

Bridgewater Primary School

2020 annual report to the community

Bridgewater Primary School Number: 636

Partnership: Mount Lofty

Signature

School principal:

Ms Barb Jenkins

Governing council chair:

Kelly Loughry

Date of endorsement:

19 February 2021



Government
of South Australia
Department for Education

Context and highlights

Bridgewater Primary School is nestled in the Adelaide Hills, just 25 minutes from the city. The school is classified as a Category 7 site on the department Index of Educational Disadvantage and our local Partnership is Mount Lofty in the Mount Barker Portfolio.

Bridgewater Primary School's enrolments increased again in 2020 to 214 children. 46% of our children came from outside of our catchment. 70% of our children were the youngest in their family at school, with four and a half of our eight Studios (classrooms) catering for Early Years learners (Rec to Year3). We have 6 children who receive funding to support their learning and 10% of our children's families receive financial support from School Card. Five of our students are Aboriginal and we appreciate the insights they and their families bring to our school.

We provide a curriculum that focuses on sound skill development in literacy and numeracy, along with Science, Technology, Engineering, Arts and Maths (STEAM). The Arts are nurtured through an Artist in Residence who works with all children across the school. Children attended drama and music performances throughout the year. The Heron Reserve and the Secret Garden (scrub block opposite the school front entrance) have provided opportunities for wellbeing and environmental learning (which go hand in hand). Our Kitchen Garden Program, with Sam Butcher and Kerrie Rivett continued to be a centre piece for our school.

2020 was a year with many new challenges for schools, including ours. Staff have appreciated the Community support we received during all stages of the COVID response. During the Learning@Home or Learning@School phase Teachers and Student Support Officers (SSOs) worked together in military precision to make learning packs for students. The process of delivering the packs to homes had a few highlights. For example, the teacher in a dinosaur costume scared a few family dogs, and our SSOs only sent out one SOS when they got lost. Coles generously donated shopping bags for each child that were stuffed with interesting things for children to work on with online follow up. Some activities acknowledged that parents might need a break from their Learning at Home duties, so teachers also designed investigations for older children to lead with younger siblings. The paper plane challenge was a big hit, with aircraft designs and flights collated and shared online.

I would like to acknowledge and thank our Governing Council, and in particular the leadership provided by our Chair, Kelly Loughry, Secretary Ina Khabbaz and Treasurer Brian Lawrence.

Governing council report

I hope this finds all Bridgewater Families well, happy and excited to start the 2021 school year.

We had an interesting year as you can all imagine but managed, like we have all done so fabulously, to get on with things with as much normality as possible.

We held our meetings with acceptable social distancing to maintain the requirements of the Governing Council.

Our AGM was held in February with some members leaving us after dedicating themselves to GC for different periods of time. We wholeheartedly thank them for the service, Tanya Ashworth-Keppel, Adam Wakefield and Kate Trumbull.

The year always starts with presentations of reports and learning results from the year before. These learning results are always met with great expectations and a positive fresh way to start the new year.

Our bushfire plan and refuge were assessed with Barb having a review with issues from GC to be taken into consideration.

Many members attended the Panel Merit Training and Governing Council Training which was great to see ongoing training and development, this shows great dedication from our GC members. GC worked together to ensure the Principal selection process was merit based and met the culture of our school.

The ceiling tile replacement happened during Term 2 week 8 – Term 3 week 2/3 inc school holidays. This was completed as part of the renovation to the school. (Roof and floor tiles being done previous years) Some children had their classes in gym Weeks 1-2/3 of term 2 which happened effortlessly and without disruption. A real credit to the teachers and students.

Claire and Nicola won another grant. There were some big learnings at Woodside in the rebuild post 2019-2020 fires in that area. They look forward to implementing some of the skills and knowledge gained at Bridgewater with the children in the future.

With many of our planned community events put on hold, the students did enjoy the colour run, active day with a twist. I think from the fantastic pictures we saw it was a fabulous day with many smiles shared throughout the day.

I would like to thank our entire school community for their understanding and kindness through an incredible year. I could not be prouder of all the students at Bridgewater Primary School for their resilience, bravery and ongoing playful and fun spirits.

Thank you and I wish everyone the best for 2021

Quality improvement planning

Our 2020 Site Improvement Plan (SIP) mapped out a 5 step process to improve student learning in Literacy and Numeracy through consistent use of agreed evidence based teaching practices.

Step 1 involved staff deeply analysing student learning data to identify improvement goals. Staff worked together on pupil free days, and several staff meetings in between to understand where every student was in their learning, where strengths and gaps existed.

Step 2 identified the teaching practices that would help us reach our goals. Staff circled Step 2 throughout the year. They worked together to design and review personal Impact Cycles to plan implement and evaluate their own teaching. Staff reference several common, evidence based documents to ensure practice was personalised but consistent across the school. For example, staff used the High Impact teaching Strategies, the Visible Learning work of John Hattie, the Van de Wall and Big Ideas in Number for numeracy along with Fountas and Pinnell resources for reading and spelling.

Step 3 documented and time-lined the actions we would take. These actions included the way in which we work in Learning Teams with clear agenda that focusses attention on student learning, teacher collective efficacy (the ways in which staff work together to learn) and the evidence that teaching is having an impact on children's learning, wellbeing and personal growth.

Steps 4 and 5, Review and Evaluate, mapped progress towards Planned Actions, the Impact So Far and Next Steps. We use a traffic light system to document progress against each Planned Action with reference to the Success Criteria we identified. The traffic lights consisted of Green - common place and systematically embedded. Yellow - exists, but not yet common place. Red - exists in very small pockets. Grey - yet to commence.

The SIP Challenge of Practice for both Literacy and Numeracy identifies teachers working together to plan, teach, assess and track student learning. Staff identified that we will know we have been successful through our deep analysis of data sets, including standardised testing (system and site bases), when children are confident and enjoying their reading and maths problem solving – i.e. they have Thrill, Will and Skill happening in their daily experiences.

We achieved all of our agreed actions to a high level (green), except two. We intended to review whole site literacy and numeracy agreements in 2020. This work has been put on hold as we have the opportunity to engage in an intensive professional learning program with our Portfolio schools in 2021 which will influence the direction of our Whole Site Agreements, curriculum mapping and agreed lesson structure.

Teachers have a copy of the SIP which is regularly referenced during Staff Meeting and Learning Teams.

Improvement: Aboriginal learners

BPS uses Data Informed Planned through the organised collection of data, with deep analysis for Literacy and Maths.

Aboriginal students are highlighted and flagged in our whole school data. Teachers plan evidence based interventions and support families as important partners in their child's learning. An important aspect of our work with Aboriginal children and their families is our Reconciliation Action Plan, developed with families and elders, to ensure this school is a place of belonging and cultural respect and knowledge.

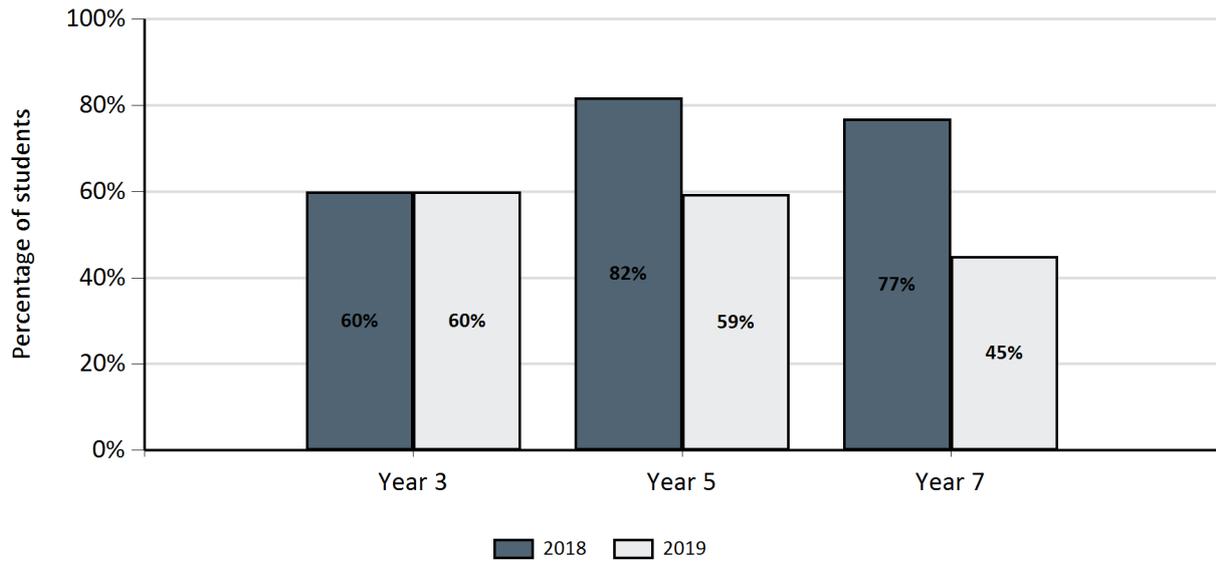
We will continue this work through the development of an Aboriginal Learner Achievement Plan in 2021.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading

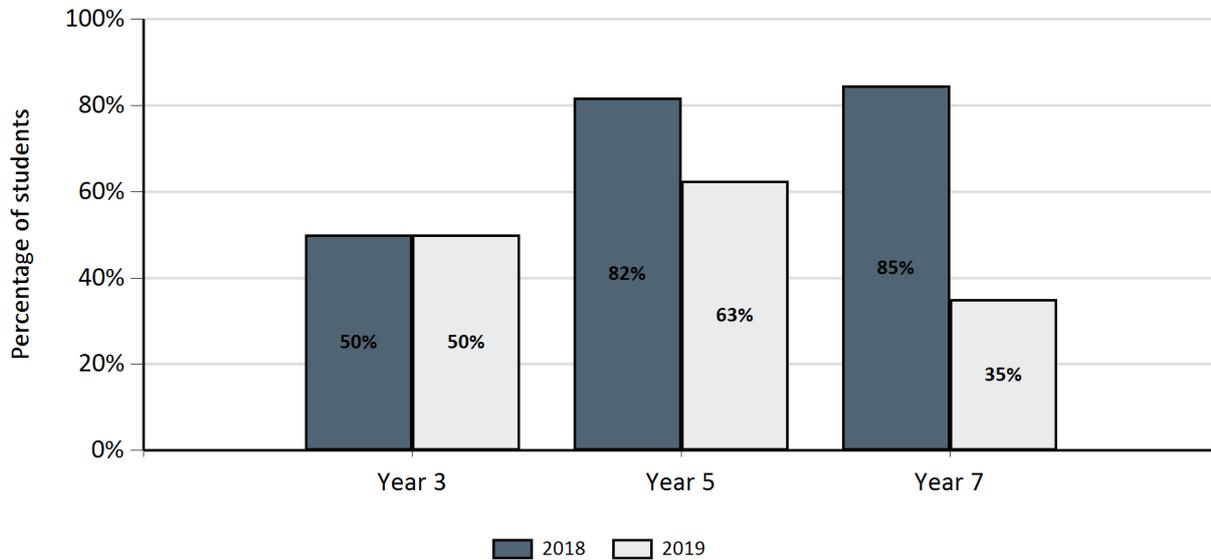


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

The data below represents the growth of students from 2017 to 2020 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	25%
Middle progress group	59%	*	50%
Lower progress group	27%	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	36%	*	25%
Middle progress group	50%	*	50%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	30	30	14	6	47%	20%
Year 3 2017-2019 Average	27.7	27.7	11.3	5.7	41%	20%
Year 5 2019	32	32	10	6	31%	19%
Year 5 2017-2019 Average	24.0	24.0	7.3	4.7	31%	19%
Year 7 2019	20	20	3	2	15%	10%
Year 7 2017-2019 Average	19.7	19.7	4.3	3.3	22%	17%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

School performance comment

Our Site Improvement Planning process has been a significant factor in helping us achieve steady growth in student learning, as evidenced by site assessments and external testing.

READING: Our Site Improvement Plan (SIP) priorities, beginning in 2019, have had a deliberate and intensive focus on developing R-2 reading comprehension skills and strategies as well as fostering a love of reading. This is because a great start impacts learning and opportunities all the way through life.

The 2020 Progressive Achievement Test (PAT) gave us another lens with which to gauge the impact of our SIP focus on the achievement of our Year 2 students. These students had been working through the plan for two years and our school based testing had indicated strong growth, including with children who were below the expected standard. PAT data indicated that that 56% of our Year 2 students were in the top two bands of the Standards of Education Achievement (SEA) set by DfE and only 1 student was below the expected standard.

We are seeing similar high growth across the Junior Primary (Reception to Year 2) using other data sets. All children have achieved significant growth in Phonological Awareness (Early Reading skill) and Reading Comprehension skills (Running Records). For example, 17 out of our 26 Reception children were identified as At Risk in February 2020. By November only 1 child remained At Risk with intervention achieving significant growth for every child.

Analysis of the Year 2 to Year 7 PAT data shows 92% of BPS students are meeting the expected standard. Pleasingly, 52% of students are in the top band, with 75% of students in the top two bands. When comparing PAT data from 2019 to 2020, students At Risk have fallen from 3% to 1% and Almost At Standard from 10% to 6%. 2020 data has 92% of students meeting the expected standard. With a reduction in the number of children falling behind peers and a very high number in the top bands, we are seeing good results across the school and we will continue to work on improvement strategies.

NUMERACY: The growth of students moving into higher achievement bands is noteworthy. This reflects the teaching and learning strategies used to explicitly move surface knowledge to deep understanding and then transferring new learning to problems and non-routine tasks.

In 2019, 53% of students were in the top two bands in PAT. This increased to 61% in 2020, with 26% of students now in the top band, up from 10% in 2019. We will continue to refine these strategies and work towards continued growth.

*NOTE: NAPLAN testing did not happen in 2020 due to COVID. While Bridgewater generally has a high rate of withdrawal from NAPLAN which skews our data in DfE reporting, we have a high correlation between 2019 NAPLAN and 2019 PAT data.

Attendance

Year level	2017	2018	2019	2020
Reception	94.9%	95.9%	93.5%	87.0%
Year 1	92.5%	95.1%	92.7%	92.5%
Year 2	94.9%	95.4%	93.2%	90.9%
Year 3	93.2%	92.2%	94.6%	91.8%
Year 4	94.1%	91.6%	92.5%	91.0%
Year 5	92.3%	93.7%	90.3%	88.3%
Year 6	92.8%	91.9%	91.8%	88.7%
Year 7	93.3%	92.8%	90.1%	91.3%
Total	93.6%	93.7%	92.5%	90.4%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
 NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Attendance in an approved learning program is compulsory for all primary aged children. BPS has a process for managing attendance and lateness. Rolls are kept and late passes are issued. Text messages are sent to families for children absent without explanation. Follow up correspondence and meetings with families are in place where frequent lateness and non-attendance is a problem. The school supports families with solutions when maintaining attendance is difficult. Chronic non-attendance is referred for support from external agencies. One family is currently being supported externally for Covid related non-attendance.

Academy on-line roll system were introduced in 2020 with an on-line streamlined process for tracking attendance and communication with parents.

Behaviour support comment

All children have the right to feel safe, secure and cared for. Bridgewater Primary has a range of behaviour management strategies to support children as they develop their capacity to manage behaviour, relationships and wellbeing. We work to build a community where children take responsibility for their own behaviour and learn to manage social and emotional challenges. Conversations are restorative with children taking action to address issues. Trained Peer Mediators support children to resolve kids sized problems during play.

In 2020 one student was suspended from school for bullying.

Five children were reported more than 10 times in 2020 for incidents requiring administrative support due to the frequency or seriousness of their behaviour choices. Most of these children required occasional support for less serious or infrequent issues, with three children requiring ongoing behaviour support from school and their family.

Client opinion summary

The 2020 survey results continued the trend of high levels of satisfaction across the parent community. 80% of families identify BPS as a school where people treat each other with respect. We are a 'Safe Place' workplace, with Respect an important value for all members of the school community; children and adults.

The survey acknowledged slightly lower levels of satisfaction (73-75%) regarding survey items about the amount of communication from the school to families, and its effectiveness. Most parents identified a preference for communication through email, parent teacher interviews, apps (Skoolbag, SeeSaw, Dojo) over phone calls or school events.

While the survey rates the school highly in areas concerning learning, we have identified opportunities to better support families to understand the standard of work expected by the school, and ways in which parents can engage with supporting their child.

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	1	3.7%
Other	1	3.7%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	2	7.4%
Transfer to SA Govt School	22	81.5%
Unknown	1	3.7%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

All staff, including Temporary Relief Teachers employed at the school, have Dept. of Community and Social Inclusion screening as part of their teacher registration. Regular volunteers in school programs are also required to undergo Dept. of Community and Social Inclusion screenings and Reporting Abuse and Neglect training. Staff are required to check if volunteers have clearance, and check with the principal, before participation.

Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	19
Post Graduate Qualifications	10

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	11.1	0.0	5.3
Persons	0	15	0	7

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$3,296
Grants: Commonwealth	\$2,500
Parent Contributions	\$101,115
Fund Raising	\$9,168
Other	\$23,465

Data Source: Education Department School Administration System (EDSAS).

2020 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2020 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Developing positive behaviour management and student self efficacy. Engagement with curriculum developed through a focus on intellectual stretch and strategies that develop students as assessment capable learners.	Data tracking indicates high levels of engagement and stronger behaviour choices
	Improved outcomes for students with an additional language or dialect	Literacy and numeracy support in classrooms and intervention program.	Achievement and growth tracked with targetted intervention as required.
	Inclusive Education Support Program	Literacy, numeracy and social emotional support in classrooms and intervention program.	Achievement and growth tracked with targetted intervention as required.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Targeted groups' learning is regularly tracked and discussed by staff. One Plans are developed by staff, families, children and external agencies (where appropriate) to ensure short term goals are in place and assessed. Strong focus on Aboriginal Cultural Studies in place with Aboriginal Reconciliation Action Plan (RAP) developed. Intervention, both withdrawal and in-class support are in place, with an achievement data/growth informed focus.	One Plan design and implementation continue to be refined and improved. RAP plan developed.
Program funding for all students	Australian Curriculum	Continued professional learning in VISIBLE Learning and Partnership Literacy program.	Data indicates good effect size across school for more students.
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	Resources and support to ensure better outcomes for children below SEA and coasting students.	Formative tracking and intervention.
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	Student centred learning design allowing for creativity and extension.	Student learning and engagement tracked and responded to.