



Government
of South Australia

Department for Education



SCHOOL CONTEXT STATEMENT

Updated: March 2024

School number: 0636
School name: Bridgewater Primary School

General information

Part A

School Principal: Mr Paul Jude
Deputy Principal: Mr Jonah Haines
Year of opening: Original building 1907, with major rebuild in 1983
Postal and location address: 46 Morella Grove, Bridgewater SA 5155
Partnership: Mount Lofty
Geographical location: 25 km from GPO and 15 km from Mt. Barker
 (20 mins from Tollgate)
Telephone numbers: (08) 8339 1600 Mobile: 0458 810 681
Fax number: (08) 8339 2167
Category: 7
School website address: www.bridgeps.sa.edu.au
School e-mail address: dl.0636.info@schools.sa.edu
CPC attached: No

Enrolments:

Reception	30
Year 1	30
Year 2	24
Year 3	28
Year 4	28
Year 5	36
Year 6	14
Total	190

School Card: 22 students – 11%

Aboriginal: 5

Part B

1. Brief Introduction

- **Bridgewater Primary School** opened on its current site in 1907, with a proud history of providing quality education and high levels of achievement. In 2012 we were recognised as an OECD Innovative Learning Environment based on site practices that ensure contemporary, quality 21st Century Learning outcomes for children.
- **Student Enrolment Trends:** There has been strong growth in recent years. Since 2010 student numbers have increased from 140 to 225. From 2012, most year levels have been at capacity. Year 7 to High School reduced numbers in 2022 with expected increases in future years.
- **Teaching Staff:** We currently have 8 classes. We have a Principal and Deputy Principal (0.8) Specialist teachers offer a range of subjects including Humanities and Social Sciences, Physical Education and Performing Arts/Music. Many of our teachers hold post graduate qualifications.
- **Ancillary Staff:** Include three Learning Support SSOs (School Services Officers), an Artist in Residence, Information and Communication Technology Support, along with administrative staff
- **Specialist Staff:** We also have a Kitchen Specialist and a Garden Specialist working with children as part of our **Stephanie Alexander Kitchen Garden Program**.
- **Special Arrangements - OSHC:** Out of School Hours Care (OSHC) service operates through Camp Australia daily during school term only from 7:00 am to 8:30 am and 3:15 pm to 6:30 pm.
 - Bookings: www.campastralia.com.au or Phone: 1300 105 343.
 - Site OSHC Mobile: 0406 936 048.
- **Public Transport:** Buses stop in the Bridgewater Village or on Bridgewater Road just before the Freeway. There are walking/riding paths from the village and a pedestrian refuge on Shannon Road. BPS Governing Council have worked with the Adelaide Hills Council on the infrastructure to better support more active ways to get to school, through walking/riding paths and safe crossings.

2. Students (and their welfare)

- **The School** is characterised by high academic achievement with strong support programs in place to ensure all children's learning is stretched. Wellbeing, creativity and self-regulation are key features of the learning program and school culture.
- **Families** are very active in the school community; listening to reading in the morning, working with children in the Stephanie Alexander Kitchen Garden Program, and generally supporting children's learning in a variety of ways. The Fundraising Committee are also active in the school, bringing families together to contribute and socialize. While these activities were affected by Covid, parent engagement with school is re-emerging.
- **Transition** programs for new Reception students are planned cooperatively with Bridgewater Kindergarten, our main feeder kindergarten, and other local kindergartens, as required. The Heron children (R-3) enjoy taking a leadership role during these visits, and the Heysen children (4-7) are caring and supportive in the yard. Staff from Bridgewater Primary also work with Kindergarten staff to get to know the learning program, teachers and children.
- **Active Travel:** Many of our students come to us from outside of the Bridgewater area. We encourage families to park away from the school and walk or ride together the rest of the way.

- **Behaviour Support:** We believe that positive behaviour and relationships are fundamental to children's wellbeing. We approach difficulties respectfully, supporting children to learn new behaviours and make better choices. We use a restorative approach to problems, where children learn how to take responsibility for the issue and the solution. One aspect of this is our Peer Mediation Program, where all children learn about conflict and how to resolve it. Student Peer Mediators are on duty in the school yard to support children to manage issues positively and maturely. If issues are serious, ongoing or repeated staff work with children and their families to resolve issues.
- **Specialist Programs:** Humanities & Social Sciences, Physical Education and Music Specialist Teachers. Choir is offered to senior students and our school participates in the Festival of Music at the Festival Theatre.
- **Student Parliament:** Parliament provides opportunities for senior students to be actively involved in the school and broader community. Ministries may include:
 - Environment
 - Sports
 - Aid
 - Special Events
 - Tourism.

The work of each Ministry is responsive to interests, needs and opportunities. Meetings are held regularly, with a teacher's support, but are organised and lead by students. Our student Parliament is modeled on the Westminster system of Parliament, and children learn about and practice democracy, government and voting.

3. Key School Policies

Our Mission:

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.

Our Vision:

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

Governing Council Vision:

Staff, children and families believe in a strong community which:

- values our connection to our environment and to one another;
- includes and celebrates our differences;
- through learning and play, fans the *little sparks that will keep the flame of our school community burning.

(Developed by the Governing Council with respect to the Peramangk people (*flint makers), present, past and future)

Our Values:

As a Community of Learners, our planning, thinking, decision making and actions must be guided by our values of:

Respect, Responsibility, Integrity and THRIVE!

Our Purpose:

Positive, respectful relationships.

Development of every person in this community through:

- Learner Centred Learning
- 21st Century Skills
- Being who we are, belonging to this place, becoming who we want to be
- Assessment for Learning underpins success:

- Students who truly understand and are involved in their learning have higher levels of achievement and wellbeing. Through feedback and self-assessment, assessment-capable students know what they need to learn, where they are with that learning and what their next learning steps are.

Our focus areas include:

- **Literacy and Intervention:** To ensure whole of site practices that support every child to stretch themselves as learners and develop competency as users of text and language.
- **STEAM (Science, Technology, Engineering the Arts and Maths):** Our site practices are built on contemporary STEAM education methodologies. Children design and construct using a range of materials, applying creative and technical skills. Projects often include real world applications, for example giant paper cranes for our lantern walk, landscaping and kitchen garden, botanical heritage protection, 3D printing, mini-golf courses, Mars mission, sewing costumes, etc.
- **Positive Education** to develop:
 - Children's Executive Function (working memory, cognitive flexibility and impulse control)
 - Growth mind-sets when approaching and persevering with learning
 - Relationships and social skills
 - Play that connects children to other children, the natural environment and their imagination.

4. Curriculum

- **Subjects:** Teachers provide balanced, integrated learning in all areas as described in the Australian Curriculum. English, Mathematics and Science are taught as Core Curriculum areas. The remaining learning areas are woven with the Core Curriculum areas, into a connected learning program, in part through Personalised Learning, and supported by explicit teaching and assessment.
- **Special Needs:** Support for academic, physical, social and emotional needs is provided for children wherever possible. The school makes maximum use of Department for Education services such as Educational Psychology Services, Speech Pathology, Family Focus, Behaviour Support, Special Education and Attendance & Engagement.
- **Special Curriculum Features:**
 - **Instrumental Music:** Private tutors can cater for most interests, including voice, drums, guitar, piano, string and woodwind instruments. Senior students have the opportunity to join a band which focusses on students' musical interests.
 - **Stephanie Alexander Kitchen Garden Program:** Bridgewater has an established Kitchen Garden and we are in our 13th year as an associate of the Stephanie Alexander Kitchen Garden program.
 - Kitchen Garden – all children in the school have a fortnightly gardening session with our Specialist.
 - Cooking Program – children in the Middle Years work in small groups with our Specialist once a fortnight. Other children can participate in cooking activities on a regular basis.
- **Teaching Methodology:** Teachers work together to develop their teaching, curriculum and assessment practices. Children and staff expect to be challenged and supported to continually improve. Important practices across the site are consistent to ensure children have the best

opportunity for success. Cross age support is a regular feature and can include buddy classes or children working in R-6 Peramangk groups. We are well resourced with iPads. All devices used at school are managed by the school, including Department for Education filtering, with Use Agreements in place to ensure appropriate and safe digital behaviour. Studios (classrooms) generally consist of mixed year levels.

- **Assessment and Reporting:** We inform children and their families about important aspects of learning and achievement, including children's progress and development, our educational program and children's self-assessment and improvement goals.

Formal Reports:

Term 1: Teacher and Parent Learning Conversation

Term 2: Mid-Year Written Report

Term 3: Student led learning exposition, where children provide families with detailed evidence of learning progress

Term 4: End of Year Written Report

Written reports are referenced against the Achievement Standards in the Australian Curriculum for students in Years 1 to 6.

These formal reporting procedures supplement the regular learning and developmental reports to families in on-line communication (e.g. SeeSaw) and through informal conversations and meetings, Studio newsletters, School Magazines, phone calls, assemblies and EdSmart.

5. Sporting Activities

- Involvement in SAPSASA events and have included (depending on student interest) athletics, soccer, netball, volleyball, swimming and Oakbank Athletics Day. Highly successful in these events.
- Representation in State Teams.
- All children participate in daily fitness and regular physical education lessons.
- High participation in after school sports and activities in the local community.
- Regular Sporting Schools Grants – e.g. table tennis, volleyball, athletics
- Visits from specialist sporting people, such as AFL women's and men's players, golf instructors, cricket and soccer.

6. Staff (and their welfare)

- **Staff Profile:** Many of the staff have permanent status providing relative stability within the school. Part time staff provide a complementary experience for children. We have a balance of male and female teachers.
- **Leadership Structure:** Principal and Deputy Principal. Staff work with Leadership weekly to focus on school priorities.
- **Staff Support Systems:** Staff work in Learning Teams and all staff have support from colleagues.
- **Performance Management:** Staff engage in an appreciative process to ensure teachers' strengths are being maximised across the school. Teachers develop personal development plans based on the Professional Standards for teachers and these are actioned and reviewed with

Leadership and colleagues. Staff have identified agreed Guiding Principles that we share responsibility for upholding.

7. School Facilities

- **Buildings and Grounds:** The original school building was constructed in 1907 and this remains as our OSHC unit, Activity Hall and Bush Fire Safe Refuge. A modern extension to the school was opened in 1983 and this houses all learning Studios (classrooms), the Libraries and Art Rooms. Our Gym was built in 2010 and has opened up a myriad of opportunities for play, performance and community involvement. The school has undergone some major refurbishments in recent years, including new carpeting across the site, fencing along the southern boundary, an exciting new STEAM Nature Play area and a new roof in the main building.
- **Cooling and Heating:** In 2014, a new heating, cooling and air quality system was installed in all Studios, Libraries, Music/Drama area, staff facilities and the administration area. The Gym has gas heating and evaporative cooling.
- **Specialist Facilities:**
 - Two Art Studios/Tech Rooms supported by our Artist in Residence (0.8). This program runs almost entirely on recycled, donated and natural materials. Children's art works are of an exceptional quality.
 - Gym – full sized basketball court, netball and volleyball.
 - Music/Drama Room and instrumental music nooks.
 - iPads, laptops, interactive whiteboards and projectors.
- **Outdoor Environment:** The grounds are extensive, with large trees for shade, paved areas for ball play, hills, bush scrub and an oval. Our grounds provide a natural play environment, encouraging imaginative play, equipment to climb and swing, with space to run wild and quiet areas to sit with friends. The playground has been audited for new safety regulations and repairs completed. As the school grows in enrolments, the play area continues to be a work in progress with children actively engaged in decision making and development. We have been successful in acquiring grants to support the children's work in Heron Reserve and other environmental projects in school grounds. Over the last few years children have raised significant funds to build a substantial WWI War Memorial in the local village, and they continue to work on maintenance and landscaping.

Further Comments

The community at Bridgewater Primary School works together to achieve the best learning for our children; families, staff and the children themselves. At Bridgewater Primary, we want our children to develop and learn in an 'age and stage' appropriate, 21st Century learning environment. We want them to build their capabilities and skills along the way as competent, creative, respectful, productive and responsible young people.