



CaFE Enfield Children's Centre 2016 Annual Report to the Community



Government
of South Australia
Department for Education
and Child Development

CaFE Enfield Children's Centre Preschool Number: 5363

Partnership: Torrens

Name of Preschool Director:

Joan Gilbert

Name of Governing Council Chair:

Jose Salisbury

Date of Endorsement:

22nd February 2017

Context and Highlights

C.a.F.E. Enfield is an acronym for Children and Families Everywhere, a name instigated by founding community members in 2002. We first began our community incorporated services for Childcare in October 2005; a Department of Education and Child Development funded Preschool was integrated 6 months later in April 2006. Currently these 2 programs have a joint capacity of 85 children at any one time. During 2016 we saw an average of 164 children and 119 families each week. Our families are from diverse cultural backgrounds and bring with them a rich multicultural perspective that is hared and appreciated across the programs offered at our site.

The Centre is located 8.5 kms from the GPO of Adelaide and situated in the grounds of Enfield Primary School overlooking the peaceful vista of the school oval. The large natural outdoor play space in the Children's Centre offers an environment that supports many opportunities for the children to explore, wonder and investigate.

The C.a.F.E. Enfield Children's Centre approach is based on the following principles

- Services at our integrated site will work together towards a shared commitment to support health, developmental and educational outcomes for children and their families.
- Children are competent learners from birth and unique in their own individual way.
- Play is fundamental to young children' learning.
- Children will be active in experiences that offer opportunities to support heir creativity and maintain their wonder in the world around them.
- Our environment is precious and we will work in a sustainable manner to protect it for future generations.
- Continual reflection and renewal of ideas and understandings is essential to maintain our high standard of service provision.

The Early Years Learning framework (EYLF) is used across the site to plan, implement, evaluate, report. We critically reflect on our work using this resource to guide our practices and pedagogy. The EYLF is a national framework for Early Childhood and has a strong specific emphasis on play based learning 'a context for learning through which children organize and make sense of their social worlds, as they engage actively with people, objects and representations.' EYLF pg 6.

Report from the Governing Council

2016 was a very busy and wonderful year for C.a.F.E. Enfield Children's Centre. We held several community events such as Boxcar Derby, the Christmas Pageant and the End of Year Celebration. These events were attended by many parents and children and enjoyed by all.

We have also continued with staff the recycling and sustainability projects with the children.

We have provided for staff to come together as a team for professional development. These sessions are tightly structured with a mixture of presentations by professionals from outside agencies and our site. The topics include; Workplace Health and Safety, Fire Safety training, Pedagogy, Intentional teaching, Critical Reflection, National Quality Standards, site policies and standards.

On behalf of the Management Committee I would like to thank all staff for the work they do and the great care that they provide to our children. Without great staff our Centre would not function as well as it does.

On behalf of the staff, families and Management Committee I would like to especially thank the Director, Joan Gilbert for her dedication, knowledge and experience that she gives to C.a.F.E. Enfield Children's Centre.

Finally, I would like to thank all of the past members of Committee for their contribution and I wish the new and continuing members a wonderful 2017

Josie Salisbury
Chairperson

Quality Improvement Planning

Each Year we come together as a whole site team to conduct a review of our work - after consultation we have nominated to focus on the following areas.

Educational Program and practice

1.2.2 Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.

1.2.3 Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program

Our question of our pedagogy was 'How can we as Educators deepen our support of each child's development through intentional teaching strategies?'

We worked to 1. Identify children's ideas, 2. Collaborate with children to extend ideas, 3. Gave encouragement for children to persist.

Physical environment

3.2.1. Outdoor and indoor spaces are designed and organized to engage every child in quality experiences in both built and natural environments.

Through discussions with other services and families a decision was made to improve/extend an area at the end of the oval to establish a nature play area that could be used by children from all programs and community. We were successful in gaining a grant from Australian Government Stronger Communities Program of \$10,000 We engaged in collaborative, on-going discussions, planning with Learning Together and Enfield Primary School. The voices of many are sought and included in the planning.

Staffing arrangements

4.2.2 Educators, coordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills and to improve practice and relationships.

Our question was 'What is the most effective way to facilitate professional learning and development opportunities for the whole staff team - including relief and part-time staff?'

We aimed to deepen engagement between Educators, Educators and children, Educators, children and their families across the site. Training was provided, Marte Meo, Traffic Jam in the Brain, by Gen Jereb and supported by site OT, Reggio Emilia principles, Children's Voice project and presentation at ECA National conference. It was noted that Educators formed Community Learning Groups around common interests/topics, enhanced their articulation of practices to families and others, and increased the sharing of ideas and learnings.

Collaborative partnerships with families and communities

6.3 The service collaborates with other organizations and service providers to enhance children's learning and wellbeing AEDC data identifies children in our local area as having vulnerabilities. The KidsMatter program sets out a framework for community, families, children and Educators to work collaboratively to promote positive mental health and wellbeing.

This is a 2 year program which aims to provide consistency of support across the programs and the site to bring about improved sense of belonging and wellbeing for children and their families. We will use surveys to guide plan and monitor progress as part of continuous improvement plan.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	49	51	49	48
2015	55	57	54	54
2016	47	47	46	

Based on person counts in the two week reference period each term. Excludes pre-entry. Source: Preschool Data Collection, Data Management and Information Systems.

Enrolment Comment

The variation in the number of enrolments in the Preschool Service fluctuates in response to the number of childcare places required. The Kangkulya (4 year old room) has a capacity of 30 children. Enrolments in this room need to be balanced between the two services (childcare and preschool) to ensure the capacity is not exceeded. During 2016 we experience a high demand for childcare, resulting in a lower number of available Preschool places.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	81.6%	84.3%	79.6%	75.0%
2015 Centre	85.5%	80.7%	77.8%	75.9%
2016 Centre	85.1%	85.1%	84.8%	
2014 State	90.0%	88.9%	86.1%	87.1%
2015 State	90.5%	88.7%	86.3%	86.3%
2016 State	89.6%	88.7%	87.7%	

Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry. Note: Figures have been revised for previous years, using integer deemed attendance not decimal. Source: Preschool Data Collection, Data Management and Information Systems.

Attendance Comment

While we remain under the State average for attendance, compared to past years we have improved our Centre attendance average for the year. Educators are committed to continuing the promotion of the importance of Early Childhood Education. We strive to work with families to encourage regular attendance at Preschool.

Destination Schools

Feeder Schools (Site number - Name)	2014	2015	2016
0207 - Kilkenny Primary School	3.9%	3.9%	0.0%
0305 - Nailsworth Primary School	19.2%	11.5%	11.8%
0314 - Northfield Primary School	0.0%	3.9%	0.0%
0352 - Pooraka Primary School	0.0%	3.9%	0.0%
0474 - Trinity Gardens Primary School	3.9%	0.0%	0.0%
0570 - Prospect North Primary School	3.9%	3.9%	8.8%
0660 - Enfield Primary School	42.3%	34.6%	44.1%
0665 - Hillcrest Primary School	3.9%	3.9%	2.9%
0714 - Challa Gardens Primary School	0.0%	3.9%	0.0%
0898 - Klemzig Primary School	3.9%	0.0%	0.0%
0967 - Vale Park Primary School	3.9%	0.0%	2.9%
1036 - East Adelaide School	0.0%	3.9%	0.0%
1776 - Woodcroft Primary School	0.0%	3.9%	0.0%
8032 - Cedar College	3.9%	0.0%	0.0%
8092 - Wilderness School	0.0%	0.0%	2.9%
8235 - St Brigid's Catholic Primary School	7.7%	0.0%	0.0%
8420 - St Mark's Lutheran Primary School	0.0%	0.0%	2.9%
9016 - St Gabriel's School	0.0%	3.9%	0.0%
9031 - St Martin's Catholic Primary School	0.0%	0.0%	2.9%
9069 - Our Lady of Mount Carmel Parish Sch	3.9%	0.0%	0.0%
9083 - St Monica's Parish School	0.0%	0.0%	2.9%
9115 - Prescott Primary Northern	0.0%	3.9%	0.0%
9116 - St Paul Lutheran School	0.0%	15.4%	17.7%
Total	100%	100%	100%

Destination Schools Comment

Enfield Primary School (EPS) continues to be our major feeder school. We work closely with EPS to build the continuity of learning between the two sites for our children and their families. During 2016 we have engaged in a number of joint projects, such as the continuation of Speech and Occupational Therapy (SPOTed) Playgroups and the shared extension to our outdoor plays spaces with the Nature Play development site at the end of the school oval.

Client Opinion Summary

Each year we distribute a DECD Parent Opinion Survey. The areas surveyed are

- Quality of Teaching,
- Support of Learning,
- Relationships and Communications,
- Leadership and Decision Making

Overall our responses were favorable with 90% of our families rating our service with agree and/or strongly agree.

As part of our continuous improvement plan we will continue to communicate children's progress in an open and transparent manner. We will be seeking family input to guide us to ensure all families receive our invitations, reports and messages in a way that is accessible to all families.

DECD Relevant History Screening

This site is rigorous in maintaining a system that includes a comprehensive spread sheet file recording history screening checks that are obtained either directly through Department for Communities and Social Inclusion (DCSI) or through the South Australian Teacher Registration Board of all on-site Educators, Employees and Volunteers. This system is backed up with a comprehensive induction process to ensure a safe learning environment for the wellbeing of our children.

Financial Statement

	Funding Source	Amount
1	Grants: State	\$489,965.11
2	Grants: Commonwealth	\$545,026.62
3	Parent Contributions	\$447,156.06
4	Other	\$ 78,367.30

2016 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant DECD Standard of Educational Achievement * outcomes (where applicable):	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Using the N&L results plus expectations Audit tool we identified areas to strengthen. Professional learning communities were established and using the text 'Maths is all around us' Educators worked collaboratively with sites across the Torrens Partnership to unpack The Numeracy and Literacy Indicators. A range of programs and events, such as playgroups, information sessions, guest speakers, community events were organized for families to come together and learn.	Increase in the use of numeracy language in everyday experiences by Educators and Children. Families engage in the range of services and programs offered.
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	Our program identifies children who will benefit from targeted intervention. This ranges from small group work to individual one on one work with an Educator. 16 Children received Preschool Support Services during the year to support their learning and development.	Children were supported to transition into mainstream school classes and where needed special options units.
Improved outcomes for children with additional language or dialect	25 children were identified as having little or no English at the beginning of the year. We used the Reflect, Respect Relate document to define the level of support	The children participated confidently in range of activities - Able to express needs and feelings - Interacts with children and Educators

* The DECD Standard of Educational Achievement is defined as children and young people progressing and achieving at or above their appropriate year level.