



Bridgewater

PRIMARY SCHOOL

2016 | Year in Review



Government
of South Australia
Department for Education
and Child Development



Play is the work of children

Our enrolments have been growing, slowly but surely, over the last few years. In 2016 they grew again, requiring the addition of an 8th Studio (classroom). This growth is mainly due to increases in Early Years enrolments (Reception to Year 3). Almost 70% of our children are the youngest at school, with 5 of our 8 studios catering for Early Years learners.

Early Years learning has a strong focus on learning through play, or playful experiences. As society changes, and children have less 'free time' for imaginative play, learning through play is becoming more important for all of our children, reception to Year 7. Play is the work of children. It is how they learn to be physical, dramatic or expressive. Play can be child directed, designed collaboratively or follow rules. Play can help children manipulate their environment, drawing others into activities to strengthen relationships, or the focus can be to engineer and design.

While we believe that play is critical to our youngest learners, we also understand that humans learn best through and with each other, and challenge through play takes all of us, adults included, deeper in our learning.

All of our students experience this through the discipline of experimentation and challenge, and the 'hard fun' that comes with developing your skill as someone who knows what to do when they don't know what to do.

Amid the head scratching and furrowed brows are the smiling faces, excited conversations and lots of laughing. We want our learners to develop their capabilities as independent, confident learners, who get along with each other and who can solve all kinds of kid-sized problems.

How do we know this is happening?

Every time we hear a child say:

I can't do this, yet...

We can sort this out.

Do you need a hand?

I just need more practise and I'll keep it in my brain.

*Can you help me?
I'm a bit stuck?*

*It's OK.
I've almost got this.*

*That didn't work.
Now I'm going to try...*

*Look what
I just did!*

We value children developing a sense of place in their community and beyond.

We want children to belong, to feel that they can influence what happens here and to enjoy their childhood as they learn.

We will continue to work hard, staff, children and families together, to do this important work even better."

Barb Jenkins

Barb Jenkins | Principal



Governing Council reflection

It was a year of change and progress in 2016! Governing Council saw an influx of passionate, intelligent parents with great ideas, stimulating insightful and thought-provoking discussion.

The establishment of three additional sub-committees streamlined the Governing Council process allowing for in-depth consideration about our sustainable human, natural, and learning environments, to inform decisions.

Governing Council, from the following year's priorities, formulated a strategy to open a whole school community debate around the importance and workload associated with the NAPLAN, especially in the wake of moving this high-stakes testing to an online platform. We will organise an open forum in the near future to discuss these issues and plan a 'way forward' for Bridgegy.

The Big Bridgegy Bush Bash (BBBB) committee attracted a record number of people to the BBBB raising enough money on the night to keep the valuable Kitchen and Garden program alive and employ a kitchen specialist to work with our kids on a weekly basis. Other fundraising efforts included the Mother's Day stall, Art Auction and Scrummy Lunch that over the years has raised enough money to install a Nature play area for our Early Years kids, incorporating a mud kitchen and Science, Technology, Engineering and Maths (STEM) area for our youngest learners.

As a wider community we all experienced the force of Mother Nature on a number of occasions as winds and rain swept through our school, homes and neighbourhoods. Bridgewater Primary School suffered the loss of trees and was challenged by the elements.

Challenges also presented themselves in our learning environments as BPS approached its maximum capacity.

Approaching capacity brought with it some challenges but also a number of benefits. We were able to attract funding to have a Deputy Principal. That position went to Jonah Haines who took the reins with gusto and provided a stable school environment when Barb was unable to attend school in the last term due to a serious injury. Larger numbers meant that the year 7s enjoyed a 'class of their own' which allowed them to blossom into their transition into high school as a tight-knit group.

Governing Council has continued to support the philosophy of the Growth Mindset in all classrooms and will again in 2017 organise for great speakers like Mark LeMessurier, who co-wrote 'What's the Buzz?', a social skills enrichment programme for primary students to work with our parents and teachers.

Literacy has again been a focus for the school, with teachers developing programs that are successful for dyslexic children, but that happen to work really well for all children.

All the members of your Governing Council would like to extend a big thank you to the teachers, students, parents and families, and the whole school community, who make Bridgegy a great place to be and learn.

With warm regards,

Tania Marin | Governing Council Chair

"All the members of your Governing Council would like to extend a big thank you to the teachers, students, parents and families, and the whole school community, who make Bridgegy a great place to be and learn."

Tania Marin

"Thanks to all school staff for a fantastic learning environment, the passion and positive culture amongst staff is wonderful."

BPS Parent

Survey Rating Scale

| | |
|-------------------|---|
| Strongly Agree | 5 |
| Agree | 4 |
| Disagree | 3 |
| Strongly Disagree | 2 |
| Don't know | 1 |

All areas received an average score of 4 or 5, with the strongest recorded as Strengths.

Areas with more than three people in 3, 2 or 1 are recorded as Improvement Areas.

School Opinion Surveys

Each year parents, students and staff are surveyed so that we can make sure we are meeting the needs of the school community.

Parents say

Strengths

- Parent satisfaction in the education their child receives
- I am given the opportunity to be involved in the school's educational activities
- This is a caring school
- This school knows how well my child is learning
- The student behaviour practices are fair
- The school is well managed and leadership is sound
- Teachers provide a stimulating and challenging environment

Improvement Areas

- Better communication about learning programs, diary dates and school directions
- Technology use
- Mixed response re knowing if the school achieves high academic standards

Responses to 2015 feedback

- Included Indonesian language for Reception children in 2016
- Implemented staff agreements on testing, assessment and reporting in Literacy
- Increased the frequency and quality of student feedback to teachers
- Introduce Skoolbag for more reliable communication between home and school
- Governing Council initiated communication strategy re testing regimes and keyboard skills for Junior Primary children to accommodate national on-line testing

Comments

- More info for parents about positive psychology/teaching method and how we can implement it at home, please.
- I like it with the least amount of technology possible.
- It's an awesome school!
- BPS is so much better than other schools we hear about through our social networks.
- On the whole I'm happy with the level of education that my child receives, however I feel there could be more focus on topics relevant to children's interests and challenges and higher expectations

Students say

Strengths

- I know what a good learner looks like in this school
- I am a good friend
- I feel safe at school
- My teachers expect me to do a good job

Improvement Areas

- Mixed responses around the question "I have a good idea about how my learning is going."
- More technology

Responses to 2015 feedback

- Bring Your Own Device program for students in Primary Studios (5- 7)
- Stronger focus on ensuring children know what they are learning, where they are in their learning, what their next steps are.



Social Learning & Behaviour

We work to build a community of people who take responsibility for their own behaviour and learn to manage social and emotional challenges.

It isn't unusual for children to tease or fight with each other, and as they learn to be socially confident and develop empathy, these childhood behaviours diminish. Our social learning programs support all children to develop as people who understand that conflict is natural, that mediation can sort out problems before they get too big, that we can all learn new ways to behave and relate using a restorative approach. Children also learn that bullying others, tolerating bullying to oneself, or being a bystander are completely unacceptable.

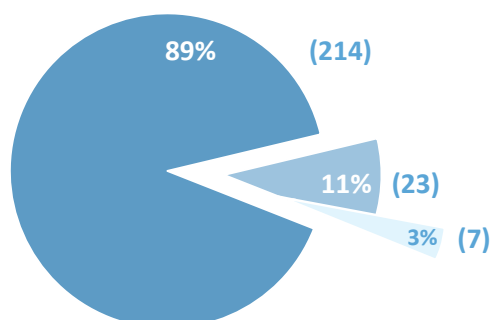
When concerning behaviours arise, we work closely with families, bringing in support from outside agencies when required.

Of the 7 students involved in harassment issues (see table below) more than 5 times, 5 have identified disabilities and their families worked closely with the school.

There was one incident of cyber bullying which happened outside of school hours and was managed within the school.

"All children have the right to feel safe and secure."

| | |
|---|-----|
| Whole Student Population | 214 |
| Students involved in issues of harassment | 23 |
| Students involved in harassment more than 5 times | 7 |



School Opinion Surveys ctd.

Staff say

Staff identify:

- What is working for them in their current role and responsibilities
- How the school draws on their strengths
- What opportunities exist for them at BPS
- What changes could we make to further them and their opportunities.

Responses to 2015 feedback

- Continue affirmative process for staff performance development with a focus on teacher learning that is closely linked to improving:
 - children's achievement
 - progress and growth
 - student voice and agency in their learning

2016 Data Analysis

"Children in South Australian schools are involved in a range of assessments and tests. Some of these tests are for accountability to the Department and State and Federal Governments.

Many are so that teachers know where each child is in their learning. This allows teachers and children to work together on the right activity, using the right strategies at the right time."

All children at BPS are supported for success in literacy and numeracy through regular testing and assessment, strong core learning programs and additional support for those who need it. Our staff assesses and tracks children's learning, ensuring interventions are the right thing at the right time, and children are supported to grow and learn.

NAPLAN 2016 (National Assessment Program Literacy and Numeracy)

The Department of Education and Children's Services (DECD) report NAPLAN results based on the whole of year level student population (See Appendix). This means if a child was withdrawn from the test by their families, they count as zero in our DECD reported data. At BPS children were withdrawn by their families for reasons including educational philosophy, issues around the pressure of high stakes testing on children, concerns about self-esteem and confidence, and understandings about the statistical limitations of the this test. The school has not excluded any children and all withdrawal decisions are made by families. The following data are from the Australian Curriculum, Assessment and Reporting Authority (ACARA) as published on

www.myschool.edu.au which does not included withdrawn children in the sample and reports on actual achievement of children who sat the test.

Bridgewater Primary has analysed other data sets (including DECD's online Progressive Achievement Test data) for withdrawn children and there was a balance of high and lower achieving children. This analysis suggests most NAPLAN results would have been higher or the same, rather than lower, if all children sat the test.

The following NAPLAN data matches our understanding of children's learning and achievement, and reflect the children in these groups with specific learning challenges and disabilities.

Year 3

21 (81%) of our Year 3 children participated in the testing. 5 children were withdrawn by their families.

| Year 3 | Mean Scores as Proficiency Band | | | % of BPS students who achieved National Standard | | |
|-----------------------|---------------------------------|------|------|--|------|------|
| | 2014 | 2015 | 2016 | 2014 | 2015 | 2016 |
| Component | | | | | | |
| Reading | 6 | 5 | 5 | 100 | 100 | 100 |
| Writing | 4 | 4 | 4 | 100 | 100 | 100 |
| Spelling | 4 | 4 | 4 | 100 | 100 | 100 |
| Grammar & Punctuation | 5 | 4 | 5 | 100 | 93 | 95 |
| Numeracy | 5 | 7 | 4 | 100 | 100 | 100 |

Results for our Year 3 students are reported across a common national scale.

- Band 1 reported as below standard
- Band 2 is the national standard
- Bands 5 and 6 are the higher bands

All BPS children achieved the standard in all components, except for Grammar & Punctuation where one child (who has a verified disability) did not meet the standard.

The BPS mean (average) score is consistently high. In 2016 our mean score is in the second (5) or third (4) highest band for all components.

The following table shows the percentage of children achieving above standard.

| Year 3 Component | Children achieving in Bands 3-6 | Children achieving in Bands 4, 5 & 6 |
|------------------|---------------------------------|--------------------------------------|
| Reading | 95% | 81% |
| Numeracy | 95% | 89% |

In our 2015 Annual Report we identified the need to focus on spelling and numeracy strategies for 2016.

These strategies are supporting all children to be successful. In reading we have had a 28% increase in the number of children achieving in the highest

three bands for Reading. In Numeracy we have had a 36% increase in the number of children achieving in the highest three bands. Individual children who are achieving below the mean have been identified with support strategies in place.

Year 5

21 (84%) of our Year 5 children participated in the testing. 5 children were withdrawn by their families.

| Year 5 | Mean Scores as Proficiency Band | | | % of BPS students who achieved National Standard | | |
|-----------------------|---------------------------------|------|------|--|------|------|
| | 2014 | 2015 | 2016 | 2014 | 2015 | 2016 |
| Reading | 7 | 7 | 7 | 100 | 100 | 100 |
| Writing | 5 | 6 | 5 | 100 | 100 | 95 |
| Spelling | 6 | 6 | 6 | 100 | 100 | 100 |
| Grammar & Punctuation | 7 | 7 | 6 | 100 | 100 | 95 |
| Numeracy | 6 | 7 | 6 | 100 | 100 | 100 |

Results for our Year 5 students are reported across a common national scale.

- Band 3 reported as below standard
- Band 4 is the national standard
- Bands 7 and 8 are the higher bands

One child did not achieve the standard in Reading and Grammar. Individual children who are achieving below the mean have been identified with support strategies in place.

The BPS mean (average) scores are consistently high. In 2016 our average scores are in the highest three bands for all components, except writing.

The following table shows the percentage of children achieving in the higher bands.

| Year 5 Component | Children achieving in the Bands 4-8 | Children achieving in Bands 6,7 & 8 |
|------------------|-------------------------------------|-------------------------------------|
| Reading | 88% | 69% |
| Numeracy | 94% | 86% |

Progress data reports student progress from Year 3 to Year 5, when compared with students of similar ability. It is categorised as low, medium or high. BPS Year 5 students demonstrated progress on par with all students nationally in Reading, with high representation in medium growth and low representation in high growth for Numeracy.

While it is more difficult to achieve high progress in NAPLAN with children who were high achievers in Year 3, and continue to be high achievers in Year 5, BPS will develop new strategies to map and respond to student progress and growth in 2017.

Year 7

18 (72%) of our Year 7 children participated in the testing. 6 children were withdrawn by their families and 1 child was absent for all tests.

| Year 7 | Mean Scores as Proficiency Band | | | % of BPS students who achieved National Standard | | |
|-----------------------|---------------------------------|------|------|--|------|------|
| | 2014 | 2015 | 2016 | 2014 | 2015 | 2016 |
| Reading | 8 | 7 | 8 | 100 | 100 | 100 |
| Writing | 7 | 6 | 7 | 100 | 83 | 100 |
| Spelling | 7 | 7 | 7 | 100 | 100 | 100 |
| Grammar & Punctuation | 8 | 7 | 8 | 100 | 100 | 94 |
| Numeracy | 7 | 7 | 8 | 100 | 100 | 100 |

Results for our Year 7 students are reported across a common national scale.

- Band 4 reported as below standard
- Band 5 is the national standard
- Bands 8 and 9 are the higher bands

Progress data reports student progress from Year 5 to Year 7, when compared with students of similar ability. It is categorised as low, medium or high.

BPS data showed significant progress for our students.

| Progress | Reading | | Numeracy | |
|----------|-------------|--------------|-------------|--------------|
| | Bridgewater | All students | Bridgewater | All Students |
| Low | 19% | 25% | 0% | 25% |
| Medium | 44% | 50% | 44% | 50% |
| High | 38% | 25% | 56% | 25% |

These progress levels are **very high** in comparison with other schools. This supports current practices and we will continue to develop strategies that enable children to stretch even more as learners.



Core Business

Literacy Intervention Numeracy Positive Education

- Kitchen garden Cooking program
- Understanding seasonality
- Enterprise

Sustainable Natural Environments

Sustainable Human Environments

Sustainable Learning Environments

21st Century Skills

21st Century skills that help children work with others to solve complex problems and use technologies to be better thinkers, collaborators and communicators:

- Questioning skills
- Research skills
- Film making
- Understanding alternative views
- Student Parliament
- Cyber safety, Connectivity
- Personalised Learning

Sustainable Learning Environments

Creativity

Children learn to express themselves as artists, musicians, performers and thinkers (as writers, scientists, mathematicians and historians).

- Artist in Residence
- Recycled resources
- Festival of Music - Choir
- Instrumental music program
- Incursion and excursion
- Personalised Learning
- Australian Curriculum
- STEAM (Science, Technology, Engineering, The Arts and Maths)

Sustainable Learning Environments

Thinking

We are thinkers, who consider important questions about our place in our close communities and the wider world.

- Community of Inquiry
- Philosophy
- Personalised Learning

Sustainable Human Environments

Resilience

We learn about our emotions and how we can understand them to help us be happy, optimistic, successful, and get along better with each other.

- Peer Mediation
- Behaviour Scale
- Behaviour Support Policy
- Bullying Policy
- Learner Engagement
- PERMA - Seligman
- Relaxation

Sustainable Human Environments

Making Healthy Lives

We learn about our brains and how we can shape them to help us learn better.

- Executive Function
- Feedback

Sustainable Learning Environments

Central Message: "To develop our school community to provide every child with the ability, spirit and optimism to shape their future."

Some aspects of our overall work are identified as **Core Business** and are expanded in our **Site learning Plan**.

Literacy & Intervention

| Level 1 – Resourcing | Level 2 - Change In The Things Teachers Do |
|---|--|
| <ul style="list-style-type: none"> Early Years Literacy Coordinator and Literacy Support SSO Teacher resources –guided reading texts, at level texts for Wave 1, 2 and 3 students R-7 Comprehension strategy texts i.e. Sheena Cameron, Fountaus and Pinell, CAFÉ Provide PD, whole school, SSOs, parents Clarify assessment tools to be used and data required – school data map Teacher Learning Teams to stretch teacher practice Bridgewater Primary School – Whole Site Literacy Agreement developed Pat-R assessment Yr. 1-7, Running Records R-7 | <ul style="list-style-type: none"> Whole school practice using BPS Primary School Literacy Agreement- refined and finalised, reviewed and amended as required, AC, TfEL Scaffolded literacy pedagogy, high quality at level and instructional texts, across all curriculum areas Levels of questioning to develop ‘intellectual stretch’ for independent learning Implement differentiation strategies - gradual release Provide authentic opportunities for learners to use and develop their skills and knowledge e.g. peer and cross age tutoring Wave 1, 2 & 3 intervention utilising teachers and SSOs - Visible learning strategies Teams designing the learning using collective data, a collective responsibility Seek student feedback, peer-peer feedback Work with Learning Teams and Staff PL Regularly gather and analyse data and evidence to inform teaching and learning - moderation and responding to data |
| Level 3 - Changes In Things Learners Do | Level 4 – Smarta Targets |
| <ul style="list-style-type: none"> Demonstrate deepening knowledge and understanding of the Big 6 in Reading Articulating understandings of comprehension strategies and how they use them Choose and use comprehension strategies across curriculum areas Implement a range of assessment strategies - peer and self, seek feedback to move learning forward, teach others Articulate their learning, not what they are doing Engaged in Guided Reading, using Book boxes, reading at level - Instructional and Independent Positive learner engagement Improved learning outcomes, less lower and mid-level, increased upper level Improved understanding and engagement across all curriculum areas | <p><i>Improvement in learning outcomes, what will we measure, how will we know?</i></p> <ul style="list-style-type: none"> End Rec. - 90% students (excl. SWD) at Reading level 11 End Yr. 1 - 90% students (excl. SWD) at Reading level 18 End Yr. 2 - 90% students (excl. SWD) at ≥ Reading level 24 plus Yr. 3 - 80% students in NAPLAN Reading Bands 4-6 Yr. 5 -80% in NAPLAN Reading Bands 6-8 Yr. 7 – 30% achieve upper growth in NAPLAN Reading Yr 7 – Less than 25% achieve low growth in NAPLAN Reading |

Assessment tools, monitoring, further action

Running Records, PAT-R, NAPLAN

Regular (twice/term) Running Records assessment for students not achieving RR year levels by the end of Rec, Yr. 1 and Yr. 2

Intervention for students not achieving benchmark

School based formative assessments

Achievements

- Achieved Yr 3 NAPLAN target - 81% of children in Bands 4-6
- Achieved Yr 5 NAPLAN target – 69% of children in Bands 6-8
- Achieved Yr 7 NAPLAN – 38% achieved upper growth with 0% in Low growth for Reading
- Achieved Yr 7 NAPLAN – 19% achieved low growth for Reading
- Database developed to track and respond to student learning. Training for staff Week 2, 2016. Data entered ready for review and intervention planning.
- Developed whole site consistency in taking Running Record, with a focus on Reading Comprehension.
- Learning Teams analyse assessments and target improvements in PAT-R, Running Record and Achievement data.
- Whole Site Literacy Agreement implemented, supported by learning program for children, staff and parents.
- Wave intervention and Gradual Release developing across site.

Site Learning Plan 2015 – 2017

| Numeracy / Maths | |
|--|--|
| Level 1 – Resourcing | Level 2 - Change In The Things Teachers Do |
| <ul style="list-style-type: none"> Budget line for resources, consultancy and Professional Learning Professional learning at staff meeting, off-site and Learning Teams Ann Baker, Tierney Kennedy Resources shared SSO support, Maths Support Teacher Work with Let's Talk Learning - Rosslyn Shepherd Online resources i.e. TfEL, AC Student resources - audit and replenish Assessment tools i.e. PAT-Maths, Learning Quilts QuickSmart | <ul style="list-style-type: none"> Increased deprivatisation and observations of each other's practice Better understanding of concept development Common curriculum, programming design tools sourced, developed Ann Baker pedagogy – Mental Routines, Problematised situations, Reflection Seek from and provide student feedback in multiple ways Intervention, explicit and appropriate below year level achievement standard (e.g. QuickSmart) Increased use of formative assessment strategies and tasks; during lessons, mid-topic to inform teaching and learning i.e. exit passes, cups, whiteboards, pair and share, wait time, hot seat questioning, random selection, no hands up Expect and provide opportunities for students to show a range of strategies Use authentic contexts requiring students to apply their skills and knowledge Begin develop a Numeracy Agreement for BPS Share /develop ideas about different ways of using resources |
| Level 3 - Changes In Things Learners Do | Level 4 – Smarta Targets |
| <ul style="list-style-type: none"> Enjoy and feel confident with maths Transfer their number skills and knowledge across the curriculum to real life contexts Problem solve with others Show their learning in multiple ways Provide teachers with feedback about the lessons/learning opportunities Peer assessment, self-assessment, track their learning Use of whiteboards, maths kits, working in groups | <ul style="list-style-type: none"> Improvement in learning outcomes, what will we measure, how will we know? Yr. 3 – 80% students in NAPLAN Bands 4 – 6 Yr. 5 – 80% students in Bands 5-7 Yr. 7 – 30% achieve upper growth in NAPLAN |
| Assessment tools, monitoring, further action | |
| <p>NAPLAN</p> <p>Yr. 1-7 – Pat-Maths</p> <p>School based formative assessments</p> | |
| Achievements | |
| <ul style="list-style-type: none"> Achieved Yr 3 NAPLAN target - 89% of children in Bands 4-6 Achieved Yr 5 NAPLAN target – 86% of children in Bands 6-8 Achieved Yr 7 NAPLAN – 65% in upper growth with 0% in Low growth for Numeracy Data base developed to track and respond to student learning. Training for staff Week 2, 2016. Data entered ready for review and intervention planning. Maths Coordinator worked with all staff to develop maths and Numeracy practices. Professional learning for staff – conferences and on-site. Audit of mathematics equipment and purchase new resources to support practices. Wave intervention and Gradual Release developing across site, including Quick Smart. Interactive white boards installed to support new ways of working. Began process for developing Whole Site Agreement in Numeracy. Sharing of practice across the site | |

Site Learning Plan 2015 – 2017

Positive Education

| Level 1 – Resourcing | Level 2 - Change In The Things Teachers Do |
|--|---|
| <ul style="list-style-type: none"> Professional Learning in What's the Buzz, Peer Mediation, Behaviour Scale, PERMA Martin Selegman), Growth Mindset (Dweck) Develop student voice and leadership –Student Parliament, Peer Mediators Survey tools to use with students, staff and families Texts and school resources (posters, online resources) Community resources –parent workshop, Kidz Biz Provide assessment tools, surveys, data, evidence, etc | <ul style="list-style-type: none"> Develop understanding and pedagogy to engage children with social/emotional/sensory challenges Engage with families and support services Personal and frequent contact with families Differentiate for all students Recognise that students need to learn new ways to think and act Facilitate genuine student voice Encourage thinking at more complex levels, e.g. Community of Inquiry Focus on the positives, develop intrinsic motivation, encourage optimism Teachers model themselves as learners and risk taker |
| Level 3 - Changes In Things Learners Do | Level 4 – Smarta Targets |
| <ul style="list-style-type: none"> Articulate and enact School Values and their application in life Self-regulate, develop coping, empathy and problem solving strategies Articulate their needs and feelings, recognise those of others Approach tasks with growth mindset Accept responsibility for their own responses and learning Improved attendance from at-risk students Reduced yard issues, low level to high level Students showing initiative, independence, confidence, support for each other, risk taking in learning Showing Resilience and using Mediation skills Increased Executive Function Understand and use Character Strengths in upper primary | <p>Improvement in learning outcomes, what will we measure, how will we know?</p> <p>All students:</p> <ul style="list-style-type: none"> Improved attendance from at-risk students No student suspensions No bullying No violence, and threatened safety and wellbeing (EDSAS) Reduce physical incidence data from 29 to 10 with an accompanying reduction from 80% R-1 to 50% R-1 Improve engagement survey data from 86% to 100% |

Assessment tools, monitoring, further action

EDSAS data, student survey data, behaviour data i.e. bullying, blue card entries.

Achievements

- Staff implementing strategies to track and respond to student engagement
- Attendance data improved to 94% with at risk students attending more regularly.
- What's the Buzz embedded across the school.
- Increase in students using strategies to manage resilience.
- Increased use of sensory aides to support children with issues.
- Decrease in physical violence with zero incidences of suspension for violence.
- One incidence of suspension; breach of ICT Use Agreement outside of school
- Increase in Restorative and Conflict Mediation practices amongst students, formally and informally.
- One bullying incident managed satisfactorily through cooperation between families and significant family and school support for both children.



*"With our strong focus on creativity,
our high academic standards are sometimes less conspicuous.*

*At Heathfield High School, BPS kids are only 1.8% of the intake, yet Bridgey kids are
often over represented in the Principals Academic Achievement Awards at every year
level, and 40% of the top ten Year 12 achievers in 2016 were Bridgey kids.*

While we are high in all external measures, this one is quite confirming."

Barb Jenkins | Principal



Bridgewater
PRIMARY SCHOOL

a great start to your future

46 Morella Grove Bridgewater SA 5155

📞 **Office** +61 8 8339 1600

🌐 bridgps.sa.edu.au

✉ dl.0636.info@schools.sa.edu.au

📱 Bridgewater PS Skoolbag app

Amphitheatre Mural | Designed and painted
by Jill Halliday (OSHC Director)