



BRIDGETOWN PRIMARY SCHOOL

Annual Report 2020



Quality Education for All



Bridgetown Primary School

An Independent Primary School since 2015

Acknowledgement of Country

Bridgetown Primary School would like to acknowledge the Noongar people – the traditional custodians of the land on which our school stands - and pay respect to all Elders, past and present. We wish to acknowledge and respect their continuing culture and the contribution they have made in the past, now and in the future.

Message from the Principal: Judith Dadson

Welcome to the Bridgetown Primary School's 2020 Annual School Report. This is the final annual report under the school's current Business Plan (2018 – 2020). The Annual Report is a requirement of the DoE but more importantly provides an essential mechanism for us to address our governance and accountability responsibilities. This report has been signed by the Principal and the Chairperson of the School Board to acknowledge that this is a true and accurate account of the schools operations in 2020.

2020 was a year that started smoothly but quickly became somewhat derailed with the COVID 19 worldwide pandemic. While the Department of Health stated that the risk of transmission of COVID in Western Australia remained low we were all directed to play our part and the focus was on minimising and preventing transmission of COVID 19. Hygiene routines at school were stepped up and the regular use of hand sanitiser became a new norm for us all, as did social distancing and staying at home. Schools were forced to cancel many functions and eventually schools were directed to close and to prepare for remote learning.

Our teachers had to quickly upskill in technology use in preparation for the online teaching of their students and also organising student learning work packages. Our fantastic staff worked together; upskilling and supporting each other to ensure that everyone and everything was in place for online education provision in Term Two. What the staff accomplished in such a short timeframe was nothing short of extraordinary!

Throughout 2020 our students displayed such resilience and support to each other. They continued to for uphold the 7 Values of our school, work hard in class and strive for success in their learning. We were very proud of them.

We all played our part during this uncertain time while endeavouring to keep our school community safe. As a community did what was needed; we worked in partnership, supported each other, kept routines as normal as possible and strived to minimise anxiety for everyone - especially our students. The ongoing support provided continuously to our school while we navigated our way in these unprecedented times was outstanding and very much appreciated. Our school is very privileged to have such a supportive community and all staff thank you for your ongoing support and understanding throughout 2020.

Despite COVID 19 we had a positive and successful year. We successfully embedded Business Plan strategies into school and classroom practice. The ongoing focus and development of agreed teaching practice across Kindergarten to Year 6 built a culture of professional growth, enabled increased distributed leadership and strengthened staff collaboration. This focus impacted positively on student engagement and learning.

Our School Board is a very important part of Bridgetown Primary. I would like to sincerely thank all Board members for their time and commitment to our school throughout 2020. A special thank you to our retiring Community Representative Mr Brian Dean for his positive contributions over the last two years.

Thank you to our P&C lead by President Kate Henderson and our School Board lead by Craig Goulder. The members of both these groups have continued to be there working for our school and students. In these different times both groups have done a huge amount of work and achieved so much. I would like to sincerely thank all Board members and the P&C Executive for their time and commitment to our school throughout 2020.

I trust that you find this report to be a practical and informative summary of our 2020 school year. I look forward to continuing to work with you as we strive to provide the best possible education for each student enabling them to take responsibility for their own direction and to adapt to a changing world.

From the Chairperson of Bridgetown Primary School Board: Craig Goulder

To all parents, carers, staff and school community,

What a surprisingly unusual year 2020 turn out to be!

Shortly after commencing our normal school year our lives were thrown into the world of COVID, requiring some innovative adjustments from all of us, but especially our frontline education staff. The adaptation shown by our school staff was exceptional, particularly when the circumstances of the following month, even week, were largely unknown. So, I'd like to start with a huge thank you on behalf of all parents to the staff for being able to upskill and adapt to the new world so quickly.

This disruption came as school staff and board also closed out the previous 3 year strategy and worked to build the school business plan for the next three years. The board had a large turnover coming into 2020, with 5 members coming to the end of their tenure in 2019. However, the new board has worked well together in supporting Principal, Judith Dadson to produce an updated plan to see the school through to the end of 2023. You'll notice the staff have continued to update their skills and adjust teaching methods in line with best practice to give children the best support they can to improve their literacy and numeracy. The new plan also sees an increased focus on Digital Literacy as an underlying theme across all traditional learning areas.

At the close of 2020 we are losing our community representative on the board, Mr Brian Deans, and we wish him well as he moves his life to be nearer family in Queensland. The board will be looking for new community and parent representatives for 2021 to support the efforts of the school.

The 2020 School Board members join with me in thanking the staff for their continued dedication and efforts to the students throughout the year. We would also like to acknowledge the school P&C, which performs a crucial function for our school in a range of areas, not least their tremendous efforts in fundraising to allow many important projects to proceed sooner, such as the wonderful upgraded senior playground you may have seen.

And last but not least the wonderful students and families who continue to attend and support Bridgetown Primary School, thank you for a great year.



From the President of Bridgetown Primary School P&C: Kate Henderson

On behalf of all the Bridgetown Primary School families I'd like to thank the:

- classroom and specialist teachers
- EAs, cleaners, the admin team, front office staff, Sarah in the library, Kaye for her work in the grounds,
- Chaplain Mary and her volunteer brigade that work in Breakfast Club,
- Anyone else I may have forgotten

To all of them – thank you for all you do to make this a happy and positive environment for our children to learn and grow in.

Despite being a tricky year for fundraising the P&C has managed to raise money at the Trots, by having a disco here at school and we diversified into sock selling. Most of our money this year has come from a raffle organised by the amazing Cal, Max and Hayley, so a huge thank you to them!

These fundraising events allowed us to contribute to teacher wish-lists for resources to be used in classes, frames and posters for the toilets and we have money to contribute to a toaster for the breakfast club and for extra work on the senior playground.

A special thanks to the volunteers at the uniform library who are there twice a week and the volunteers who have organised all the burger days this year. I know they have been a huge hit with my husband.

A big thank you to the Exec committee of Wendy, Libby and Caroline, to the rest of the committee and to everyone who has helped out this year at any of the events in any way.

If you've thought about volunteering keep an eye on the Facebook page or come to the meetings. We are always looking for new ideas and people to run with them and we are in need of a few new committee members!

FOGARTY EDVANCE

In 2020 Bridgetown entered into its third and final year with Fogarty EDvance. The focus on our participation with Fogarty EDvance continues to be school improvement through building teacher capacity in turn leading to improved student outcomes. Throughout 2020 curriculum delivery within classrooms continued to build on Explicit Direct Instruction. And Daily Reviews. This focused on teachers clearly articulating Learning Intentions, improved Student Engagement, active student participation with increased accountability through Random Selection and increased Student Voice.

Despite our Fogarty journey ending the changes within teacher pedagogy will continue to build and strengthen as teachers further embed changes within their practice.

Intensive professional learning, classroom observations and coaching have enabled the growth of teacher capacity. The quality of teaching practice across our school and student engagement continue to improve noticeably.

OUR VISION

Bridgetown Primary School, through active parent-teacher-student cooperation, seeks to provide a caring, educative community where our students can develop the understanding and skills relevant to their needs, and make a positive contribution to society.

OUR MORAL PURPOSE

‘Quality Education For All’

Respect - Aim High - Persevere - Be Your Best

OUR SCHOOL ETHOS

We believe:

- ✓ All students have the capacity to learn;
- ✓ Children learn in different ways;
- ✓ Children are better able to learn when teaching and learning opportunities align with their specific developmental needs;
- ✓ Teaching and learning opportunities should be tailored to meet the individual and group needs of all students;
- ✓ Children are better able to learn when they take responsibility for their own learning;
- ✓ Goal setting and reflection are an integral part of teaching and learning;
- ✓ Children’s learning is positively supported when parents are actively involved in their education and
- ✓ Optimum learning takes place when strong partnerships exist within and across the school community.

OUR CORE 7 CIVIC VALUES

The actions of the Bridgetown Primary School community are guided by our commitment to the following seven values which provide the foundation for how staff, students and parents should treat others and expect to be treated. Students are recognised for displaying values at our weekly Values Assembly.

RESPECT Valuing people, things and ourselves

RESPONSIBILITY Making good choices even when no one is watching

COOPERATION Working and playing together positively and fairly

COMMITMENT Never giving up and pushing yourself to do your best

SELF DISCIPLINE Having self - control, acting instead of reacting

ACCEPTANCE Understanding that everyone is different and everyone matters

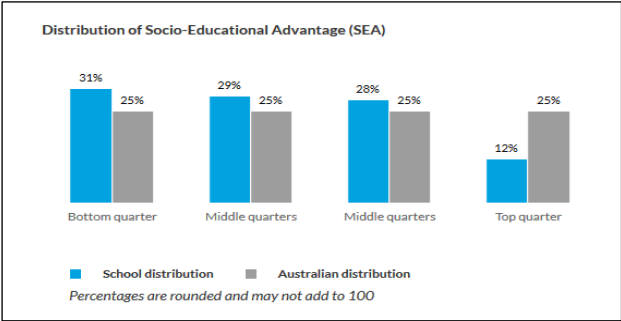
HONESTY Telling the truth and owning your choices



SCHOOL CONTEXT

Community - Index of Community Socio Economic Advantage

The Index of Community Socio-Educational Advantage (ICSEA) was created by the Australian Curriculum, Assessment and Reporting Authority (ACARA) specifically to enable fair comparisons of National Assessment Program – Literacy and Numeracy (NAPLAN) test achievement by students in schools across Australia. According to Australian Bureau of Statistics for 2019 our rating is **1006**, which is down from 1009 in 2018, making Bridgetown Primary School above the Australian average of 1000. The ICSEA rating considers family background including parental occupation, levels of education and non-school education levels achieved. The table (below) is taken from the My School website and shows our enrolment profile for 2018. Please note that when ‘like schools’ comparisons are referred to in this document, they are made with schools with a similar ICSEA.



As a comparison, the 2019 Distribution of Students showed we had 29% in the bottom quarter compared to the current 31%. The middle quarters showed 30% & 27%. The top quarter percentage was 14%. We have a continuing trend of decreasing percentages in the top and middle quarters and increasing percentages in the bottom quartile.

Transiency

Year	Student Transiency
2020	24.2% (9)
2019	22.3% (8)
2018	16.6% (6)
2017	17% (5)
2016	19% (5)

Transiency is the measure of student movement at a school during a calendar year, specifically student arrivals and departures. Transiency rates are determined by dividing the total number of students arriving and leaving a school during any one year by the average of that school’s first and second semester census student numbers. The bracketed number is a decile ranking of all WA Public Schools; the higher the number the higher the student transiency. Our transiency percentage has increased significantly over 2018 to 2020.

Our Students – Enrolment

The table below displays the total enrolment at each year level and the total student enrolment at the August student census in 2020. This was a small nett decrease from 2019 enrolments of 3 students.

Enrolment Data for Semester One 2020

Year Level	Student Numbers
Kindergarten	25
Pre – Primary	22
Year 1	37
Year 2	29
Year 3	30
Year 4	35
Year 5	35
Year 6	39
Total	252

Year 6 Destination High Schools for 2020

DESTINATION SCHOOLS	TOTALS
Bridgetown High School	31
Manjimup Senior High School	5
Bunbury Senior High School	1
John Curtin College of the Arts	1
Halls Head College	1

Attendance

Regular attendance is an important factor in student success at school. The Department of Education sets a minimum requirement of 90% attendance. Our aim is to have as many students as possible attending above this benchmark. In 2020 Bridgetown Primary had an overall attendance rate of 91.8% compared to 91.7% in 2019.

‘Attendance’ and ‘Authorised V Unauthorised Absences’ continued to be areas of concern in 2020. Authorised absences was at 81% which leaves room for considerable improvement.

We are particularly concerned about two factors in non-attendance by students; frequent, non-essential absences (not medical or emergency) and students being withdrawn from school during the school term for vacations.

We are committed to continuing a range of strategies to promote attendance and to reduce the percentage of Unauthorised Absences. These strategies include;

1. Parents receive sms alert when their child is absent from school and absence reason is requested
2. Regular follow up by teachers to identify reasons for absence
3. Admin follow up with parents about ongoing attendance issues (letters, phone calls and parent interviews).
4. Development of Attendance Case Management Plans for students with ‘Severe At Risk’ attendance
5. Parents collecting Late Notes for students arriving at school after 8:50am
6. Parent requests for vacations during the term are made in writing to the principal
7. Attendance targets and information on current attendance rates included regular in newsletters
8. Information on individual attendance forms part of the Semester 1 & 2 Report

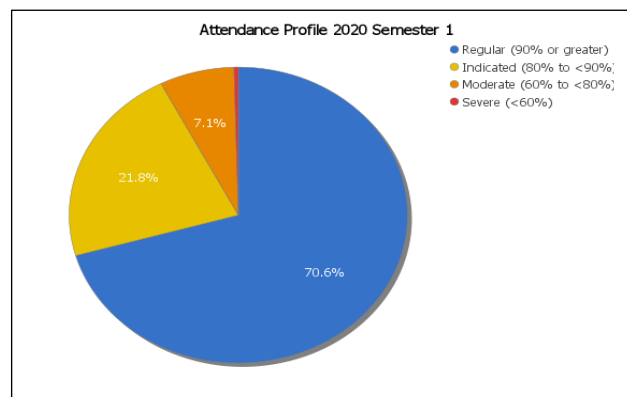
Attendance % - Primary Year Levels

Year	PPR	Y1	Y2	Y3	Y4	Y5	Y6
2018	89%	93%	94%	91%	93%	93%	92%
2019	87%	93%	92%	93%	91%	90%	92%
2020	88%	89%	93%	93%	93%	92%	91%

The table shows year level student attendance percentages for 2018 – 2020.

Semester One 2020 attendance was severely impacted by the COVID-19 pandemic and the attendance rates are not comparable to previous periods. In order to validly compare Semester One 2020 attendance, the data provided excludes Term 1, Weeks 7 - 10.

Overall Attendance % - Attendance Categories



The graph shows the student attendance percentages in Semester One for 2020 in the attendance risk categories.

Our regular attendance averaged over 2020 was 70.6%.

Semester One 2020 attendance data provided in the graph excludes Term 1, Weeks 7 - 10.

The school will continue to be encouraging and advocating regular student attendance throughout 2021. Our attendance data is affected quite significantly by the number of families that take holidays during the school terms. Follow up to Unexplained Absences has again been identified as a priority.

Our Staff

All of the teaching staff are registered with the Western Australian Teacher Registration Board and have appropriate teaching qualifications. Our teaching staff are experienced professionals who have a genuine interest in our students. They have a commitment to working collaboratively to identify priorities, set targets for improvement, and review and analyse student achievement data. Education Assistants are deployed to support and assist students in K-2 classes. Special Needs Education Assistants are specifically deployed to respond to the needs of students with disabilities recognised by the Department of Education.

Teachers engage in a minimum six days annually (pro rata) professional learning that takes place on school development days. Many teachers also participate in out-of-hours professional learning activities in areas of interest and curriculum.

Staff Information 2020

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Deputy Principals	2	1.4	0
Total Administration Staff	3	2.4	0
Teaching Staff			
Other Teaching Staff	21	12.5	1
Total Teaching Staff	21	12.5	1
School Support Staff			
Clerical / Administrative	3	1.6	0
Gardening / Maintenance	1	1.0	0
Other Non-Teaching Staff	12	5.2	0
Total School Support Staff	16	7.8	0

N.B.

FTE = Full Time Equivalent

AB'L = Aboriginal

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers on the Teacher Registration Board of Western Australia.

PARENTS & CITIZENS ASSOCIATION

The School enjoys the support of a strong, committed P&C Association. The P&C continued to operate the Uniform Shop, opening twice a week for parents/carers to make purchases. In 2020, the P&C's fund-raising activities were heavily impacted by COVID restrictions.

- Catering at the Bridgetown Trots
- Easter Raffle (Kindergarten/Pre Primary Committee)
- Student disco
- Raffle
- Silly Socks
- Burger days

The P & C directly contributed over \$6 700 to the school.

The P&C also assisted with the purchase of reading books, classrooms resources and books for our library.

With the support from parents, carers, staff and students the P & C were able to coordinate a number of fundraising events.



Uniform Shop

Claudia Tschopp and Vanessa Brogan continued in their roles and worked tirelessly in a voluntary capacity to ensure our students had access to school uniforms.

2020 LEADERSHIP

SCHOOL BOARD

Staff Representatives

Judith Dadson
Kelly Reeves
Catherine Fraser

Parent Representatives

Ben Ducker
Craig Goulder
Elissa Klaassen

P & C Representative

Libby Burgess

Community Member

Brian Deans

STUDENT LEADERSHIP

Head Girl – Jade W

Head Boy – Isaac N

Student Councillors

Ava B
Pia B
Isobel B
Sophie B
Cameron M
Jenna S

Faction Captains

Leon A
Kai C
Makayla G
Brienne G
Mayana M
Marshall R
Riley T

Student Leadership

There are expectations of high standards from our school student leaders, consisting of Student Councillors and Faction Captains. Our 2020 Leadership Team were great role models for their peers. For the first time all of our selected leadership students attended the Leadership Camp in Pemberton. This decision was based on supporting all student leaders and not just the selected Student Councillors.



HIGHLIGHTS from 2020

We had another fantastic year at Bridgetown Primary. Some of our highlights included:

- ☆ Welcome Back to School
- ☆ In Term Swimming
- ☆ Food Sensations incursion for Years 1 – 6
- ☆ Leadership Camp
- ☆ BPS Facebook page goes live
- ☆ Book Fair and Book Week
- ☆ Squash Magic
- ☆ National Simultaneous Story Time
- ☆ Philosothon
- ☆ Spellademic and Mathademic
- ☆ Cross Country school event
- ☆ Interschool Cross Country
- ☆ Student disco
- ☆ Dress Up Character Day
- ☆ KABOOM Percussion incursion
- ☆ Community support: Operation Christmas Child
- ☆ South West Basketball Clinic incursion
- ☆ Choir singing at Geegelup Retirement Village
- ☆ Launch of the Fathering Project
- ☆ Thank You Volunteer Morning Tea
- ☆ Christmas Concert
- ☆ Year 6 Camp
- ☆ Year 6 Graduation
- ☆ Reward Day for students



INDEPENDENT PUBLIC SCHOOL - BUSINESS PLAN

2020 saw Bridgetown Primary continuing to address the implementation and embedding of its 2018 – 2020 Business Plan.

“Quality Education for All” is the school’s moral purpose and the Business Plan outlined a range of strategies that would be implemented to achieve our Focus areas of:

- ✓ Success for all students through effective teaching and learning
- ✓ Care, social and emotional wellbeing
- ✓ Community partnerships
- ✓ Governance and Leadership

Progressive Achievement Tests (PAT Testing)

In 2019, the school conducted PAT assessments. The data collected during the November testing cycle added to our data sets. The PAT Tests are a series of tests designed to provide objective, norm referenced information to teachers about their students skills and understandings in a range of key areas. These tests are produced by The Australian Council for Educational Research (ACER). Our students results are compared with the Australian normed assessment measures developed by ACER. Our ability to compare students achievements against an Australian norm has provided a clearer picture of where we need to improve.

Focus 1: Success for all students through effective teaching and learning

PAT Testing Longitudinal Data from 2019 and 2020

Reading

PAT Data 2019

BPS Reading Median	Norm Reading Median	Difference between BPS & Norm Median Data
Year 2 = 102.8	Year 2 = 100.5	+2.3
Year 3 = 112.7	Year 3 = 110.9	+1.8
Year 4 = 122.5	Year 4 = 118.7	+3.8
Year 5 = 119.5	Year 5 = 124.5	-5

This table shows 2019 BPS year level median data for Reading compared to the Norm median data. Years 2 to Year 4 cohorts performed above the median but Year 5 cohort was well low.

PAT Data 2020

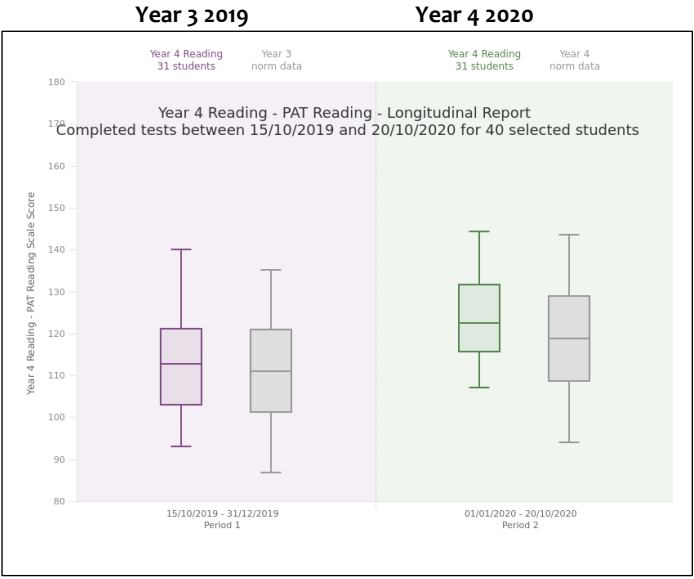
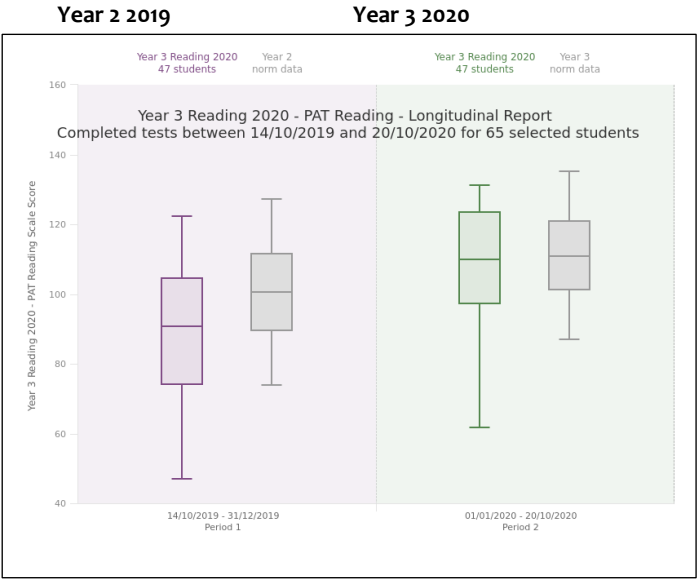
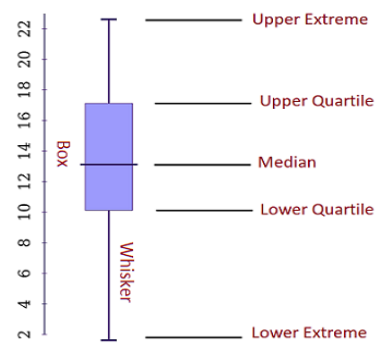
BPS Reading Median	Norm Reading Median	Difference between BPS & Norm Median Data
Year 3 = 123.3	Year 3 = 110.9	+12.4
Year 4 = 122.5	Year 4 = 118.7	+3.8
Year 5 = 129.4	Year 5 = 124.5	+4.9
Year 6 = 126.2	Year 6 = 28.8	-2.6

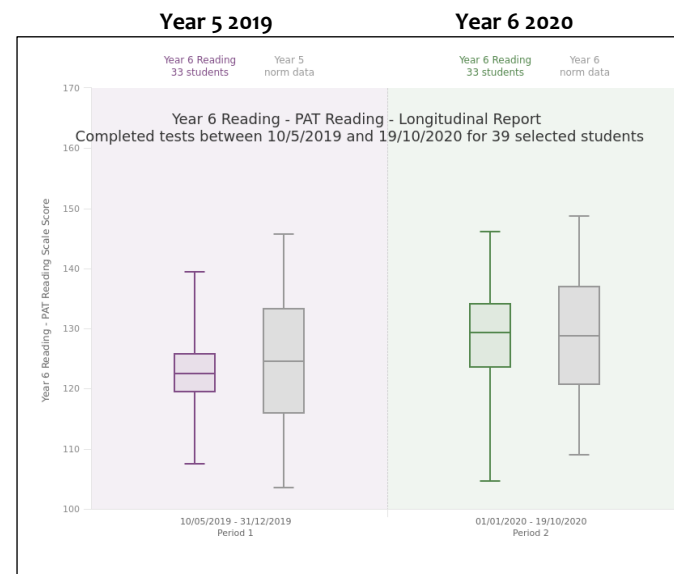
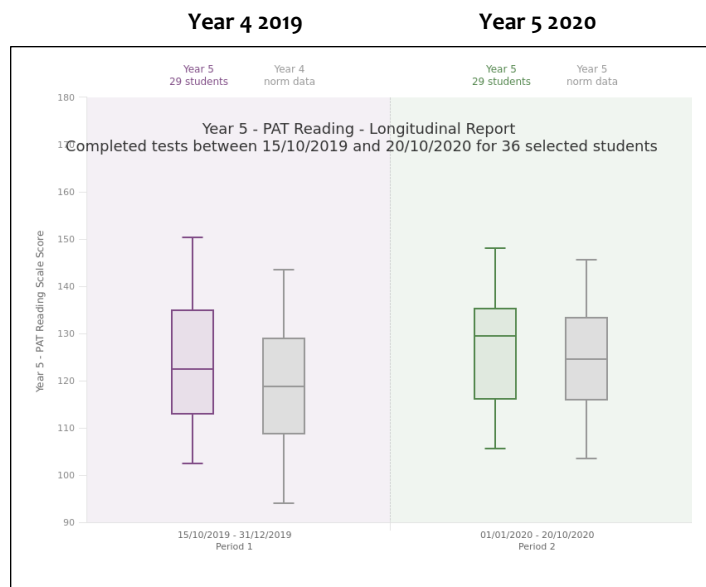
This table shows 2020 BPS year level median data for Reading compared to the Norm median data. The data is for ‘stable cohorts’ across 2019 & 2020.

The Year 3 cohort is the Year 2 cohort from 2019 etc.

All cohorts improved their median performance. The Year 5 cohort from 2019 reduced their negative median difference from -5 to -2.6 in 2020.

A visual representation of this information is provided in the boxplots below. A boxplot is constructed of two parts, a “box” with “whiskers” on either end of the box. The lowest point is the minimum of the data set and the highest point is the maximum of the data set. Within the box, a line is drawn to represent the median of the data set.





Data analysis and use of data to inform planning and teaching will be a priority in 2021, this will include a continued focus on consistent whole school approaches to teaching Phonological Awareness, Phonics, reading fluency and comprehension. We will continue with our whole school programs of Letters & Sounds and Soundwaves.

Mathematics

This table shows 2019 BPS year level median data for Mathematics compared to the Norm median data. Years 2 to Year 4 cohorts performed above the median but Year 5 cohort was well below.

This table shows 2020 BPS year level median data for Mathematics compared to the Norm median data. The data is for 'stable cohorts' across 2019 & 2020.

The Year 3 cohort is the Year 2 cohort from 2019 etc.

All cohorts improved their median performance. The Year 5 cohort from 2019 reduced their negative median difference from -5 to -2.1 in 2020.

PAT Data 2019

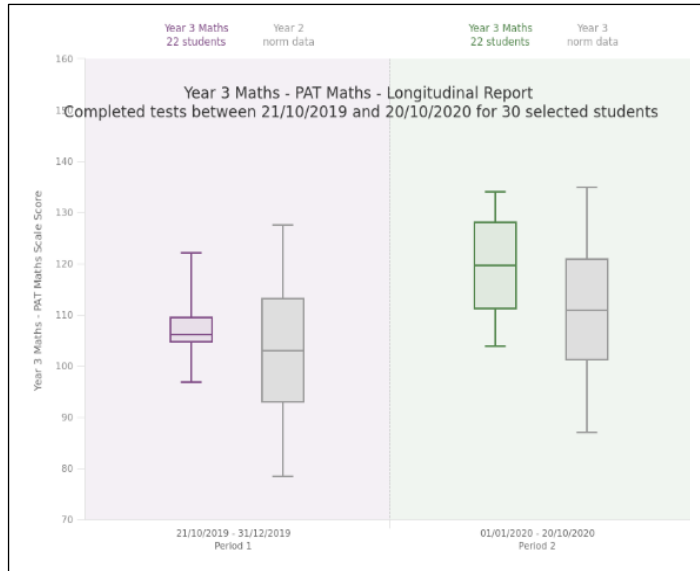
BPS Maths Median	Norm Maths Median	Difference between BPS & Norm Median Data
Year 2 = 106.2	Year 2 = 103	+3.2
Year 3 = 118	Year 3 = 110.9	+8.9
Year 4 = 122.8	Year 4 = 117.4	+5.4
Year 5 = 117.7	Year 5 = 122.7	-5

PAT Data 2020

BPS Maths Median	Norm Maths Median	Difference between BPS & Norm Median Data
Year 3 = 119.6	Year 3 = 110.9	+8.7
Year 4 = 119.6	Year 4 = 117.4	+2.2
Year 5 = 123.5	Year 5 = 122.7	+0.8
Year 6 = 124.9	Year 6 = 127	-2.1

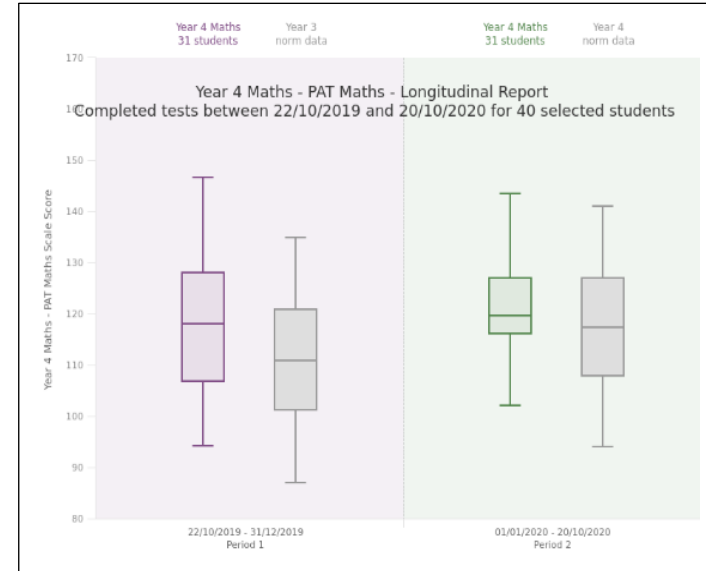
Year 2 2019

Year 3 2020



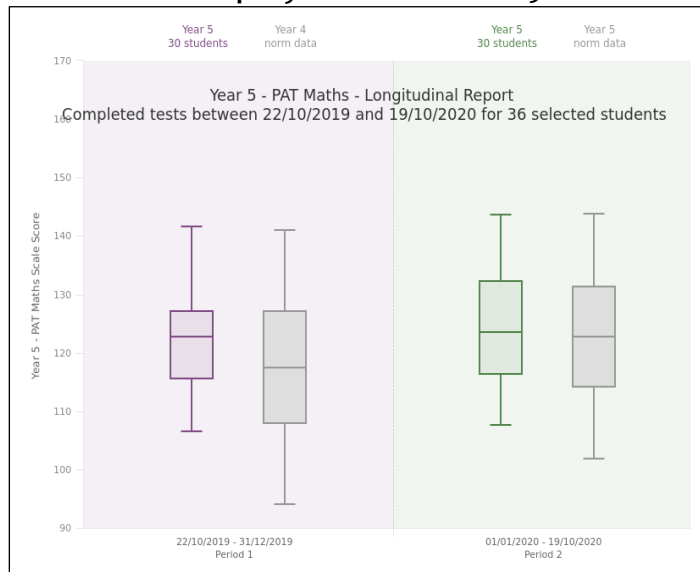
Year 3 2019

Year 4 2020



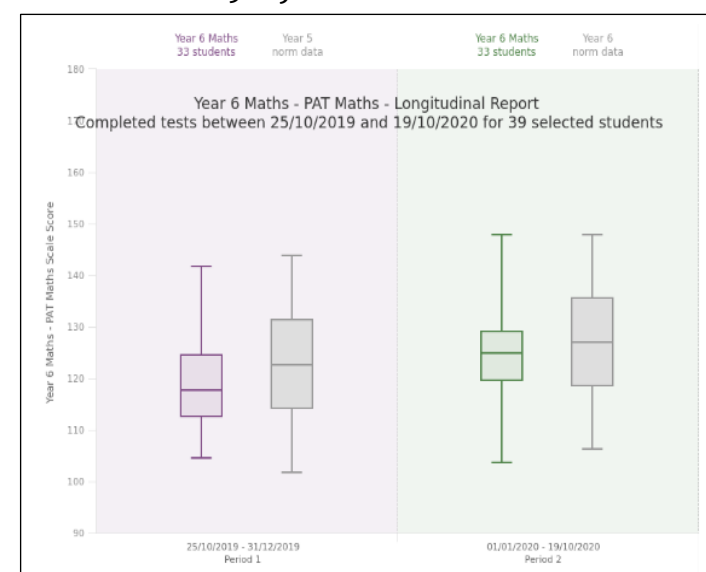
Year 4 2019

Year 5 2020



Year 5 2019

Year 6 2020






In 2021 a part of our new Business Plan, teachers from Pre Primary to Year 6 will develop a Scope & Sequence for Mathematics. This will ensure all aspects of the curriculum are being addressed and allow for additional moderation opportunities of student work samples. Data analysis and use of data to inform planning and teaching will again be a priority.











Additionally, we will continue our focus on explicit teaching of fluency and calculation strategies, along with word problems that need to be 'pulled apart' and solved, as this approach seems to be supporting positive outcomes for our students.









Focus 2: Care, social and emotional wellbeing

Ranking chart for Focus targets

Colour	Status	Issue
	On schedule	No issue
	Behind schedule	Issue can be/is under control
	Behind schedule – high risk	Major issue

Target	Status	Issue	Comments
2.1 K – Year 2 meeting NQS requirements for stated Quality Areas (QA) QA 2: Children’s Health & Safety QA 4: Staffing Arrangements QA 5: Relationships with Children.			Achieved in 2020
2.2 Student NSOS rating is 3.5 or higher for the question, ‘I feel safe at school’.			Achieved. The score for this statement on the students’ survey was 3.9.
2.3 Reduction in the percentage of unauthorised absences to 12 % over the life of this plan.			The school was able to reduce this percentage from 22% in 2017 to 14% in 2018. However, increased to 18% in 2019 & 19% in 2020.
2.4 Increase ‘Regular’ student attendance to 85% or more and overall attendance rate to be 92% or above.			Regular attendance increased from 66% in 2017 to 74% in 2018. This fell to 71% in 2019 and further decreased to 69.2% in 2020 Overall attendance reached 91.8% in 2020 despite impact of COVID. (91% in 2019)
2.5 Increase the number of students in each cohort achieving ‘consistently’ on the descriptor ‘sets goals and works towards them with perseverance’.			Achieved across all cohorts from Year 1 – Year 6. Used data on SAIS Dashboard from 2020 Semester One to compare to 2020 Semester Two.

Focus 3: Community Partnerships

Target	Status	Issue	Comments
3.1 K – Year 2 will be meeting NQS requirements for: Quality Area 6: Collaborative partnerships with families & communities			Achieved for 2020.
3.2 Maintain strong community satisfaction results in Parent NSOS. Ratings at 3.5 or higher out of 5.0.			Achieved for 2020. Parent ratings ranged from 3.8 to 4.5.
3.3 Parents attending Open Night will be a minimum of 60% of total families.			Achieved for 2019. Rate was 79%. No data available for 2020 as Open Night was cancelled.

OTHER CURRICULUM AREAS

DIGITAL TECHNOLOGY

In 2020 the school continued to develop our ICT resources and the infrastructure to ensure that our students have access to contemporary tools to assist learning. Specific strategies and highlights in this area of school included:

- Continuation of a DOTT role for Mrs Burns to teach the learning area of Digital Technology.
- Increased provision of iPads into classrooms across the school.
- Increased use of apps in classrooms to support student learning and engagement.
- Focus on students developing better awareness of and skills in; digital citizenship and cyber safety.
- Continuation of replacement of computers to ensure DoE compliance – 17 computers purchased

LANGUAGES OTHER THAN ENGLISH (LOTE)

In 2020 there was a continuation of a DOTT role for Mrs Tonai – Moore to teach the LOTE learning area. Our language program continued to be Japanese which was taught across Year 1 to Year 6.

The Years 3, 4 and 5 students participated in the new LOTE curriculum for Japanese as per the requirement from the School Curriculum and Standards Authority (SCSA). The Year 6 students continued with the previous curriculum. The focus of learning Japanese moves from basic greetings, to asking and answering simple questions, to reading and writing Japanese scripts, to communicate using simple sentence structures and learning cultural components.

THE ARTS

Visual Arts

In 2020 Visual Arts was taught by classroom teachers. The highlights in this learning area included:

- Displays of student work in the school's reception area.
- Classes decorating wooden Christmas Trees for the end of year concert.

With the cancellation of the Bridgetown Agricultural Show there was no opportunity for students to share their visual art with the extended community.

Performing Arts (Drama, Dance & Music)

In 2020 the school employed a Specialist Music teacher for one day per week. Children in Years 1 - 3 participated in classroom music lessons with Mrs Caroline Morling. The children sang songs, played music games, composed body percussion patterns, moved to music and played percussion instruments. The culmination of the music program was an item presented as part of our end of year Christmas Concert.

Through our participation in the DoE Instrumental Music School Services the school was able to again operate its Rock Band with our students being taught by Mr Hulme. This program is open to Year 5 and Year 6 students with musical ability. The highlight of the year for our two bands was performing at the Year 6 Graduation.

Unfortunately, due to COVID the bands missed out on performing on stage as part of the Bridgetown Blues Festival.



HUMANITIES AND SOCIAL SCIENCE (HaSS)

In 2020- HaSS was provided as a Duties Other Than Teaching (DOTT) lesson across Years 1 – 6. The lessons were provided by Mrs Kerry Burns and Mr Chris Mott. Teachers utilized new resources and the online program History Mysteries to which the school has a subscription. Highlights in this learning area included:

- Integration of digital technologies across the HaSS curriculum.
- Special Days celebrated across the school year in a range of levels.
- Civics and Citizen incursion for Year 5/6 students.

SCIENCE

In 2020 science was taught by classroom teachers who continued to focus on the development and delivery of the West Australian Science curriculum. A number of teachers made use of the Primary Connections program to support the teaching of science in their classrooms.



HEALTH AND PHYSICAL EDUCATION

Health

To support our focus on healthy eating we worked with Foodbank to access Food Sensations as a school incursion. This program enabled our students to work with presenters from Foodbank and be involved in the cooking a number of healthy foods which were shared and tasted by the other groups within their session.

In Semester Two, Year 6 students participated in the 'Growth & Development' program which was presented at school by our Community Health Nurse, Felicity Lukins. The school also participated in the Crunch 'n' Sip program which promotes drinking water and eating fruit and vegetables.

Athletics and Sport

Due to the impact of COVID 19 restrictions our athletics carnivals for 2020 were not held. Interschool Athletics and Lightning Carnival were also cancelled for 2020.

In Term Two we were able to conduct our *School Cross Country* event which saw many students running personal best times. The *Interschool Cross Country* showed the preparation that several of our Year 3 - 6 students had undertaken by training with the school Running Club, as several Bridgetown PS students won medallions competing against 11 schools. Our teams of students were very competitive and our Year Four Girls' Team took out the Highest Scoring Girls Team award. Bridgetown finished a close second to East Manjimup, missing out by four points on winning our third consecutive Outright Score Shield. A big thank you to our great running club coaches - Tenille Giblett, Brooke Murphy, Calinda King, Craig Beswick & Chris Mott.



ACADEMIC OPPORTUNITIES

The moral purpose of the school includes helping every child achieve to their best. Celebrating success, at all levels, is an important component of appreciating the uniqueness of each child. During the year our students have participated in a range of out of school activities that are academically focused. Our focus is participation, striving to achieve your best and building resilience.

Primary Extension and Academic Challenge (PEAC)

Our school continues to have children in Years 5 and 6 in the Primary Extension and Academic Challenge (PEAC) programme that is provided within the Warren Blackwood Network. This involved travelling to Manjimup Primary School one day per fortnight to be part of a range of programs designed to develop academic rigour.

Philosothon

Bridgetown Primary was invited to participate in this event held at Geographe Primary. Eight students participated in this event which focused on thinking about different ideas and possibilities. One of our students, Seraphina was awarded the 'Most promising Talent' in Year 4.

Spellademic and Mathademic

Students from Years 3 – 6 participated in the annual *Spellademic and Mathademic competitions* conducted in Manjimup against other schools within the Warren Blackwood Network of schools.

Bridgetown Primary entered two Year 3/4 teams and two Year 5/6 teams into *Spellademic*. This annual event saw twelve teams competing in each of the Year 3/4 and 5/6 competitions at East Manjimup PS. In the Year 3/4 competition the final scores were extremely close and after many tie breakers, our Team 1 came second. In the Year 5/6 at the end of 5 rounds, tie breakers were needed to decide the winner. As a result, Bridgetown Primary Team 1 came third. All teams should feel very proud of their efforts and the way they conducted themselves.



Bridgetown Primary entered two Year 3/4 teams and two Year 5/6 teams into *Mathademic*. This annual event saw twelve teams competing in each of the Year 3/4 and 5/6 competitions at Manjimup PS. Our teams were very competitive with the students cooperatively working in their teams to tackle some challenging problems. In the Year 3/4 competition, one of our teams won the competition, and in the Year 5/6 competition, another of our teams came equal first, but then unfortunately lost the tiebreaker question so came second.



OTHER PROGRAMS

Bright Beginnings (pre-kindergarten program)

Bridgetown Primary continued to operate its pre-Kindergarten programme in 2020. The program called 'Bright Beginnings' is specifically for 3 to 4-year-old children. Parents and their children are invited to attend morning sessions for approximately 2 hours, as an introduction to early play based learning and a transition into Kindergarten.

It also provides an opportunity for parents to develop friendships and to have access to guest speakers on a variety of health issues through Community Health. Due to highly favourable feedback and interest from our community, Bright Beginnings continued to operate across three terms. Children who had attended Bright Beginnings joined the Kindy and Pre Primary students at their Christmas Concert and visit from Santa.

Support for Speech Development

Within our student population in Kindergarten to Year 1 there are a number of students who have delays in their speech. To support these students, the school runs a speech program across Kindergarten to Year 1 and these sessions are facilitated by one of our Education Assistants. The Education Assistant has attended professional learning sessions and works closely with the Community Health Speech Therapist. The aim of our school based program is to:

- Provide a tailored program while a student is on the waitlist for Speech Therapy assessment
- Include parts of the Speech Therapist devised program into a student's Individual Education Plan

Chaplaincy

Our Chaplain, Mrs Mary Taylor worked two days per week. She supported and assisted students and their families. Mary was a member of our Student Services Team and Mental Health Team, and through this further supported members of our school community.

Mary operated Breakfast Club for two days per week, on Tuesday and Thursday mornings. This was enthusiastically responded to by the 85 plus students who attend. Our Breakfast Club is supported by Foodbank and a number of local businesses including IGA, Clovers and Bridgetown Milk Supply. We thank all these for their respective contributions to our Breakfast Club. Besides providing breakfast, through the Club we are able to reinforce health messages on diet and hygiene and provide opportunities for social interaction between different age groups, including intergenerational.

Mary with support from our Music teacher Caroline Morling, undertook the organisation of our choir performing again at a Geegelup Retirement Village. The students in the choir were extremely dedicated and learnt several songs which they performed for the residents.

To promote community and proactive caring for others, Mary again involved the school in Operation Christmas Child. Students donated items for inclusion in shoeboxes for overseas children living in poverty who would normally not receive a present for Christmas. Items placed in the shoeboxes included toys, clothes, personal hygiene items and hair decorations. The boxes were completed early in Term Four and posted off to various locations in Asia.

TELL THEM FROM ME SURVEY 2020

A part of our involvement with Fogarty EDvance the school invites parents and student s to complete the 'Tell Them From Me' survey. The online surveys are completed anonymously and the school is forwarded the overall results.

Parent Survey

Responses to the Parent Survey are shown as a Mean Score out of 10.0 for each statement or question.

Thank you to the parents/caregivers who took the time to undertake the survey and provide feedback on the performance of the school. The ratings for Bridgetown Primary in every response indicate parents have a positive view of the school. The survey items have been reviewed by school staff as we ascertain ways to retain this positive trend and look towards further improvement.

GENERAL STATEMENTS	Parent Mean Score
I feel welcome when I visit the school	7.8
I can easily speak with my child's teachers	8.3
Teachers listen to concerns I have	7.8
Teachers have high expectations for my child to succeed.	7.1
Teachers show an interest in my child's learning.	7.3
My child is encouraged to do his or her best work.	7.8
Teachers expect my child to pay attention in class.	8.7
Teachers expect my child to work hard.	7.5
Teachers take account of my child's needs, abilities, and interests.	6.8
Teachers treat students fairly.	9.3
My child's learning needs are being met.	7.1
I am well informed about my child's progress in school subjects.	6.7
I am informed about my child's social and emotional development.	5.2
My child feels safe at school	7.0
Student behaviour is well managed.	7.2
Teachers maintain control of their classes.	7.7
My child is clear about the rules for school behaviour.	8.6
Behaviour issues are dealt with in a timely manner	6.6
I am informed about my child's behaviour at school, whether positive or negative.	6.8
If there were concerns with my child's behaviour, teachers would inform me immediately.	7.0
Teachers help students who need extra support	7.1
School staff create opportunities for students who are learning at a slower pace.	6.6
Teachers try to understand the learning needs of students with special needs.	7.5
School staff take an active role in making sure all students are included in school activities.	7.2
Teachers help students develop positive friendships.	7.0
Parent activities are scheduled at times when I can attend.	6.2
Does someone in your family discuss how well your child is doing in his or her classes?	7.2
Does someone in your family talk about how important schoolwork is?	5.8
Does someone in your family encourage your child to do well at school?	8.5
Does someone in your family praise your child for doing well at school?	7.8

Student Survey

Students from Rooms 7, 8 & 9 (Years 4, 5 & 6) completed the survey during school time in the Computer Room.

In the first section student responses are expressed as percentages out of 100 per cent.

In the second section student responses are expressed as a Mean out of 10.0.

GENERAL STATEMENTS	Student Percentage
Students feel accepted and valued by their peers and by others at their school.	68
Students have friends at school they can trust and who encourage them to make positive choices.	86
Students believe that schooling is useful in their everyday life and will have a strong bearing on their future.	94
Students do homework for their classes with a positive attitude and in a timely manner.	40
Students are interested and motivated in their learning.	61
Students try hard to succeed in their learning.	90
Teachers, parents and students at my school work together to achieve the best for students.	67
I feel safe coming to school.	71
GENERAL STATEMENTS	Student Mean (out of 10.0)
Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.	7.5
Students find classroom instruction relevant to their everyday lives.	7.1
Students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn.	7.4
Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.	6.3
Students feel teachers are responsive to their needs and encourage independence with a democratic approach.	7.8
Students understand there are clear rules and expectations for classroom behaviour.	6.1
School staff emphasise academic skills and hold high expectations for all students to succeed.	8.1

The responses to the statement ‘Students do homework for their classes with a positive attitude and in a timely manner’ received a very low response of 40% (43% in 2019). Teacher comments support this low percentage. Students in Years 5 & 6 have a low rate of participation in the homework program and many parents don’t support the provision of homework.

FINANCIAL - STUDENT CENTRED FUNDING

Part of the funding received by Bridgetown Primary in 2019 from the Department of Education (DoE) was funding directly related to specific student characteristics.

Individual Disability

This funding was received through SchoolsPlus to enable the school to support students with specific disabilities. The funding for each student was dependent upon their individual level of disability. The money was directed to the employment of qualified Special Need Education Assistants who worked with the students under the direction of the classroom teachers. In 2020 a total of 10 students were funded.

Aboriginality

Funding to the school for Aboriginal students was determined by the total enrolment of students identified as Aboriginal on enrolment. Funding was directed to operate and provide Aboriginal resources for the Library and NAIDOC Day. In 2020 a total of 7 students were funded.

Educational Adjustment and Social Disadvantage

Teachers analysed 2020 PAT data to identify students to specifically target on Case Management Plans. Teachers also targeted students who are achieving E Grades. Mainstream and Special Need Education Assistants also supported students in small group work on teacher directed activities.

A Special Needs Education Assistant who has been up-skilled to work with students on Speech Pathology intervention programs worked with identified Kindergarten to Year 1 students to support their acquisition of oral language through implementing strategies supplied by a Speech Pathologist from Community health. Funding from this area was also utilised to enable the school to meet its required contribution under the Chaplaincy program. The Chaplain supported students and their families. This included assistance in accessing outside agencies, domestic issues, students' attendance and home – school liaison.





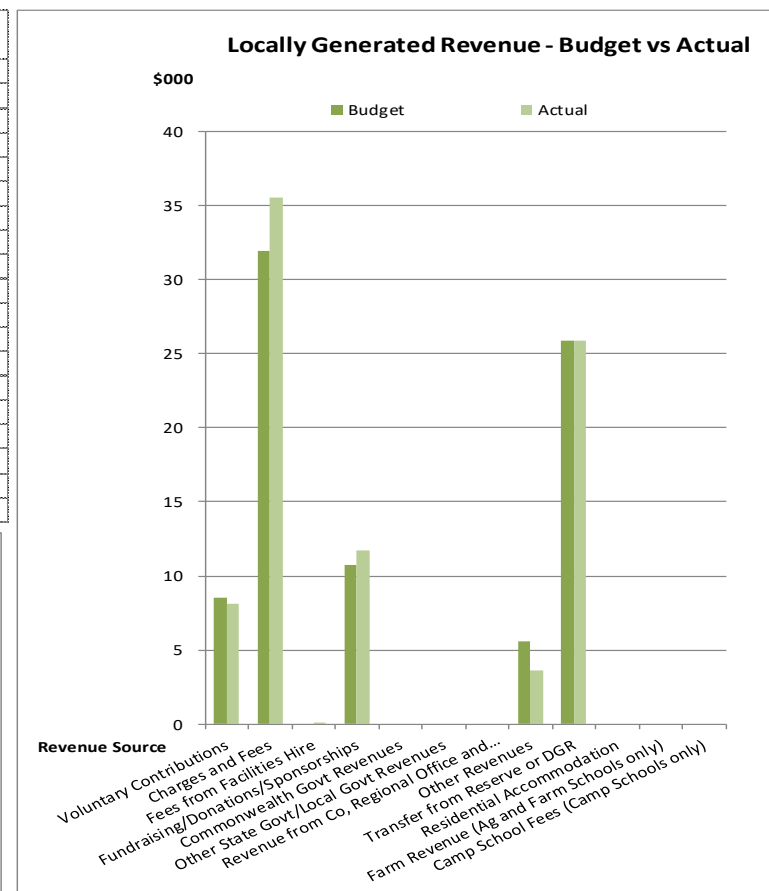
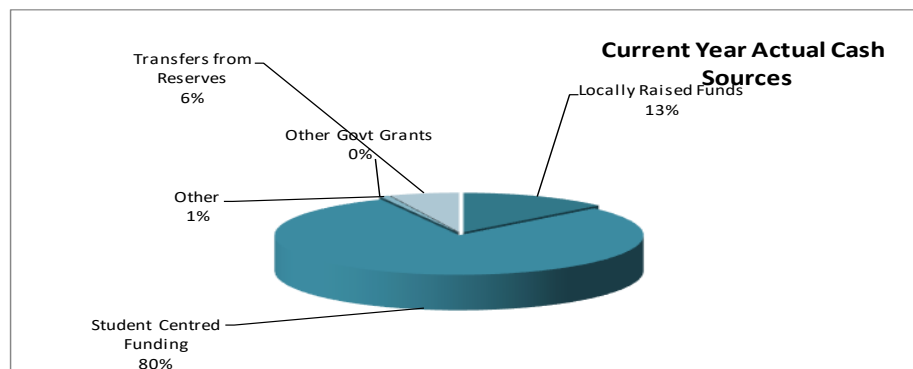
Bridgetown Primary School Financial Summary

2020

N.B. This summary is for expenditure, excluding salaries.

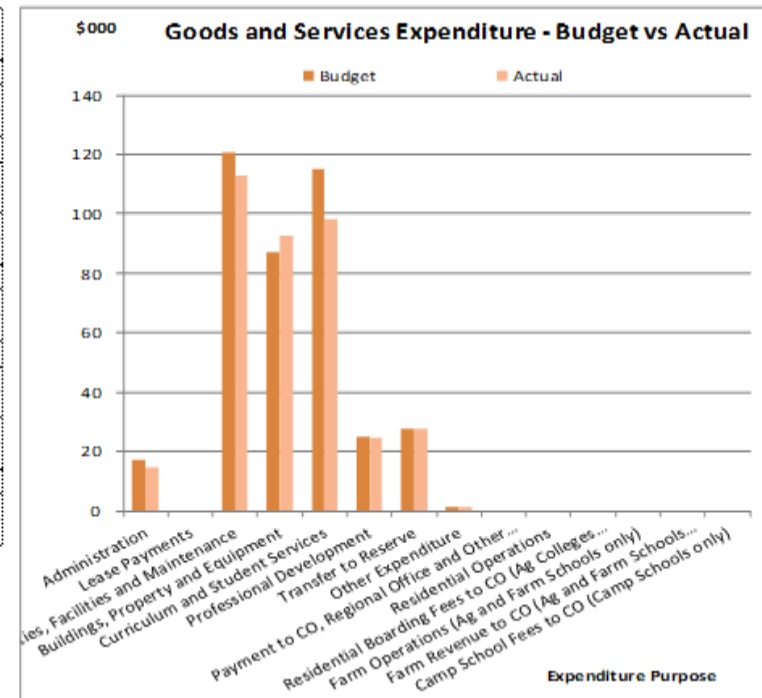
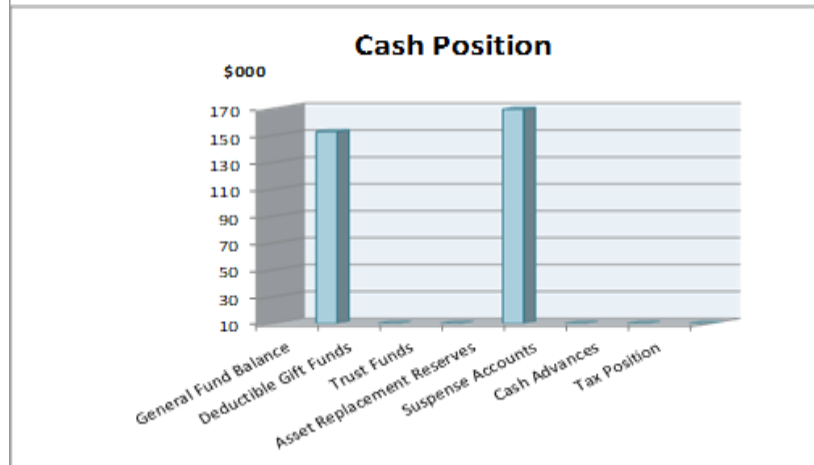
REVENUE:

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 8,490.00	\$ 8,133.80
2	Charges and Fees	\$ 31,918.30	\$ 35,523.06
3	Fees from Facilities Hire	\$ -	\$ 81.82
4	Fundraising/Donations/Sponsorships	\$ 10,778.41	\$ 11,737.00
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 5,568.36	\$ 3,581.06
9	Transfer from Reserve or DGR	\$ 25,842.00	\$ 25,842.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 82,597.07	\$ 84,898.74
	Opening Balance	\$ 100,629.00	\$ 100,628.89
	Student Centred Funding	\$ 211,485.00	\$ 338,719.68
	Total Cash Funds Available	\$ 394,711.07	\$ 524,247.31
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 394,711.07	\$ 524,247.31



EXPENDITURE:

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 17,394.36	\$ 14,438.88
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 120,747.00	\$ 113,069.60
4	Buildings, Property and Equipment	\$ 86,813.04	\$ 92,444.23
5	Curriculum and Student Services	\$ 115,104.67	\$ 98,179.03
6	Professional Development	\$ 25,000.00	\$ 24,550.82
7	Transfer to Reserve	\$ 27,500.00	\$ 27,500.00
8	Other Expenditure	\$ 1,245.00	\$ 1,465.25
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 393,804.07	\$ 371,647.81
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 393,804.07	\$ 371,647.81
	Cash Budget Variance	\$ 907.00	



Cash Position as at:		
Bank Balance	\$	324,175.36
Made up of:	\$	-
1: General Fund Balance	\$	152,599.50
2: Deductible Gift Funds	\$	-
3: Trust Funds	\$	-
4: Asset Replacement Reserves	\$	169,294.08
5: Suspense Accounts	\$	4,958.78
6: Cash Advances	\$	-
7: Tax Position	\$	(2,677.00)
Total Bank Balance	\$	324,175.36