



CaFE Enfield Children's Centre

2020 annual report to the community

CaFE Enfield Children's Centre Number: 5363

Partnership: Torrens

Signature

Preschool director:

Ms Joan Gilbert

Governing council chair:

Co-Chairpersons: Natarsha Partington, Kylie Agnew

Date of endorsement:

31 March 2021



Government
of South Australia
Department for Education

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 for Education funded Preschool was integrated 6 months later in April 2006. These 2 programs have a joint capacity of 85 children at any one time. During 2020 we saw an average of 163 children and 117 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 offers environments that supports opportunities for the children to explore, wonder and investigate.

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

- Services at our integrated site work together towards a 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's 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.

Governing council report

The Year 2020 started like most previous years with the AGM and the committee farewelling our previous Chairperson Melissa Smithen who provided excellent leadership over her 2 year term. The new committee members were just inducted into the running of the Centre and then BAM! March 2020 saw our Centre, like the rest of the world, dealing with Covid-19. This provided the centre and the committee with the many challenges around managing this health risk and initiating many quick changes regarding how to move forward. As a committee, we quickly adapted to the use of technology to allow meetings (via Zoom and Teams) to occur regularly throughout the year.

I will quickly summarise some of the main changes the committee managed during 2020:

- Staffing – With the assistance of Job Keeper the Centre was able to maintain our staff team at the Centre and provide continuity of care for the children.
- Children's attendance – Initially our numbers dropped with many families opting to keep children at home where possible, but with the introduction of Government initiatives to allow for free childcare these numbers soon returned to normal. Our families were very adaptable with all the changes implemented around restrictions on entering our building. Our children showed plenty of strength & resilience when everything around them was changing.
- Financial Management – Financially our Centre was well managed for 2020 with financial assistance received we were able to provide a buffer for future spending in 2021. Even with all the major Covid-19 related changes, the Centre continued to provide the usual high standard of care. The Centre was able to further develop selected staff through training initiatives, they held a family working bee to plant native butterfly attracting plants in the Beyond Space, had a pre-school excursion to a Shadow Puppet performance and range of other novel age-appropriate activities to make our children feel safe and special during challenging times in 2020.

A big thank you to the staff that have stepped up to the challenges during 2020, a special mention to Emma Liebeknecht who was the acting Director for 8 weeks in Term 4 and did an outstanding job. Thank you to all the volunteer committee members for their contribution and patience with incorporating new technology into our meetings.

Improvement planning - review and evaluate

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 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 with 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. As reported in the following pages the Educators are encouraged and supported to attend conferences, workshops and participate in facilitated conversations and sharing of information to ensure knowledge is current and provides for a culture collaboration and common understanding amongst all educators.

Goal: 1

Develop children's mathematical dispositions with a particular focus on numeracy indicator 'I quantify my world'

Challenge of practice:

We will deepen our mathematical content knowledge to more effectively notice, name and respond to children's developing mathematical dispositions through reflective Pedagogical Documentation.

Goal: 2

Developing children's oral language development with a particular focus on 'I use language to connect with my world'.

Challenge of practice:

Deepen Educators knowledge of literacy with a focus on speaking and listening

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	58	55	56	57
2018	51	51	47	51
2019	51	52	52	51
2020	50	N/A	45	50

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

Preschool enrolment

Year	Term 1	Term 2	Term 3	Term 4
2017	58	55	56	57
2018	51	51	47	51
2019	51	52	52	51
2020	50	N/A	45	-

Note: The data is based on person counts in the week 2 reference period of each term.

Data Source: Preschool Data Collection, Data Reporting and Analytic directorate



Attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	76.9%	88.7%	79.1%	87.0%
2018 centre	91.4%	91.0%	88.8%	90.8%
2019 centre	91.0%	83.2%	81.4%	86.8%
2020 centre	89.4%	N/A	87.3%	96%
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

Preschool attendance	Term 1	Term 2	Term 3	Term 4
2017 centre	76.9%	88.7%	79.1%	87.0%
2018 centre	91.4%	91.0%	88.8%	90.8%
2019 centre	91.0%	83.2%	81.4%	86.8%
2020 centre	89.4%	N/A	87.3%	
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	89.4%	82.0%	84.7%	

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.

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

Enrolments in the Preschool is at capacity

The numbers presented in the table above is the preschool numbers only. We aim to have 25 preschool enrolments per group with childcare being offered before and after Preschool.

In addition we are able to offer 5 places full day childcare per day. Enrolments in this room are monitored

Destination schools

Feeder Schools (Site number - Name)	2017	2018	2019	2020
1036 - East Adelaide School	0.0%	0.0%	0.0%	3.0%
660 - Enfield Primary School	39.0%	40.0%	53.9%	45.5%
305 - Nailsworth Primary School	12.0%	20.0%	7.7%	9.1%
314 - Northfield Primary School	4.0%	0.0%	0.0%	3.0%
1045 - Para Hills West Primary School	0.0%	0.0%	0.0%	3.0%
570 - Prospect North Primary School	8.0%	12.0%	2.6%	9.1%
9031 - St Martin's Catholic Primary School	2.0%	8.0%	7.7%	3.0%
9116 - St Paul Lutheran School	4.0%	0.0%	10.3%	18.2%
8364 - St Paul's College	0.0%	0.0%	0.0%	3.0%
8092 - Wilderness School	0.0%	0.0%	0.0%	3.0%

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

Enfield Primary School (EPS) continues to be our major feeder school, 45.5% of our children enrolled at EPS. Site Leaders, Teachers and Educators work closely across the site to build the continuity of learning for our children and their families.

During 2020 we have engaged in a number of collaborative projects, such as the continuation of Active Ed physical Playgroups. These are held in the School Gym and is jointly funded by EPS and C.a.F.E. Enfield.

Covid19 slowed our work on the Beyond Space at the eastern end of the school oval. However we managed to jointly plant 8 mature trees along the Eastern boundary and establish a Butterfly Garden.

Client opinion summary

The event of COVID19 during 2020 disrupted the relationships with families across the Site. We all learnt new skills in internet technology and how to communicate remotely with one another.

One parent reflected; In a year where the contact with teachers has certainly been changed, I still get a strong sense that the teachers provide a safe, happy and interesting learning environment. My child enjoys his Kindy, and I feel extremely content in the knowledge that the space he is in for x3 days a week, is a supportive and happy one.

In summary families found the Preschool to be a welcoming, safe and secure learning environment. Educators are seen as approachable, enthusiastic motivators who provided high quality teaching which meet the interests of the children. Educators communicate helpful information on children progress, achievements and developmental need.

The survey indicated families would like more opportunities to be informed and involved in the learning program.

Relevant history screening

This site is rigorous in maintaining a system that includes a comprehensive spread sheet file recording Working with Children check that are obtained either directly through Department for Communities and Social Inclusion (DCSI) 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.

All staff have current working with children checks or existing DCSI screening
19 staff have updated working with children checks this year

Financial statement

Funding Source	Amount
Grants: State	\$82,134
Grants: Commonwealth	\$0
Parent Contributions	\$40,000
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	Educators have built upon their pedagogical content knowledge around trusting the count. Tracking and monitoring all children's numeracy development in small groups and linking the intentional teaching content to everyday play experiences by identifying, naming and questioning.	Increase in the use of numeracy language in everyday experiences by Educators and children Deeper knowledge of the numbers 0-5
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 organised 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.
Inclusive Education Support Program	Our program identifies children who will benefit from targeted support. This support ranges from small group work to individual with an Educator. 11 children received Inclusive Education Support Program (IESP) & 2 children accessed extensive adjustment funding during the year to support their learning & development	Children were supported to transition into mainstream school classes and where needed special options classes or special school classes
Improved outcomes for non-English speaking children who received bilingual support	9 children were eligible for Bilingual Support. The funding was used to support the children's wellbeing, relationship building, engagement in the program and numeracy development. 10 families attended a bilingual playgroup in term 4, 2020 to support relationships, English, play and information regarding Preschool	Increased participation in all areas of the curriculum, expressing ideas, feelings and building relationships and social skills

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