



CaFE Enfield Children's Centre 2017 Annual Report to the Community



CaFE Enfield Children's Centre Preschool Number: 5363

Partnership: Torrens

Name of Preschool Director:

Joan Gilbert

Name of Governing Council Chair:

Scott Dolman

Date of Endorsement:

21st February 2018

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 2017 we saw an average of 142 children and 98 families each week. Our families are from diverse cultural backgrounds and bring with them a rich multicultural perspective that is shared 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. 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 their creativity and maintain their wonder in the world around them.
- Our environment is precious and we 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.

Our staff team is well supported by the Management Committee; who demonstrate a strong commitment to the maintenance of excellent standards of Education and Care provided by this Centre throughout the year. The attendance at conferences, the facilitated conversations and sharing of information provides for a culture of continuous reflection, innovation and considered change. The staff team are dedicated to their profession and take up professional development opportunities to ensure practices are current and of a high standard.

Professional Development Summary for 2017

- SA Collaborative Partnership Birth – 3 Action Research Project -12 months ongoing (5 educators)
- Reggio Emilia Information Exchange Australia National Conference- 3 days (5 educators)
- International Association of Nature Pedagogy International Conference-2 days (5 educators)
- Re-imagining Childhood National Conference- 3 days(7 educators)
- Marte Meo Practitioner Training – 6 days (9 educators)
- Marte Meo Reflective Practice group- (9 educators)
- Circle of Security-Parenting -4 days (2 educators)
- CPR update training- 3 hours (18 educators)
- Keyword Signing- 1 day (3 educators)
- Children's Centre Leaders day – (5 educators)
- Critical Reflection PD- 1 day (8 educators)
- ACCESS computer training- 1 educator
- Kidsmatter early childhood mental health & wellbeing initiative –Component 1 (8 hours)- all staff
- 2 x Staff Development Days- whole staff team

In addition, 10 educators are continuing or have completed formal study in 2017, including:

- Diploma of Early Childhood Education and Care- 5 educators
- Bachelor of Early Childhood education- 2 educator
- Bachelor of Disability Studies- 1 educator
- Bachelor of Occupational Therapy- 1 educator
- Masters of Education (Early Childhood)- 1 educator

Report from the Governing Council

C.a.F.E Enfield Children's Centre is a community that has an important role in the development of our kids. Many kids through necessity spend a lot of time in care, as I know my 2 did; 9 hours is a long stretch for a child and it can weigh heavily on the parent or guardian who may suffer some guilt for having to leave their child for such a long day, however I always knew that the love and care my kids received here was not only instrumental in making them feel safe and cared for but they learnt a thing or 2 while they were here.

As a part of that community building, the Centre has run many activities throughout the year, for example, Box car workshop, Open air Movie night on the school oval, Saturday morning campfire and stories during reconciliation week, Worm farm workshop, Information nights.

The Peaceful Café which was an initiative lead by a group of Kangkulya (Kindy) kids who took an idea on how to improve a space and developed it into a very successful little enterprise that not only raised some money to continue the program but also brought many families in to share some time together. The kids planned the café with menus, lay out of the café, prices all discussed in very official meetings with Joan and her clip board and during set up on the day.

The Christmas pageant where some staff and a couple of parents brave the 3am morning and reserve a prime spot for families to enjoy the greatest pageant of its type in the world. This is just one example of staff going beyond an Educators' role for the benefit of the community and it is greatly appreciated. And of course ending the year with the end of year concert with activities, animals, and performances by each room. This day is a special one where the kids can do a show for their families and friends and bring a joyous conclusion to the year.

All these things help build a strong bond between parents, staff, and children and after spending 8 years here, I too have built bonds that are important. During tricky times, that many families experience, staff have made themselves available for the whole family, parents and children. The genuine concern and thought shown helps families to feel comfortable and supported. I would like to acknowledge this and let those staff know how important it was and is to me. I say this to illustrate my point on community and health and the importance of it in our everyday lives. I personally would like to thank the staff for their work and dedication through the year and to know that C.a.F.E Enfield is not just a place to leave your children while you go to work (or have a quiet day, let's not deny it), it's a place of learning, and caring that helps build little people into big people that are ready for the world. It's you guys that make the Centre the place it is and it was through your work and dedication that the Centre achieved a perfect score in the National Quality Standards and this can only be done through the hard work and attention to detail by all staff at every level.

Another thanks to the committee who meet once a month to discuss the Centre and the direction it is going and to make decisions that affect all families and staff. I ask families to consider joining as a member, it's a good time to see what goes in to running the Centre and all voices are heard and all opinions welcomed.

I could mention many people individually as they all bring something important but time wouldn't permit, I would just like to give special mention to Joan who is not only Director, but is that shoulder and sounding board for families and staff and who's dedication not only to the Centre but the childcare industry as a whole, is fantastic.

In closing, C.A.F.E. Enfield Children's Centre is a hub for so many and a place where our kids get a start in life that can only set them up well.

Scott Dolman
Chairperson

Quality Improvement Planning

2017 Quality Improvement Plan

1.1.6 Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world

Issue: Building on from our work in 2016 the staff team developed the following question "How do we go deeper and continue to challenge the Educator's thinking to ensure our children are valued as thinking citizens?"

Progress: Accepted to participate in the SA Collaborative Project –Re-Imagining Childhood: the Rights of Children Birth – 3 Project. This is 15 month research project with the educators of the children birth to 3 years.

- Deep thinking and debate to challenge and extend each Educators thinking
- Pedagogical shift in viewing, documenting and extending the learning of young children

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

Issue: Through discussions with other services on site 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 children from all programs and community

Progress: Beginning with a successful grant application from the Australian Government, \$10,000 the project has provided opportunity for programs and services to work collaboratively to create a space that provides for children to take charge and extend and deepen learning dispositions such as, curiosity, wondering, exploring, communicating

- New understandings of the resourcefulness of children and their view of the world
- The Preschool Educators have documented their work to share their pedagogical shift with others, eg at the Partnership, Empowering Excellence Expo in term 3.

6.3 The service collaborates with other organisations and service providers to enhance children's learning and wellbeing

Issue: The AEDC data identifies children in our local area as being vulnerable in all 5 areas of early childhood development. Physical, Health and wellbeing, Social competence, Emotional maturity, Language and cognitive skills and Communication skills and general knowledge

Progress: At the end of 2016 programs and services worked together to set up the KidsMatter and KidsMatter Primary across the campus. Enfield Primary School, Learning Together, and C.a.F.E. Enfield CC have committed to a process that will take 2 years to work through the Framework. Having completed Component 1, Educators have individually and in groups recorded strengths and areas for growth; working groups will use this information to set out priorities for term 1, 2018

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

Issues: What opportunities do we provide for educators, leaders and staff members to have conversations and discussions to further develop their skills, or to improve practice and relationships? How do we ensure that everyone's voice is heard and considered?

Progress: The quality areas above provide the framework for this work. Educators have come together to engage in structured learning conversations across the site. Questioning has continued to develop – allowing for many voices, when asking guiding, clarifying and probing questions.

- Community learning groups are formed around common interests and topics
- There is a deepening of collaboration between Educators, across rooms and the site as practices, ideas and learnings are shared and debated.

Summary

During 2017 the Centre underwent an external review and assessment conducted through the National Quality Standard (NQS) and was rated as Exceeding the National. This review validated the consistency of actions across our programs. Our high achievement makes us eligible to apply for the Excellent rating and work has begun on this project.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	55	57	54	54
2016	47	47	46	43
2017	58	55	56	

NOTE: The data is 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

Enrolment in the Preschool is at capacity

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 this capacity is not exceeded.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 Centre	91.1%	84.0%	78.8%	80.6%
2016 Centre	85.0%	87.0%	87.0%	79.5%
2017 Centre	77.6%	88.7%	79.1%	
2015 State	92.4%	90.2%	87.8%	88.5%
2016 State	91.1%	89.6%	87.9%	87.9%
2017 State	90.6%	88.8%	86.7%	

Based on attendances recorded in the two-week reference period each term. Data for eligible enrolments as described in the DECD 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.

Attendance Comment

We continue to work with families to promote the importance of Early Childhood Education. Research supports the belief that early education assistances children to reach their full potential, boosts school achievement and has lifelong benefits. Preschool programs prepare children for life by:

- Supporting their development of communication and thinking skills
- Nurturing their self confidence in group situations
- Promote self-regulation of emotions and behaviour, in order to engage in learning with enthusiasm and curiosity.

We strive to work with families to encourage regular attendance at Preschool.

Destination Schools

Feeder Schools (Site number - Name)	2015	2016	2017
0207 - Kilkenny Primary School	3.9%	0.0%	0.0%
0249 - Marryatville Primary School	0.0%	0.0%	4.2%
0305 - Nailsworth Primary School	11.5%	11.8%	12.5%
0314 - Northfield Primary School	3.9%	0.0%	4.2%
0352 - Pooraka Primary School	3.9%	0.0%	0.0%
0474 - Trinity Gardens Primary School	0.0%	0.0%	2.1%
0570 - Prospect North Primary School	3.9%	8.8%	8.3%
0660 - Enfield Primary School	34.6%	44.1%	39.6%
0665 - Hillcrest Primary School	3.9%	2.9%	0.0%
0714 - Challa Gardens Primary School	3.9%	0.0%	0.0%
0967 - Vale Park Primary School	0.0%	2.9%	2.1%
1036 - East Adelaide School	3.9%	0.0%	0.0%
1043 - East Marden Primary School	0.0%	0.0%	2.1%
1776 - Woodcroft Primary School	3.9%	0.0%	0.0%
1777 - The Pines School	0.0%	0.0%	2.1%
8032 - Cedar College	0.0%	0.0%	2.1%
8092 - Wilderness School	0.0%	2.9%	0.0%
8311 - St Aloysius College	0.0%	0.0%	2.1%
8369 - Mount Barker Waldorf School	0.0%	0.0%	2.1%
8420 - St Mark's Lutheran Primary School	0.0%	2.9%	0.0%
8439 - Tyndale Christian School	0.0%	0.0%	2.1%
9016 - St Gabriel's School	3.9%	0.0%	4.2%
9031 - St Martin's Catholic Primary School	0.0%	2.9%	2.1%
9036 - St Brigid's School	0.0%	0.0%	4.2%
9083 - St Monica's Parish School	0.0%	2.9%	0.0%
9115 - Prescott Primary Northern	3.9%	0.0%	0.0%
9116 - St Paul Lutheran School	15.4%	17.7%	4.2%
Total	100%	100%	100%

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

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 2017 we have engaged in a number of joint projects, such as the continuation of Speech and Occupational Therapy (SPOTed) Playgroups and the ongoing work with the development of a natural outdoor play spaces 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 on average 94% of our families rating our service with agree and/or strongly agree to these areas.

As part of our continuous improvement plan we will continue to communicate children's progress in an open and transparent manner. We will continue to 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.

Parent Comments - Quality of Teaching and Learning

You can see that every educator at this kindy loves their jobs, they are always enthusiastic in their teaching. My son always finds it enjoyable and interesting. The educators have helped my son thrive in liking to learn, write, paint, craft and improve his behaviour through kind, fair teaching. The kindy has an excellent learning environment indoor, outdoor and beyond, the kindy is sunning.

You couldn't find a more dedicated and enthusiastic group of teachers who care for our kids, they go above and beyond. They feel more like family than teachers.

Fantastic

Culturally appropriate education should be provided and structural disadvantage should be kept in mind while teaching.

Parent Comments - Support of Learning

My son loves his time at kindy, LOVES all his educators and the experiences with them, he has been given immense support with his behaviour issues and learning. He has all aspects of education and loves when he gets to grow plants, do the worm farm, go to the beyond space, play in mud while getting his sensory stimulation. He has an enormous amount of resources on offer and he is always proud of his achievements there.

Support has been fantastic for teachers and the director.

Parent Comments - Relationships and Communication

I am given feedback daily on my sons day, from his struggles to the proud moment he has with his kindy educators. Family are a part of activities in the kindy and tasks that need help from others. I can approach any kindy staff with any concerns and have received help, suggestions and books to help at home.

All good

Parent Comments - Leadership and Decision Making

The preschool is VERY well organised and is always looking for ways to improve what it does, very vibrant atmosphere.

Parent Comments - Other comments

I don't have enough space to compliment this kindy. I think I'll be crying at the end of the year along with my son because the educators there are like extended family, always welcoming, friendly, allow you to feel at ease that your child will be care for like their own kids.

Not going to find a better place.

Very positive, fantastic

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, Volunteers and Visitors.

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	\$572,082
2	Grants: Commonwealth	\$519,782
3	Parent Contributions	\$476,066
4	Other	\$76,080

2017 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2017 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	Educators encouraged natural curiosity to develop mathematical ideas, while identifying, naming and explain the mathematical ideas to the children. Educators tracked and monitored the group and each child's engagement to assist in planning of re-launching possible further interaction, projects, intellectual growth.	Increase in the use of numeracy language in everyday experiences by Educators and Children
Improved ECD and Parenting Outcomes (Children's Centres only)	A range of programs and events, such as playgroups, information sessions, guest speakers and displays around the Centre were organized for families to come together and discover how children use numeracy and literacy in their everyday play.	Families engaged in a range of services and programs offered.
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. 14 children received Preschool Support Services during the year to support the learning and development.	Children were supported to transition into mainstream school classes and where needed special option units.
Improved outcomes for children with additional language or dialect	15 children were identified as having little or no English at the beginning of the year. We used the Reflect Respect Relation document to define the level of support for each child.	The children participated confidently in a range of activities <ul style="list-style-type: none"> - Able to express needs and feelings - Interact 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.