

## 2024 annual report to the Community

# The Briars Preschool

The Briars Preschool number: 1417

Partnership: Campbell



Preschool  
director:

Sally Frossinakis for  
Gordon Combes

Signature



Government  
of South Australia  
Department for Education

Date of  
endorsement:

2/04/2025

## Context Statement:

Information about The Briars Preschool is available on the centres website, as well as the Australian Children's Education and Care Quality Authority (ACECQA) website.

According to the Australian Children's Education & Care Quality Authority (ACECQA), The Briars Preschool has received a National Quality Standard (NQS) rating of MEETING NQS.

## Governing Council Reports:

### Directors Report:

The Briars continues to be a vital resource for families seeking preschool education for children with disabilities, and complex communication needs. Our dedicated team of educators remains committed to creating an inclusive environment tailored to each child's unique learning journey.

This year, we welcomed even more families into our Preschool Supported Program. Our staff has fully integrated Marte Meo technique into daily practice, building on the training completed last year. This approach has significantly enhanced our interactions with the children, fostering communication and engagement.

Additionally, our team participated in the Berry Street Education Model (BSEM) two-day early years training, deepening our understanding of trauma-informed practices. This training has been invaluable in providing strategies to support children to be ready to play and learn.

We continued to run our statewide advisory service to support other preschools in inclusive practices. The positive feedback we received about our advisory services reflects our ongoing commitment to providing quality workshops, mentoring, and site-based support for families and educators throughout the state to ensure better outcomes for children in a range of settings.

Our Quality Improvement Plan for 2025 focuses on Improving children's ability to communicate through the implementation of Collaborative Inquiry Teams that reflect deeply on Communication and Augmented and Alternative Communication (AAC), BSEM and Marte Meo.

We're grateful for the support from our families, staff, and community. Thank you for being part of our journey!

### Chairpersons report:

As the chairperson I just want to say how much this place means to our family. From the moment we stepped in, we felt right at home. The pathway to school program has been a game changer for us, guiding us through the ups and downs and making sure my son feels included and celebrated for who he is. It has been great to be a part of the Governing Council to learn more about The Briars and be part of this wonderful community. Seeing the final stages the outdoor development come to fruition has been a highlight as well as making connections with other families, celebrating our children and making lifelong friends to support and navigate this journey with.

This year has been a blast watching my son grow in his independence especially separating from us, which is huge, and his communication skills have really taken off. We've had so much fun with community activities, like going to Rock the Spectrum gym and having cool incursions with Radical Reptiles and Old MacDonald's Travelling Farm. These experiences have made learning super enjoyable for him and created some fantastic memories for our family.

We're so thankful for The Briars!

## Preschool Attendance

	Term 1	Term 2	Term 3	Term 4
2021 centre	70.5%	66.3%	74.5%	74.9%
2022 centre	81.1%	59.1%	66.6%	66%
2023 centre	81.6%	69.4%	82.7%	82.9%
2024 centre	65.7%		69.4%	

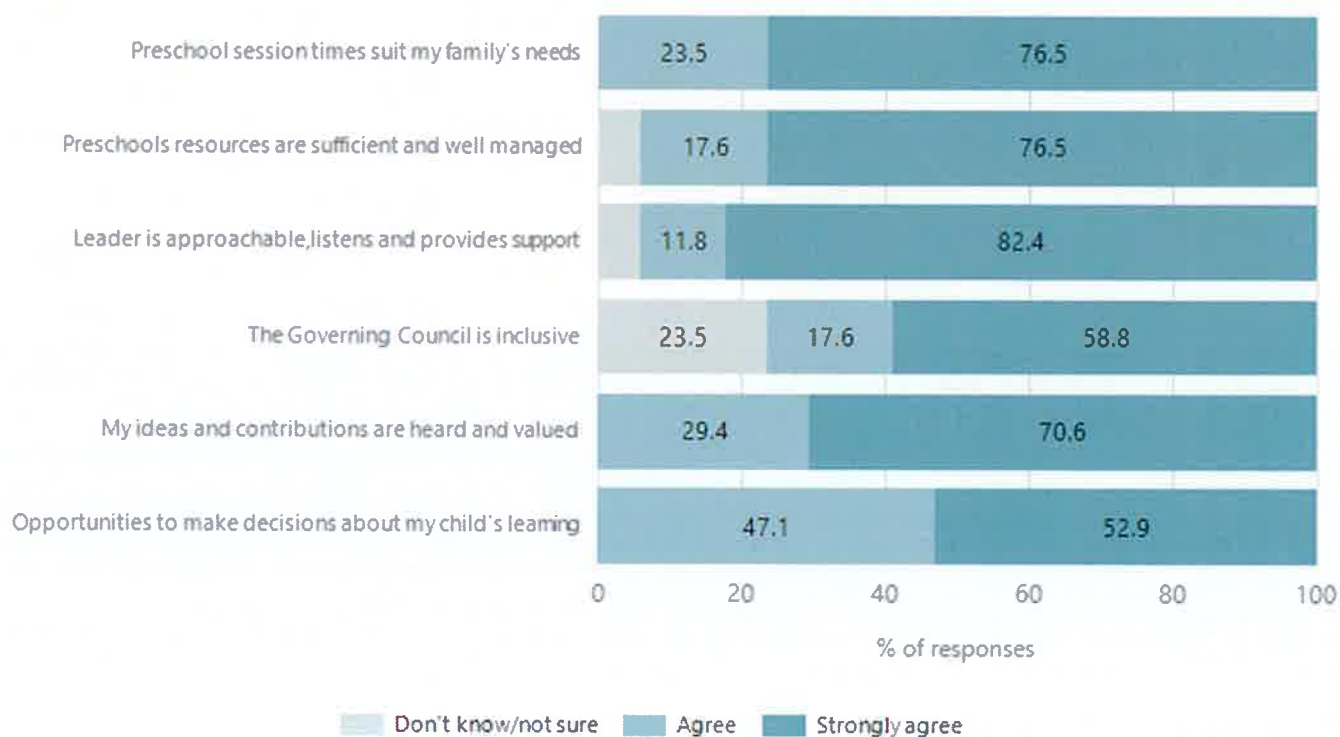
Based on attendances recorded in the two-week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy. Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours. Data Source: Department for Education Attendance Data, Semester 1 Report 2024. A blank cell indicates there we no students enrolled.

## Attendance Comment

In South Australia, preschool attendance is not compulsory, but it is strongly encouraged. Preschool gives children the best opportunity to develop skills, which prepare them for school. These benefits include establishing positive routines and habits, friendships and connections as well as developing communication problem-solving and creative skills.

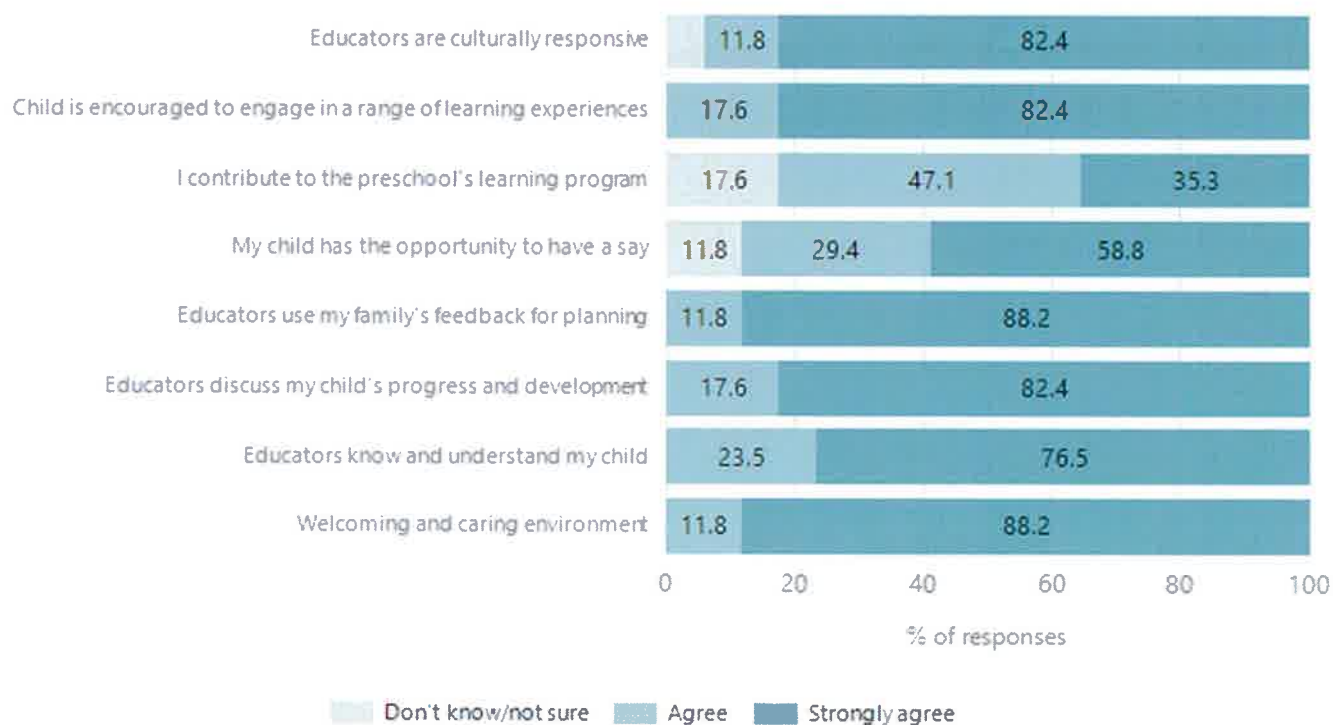
# Preschool Family Opinion Survey

## Governance, Leadership and Management



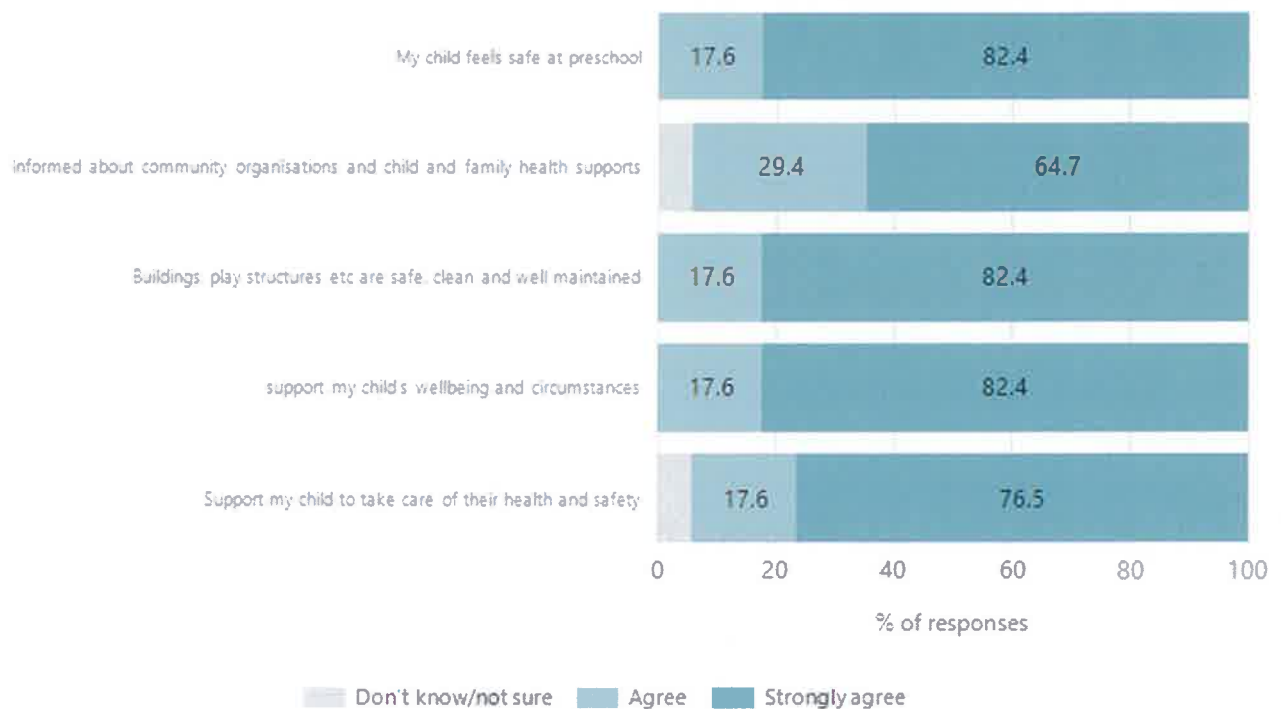
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

## Quality of Teaching and Learning



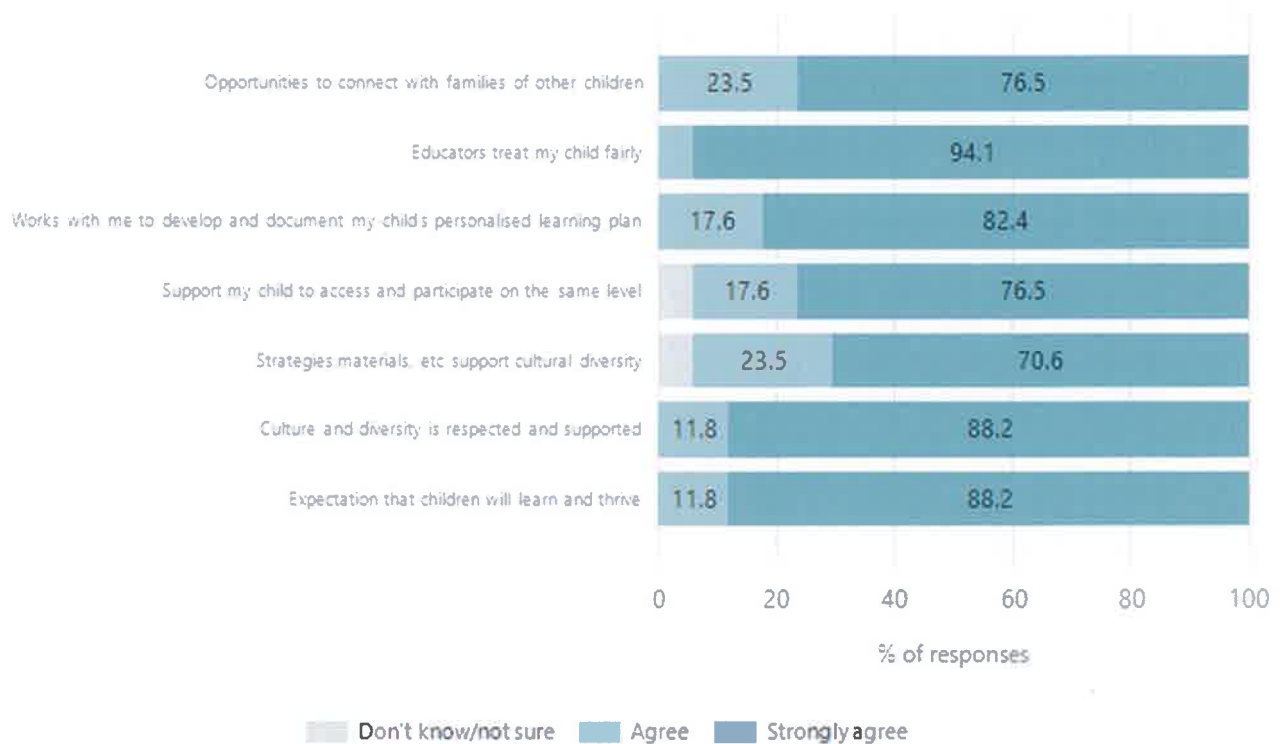
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

## Safety, Health and Wellbeing



Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

## Support and Inclusion



Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

# Destination Schools

Feeder Schools (Site number - Name)	2022	2023	2024
9999 - Unknown	100.0%	100.0%	100.0%

Note: The data is collected in term 3. It does not reflect actual schools enrolled in by existing preschool children. A blank cell indicates there was no data for students enrolled.

Data Source: Department for Education Destination Data Report, 2024.

## Educational Pathway: Transition from preschool to school

DfE offers an Educational Pathway process to support children as they transition from preschool to primary school. This process aims to ensure that children and families feel supported and prepared for the next stage of their education.

To choose an education pathway, a DfE Inclusive Educator collaborates with families and teachers to understand a child’s needs. This process involves conversations with families, observing the child at The Briars during play and learning, and reviewing developmental reports.

If needed, the Inclusive Educator may consult with a DfE Psychologist to further explore the child’s developmental needs through observations, assessments, and reviewing reports.

After gathering information, the team will meet with the family to discuss and recommend the most suitable educational setting for the child.

# Highest Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor's degrees or Diplomas	9
Postgraduate Qualifications	5

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2024. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

## Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	7.1	0.0	8.0
Persons	0.0	8.0	0.0	9.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2024.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

# Financial Statement

Funding Source	Amount
Grants: State	\$1,557,897.07
Grants: Commonwealth	\$0
Parent Contributions	\$52,665.00
Fund Raising	\$0
Other	\$0

Data Source: School supplied data.