

John Broatch Nursery School Report

Capable



Confident



Creative



2015



Introduction

The Annual Report for 2015 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:

John Broatch Nursery School

1361 Botany Rd

Botany 2019

[www. Johnbroatch-p.schools.nsw.edu.au](http://www.Johnbroatch-p.schools.nsw.edu.au)

johnbroatch-p.school@det.nsw.edu.au

9316 8825



Message from the Principal

During 2015, John Broatch continued to provide a creative and stimulating environment for preschool children. We provided an environment and curriculum based on the interests and abilities of the children. We also continued to provide our extra curricular programs such as music, art and environmental education.

John Broatch continued to play host to many visitors throughout the year. We are proud to share our educational program, our indoor and outdoor learning environments and our key philosophy to preschool education. We host local TAFE's student teachers, colleagues from local child care centres and other professionals from the Department of Education. This is a great way to share good practice and reflect and learn from professional discussions with our visitors.

2015 was again so well supported by the parent community. We are very lucky to have families that want to get involved in our day to day curriculum; helping with cooking experiences, excursions, helping to read to the children or to play with them in block corner. The parents were also very supportive in donating their time to our P&C, social events, working bees and fund raising events.

During the year we had a year of change within our staff team. After the retirement of Trish Niblock we needed to recruit a new staff member and after the interview process we were excited to welcome Vanessa Rewiti to our team of educators. I shared the role of Principal with Kath Wetenhall, as I took on a part time role in the state office as reliving Early Learning Advisor. Kath did a fantastic job leading the staff, families and children during this time. As always we are very lucky to have educators that are flexible, resilient and dedicated who adapted to the changes in 2015. The educators at John Broatch continued to provide a prior to school education program that is second to none.

Rebecca Andrews

Principal

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 using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. 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.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

Learning

The five subsections with this area are 'Learning Culture', 'Wellbeing', 'Curriculum and Learning', 'Assessment and Reporting' and 'Student Performance Measures'. In this domain for learning, our primary focus for 2015 has been Wellbeing. The educators participated in KidsMatters training so to implement a whole school approach to well being that has clearly defined behavioural expectations and creates a positive teaching and learning environment. We reviewed and updated our Behaviour Management policy to reflect new knowledge and recommendations. This training provide a consistent approach from all educators and we found that children were benefited from this consistent approach

Teaching

The five subsections with this area are 'Effective Classroom Practice', 'Data Skills and Use', 'Collaborative Practice', 'Learning and Development' and 'Professional Standards'. In this domain for teaching, our primary focus for 2015 has been on Collaborative Practice. John Brothie educators meet regularly within a Preschool Teachers network group to develop a strong professional community. Through meeting regularly we were able to share and reflect on current teaching and early childhood pedagogy to improve teaching practice at John Brothie and other local preschools.

Leading

The four subsections with this area are 'Leadership - Delivering', 'School Planning, Implementation and Reporting - Delivering', 'School resources – Sustaining and Growing' and 'Management Practices and Processes – Delivering'. In this domain for leading, our primary focus for 2015 has been Leadership development. The role of Principal was shared between Kath Wetenhall and Rebecca Andrews. We used this year to mentor and develop staff's skills and abilities to lead and manage the school.

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

Staff will be trained and use the methods from the KidsMatter Early Childhood program which supports the mental health and well being of young children, their families and educators. After participating in training events and reflecting on current practices and procedures, the educators updated policies and procedures to reflect new learning from training events.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
<ul style="list-style-type: none">100% of staff are trained in the KidsMatter Early Childhood program	Staff were trained in the KidsMatter Early Childhood program which supports the mental health and well being of young children, their families and educators. Staff updated policies and procedures to reflect important aspects of the KidsMatter program	\$1200 for staff to attend training and training resources

Next steps

- Continue to take part in training provided on the KidsMatters website.
- In 2016, we will provide professional development around the SSTEWS and ECERS-R scales and staff supported to self evaluate and make improvements.

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

Our goals for this strategic direction in 2015 were to purchase and introduce iPads into our preschool educational program. So that staff could use the technology to provide quality teaching and learning opportunities for the children. We purchased 2 iPads and had 6 more donated from the Distant Education team. Educators used the iPads to extend the children's learning on research projects and questions as well as taking photos to document the children's learning throughout the day to share with the parents

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Improve use of technology within our preschool program to support the educational program.	Purchased 2 iPads and had 6 more donated from the Distant Education team. Educators used the iPads to extend the children's learning on research projects and questions as well as taking photos to document the children's learning throughout the day to share with the parents	\$800 for iPads

Next steps

- Select and use apps that are age appropriate and match our philosophy of learning so to continue to integrate technology into our educational program.
- In 2016, we will also extend our Mentor Support Program to support critical reflection, collaboration and professional learning.

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.

To work together with colleagues to develop a strong educational community that is based on collaboration and strives for quality teaching and learning

Overall summary of progress

We introduce and trained staff on the new "Transition to School Statements". We discussed and decided how best to use them to support the children in their transition to school. Term 4 staff used released days to complete individual statements for all children. The Transition Statements were distributed to schools early in 2016

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
• 100% of children receive a Transition to School statement, which is forwarded to their new school.	Transition to school statements are completed for all children and used to communicate with the child's new school.	\$500 to cover staff release

Next steps

- We will continue to use the Transition to School Statements in 2016.
- During 2016 we will be developing our Transition to School program to support smooth transitions for our children from preschool to kindergarten

Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding	Aboriginal cultural awareness was enhanced across the school through staff professional development, resources and visiting shows.	\$472
Socio-economic funding	This funding was used to Whole or partial funding for School uniforms, school excursions, school photos	\$2016



Mandatory and optional reporting requirements

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition (mandatory)

Position	Number
Principal	1
Deputy Principal(s)	
Assistant Principal(s)	
Head Teacher(s)	
Classroom Teacher(s)	2
Teacher of Reading Recovery	
Learning and Support Teacher(s)	
Teacher Librarian	
Teacher of ESL	
School Counsellor	
School Administrative & Support Staff	3
Other positions	1
Total	

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

John Brothie Nursery School has no Aboriginal teachers on staff

Teacher qualifications (mandatory)

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

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

The school receives funds from the Department of Education to provide teacher release from class and pay for course fees. In 2015 staff professional development comprised of team meetings, school professional development days, external workshops and conferences. Professional development is provided to address individual, team and whole school priorities. Staff participated in professional learning focusing on transition to school, leadership, early childhood education, child protection and first aid.

Financial information

Financial summary (mandatory)

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2015 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.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	180248.32
Global funds	64121.14
Tied funds	9729.80
School & community sources	105263.76
Interest	5022.31
Trust receipts	187082.50
Canteen	0.00
Total income	678317.16
Expenditure	
Teaching & learning	
Key learning areas	76770.21
Excursions	0.00
Extracurricular dissections	1796.85
Library	1572.13
Training & development	179.97
Tied funds	12702.32
Casual relief teachers	3084.95
Administration & office	39468.59
School-operated canteen	0.00
Utilities	5231.67
Maintenance	16836.02
Trust accounts	193450.50
Capital programs	351093.210
Total expenditure	1176883.32
Balance carried forward	0.00

Policy requirements

Aboriginal education

The integration of Aboriginal perspectives and content across our whole preschool curriculum helped to encourage deeper understanding and respect for Aboriginal history and culture.

Our children were involved in events at Botany School around NAIDOC week and Sorry Day. We also had a visiting show – Aunty Wendy that uses songs, dance and story telling to explain modern Aboriginal culture in an age appropriate way.

The staff attended The Australian Museum and meet with the Aboriginal Educator who spent time explaining and discussing Aboriginal Culture. This gave the staff an opportunity to extend their understanding around the history and culture.



Multicultural Education and Anti-racism

Multicultural perspectives are imbedded 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.



The children with the support of the educators were involved in a long term project where their research were their families were from, what languages they spoke, foods they eat and even the time zone they lived in. We invited families in to share their families food and the children cooked and tried new foods including pizza, sushi, dumplings and curries.



The Arts

Again in 2015 creative arts was an important part of our curriculum. The children continue to be part of our art program and art is integrated into the daily curriculum and supported by the Art Teacher – Leesa Di Campli and all the educators. Our parents and many visitors to John Brothie are always commenting on the high standard of art work from such young children. The educators encourage the children to paint and draw to express their understanding of the world around them and topics they are learning about.



In term 2 we visited the Art Gallery of NSW where the children were able to view and sketch some of our favourite Australian artists. On returning from the gallery the children start to work on their own masterpieces for our annual Art Show. This year it

was a tribute to Sidney Nolan. The children chose one of his works to recreate.



Outdoor Education

In 2015 we expanded our Bush School program and took groups of children out on Monday and Fridays. This allowed us to open the project up to all our children. Each child attended Bush School one day a week for two terms. Again, this year it was well received by the children and parents and we continue to see the benefits for the children. The children when attending Bush School are confident and independent. They take calculated and supported risks that develop problem solving and decision-making skills. The children become comfortable and confident in the natural play space, knowing how to play safely, develop their own games and initiate their own imaginative play.



During the year we also extended our commitment to outdoor education inside our preschool. We converted our outdated and under utilized bike track into a designated Bush Area. Here we have provide more opportunities for the children to connect with

campfire area for educators and children to enjoy an open fire, smoke, cook marshmallows and drink hot chocolate while watching the fire.



We also purchased more wet weather gear so that the children can access the outdoors during wet weather.

