



# THE BRIARS

Preschool

## The Briars Preschool

### 2020 annual report to the community

The Briars Preschool Number: 1417

Partnership: Campbell

Preschool director:

Mr Gordon Combes

Signature

Governing council chair:

Toni Altschwager

Date of endorsement:

8 December 2020



Government  
of South Australia  
Department for Education

## Context and highlights

The Briars Preschool is for children with disability and/or developmental delay and complex communication needs. The program provides families with a preschool education option for their child where the staff have specialised education, knowledge and expertise.

Children require intensive support with curriculum modifications to attend, access and engage in a preschool program.

Children have a Negotiated Education Plan and goals in an Individual Learning Plan.

Children from across the greater metropolitan area attend our preschool at the recommendation of the Support Services Intake Panel process. Therefore, The Briars does not have a feeder school and children attend various schools across Adelaide.

They are supported through The Special Options process to access the recommended educational pathway for school.

We offer Early Entry sessions in Term 4 prior to their eligible preschool year. The team of educators at The Briars consist of The Director, 4 Full-Time Teachers, 3 Part-Time Teachers and 9 Early Childhood Workers Including Administrative staff.

2020 Highlights-

-New Logo and Name change

-Indoor learning environment upgrade- new furniture, new sensory equipment for the sensory room, new teaching resources, new audio wall coverings, new lighting and new display cabinets.

-ICT Upgrade- new audio system for each breakout room, new AAC devices, new mini Ipads for educators with Prolo (to make sure all children can access communication devices) and new switch equipment.

-Outdoor learning environment plans- new outdoor facilities with a nature play focus, for both areas to be more connected and for all children to be able to access the learning space.

## Governing council report

Hello Briars Community,

2020 has been full of many bitter sweet moments. There has been so much uncertainty throughout the year as we navigate our way through this world wide pandemic. In term one and two in particular, we hit many hurdles along the way. However Governing Council are thankful for the support, love and care that the staff at the Briars have provided our families as we overcome these hurdles that have been placed in our way. At the end of term two, we said farewell to our acting Director Melissa Mars. We were so excited to welcome Gordon Combes as the new Director of the site, which occurred at the start of term three.

Gordon has been a breath of fresh air that the Briars has sorely needed for some time now, and he has used his infectious personality and expertise to ensue that term three and four was a fun and engaging time for all the Briars students before they leave the preschool and enter their Primary School years.

Exciting updates included new branding for the site that was more fitting for the ethos The Briars Preschool wants to embrace moving forward into the future. We welcomed new resources to the site for our children to enjoy, which included fantastic editions to our sensory room. This was a resource for our children that was overdue, and thanks to the support of Gordon we have been able to make that finally happen. Council have approved the plans to upgrade the outdoor play space, we are excited to see that come to fruition in 2021. While the restrictions the pandemic have placed on us has limited some of the ideas Council have had in terms of fundraising and community events, we look forward to the possibility of watching these ideas grow in 2021. We are so thankful for our hard working staff, and how they have assisted our children in their transition into Primary School. Council will continue to work hard with Gordon and his team at the Briars to significantly strengthen both learning outcomes and positive wellbeing for the whole community. We've still got some more learning to do together, and Council are excited for our future.

# Improvement planning - review and evaluate

## PQIP Goals and Evidence-

Priority Area: Goal 1- Literacy "To improve children's ability to communicate"- From the actions, impact and data collected in 2020, we found that there was an increase of 100% of staff in using the AAC devices and making sure devices were accessible in the learning environment everyday to support children's communication needs. There was also an increase of 80% of children accessing the devices, PODDs, PEC's or other means of communication tools, the other 20% of children were in the developmental stage of using AAC.

What we have found out through this years challenge of practice is that the educators have a good understanding of the need of AAC and when developmentally appropriate to use the device, but they don't have the understanding about the processes and techniques before you apply AAC. So therefore our goal this year will be the same, but our challenge of practice will around applying the Marte Meo approach to give the educators the skills to capture the children in their early stage of communication needs.

Priority Area- Goal 2- Numeracy- "to improve children's ability to learn how to predict and follow daily routines"- From the actions, impact and data collected in 2020, we found that there was an increase of 100% by term 4 in our specific focus children in their understanding and prediction of the daily routines.

From our learnings and data collections from 2020, our 2021 numeracy goal will be focussed on children's use and understanding of measuring. The challenge of practice will be around educators understanding of the numeracy indicator "I measure and compare my world" and providing a rich learning environment around comparison.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	35	35	32	33
2018	34	36	37	38
2019	26	28	32	28
2020	28	N/A	28	30

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.

Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.

Term 2 2020 data may not be available for all preschools.

## Enrolment comment

The enrolment data reflects the unique circumstances of the cohort who attend this site, with many families travelling some distance to attend The Briars. We had an enrolment increase late term 3 due to some new ATSI enrolments and a child who hadn't attended preschool yet. Our enrolments numbers increased to 30.

This year the site offered an Early Entry program for children in Terms 4. The focus of the Early Entry program is relationship development. Twenty children accessed the Early Entry program in 2020. This children are not included in the enrolment data above.

## Attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	81.2%	86.1%	81.3%	87.5%
2018 centre	81.8%	79.0%	97.4%	89.2%
2019 centre	83.8%	79.4%	85.1%	79.2%
2020 centre	74.6%	N/A	86.2%	79%
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	86.4%
2020 state	89.3%	82.0%	84.8%	85.9%

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.

\*Note: Term 2 2020 data may not be available for all preschools.

## Attendance comment

Our data for 2020 was sitting with the state wide attendance rates, but due to Covid and it's implications in term 1 and 4, our attendance rate dropped during these two periods. Another factor to consider in the drop rate of attendance was that all of our children are in the vulnerable category, so parents choose to keep their child home during these two crucial times.

The previous data demonstrates a steady increase in attendance from 2016 to 2019 with the exception of Term 2 2019 where there was a reduction due to children attending hospital admissions and/or needing medical procedures and Term 4 2019 where some children were exploring the option of mainstream.

## Destination schools

Feeder Schools (Site number - Name)	2019	2020
1372 - Kilparrin Tch & Assessment Sch & Ser	14.3%	50.0%
474 - Trinity Gardens School	0.0%	50.0%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term 3 2020 collection.

## Destination schools comment

The destination sites listed above is not a true reflection of the sites children will attend due to the children at The Briars going through the Special Options process to be offered a position at a nominated school. This year the process took longer and children were still being processed in week 7 and 8 of term 4. Many of the families chose private schools due to the panic and lateness of the process.

## Client opinion summary

The 2020 families had the opportunity to participate in the DfE Opinion Survey, with 8 responses.

It is evident from the results of the survey that most families are very happy with all the areas indicated in the survey. When the survey was taken, there was a major change in leadership and teaching staff. In addition during this period of data collection we were implementing new strategies around programming and planning, new staff were joining the site and new communication and decision making processes were being implemented.

Those families participating in the survey were asked to respond to a range of statements from a scale of strongly agree to strongly disagree. By aggregating the data we found that for:

Quality of Teaching and Learning-a focus area that we need to focus on parents being more involved with the curriculum. (Covid impact)

Support of Learning- a focus area that we need to focus on is all children being able to access the curriculum- outdoor environment.

Relationships and Communication-a focus area that we need to focus on is parent involvement in the preschool. (Covid impact)

Leadership and Decision Making-a focus area that we need to focus on is more ways involving the parents involvement in the programming. (Covid impact)

Parent Comments-

As a parent of a special needs child that attends The Briars, a early learning centre specifically for children with special needs. Ensuring my child has their needs met and the appropriate support is essential. I can not be happier with the staff, facilities, environment that is The Briars.

I am grateful for the teachers and staff at The Briars. My special needs child has the ongoing support she needs to help reach her goals. The children that attend are in a warm, engaging environment that meets the very different needs of a number of special needs children. There should be more preschools and schools that cater for the disabled that are unable to attend mainstream schools, as their needs wouldn't be met. If only The Briars went through from preschool to year 12

## Relevant history screening

We are compliant with the DfE Screening requirements.

All staff have current DfE relevant History Screening checks.

We use the DCSI Recording Spreadsheet that was provided to us, to record sighting the approved screening of all visitors and volunteers who require screening.

## Financial statement

Funding Source	Amount
Grants: State	\$1,116,602
Grants: Commonwealth	\$0
Parent Contributions	\$14,935
Other	\$0

## 2020 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	To support our Literacy & Numeracy goal around communication and routines. We purchased new AAC devices and mini ipads with Prolo to support children's communication skills and T&D opportunities for educators with PMA.	Provided opportunities for all children to confidently communicate their needs and wants and to access the curriculum.
Improved ECD and parenting outcomes (children's centres only)	N/A	N/A
Inclusive Education Support Program	Funding was used to purchase sensory equipment for the Sensory room, new Audio sound walls for main preschool and audio sound system for small group areas.	Provided opportunities for all children to experience achievement in inclusive education and have access to all areas of the curriculum
Improved outcomes for non-English speaking children who received bilingual support	N/A	N/A

\* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.