

John Brotchie Nursery School

Annual Report



2018



5423

Introduction

The Annual Report for **2018** is provided to the community of John Broatch 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

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Botany, 2019

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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 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 amounts of funding on an 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 "Learning Environments– the impact on learning". This project involved professional development around the research on the importance of the classroom environment and the impact it has on reaching outcomes for children and behaviour, self-reflection, classroom observations and auditing the environment and resources available to support literacy 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 literacy activities and were demonstrating a greater understanding.

In the domain of **Teaching**, our primary focus has been collaborative practice and professional standards. The teachers worked towards becoming familiar with Professional Standards for Teachers and how this can support their professional development. In 2018 we continued our collaboration with our rural and remote DoE preschools to mentor and support teaching and learning in their preschool classes. As well as, a newly established Preschool NNetwork group with teachers from other local DoE preschools meeting for professional development once a team. Our teacher, Glenda Avery, was on the leadership team for this network group and was instrumental in the planning and organisation of these meetings.

In the **Leading** domain, our efforts in 2018 have been on school resources. The continued and ongoing successful implementation of LMBR has been our 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 our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Excellence in teaching and learning

Purpose

To provide quality learning environments that meet the individual needs of the children so they thrive and develop now and during their transition to school.

Overall summary of progress

At John Brotchie the leadership team and educators continually strive for excellence in teaching and learning and 2018 was no different. All the staff continued to demonstrate their commitment to professional development and ongoing learning. They were all active participants in staff professional development and critical reflection to strive for excellence. We continue to provide a high quality educational program for preschool aged children and we

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Learning environments will be inviting and inspiring where children are engaged and can guide their own learning.	Professional Development funds used to cover the cost of the visit to Lansvale and Webinars.	Staff have made great changes to the indoor and outdoor environment to make sure that it is aesthetically pleasing and offers invitations for learning. They have decided to implement more changes in 2019 to support the ongoing importance of aesthetics.
The educational program and the individual children's documentation demonstrates differentiation and individual outcomes.	RAM funding	The new app has been a great success. The staff are completely happy with it as a method of documentation. They find it efficient and easy to use. They like the instant communication with families. Families have also reported the same positive responses. They like have instant communication that they can easily access on their mobile devices

Next Steps

In 2019, the educators will continue to focus on the importance of the environment and will introduce daily, weekly and termly procedures to support the continued importance and maintenance on the environment. In 2019, we will begin a new action research project – STEM in the preschool.



Strategic Direction 2

Collaborative partnerships

Purpose

To increase communication and networking with the school community and the greater early childhood profession so to develop a deep understanding of excellence in preschool programs.

Overall summary of progress

John Brotchie prides itself on have strong partnerships with its community. We work closely with families to build relationships so we can plan our educational program based on the needs and interests of our children and families. We include families in all aspects of our curriculum and families participate, support and plan many different aspects of our curriculum. Including cultural festivals, science and cooking programs and volunteering at Bush School and excursions.

We have also continued to support and stay connected with our colleagues in both schools and prior to school settings. We have hosted professional development events, school tours, and lead network meetings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school will have achieved an Excellence rating awarded by ACECQA.		The application is almost complete and needs to be reviewed by the Learning and Teaching Directorate – Early Learning. We hope to have it finalised and submitted by Term 1 2019
Sustained or increased involvement in Network groups.	Professional development funds	Glenda has taken on a leadership roll for these network meetings. She has organised events, guest speakers and run the meeting. Rachael has developed confidence through sharing her knowledge and experiences with other SLSOs.
Strengthen communication with families.		Our new Kinderloop App has been well received by families. It has been proven to be a effective way to communicate with families. They receive messages quickly and respond promptly all through the app.

Next Steps

In 2019, we plan to reinstall the Community of Preschool Network group with – Banksmeadow, Mascot, Matraville SS and John Brotchie.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$680	We have had a Aboriginal culture more embedded in all our curriculum areas. Staff are feeling more confident and knowledgeable to integrate A&TSI culture into their everyday teaching.
Socio-economic background	\$2500	we have employed extra staff to support the individual needs of children. We have seen greater engagement and the reaching of outcomes due to an extra staff member working with the children.



Student information

The children at John Brothie 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 Brothie. Children attend on a part time attendance pattern. We offer Universal Access for children to receive 15 hours a week of preschool education.

Attendance at preschool is not compulsory.

Management of non-attendance

Children's attendance at preschool is not compulsory. Attendance is collected and monitored for the purpose of supporting children and families well being.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0.01	0	0
Employment	0	0	0
TAFE entry	0	0	0
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	0

N/A

Year 12 students undertaking vocational or trade training

John Brothie NUrserly School is a preschool for children aged 3–5 years.

Year 12 students attaining HSC or equivalent vocational education qualification

John Brothie NUrserly School is a preschool for children aged 3–5 years.

Workforce information

Workforce composition

Position	FTE*
Classroom Teacher(s)	1.36
Teacher Librarian	0.08
School Administration and Support Staff	2.7
Other Positions	1

*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	12

Professional learning and teacher accreditation

External Professional Development:

*DoE – Early Years Conference

*DoE – LMBR Training

*DOE – Performance and Development Plans

Early Childhood Australia Conference – 2 day with a variety of national and international speakers – 1 staff member

Leadership Program – 2 staff members

School based Training:

*A good place to be a child: Creating Effective Early Learning Environments (ECA Webinar)

*Importance of the Environment Action Research Project

*Teaching young children to manage their emotions in early childhood education & care settings (ECA Learning Module)

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 Brothie, Banksmeadow, Mascot and Matraville Solider Settlement)

*Principal – Preschool Network Meetings(Community of Schools – John Brothie, Banksmeadow, Mascot and Matraville Solider Settlement) *Botany Bay, Port Jackson Principal NetworkMeetings

*Rural and Remote Network Group (11 DoE Schools with preschools from rural or remote ares and John Brothie Nursery School

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	147,839
Revenue	659,559
Appropriation	566,738
Sale of Goods and Services	6,151
Grants and Contributions	84,278
Gain and Loss	0
Other Revenue	0
Investment Income	2,393
Expenses	-606,222
Recurrent Expenses	-606,222
Employee Related	-579,071
Operating Expenses	-27,151
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	53,337
Balance Carried Forward	201,176

At John Brothie we have a small financial committee

to support the management of the schools funds it includes the Principal, School Administrative Manager and a parent.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	308,979
Base Per Capita	3,761
Base Location	0
Other Base	305,218
Equity Total	3,206
Equity Aboriginal	680
Equity Socio economic	2,526
Equity Language	0
Equity Disability	0
Targeted Total	0
Other Total	235,753
Grand Total	547,938

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

Parent/caregiver, student, teacher satisfaction

In 2018 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.

Children...

"I love going to Bush School"

"The M20 bus was fun"

"I like painting"

"I love my teachers"

Parents...

"The impact you have had on "A" in just 12 months is amazing. You have guided him, taught him, mentored him and loved him."

"John Brotchie – it's such an amazing place for our kids – your care, patience, and kindness is much appreciated."

"John Brotchie is the most fun, educational and loving preschool. "O" has learnt, grown and experienced so much."

"Joanne in the office your organisational skills are amazing, Rebecca your leadership is inspiring and all the teachers are so loving and caring educators."

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 2018 educators 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 and daily at preschool

*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 (32%) of children from culturally diverse backgrounds. Multicultural perspectives 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.