

Year in Review 2020



2020 was a year like no other!

Despite the ups and downs, we are happy to say that children continued to learn and grow. We applied the mantra "Stay Safe and Stay Open" to ensure the needs of our community were met to a high standard.

Teachers worked together to develop learning experiences for children that made the most of everyone's skills and talents, through negotiated, student centred learning, a focus on the evidence-based strategies that make the biggest difference in growth, achievement and wellbeing.

One important aspect of our work together is our Social and Emotion Learning programs that weave together several complementary strategies, including:

- Positive education: teaching children to recognise and manage strong feelings and maintain an optimistic outlook.
- Growth mindset: understanding that **all of us** get smarter by working hard at things. Practise, practise, practise.
- Resilience and Peer mediation: learning that conflict is normal and there are strategies to work through issues.
- Executive Function: developing our working memories, impulse control and mental/emotional flexibility.

We are seeing these capabilities become a natural part of how children are at school; how they learn, build independence, get along with each other, solve problems and influence their world.

Academic performance and growth continues to be high, with growth for every child tracked, planned for and supported, as summarised further in this report.

Barb Jenkins

Principal

Bridgewater Primary School

a great start to your future

46 Morella Grove Bridgewater SA 5155

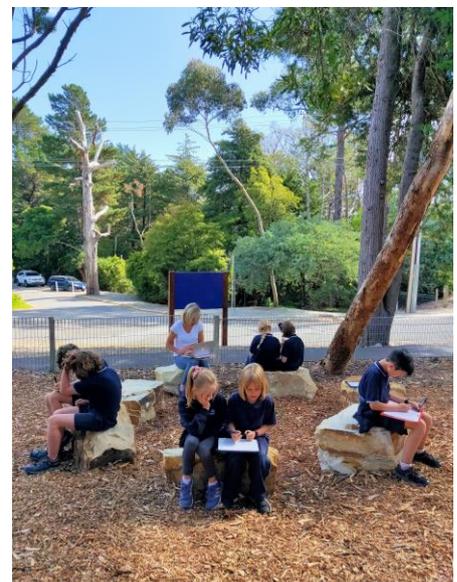
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"We value children developing a sense of place in their community and beyond.

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 and families together, to do this important work even better."



Context

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 with many new families citing parent recommendation as their reason for choosing our school. 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 Year 3). We had 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@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.

"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."

Kelly Loughry
GC Chair



Governing Council reflection

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 including 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

Kelly Loughry

2020 Governing Council Chair

Opinion Surveys

Every year parents, staff and children are encouraged to provide feedback. We asked questions about the 'Quality of Teaching & Learning', 'Leadership & Decision Making', 'Support of Learning' and 'Relationships & Communication' and invited comment.

Staff say ...

We have had a consistent focus on supporting staff to feel that they belong in this community. They report high levels of satisfaction in their work, through positive working relationships and the impact they have on student learning, growth and wellbeing.

Staff undertake surveys routinely throughout the year with a focus on Staff Collective Efficacy, i.e how well we are developing our capacity to work together (using evidence based practices) to improve learning for children. Staff also engage in professional conversations with leaders and Learning Teams regularly regarding their opportunities or concerns.

Our Education Director engaged Staff in 360 **Feedback to the Principal**. Questions from the Professional Standards for Principals were asked under the headings of:

- Leading Teaching and Learning
- Developing Self and Others
- Leading Improvement, Innovation and Change
- Leading the Management of the School
- Engaging and Working with the Community

While these questions were directed at the Principal's leadership, the answers strongly reflected the work we do together; the quality of culture and excellence.

All but two questions received a 100% Strongly Agree or Agree rating.

Parents say ...

TOP 4 (high rate of satisfaction)

The school knows how well my child is learning	90%
My child is learning and progressing	90%
Teachers motivate my child to want to learn	90%
This school provides opportunities and challenges for my child	90%

Parents are generally highly satisfied with the teaching and learning in the school.

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.

For the first time the survey identified slightly lower levels of satisfaction (73-75%) regarding **communication** from the school to families, and its effectiveness. Most parents identified a preference for communication through email, parent teacher interviews, and 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's learning.**

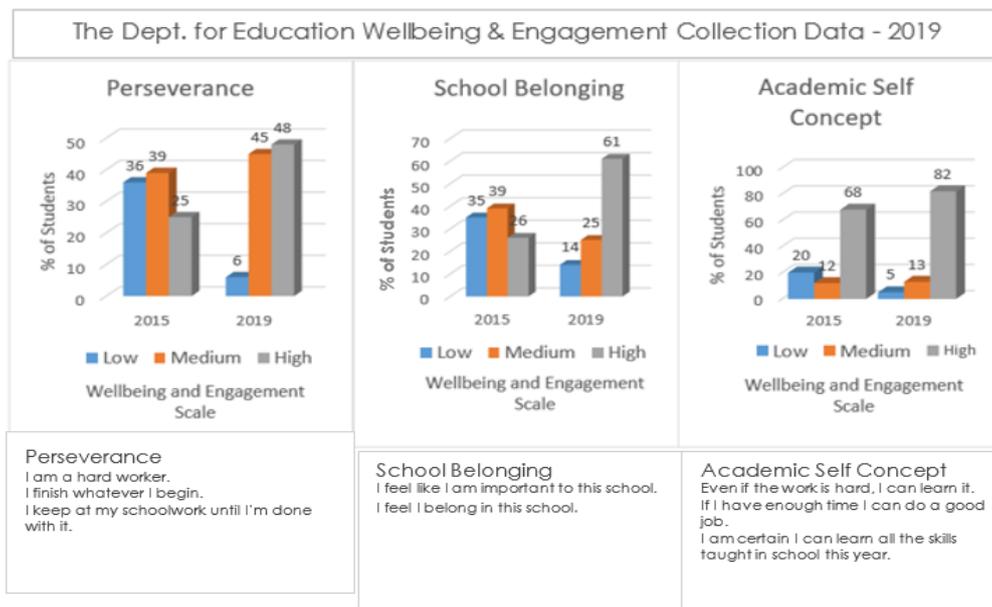


Opinion Surveys

Children say ...

Children at BPS have a curriculum that is tailored to their needs and interests. This results in high levels of intellectual engagement, wellbeing and self-efficacy. They are strongly connected to each other and staff and evidenced in the following data.

Prof Stephen Dinham reminds us to see children as learners and people, and our work building academic and social learning skills has had significant impact in both areas over time, as evidenced in this sample of our Wellbeing and Engagement data:



STUDENTS (data source – 2019 WEC report)

	2017	2018	2019	2019 State
Engagement with School				
Connectedness with school	89%	97%	99%	90%
School climate	79%	90%	89%	81%
School belonging	77%	82%	86%	79%
Learning readiness				
Academic self-concept	92%	93%	95%	92%
Cognitive engagement	94%	93%	95%	87%
Perseverance	81%	92%	93%	86%

Comments: Students are highly engaged with school and learning.

Learning Data

Sitting alongside the assessments teachers design to track student growth and achievement are Standardised Tests. These include The National Assessment Program - Literacy and Numeracy (NAPLAN), Progressive Achievement Test (PAT), Phonological Awareness Skill Mapping, Running Records and Spelling Inventories. All of these data sets are useful to check how students are going.

The NAPLAN test is an Australia wide data set that systems and schools can use to check student progress and growth, and report to the system. Students in years 3, 5, 7 and 9 undertake testing in May each year. NAPLAN testing did not proceed in 2020 due to COVID 19.

BPS has historically low participation rates in NAPLAN due to parent withdrawal and absence. In 2019 the participation rate was between 45% and 70%, with withdrawn students receiving a zero in the data. This can make these data unreliable for reporting or planning. However, every BPS student from Year 2 to Year 7 participates in a PAT, one in Numeracy and the other in Literacy. While these tests are very different to the NAPLAN tests (see below), teachers can use the results along with NAPLAN and other tests to check on students' progress.

All South Australian Department for Education students in years 3 to 10 are required to undertake PAT Reading Comprehension (PAT-R) and Maths (PAT-M) annually. In 2020 Bridgewater PS leadership and teachers made the decision to include Year 2 students.



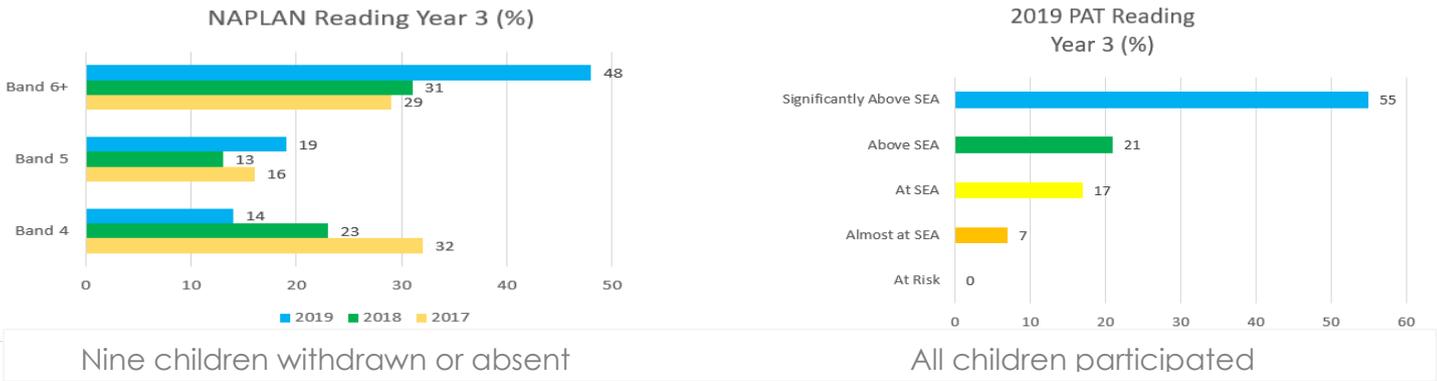
The main aim of PAT is to provide information to teachers on the strengths and needs of their students. PAT tests provide teachers with objective information for setting realistic learning goals and planning effective programs. They also provide students with information to inform their learning and goal setting, as well as providing our school with information to measure improvement during each year of schooling and over a number of years.

The key feature of the PAT Tests is that there is a common scale for comparison covering the range of year levels that allows progress to be tracked from year to year. The PAT Tests are actually an assessment for learning. The results of the PAT tests are used by teachers for learning design. The PAT tests indicate what skills students have mastered, what skills they are consolidating and even more importantly what skills they need to be educationally stretched.

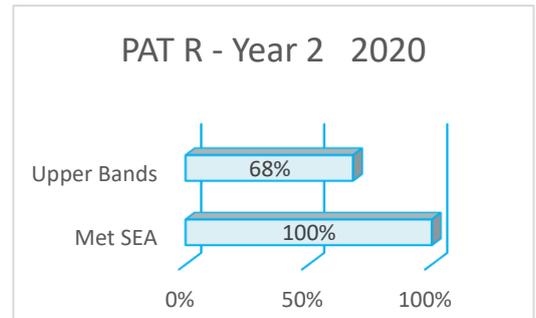
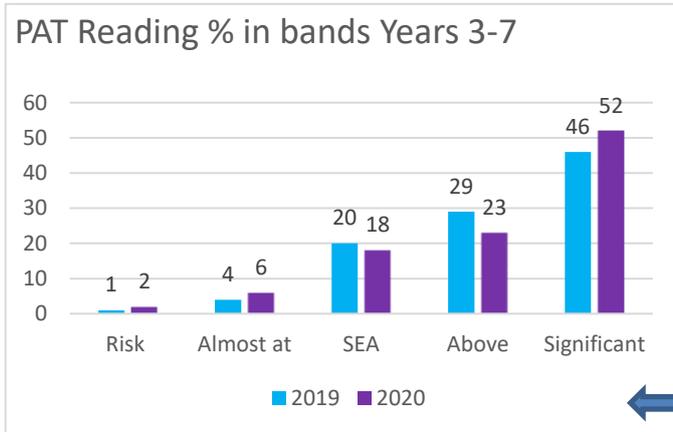
Literacy

Reading

Our Site Improvement Plan (SIP) has a deliberate and intensive focus on developing R-2 reading comprehension skills and strategies as well as fostering a love of reading. As a result of this, in 2019 we began to see some significant growth in Year 3 Reading data, with high levels of correlation between NAPLAN and PAT testing. (Note: NAPLAN Bands 5 and 6 are the Higher Bands)



68% of Year 2 students above or significantly above the Standards of Education Achievement (SEA) set by DfE with no students below SEA.



Year 3 to Year 7 data shows **92% of BPS students are meeting SEA**. Pleasingly 52% of students are significantly above the standard, **75% of students are above or significantly above SEA**.

PAT R

	2015	2016	2017	2018	2019	2020	2020	2020
	SEA % No.	Lowest scale score	Highest scale score					
Year 3	81.0% 17/21	85.7% 18/21	79.3% 23/29	75.0% 15/20	83.3% 25/30	94.4% 34/36	84.2	150.6
Year 4	77.8% 14/18	64.3% 9/14	95.7% 22/23	83.3% 25/30	77.8% 14/18	82.9% 29/35	89.2	150.3
Year 5	92.9% 26/28	94.1% 16/17	64.7% 11/17	95.0% 19/20	93.1% 27/29	87.5% 14/16	105.3	145.3
Year 6	95.8% 23/24	90.9% 20/22	94.1% 16/17	89.5% 17/19	90.5% 19/21	100% 32/32	119.9	174.8
Year 7	68.8% 11/16	95.5% 21/22	92.0% 23/25	100% 13/13	85.0% 17/20	95.5% 21/22	111.7	162.7

Comments:

In 2020, the reading results, as measured by PAT -R, indicate that 94% of year 3 students, 87% of year 5 students and 95% of year 7 students demonstrated the expected achievement against the SEA. For year 3, 5 and 7 this result represents an **improvement** from the historic baseline average.

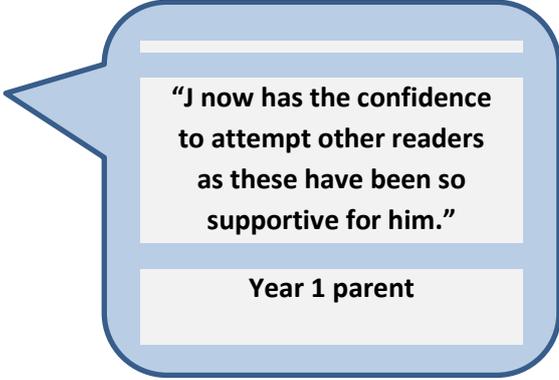
Literacy

Running Records

Across the Junior Primary Running Record levels (F and P) are taken on a regular basis to inform teaching practises and inform SSO's providing intervention. They are collected termly by leadership and children identified as at risk of not achieving benchmark are targeted to receive extra guided reading lesson by the class teacher and by our intervention SSO's. Intervention is specialised and tailored to each group's area of need. The over-arching intention of each lesson is to expose children to "The Big Six Components of Reading"; Oral language, Phonological awareness, Phonics, Vocabulary, Fluency and Comprehension.

The intention is to lift each groups reading levels at least two levels each term. Individual support is given to three children with One Plans in a Reception class. Early in 2020 decodable readers were purchased for the specific use of identified children. Decodable readers add another layer to our highly skilled reading program. They target a particular letter/ sound pattern, they are easily sounded out by early or struggling readers. They develop confidence and build skills.

As 2020 progressed more decodable books were purchased and the decision to send these home for home support for our children not making benchmark was made. Parent response has been very positive.



RUNNING RECORDS (data source – 2020 SPR)

School Performance Report 2015 to 2020 system held against the Standard of Educational Achievement for Year 1 Running Records calculated on level 13 or above, Year 2 is 21 or above

Year	Year 1		Year 2		Year 3 Reading NAPLAN
2015	74%	23/31	68%	17/25	
2016	24%	7/29	76%	26/34	100%
2017	67%	18/27	82%	18/22	97%
2018	71%	27/38	68%	19/28	100%
2019	63%	12/19	92%	34/37	100%

School Performance Report is indicating:

In the early years, reading progress is monitored against Running Records. In 2019, 63% of year 1 and 92% of year 2 students demonstrated the expected achievement against the SEA. For year 1 this result represents **little or no change** from the historic baseline average of 59.8%. For year 2 this result represents an **improvement** from the historic baseline average of 77.2%.

Literacy

Phonological Awareness Skills Mapping - PASM

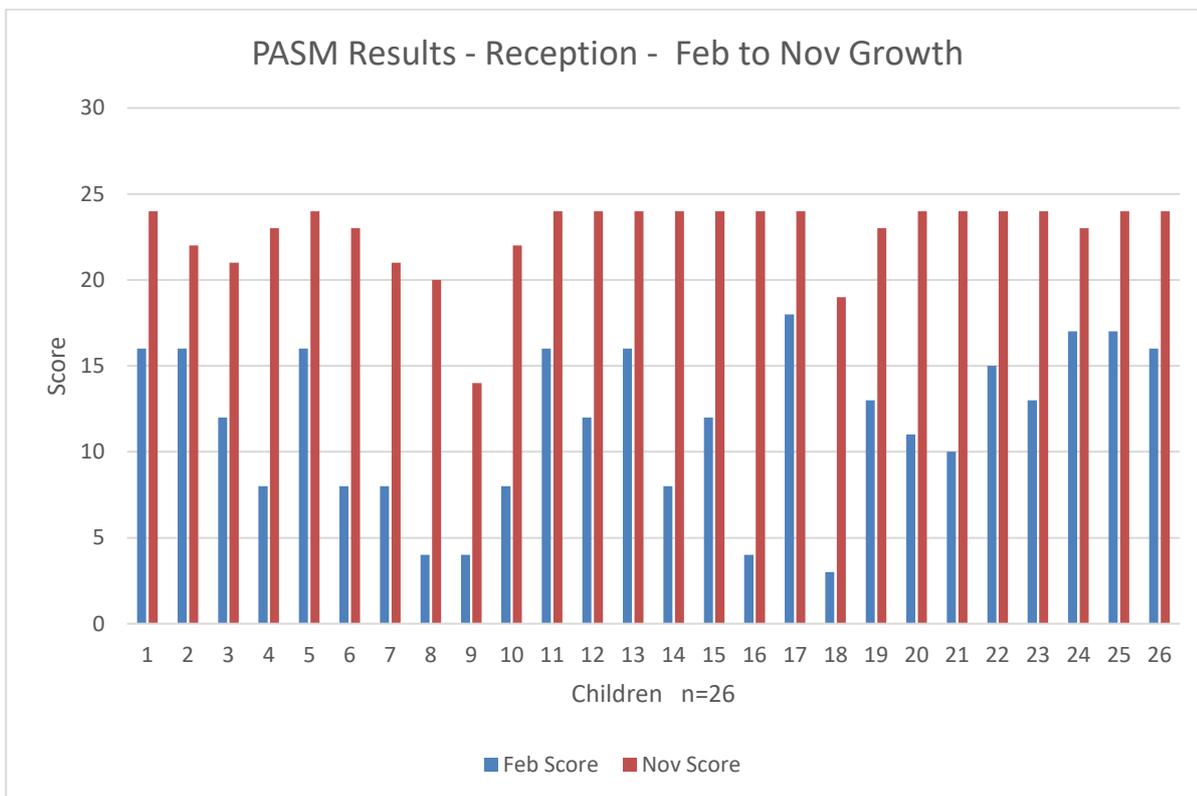
Phonemic awareness is paramount to the early development of reading and writing. Phonemic awareness is the ability to understand that spoken words are made up of individual sounds called phonemes, and it's one of the best early predictors for reading success. Across the state all Year 1 children are given a Phonic Screening test. This test was introduced in 2018 and highlights the importance of phonic skills.

For our Year 1 results to be maximised each year at BPS we looked to the Reception cohort to ensure their phonemic and phonological development was progressing. All new receptions were given a Phonological Awareness Skills Mapping (PASM) assessment in February 2020. Results of each skill domain were analysed and teaching of skills identified in deficit were planned and programmed for along with whole class lessons by teachers.

Skill sets were primarily taught by classroom teachers as part of their early language programme, Student Support Officers were also utilised to further target identified children and the skills they needed developing. Two sets of the Heggerty Phonemic Awareness Program were purchased in late 2019 and used by all educators across the Junior Primary in 2020. Heggerty lessons were given as whole class instruction and intervention to identified groups of children. Teachers checked the PASM results with their own students throughout the year. Leadership checked the whole reception cohort in Term One and Term Four 2020.

The results were outstanding.

All children have achieved significant growth in all Phonological Awareness skills. The area needing further development from some children is segmenting syllables.

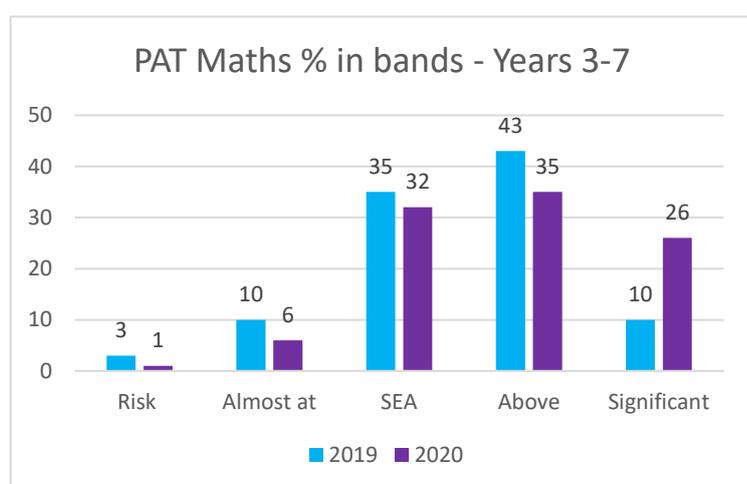


Maths

Through a focus on High Impact Teaching Strategies and developing and improving pedagogy and formative assessment practices there has been an improvement in achievement for our maths learners.

From 2019 to 2020, students at risk have fallen from 3% to 1% and almost at SEA from 10% to 6%.

92% of students are meeting SEA. The growth of students moving into higher achievement bands is noteworthy and reflects the teaching and learning strategies used to move surface knowledge and understanding to deep understanding and transferring to problems and non-routine tasks. **In 2020 61% of students were above or significantly above SEA**, in 2019 that number is 53%. 26% of students are now significantly above SEA, up from 10% in 2019.



Through a focus on High Impact Teaching Strategies and developing and improving pedagogy and formative assessment practices there has been an improvement in achievement for our maths learners in Years 2 to 7.

From 2019 to 2020, students at risk have fallen from 3% to 1% and almost at SEA from 10% to 6%.

92% of students are meeting SEA. The growth of students moving into higher achievement bands is noteworthy and reflects the teaching and learning strategies

used to move surface knowledge and understanding to deep understanding and transferring to problems and non-routine tasks. **In 2020 61% of students were above or significantly above SEA**, in 2019 that number is 53%. 26% of students are now significantly above SEA, up from 10% in 2019.

PAT M

	2015	2016	2017	2018	2019	2020	2020	2020
	SEA % No.	Lowest scale score	Highest scale score					
Year 3	71.4% 15/21	72.0% 18/25	79.3% 23/29	80.0% 16/20	90.0% 27/30	89.2% 33/37	97.3	157.0
Year 4	77.8% 14/18	73.7% 14/19	100% 23/23	83.9% 26/31	88.9% 16/18	85.7% 30/35	96.3	139.6
Year 5	80.8% 21/26	95.2% 20/21	76.5% 13/17	90.0% 18/20	90.6% 29/32	94.1% 16/17	102.9	138.0
Year 6	91.7% 22/24	91.3% 21/23	88.2% 15/17	84.2% 16/19	95.2% 20/12	94.1% 30/32	115.0	148.3
Year 7	62.5% 10/16	78.3% 18/23	84.0% 21/25	76.9% 10/13	70.0% 14/20	100% 22/22	121.2	157.2

Comments: In 2020, the numeracy results, as measured by PAT -M, indicate that 89% of year 3 students, 94% of year 5 students and 100% of year 7 students demonstrated the expected achievement against the SEA. For year 3, 5 and 7 this result represents an improvement from the historic baseline average.

Improvement planning - review and evaluate

Teachers have a copy of the Site Improvement plan which is regularly referenced during Staff Meeting and Learning Teams. Staff discuss timelines for Agreed Action and formatively evaluate and share the impact of their improvement practice. Student achievement data (formative and summative) are used to evaluate the success of teacher practices.

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.

Step1 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.



Student Attendance

It is important for children to be at school, on time, every day. The first part of every day is an important time to get organised and sets children up for success. Daily attendance ensures children can participate fully in their learning. BPS has a process for monitoring attendance and lateness. Late passes are issued to children who arrive after the bell. Text messages or phone calls are made to families of children who are absent without explanation. Regular or persistent lateness and non-attendance are followed up with families through letters and meetings. Staff are working with families and the DfE Attendance Officer to support families. Student absence has remained high (9.6%) with very high number of students arriving late.

Attendance %	2018	2019	2020
Total All Year Levels	93.7%	92.5%	90.4%

Qualification Level	No. of Qualifications
Graduate Degrees or Diplomas	19
Post Graduate Qualifications	10

Teacher Qualifications

Teachers at BPS are committed to continuing as learners throughout their career. We engage as learners in a Professional Learning Community model, meeting regularly to challenge our practice and ensure the best possible outcomes for children. All teachers meet the requirements of the SA Teachers Registration Board. Indigenous Non-Indigenous Indigenous

Workforce Composition

The staff consisted of the Principal, Deputy Principal, thirteen Studio teachers, three administration staff and three School Support Officers who work with children. We do not have any Indigenous employees.

Workforce	Teaching Staff	Non-teaching staff
Full-Time Equivalents	11.1	5.3
Persons	15	7.0

Income by Funding Source

Grants: State	\$3,298
Grants: Commonwealth	\$2,500
Parent Contribution	\$101,115
Other	\$23,465
Fundraising	\$9,168

Site Context

The school finished 2020 with 214 students, almost doubling from 10 years ago. The student population consisted of 5 Aboriginal students, 6 students with DfE funded disabilities, and 29

School Card families.

Behaviour Support

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.

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.

Junior Primary and Early Years Scheme Funding: BPS was allocated \$14,174 which contributed to salary for our Student Support Officers to support in R-3 classes, and to assist Reception classes.

Better Schools Funding ('Gonski'): BPS received \$12,190 which was put towards staff for small group literacy and numeracy support.

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.