to school. For those students requiring additional support, wellbeing or counselling sessions are conducted regularly and designed to increase engagement with students and their families because strong home school partnerships support engagement and learning.

Other highlights from the school year

Bridgewood has the social, emotional and academic needs of the students at the forefront of decisions made. Learning is tailored to students' learning needs and wellbeing is a central focal point for student happiness and capacity for learning.

Parent satisfaction on the Parent Opinion Survey was 76% which was 18% higher than in 2022 and 7% lower than the state average. It is worth noting that this survey was completed by only 25 respondents out of an enrolment of 560 (over 300 families).

Given the low number of respondents this data may not be representative of the broader community's views.

Bridgewood is a very settled and positive place to learn. The School Staff Survey on School Climate indicated positive responses for school climate of 84.3% which was 6% 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 outdoor seating at the cafe, each learning community to have sporting equipment for students to use at recess and lunch times, reading and mathematics resources. 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 553 students were enrolled at this school in 2023, 270 female and 283 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.

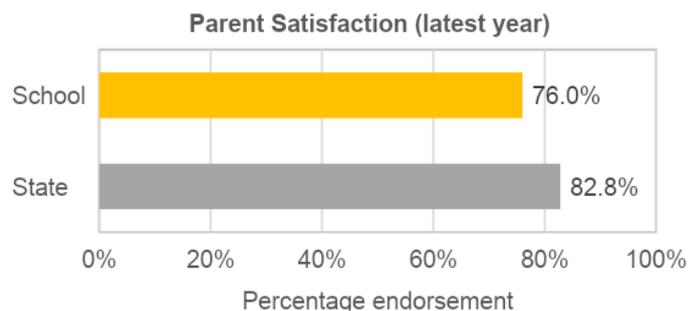
This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

	Latest year (2023)
Parent Satisfaction	
School percentage endorsement:	76.0%
State average (primary schools):	82.8%



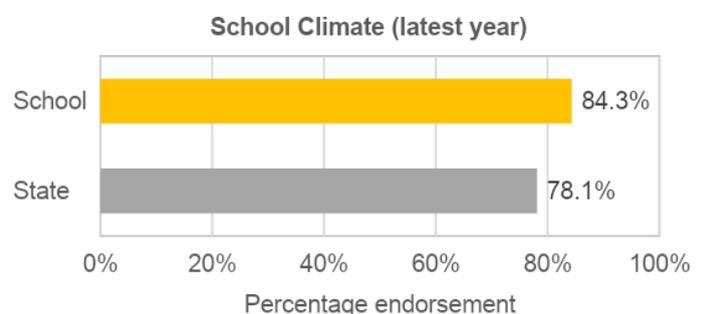
School Staff Survey

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.

	Latest year (2023)
School Climate	
School percentage endorsement:	84.3%
State average (primary schools):	78.1%



School percentage endorsement:

84.3%

State average (primary schools):

78.1%

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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

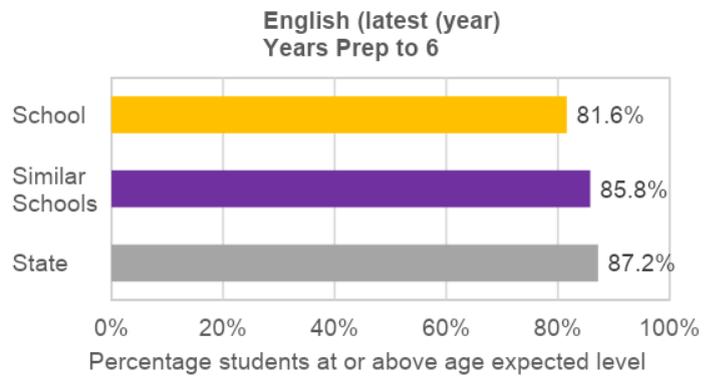
81.6%

Similar Schools average:

85.8%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

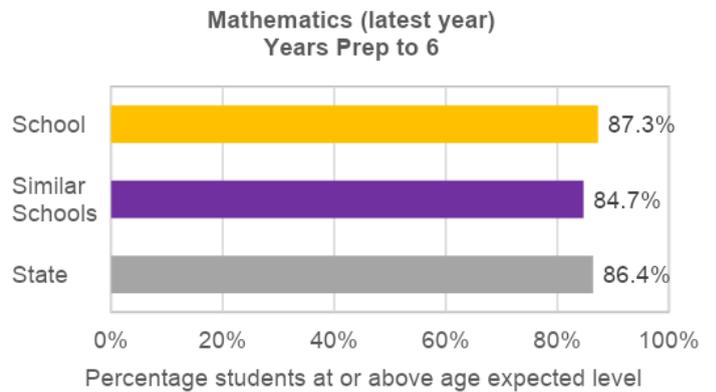
87.3%

Similar Schools average:

84.7%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year
(2023)

School percentage of students in Strong or Exceeding:

56.3%

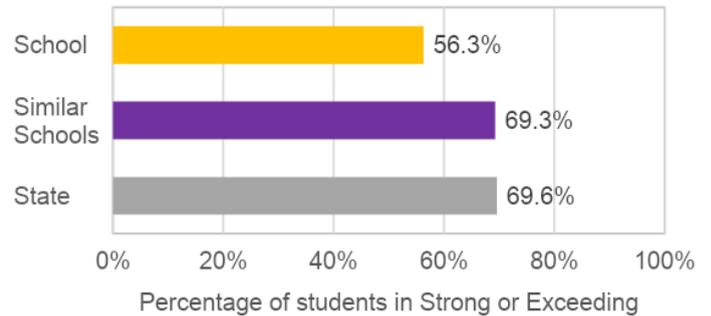
Similar Schools average:

69.3%

State average:

69.6%

NAPLAN Reading (latest year)
Year 3



Reading Year 5

Latest year
(2023)

School percentage of students in Strong or Exceeding:

68.1%

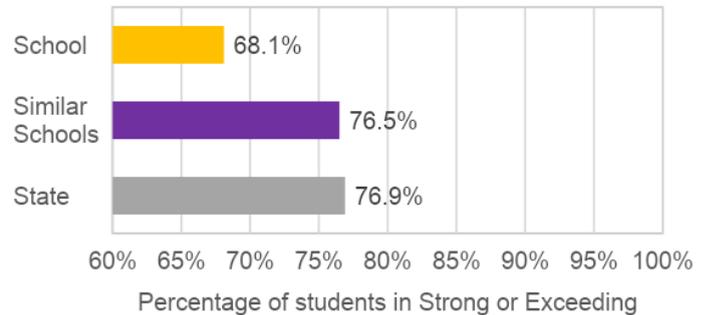
Similar Schools average:

76.5%

State average:

76.9%

NAPLAN Reading (latest year)
Year 5



Numeracy Year 3

Latest year
(2023)

School percentage of students in Strong or Exceeding:

55.2%

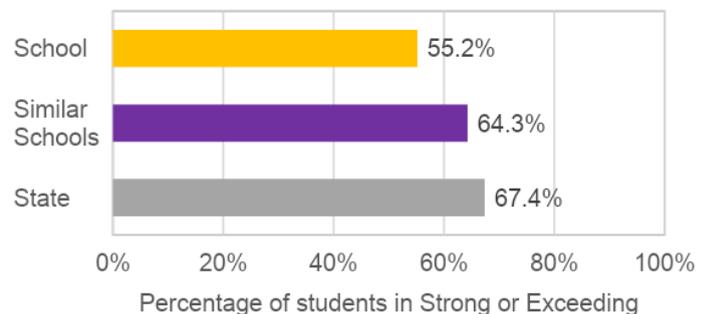
Similar Schools average:

64.3%

State average:

67.4%

NAPLAN Numeracy (latest year)
Year 3



Numeracy Year 5

Latest year
(2023)

School percentage of students in Strong or Exceeding:

55.6%

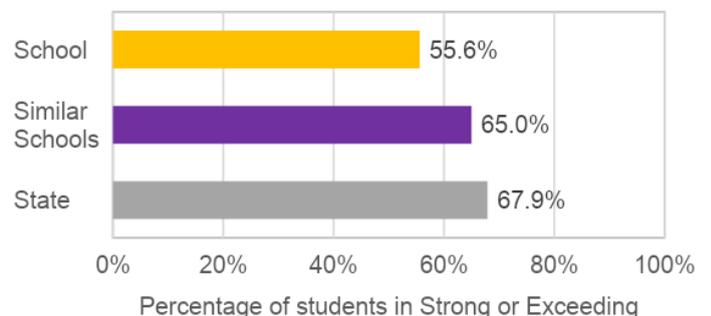
Similar Schools average:

65.0%

State average:

67.9%

NAPLAN Numeracy (latest year)
Year 5



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

78.5%

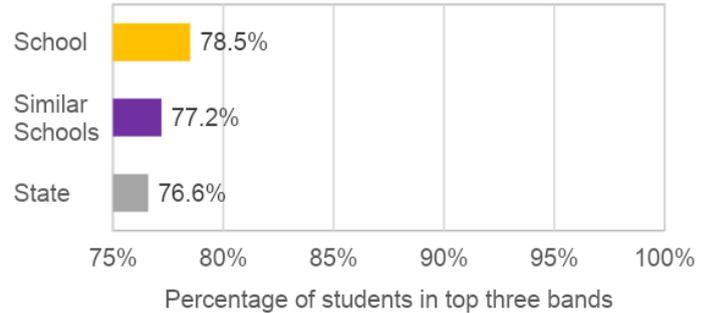
Similar Schools average:

77.2%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

71.7%

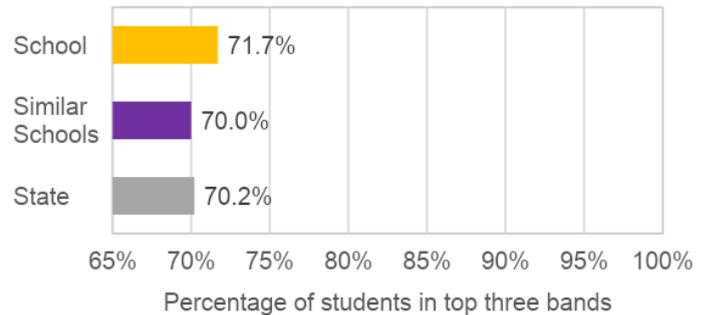
Similar Schools average:

70.0%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

60.4%

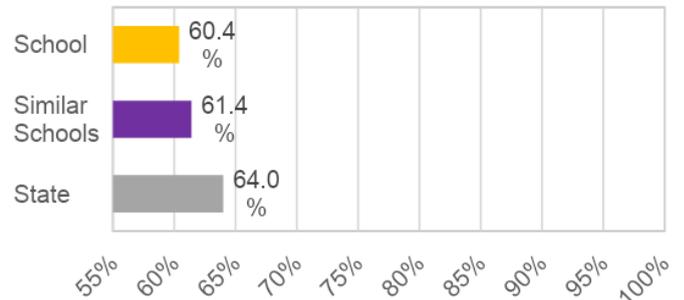
Similar Schools average:

61.4%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

48.3%

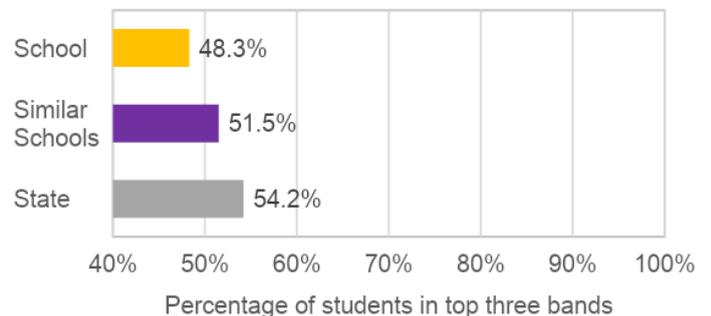
Similar Schools average:

51.5%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

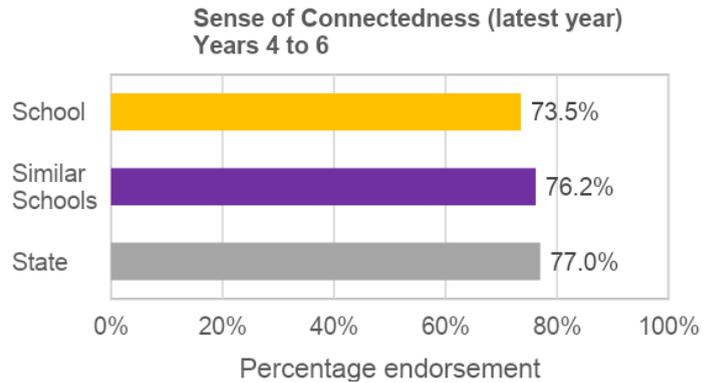
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	73.5%	77.6%
Similar Schools average:	76.2%	78.0%
State average:	77.0%	78.5%

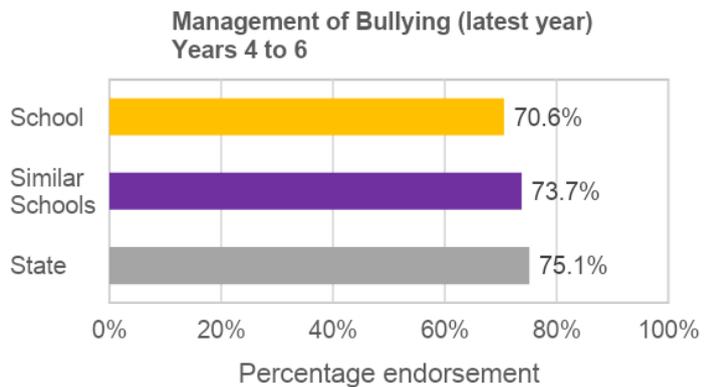


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	70.6%	75.8%
Similar Schools average:	73.7%	75.5%
State average:	75.1%	76.9%



ENGAGEMENT

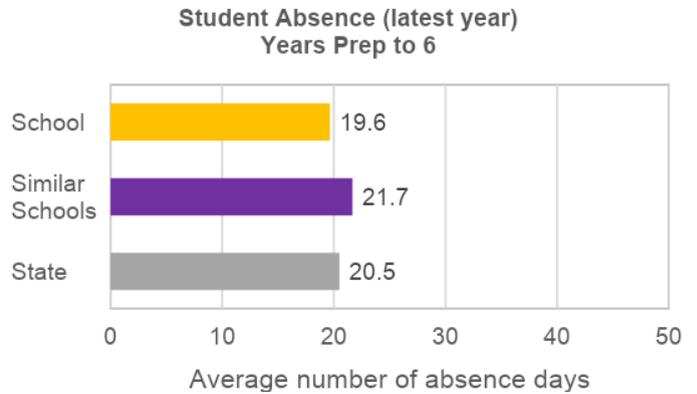
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	19.6	16.5
Similar Schools average:	21.7	18.8
State average:	20.5	18.1



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 (2023):	90%	91%	90%	91%	90%	89%	90%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$5,853,223
Government Provided DET Grants	\$455,104
Government Grants Commonwealth	\$112,845
Government Grants State	\$0
Revenue Other	\$43,272
Locally Raised Funds	\$585,347
Capital Grants	\$0
Total Operating Revenue	\$7,049,791

Equity ¹	Actual
Equity (Social Disadvantage)	\$72,947
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$72,947

Expenditure	Actual
Student Resource Package ²	\$5,562,184
Adjustments	\$0
Books & Publications	\$2,619
Camps/Excursions/Activities	\$161,325
Communication Costs	\$5,774
Consumables	\$155,881
Miscellaneous Expense ³	\$16,849
Professional Development	\$14,056
Equipment/Maintenance/Hire	\$128,522
Property Services	\$230,999
Salaries & Allowances ⁴	\$159,740
Support Services	\$27,265
Trading & Fundraising	\$61,943
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0

Bridgewood Primary School

Expenditure	Actual
Utilities	\$74,819
Total Operating Expenditure	\$6,601,976
Net Operating Surplus/-Deficit	\$447,815
Asset Acquisitions	\$35,044

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$547,898
Official Account	\$44,198
Other Accounts	\$0
Total Funds Available	\$592,096

Financial Commitments	Actual
Operating Reserve	\$140,815
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$25,000
Capital - Buildings/Grounds < 12 months	\$420,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$585,815

All funds received from the Department of Education, 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.