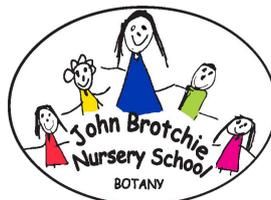


John Brotchie Nursery School

Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **John Brotchie Nursery School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Rebecca Andrews

Principal

School contact details

John Brotchie Nursery School

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Message from the Principal

We had another amazing year at John Brotchie. 2016 was finished with great success as we received our results from our external Assessment & Rating visit. Our overall rating was Exceeding and I will speak in more detail about this process and result later in this report. This was a well deserved rating and something the staff have been working towards over many years. I would like to take this moment to thank the staff for all their hard work, commitment and dedication to their roles as educators. What they do every day to care for and educate the young children at John Brotchie is wonderful. They demonstrate professionalism, passion, empathy, patience and never ending enthusiasm. We are very proud to continue to provide an exceeding educational program for young children in Botany and surrounding suburbs.

In 2016, we continued to embrace our love of nature and outdoor education. Our Bush School program was successfully organised by Leesa DiCampi and well supported by our parent volunteers. We also used our outdoor spaces and natural elements to support teaching and learning. Our sandpit and digging patch were well used, as was our fire pit in terms 2 and 3. Staff were involved in professional development around mathematics in the preschool. This saw an improvement in our teaching and learning. The educators gained a better understanding of the maths curriculum and how to incorporate that into our play based curriculum. Maths learning was everywhere in board games, at tables, in the sandpit, on the obstacle course and even out at Bush School.

Our parent community and P&C were again actively involved in the school and our curriculum. Parents were always keen to volunteer at Bush School and our Art Gallery excursions, donate their time and skills at our once a term working bees as well as support our fund raising events. Our families both present and past make John Brotchie a strong and vibrant community. We value their input and involvement in our school and is what makes John Brotchie such a success.

Rebecca Andrews

Principal

Message from the school community

One of the many great things about John Brotchie Nursery School is the strong sense of community amongst its parents and this certainly shines through when it comes to the P&C. During 2016 our P&C meetings were held twice a term and were met with much enthusiasm. There was never a shortage of people willing to be involved and volunteer their time for what was ultimately the betterment of our preschool. Possibly one of the great highlights of the year was the Family Disco night, which was a huge success. Over 100 children attended with their parents, and were treated to a sausage sizzle, drinks, glo sticks and a fun night of dancing. At \$30 per ticket per family, we ended up raising \$1600 for the P&C.

Another highlight was the Election cake stall which was held on July 2nd and our fabulous array of cakes, slices and treats raised \$1500. Easter time saw the return of our Easter Egg raffle which is always a good fundraiser, particularly as there is no outlay for the school. This year the raffle money totalled \$1700. In September we had our Tea Towel promotion whereby the children's self-portrait art works were showcased on tea towels that were then available for purchase. Many parents saw this as a great gift option for extended family leading up to Christmas, and as a result we raised a generous \$2000.

All in all it was a very successful year for the P&C and we are very blessed to have such a wonderful community of families who all care so much about John Brotchie.

Gabbi Armstrong

P&C President

School background

School vision statement

At John Brothie Nursery School we strive to provide an educational setting that develops **Capable, Confident and Creative** children who are excited and ready to transition to school. We pride ourselves on being a vibrant and innovative learning centre that is committed to delivering excellence within a rich and creative environment. We are committed to **nurture, guide, inspire and challenge children through a play-based curriculum where children have unhurried time** to find the joy of learning, build their skills and understanding, and to make sense of their world. As educators we will know and understand each individual child and develop their individual potential. Educators will use information about **individual children's capabilities and needs to inform the curriculum so to engage them in rich interest based learning experiences.**

School context

John Brothie Nursery School is a unique school. It is the only stand alone Preschool in NSW. John Brothie Nursery School provides one year the year before the children start formal schooling. The children are all 4 and 5 years old and will all proceed to kindergarten the following year.

The school is situated in Botany. Botany is predominately a residential area however also includes many small factories for light industry. Botany is also very close to Sydney International Airport and the international shipping port. Our school is situated on Botany Rd and housed in an old Literary Centre owned by Botany Council.

Our local area is rapidly changing due to the significant residential development in the area. We have 80 children enrolled at John Brothie. Our children come from a diverse range of soico-cultural, cultural and linguistic backgrounds. Thirty two percent of our children come from language backgrounds other than English and two percent identify as Indigenous Australians. The school is well supported by a Parent and Citizen Association who contribute significant amount of funding on annual basis as well as volunteering in the school.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued. This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of **Learning** our efforts have focused on the elements of curriculum and learning and assessing and reporting. The educators took part in an Action Research Project "Numeracy in the Preschool". This project involved professional development in the Maths curriculum and continuum, self-reflection, classroom observations and auditing the environment and resources available to support math learning. This had a huge impact on the educators and saw an increased knowledge and confidence in their teaching and we also saw better outcomes for children. They were becoming more involved in maths activities and were demonstrating a greater understanding.

In the domain of **Teaching** our primary focus has been collaborative practice and professional standards. In 2016 all the teachers at John Brothie rolled over to become Proficient Teachers through BOSTES. The teachers worked towards becoming familiar with Professional Standards for Teachers and how this can support their professional development. In 2016 we continued our collaboration with Distance Education to mentor and support teaching and learning in their preschool classes. Each term we held video conferences to share good practice and help the educators to self-reflect and make changes to their teaching.

In the **Leading** domain, our efforts in 2016 have been on school resources. Successful implementation of LMBR has been top priority. Executive and Administrative staff have been involved in extensive training across the year to learn about and how to use the new finance system. This has had a huge and positive impact on the financial and resource management of the school.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students. For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Quality Learning

Purpose

To inspire children to be capable, confident and creative learners who are actively engaged and lead their own learning so that they flourish now and during their transition to school.

Overall summary of progress

In November 2016, our Assessment and Rating visit was conducted. The day was a great success and the assessor was extremely pleased with the interaction, environment, planning and programming she saw on the day. In December we received the draft report. Our overall rating was Exceeding. The report was finalised and we were officially given an overall rating of EXCEEDING.

Across 2016 staff engaged in a large amount of professional development, self reflection and continuous improvement to work towards a high level of achievement in the 7 quality areas and all 58 elements. The staff completed the annual Quality Improvement Plan, as well as individual and group documentation to plan an educational program based on the needs and interests of the children. They had a positive and professional attitude to their work and they used critical reflection and a commitment to continued learning to demonstrate this professionalism.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Achieve Exceeding in all 7 Quality Areas in the ACCEQA Assessment and Rating process.	The A&R visit was very successful and we received an overall rating of Exceeding. There are 7 Quality Areas and 58 Elements we received exceeding in all elements. We can now apply for an Excellent Rating in 2017. Staff have participated in continuous training throughout the year to continue to provide an educational program based on the principals and practices in the EYLF and a high level with the National Quality Standards	

Next Steps

In 2017 we would like to work towards applying for the next level of assessment and rating.

- access ACCEQA website to research the criteria for Excellence
- gather necessary evidence and documentation for application
- complete application
- continue to demonstrate how we are meeting Exceeding and beyond



Strategic Direction 2

Quality Teaching and Leadership

Purpose

To embed a dynamic culture of critical reflection, staff collaboration through quality professional learning, innovative educational programs, a deep understanding of pedagogy and exemplary teaching and learning practices.

Overall summary of progress

We have a collaborative team of staff who are committed to professional development and ongoing learning. During 2016 they have been involved in the Action Research Project around maths in preschool. They have enthusiastically participated in the project, they have critically reflected on their own teaching and the learning of the children. They clearly improved their understanding on the subject, implemented innovative maths programs and demonstrated exemplary teaching in relation to maths.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff have participated in the action research and indicate they are more confident and knowledgeable about teaching maths in preschool.	Generally we have seen a huge improvement in staffs skills and knowledge in implementing mathematics into our curriculum. Mathematical concepts and language is observed being used consistently both in the indoor and outdoor learning environments. Our learning environments are well resourced and equipped ready to support mathematical learning. The teachers are also setting intentional teacher goals related to mathematics.	Staff training and relief \$1500

Next Steps

In 2017, we believe it would be beneficial to move our action research focus towards literacy.

- Principal to set up and organise a Literacy in Preschool Action Research Project
- Complete readings, webinars and other professional development around literacy
- Complete teacher peer supervision and environment audit
- Reflect on findings and implement new strategies.



Strategic Direction 3

Quality Relationships

Purpose

To work together with families as a learning community to support children in their development, learning and in preparation for transitioning to school.

Overall summary of progress

Over the last two years we have continued to develop strong relationships with our families to support them in their role as parents and in particular in the area of transition to school. Our whole preschool program is set up to support children to prepare for school. We work with our local public school Botany Public school to provide school visits for the children and information sessions for families. In 2016, we successfully used the Transition to School statements to support the children's transition to their new primary school. The educators completed one for each child, covering the 5 learning outcomes as outlined in the Early Years Learning Framework as well as the child's interests and suitable teaching strategies. These we sent to all the children's schools and well received by them.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of children receive a Transition to School statement, which is forwarded to their new school.	Families provided feedback on the transitions to school statements and were very happy for this information to be shared with their child's new schools. Some schools thanked us for this report and valued the information in them to support getting to know their new kindergarten students.	2 casual relief days • Casual Relief (\$800.00)

Next Steps

In 2017, we will continue to provide a variety of transition events for the children and families. We would like to develop closer relationships with the older children at Botany School – children who will be buddies when the preschool children are in kindergarten. We would like to set up a buddy reading program where year 5 children read and develop relationship with the preschool children.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Staff participated in an workshop on integrating an Aboriginal Perspective into your preschool educational program. Resources were purchased to support this and staff had the opportunity to reflect on their practices and make changes to the curriculum.	• \$1500
Socio-economic background	An extra SLSO Preschool was employed throughout the year to support the individual needs of children to participate in the preschool curriculum. It was also used to support children from families of low socio-economic to be involved in excursions and extra curricular events.	• Socio-economic background (\$3 000.00)



Student information

The children at John Brotchie are enrolled in a preschool program. The children are aged between 3–5 years. The children spend one year in preschool the year before they attend formal school – kindergarten. There are 80 children enrolled at John Brotchie. Children attend on a part time attendance pattern. We offer Universal Access for children to receive 15 hours of preschool education. Attendance at preschool is not compulsory.

Workforce information

Workforce composition

Position	FTE*
Classroom Teacher(s)	2.29
Teacher Librarian	0.08
School Administration & Support Staff	2.7
Other Positions	0

*Full Time Equivalent

No staff members identifies as Aboriginal.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

External Professional Development:

- Embedding Aboriginal Perspectives – Koori Curriculum
- DoE – Early Years Conference
- Green Spade – Environmental Education
- DoE – LMBR Training
- DOE – Performance and Development Plans
- DoE – Enhancing effective Transitions to School

School based Training:

- Being an Intentional Educator (ECA Webinar)
- Numeracy in Preschool Action Research Project
- Supporting Children's Self Regulation age 3–5 years (ECA Learning Module)
- Using technology to genuinely enhance learning in the early years (ECA Webinar)

Mandatory Training:

- Anaphylaxis Training (online and face to face)
- Asthma Training
- Child Protection
- Code of Conduct
- WH&S
- CPR (online and face to face)

Network Opportunities:

- Teacher – Preschool Network Meetings (Community of Schools – John Brotchie, Banksmeadow, Mascot and Matraville Solider Settlement)
- Principal – Preschool Network Meetings (Community of Schools – John Brotchie, Banksmeadow, Mascot and Matraville Solider Settlement)
- Botany Bay, Port Jackson Principal Network Meetings
- Rural and Remote Network Group (Distant education – Dubbo and Broken Hill and John Brotchie Nursery School)

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	200 373.90
Global funds	61 141.72
Tied funds	17 237.13
School & community sources	71 254.59
Interest	3 705.91
Trust receipts	162 343.50
Canteen	0.00
Total income	516 056.75
Expenditure	
Teaching & learning	
Key learning areas	74 037.44
Excursions	0.00
Extracurricular dissections	2 877.16
Library	1 064.13
Training & development	433.97
Tied funds	12 415.69
Short term relief	3 931.34
Administration & office	31 010.30
School-operated canteen	0.00
Utilities	2 319.16
Maintenance	5 690.72
Trust accounts	140 808.50
Capital programs	0.00
Total expenditure	274 588.41
Balance carried forward	241 468.34

The information provided in the financial summary includes reporting from 12th October 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	261 900.17
(2a) Appropriation	241 468.34
(2b) Sale of Goods and Services	-2 487.63
(2c) Grants and Contributions	22 685.00
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	234.46
Expenses	-51 079.40
Recurrent Expenses	-51 079.40
(3a) Employee Related	-39 786.43
(3b) Operating Expenses	-11 292.97
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	210 820.77
Balance Carried Forward	210 820.77

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	1 244.37
Base Per Capita	1 244.37
Base Location	0.00
Other Base	0.00
Equity Total	2 321.92
Equity Aboriginal	977.24
Equity Socio economic	1 344.69
Equity Language	0.00
Equity Disability	0.00
Targeted Total	0.00
Other Total	498 933.05
Grand Total	502 499.34

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

John Brotchie Nursery School only implements a preschool program and therefore does not participate in NAPLAN.

Parent/caregiver, student, teacher satisfaction

In 2016 the school sought feedback from parents in many different ways both formally and informally. We use P&C meetings, parent teacher interviews, coffee mornings, surveys and informal conversations to collect comments and feedback from families.

A few responses from parents and children include:

Parent: "John Brotchie is more than a preschool. It's a magical place where my daughter is inspired to be curious, to explore and to discover."

Child: "My favourite is Bush School and the sandpit"

Parent: "He has had a wonderful year and his learning and development has progressed amazingly"

Parent: "He is definitely well prepared and ready for school. He has developed a great love of drawing and painting"

Child: " I love John Brotchie. I did lots of drawing and paintings and playing on the hammock. I liked visiting the Art Gallery and loved the Ned Kelly picture"

Parent: "We appreciate not only your care and dedication in teaching and looking after our daughter...John Brotchie has done so much for the start of our children's lives. Showing them how to respect and be confident."

Child: " I love

playing football and making new friends."

Parent: "John Brotchie is a special and unique environment where play based learning has bought out more confidence in my child."

Child: "Kitchen, chickens, running, drawing, counting, friends and that's all!"

Parent: "The teacher's are wonderful and each develop a lovely relationship with every child, teaching them and also nurturing them."

Child: " I love playing with my friends. I love learning about maths."

Parent: "The opportunities the kids have are fantastic. Among our

Policy requirements

Aboriginal education

Aboriginal culture is a significant part of our Australian identity. We respect, acknowledge, support and advocate Aboriginal and Torres Strait Islander history and culture. In 2016 educators focused a section of

their professional development plan on embedding Aboriginal perspectives into the preschool program. They attended training events, completed readings and reflected on their current practices. Changes to our educational program, our environment and daily procedures were implemented after this training.

To embed Aboriginal perspectives we:

- Acknowledge the traditional custodians of the land at Bush School
- Embed Aboriginal perspectives across all our curriculum areas
- Celebrate NAIDOC week with Botany Public School



Multicultural and anti-racism education

The preschool has a significant percentage (38%) of children from culturally diverse backgrounds. Multicultural perspective are embedded across our whole educational programs and enables the children to learn about and research the history and cultures of other countries. As a result the children improved their understanding and knowledge of their peers cultural and linguistic backgrounds. Throughout the year the children are involved in many projects and experiences that encourage learning around this area.