Thank you to Maddison and Yugen 2016
1. CONTEXT

Preschool Name: C.a.F.E. Enfield Children's Centre  
Preschool Number: 5363

Preschool Director: Joan Gilbert  
Partnership: Torrens

C.a.F.E. 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 together these 2 programs have a capacity of 85 children at any one time. During 2015 we saw an average of 158 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 8.5kms from the GPO of Adelaide and situated in the grounds of the 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 supporting health, social, emotional 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 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.

The Centre closure days provide valuable opportunities for whole staff team development. The day is 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, Curriculum documents, Early Years Learning framework, Intentional teaching, Critical reflection, National Quality Standards, site policies and standards.
Professional Development in 2015

Professional Development is actively encouraged and supported; during 2015, educators from across the site attended a diverse range of sessions both in their own time and in paid released time.

- Reggio Emilia Australia Information Exchange Biennial Conference, 3 days - (4 educators)
- Reggio Emilia seminar series - 2 days (2 educators)
- Circle of Security training – (total 20 hours) 10 educators
- Marte Meo practitioner training – 6 days (6 educators)
- Introduction to Marte Meo-1 day (2 educators)
- First Aid Training – 2 days-(12 educators)
- Asthma & Anaphylaxis-1 day- (5 educators)
- Keyword signing-1 day- (6 educators)
- Early Childhood Australia Reconciliation Symposium (3 educators)
- Aboriginal Education Teacher Professional learning-1 day (2 educators)
- Other Cultural competence sessions
- Respect Reflect Relate- 7 hours (2 educators)
- Early Education for Sustainability South Australia Conference-2 days (2 educators)
- Numeracy and Literacy Results Plus 10 hours (5 educators)

In addition, 9 Educators are continuing or have completed their formal study during 2015 –
Diploma of Early Childhood Education – 7 Educators
Bachelor of Early Childhood Education – 3 Educators
Bachelor of Disability Studies- 1 educator

2. Management Committee

The Management Committee for 2015 was
- Scott Dolman* Member and Public Officer
- Melissa Smithen* Member
- Louisa Miller* Member
  Lyn Rowberry* Chairperson, until resignation as chairperson due to family commitments November 2016
- Josie Salisbury* Vice Chairperson, Chairperson from 9th December 2016
- Sarah Whitcher Member
- Lee Jones* Staff Representative
- Joan Gilbert* Member, Director Education and Care
*denotes members who have served 2 or more years on the committee

LeeAnne Strawbridge attends meetings as secretary (she does not have voting rights)
To this team of people, a big thanks for their commitment during 2015 to our Centre during 2015. The Committee’s work is strengthened by the stability of its membership allowing for deep understandings of the planning and management of the Centre.

3. HIGHLIGHTS 2015

Harmony Day
Our Harmony Day celebration was a great success. We joined Enfield Primary School, Enfield Folland Park Kindergarten, Playgroup, Learning Together, and families on the School oval for the spectacle of hundreds of kites flying high. Our community mirrors Australian society in its multiculturalism. Our wealth is in this diversity and it is a privilege to be part of this environment where we value, respect, and learn from each other on a daily basis.

Reconciliation Action Plan
We have been working on a Reconciliation Action Plan to record our commitment to acknowledging the Kaurna people of the Adelaide Plains as the first custodians of the land.

Each year for the past 4 years we have added to the border of the Indigenous garden that links Enfield Primary School and C.a.F.E Enfield Children’s Centre with beautifully painted pebbles. Paul Taylor is the founder of the dreaming time Project and also the mentor of our educator, Rebecca Bennett’s for the last 3 years when in Adelaide visiting family in Adelaide. As a result of this relationship we were privileged to have Paul at our site for 2 days. During this time he engaged with staff, children and families from Enfield Primary School, Learning Together, Childcare and Preschool. He shared his knowledge and insight in a memorable manner.

In term 3, as a result of conversations with community Aboriginal families we began a Nunga playgroup in conjunction with Learning Together. Our aim is ensure our site is a welcoming place for our Aboriginal families. It is very pleasing to note that our Aboriginal enrolments in the Preschool have increased for 2016.

Niina tidnama, Kaurna miyurna mikapanthu
Parna yaitya mathanya yaintya yartaku
When you tread, remember the Kaurna people
They are the Original Owners/custodians
End of Year Celebration

Many of our families attend more than one service at our site and our Educators and Staff work closely to provide a cohesive program – The community events provide opportunities for our multi-disciplinary staff team to plan and work together to celebrate early childhood with all our families. Events are jointly funded and resourced. We enjoy a warm relationship with Enfield Primary School who allows us the use of their wonderful Oval and Gym facilities not only at this time but throughout the year.

4. QUALITY IMPROVEMENT PLAN

Quality Area 1 Educational program and practice
Standard/element 1.2 – Educators and Co-ordinators are focused, active and reflective in designing and delivering the program for each child.

Observation – term 4, 2014 we introduced a new ‘loose parts’ area in our outdoor environment. We have noticed only a small number of Educators have been actively supporting play in this area. It also appears it is the same small groups of children using this area.

<table>
<thead>
<tr>
<th>What outcome or goal do we seek?</th>
<th>How will we get this outcome (steps)</th>
<th>Success measure</th>
<th>Progress Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>To deepen educators understanding and reflection using the loose parts area</td>
<td>Provide professional development on the topic</td>
<td>• Educators freely accessing the area in an everyday manner</td>
<td>Facilitated PD by Simon Hutchinson, from Climbing Tree to present at a combined...</td>
</tr>
</tbody>
</table>
Identified area (loose parts) in the outdoor space

PD days and/or release time to attend outside of the Centre.

Provide readings for discussion
- Articles
- Chapters from books
- Provocation about practice

Displays in Staff room
- Articles
- Websites
- Events advertised

- eg walk through the area with children to access other areas of the yard eg on the way to the animals,
- Stopping and sitting on a log, to have a chat, watching and observing other children.
- Educators focusing on and use sensory language – noticing and naming
- Educators purposely going to the area and just ‘being’ at first with the children. Following the children’s lead.
- Educators encourage exploration and discovery - demonstrating a sense of safety and well-being
- Robust conversation

Shared Critical reflection

Quality Area 1 Educational program and practice

Standard/element 1.2.3 – Critical reflection on children’s learning and development, both as individuals and in groups, is regularly used to implement the program.

Observation – Educators maintain individual records of children’s learning and development. We would like to investigate further
- the way in which we record the group,
- how do we map individuals progress
- how do we map the progress of the group

<table>
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<th>How will we get this outcome (steps)</th>
<th>Success measure</th>
<th>Progress Notes</th>
</tr>
</thead>
</table>
| To deepen educators critical reflection when examining all aspects of events and experiences from different perspectives on the learning and development of all individual children and the group of children | • Educators examine what happens in their settings and reflect on what they may change or develop
• Team discussions and debate – leading to a willingness to have a go at changes
• A set of overarching questions are developed to guide and inform curriculum decisions. | • Educators will reflect on not only what they offer but how they offer/extend ideas and experiences
• Evidence of a variety of methods as well as many voices in the collection of observations.
• Children’s voice is a part of the evaluation process
• Children’s progress is tracked and regularly reported to parents | All groups use an agreed set of questions to guide curriculum planning each term. These questions are as a result of reflection and discussion on deeper understandings of EYLF and NQS frameworks and observations of the individual children and the group.

OT and speech professionals are now employed to work 11.25 hours each week. These professionals add an additional perspective and lens to discussions regarding
Quality Area 3 – Physical environment

Standard/element 3.2.2 – Resources and equipment are sufficient in number, organized in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.

During 2013 a number of Educators were actively engaged in the South Australian Government’s Thinking in Residency project with Carla Rinaldi from Reggio Emilia, Italy. One of the principles of Reggio is to critically look at how space is used and ask are all spaces used to the minimum benefit. Does the space support children’s learning? This learning continued.

<table>
<thead>
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<th>How will we get this outcome (steps)</th>
<th>Success measure</th>
<th>Progress Notes</th>
</tr>
</thead>
</table>
| To ensure all spaces are used to the maximum benefit to support children’s well-being and learning | Conduct an audit with Educators to view how space is used throughout the day  
- identify areas of the environment that are difficult to maintain  
- identify times of the day that are problematic  

Thinking critically consider all spaces as equal rather than as they are currently used –  
Look at all areas however in particular the use of the veranda area for the whole Centre. | Changes are planned thoughtfully  
- implemented  
- evaluated  
- reviewed  
- further planning | Team meetings discussions around the flow of the day, transition times and child combinations  
The single date intake policy has presented changing patterns of routines eg sleep  
As the children become older throughout the year sleep patterns change from most children sleeping to only a few children – the structure of routines need to change to accommodate this.  
Creating small spaces/cubbies for children |
<table>
<thead>
<tr>
<th>Recommendations</th>
<th>– in order to meet their regulatory needs.</th>
<th>to retreat to throughout the day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Booking training rooms to provide an additional space for activities/experiences such as -dance -story time -small group games -yoga and rest time</td>
<td>Utilising the school oval and Gym for small and larger groups eg; Soccer Ball games</td>
<td>New expanded art area set up under the veranda – allows for greater access to materials on a permanent basis</td>
</tr>
<tr>
<td>Using quiet room to provide for experiences around using light</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Quality area 7 – Leadership and service management

Standard/element 7.2.1 – A statement of philosophy is developed and guides all aspects of the service’s operations

Over the years we have conducted reviews of the philosophy and made minor changes to the document. We felt it was time to conduct an extensive examination of the document with the input from the current Families and Educators.

<table>
<thead>
<tr>
<th>What outcome or goal do we seek?</th>
<th>How will we get this outcome? (Steps)</th>
<th>Success measure</th>
<th>Progress notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>To make our philosophy more visible by conducting an in depth comprehensive review of this document</td>
<td>To work to gain true representation of the many voices across the Centre.</td>
<td>Greater understanding of the organisation of the Centre</td>
<td>ongoing reflection about our philosophy</td>
</tr>
<tr>
<td></td>
<td>Work with groups across the program</td>
<td></td>
<td>- major review conducted by all staff in October 2014 in order to add to our philosophy aspects of practice &amp; values that have become increasingly important for the Centre - Eg Education for Sustainability, Nature Play</td>
</tr>
</tbody>
</table>
| | • Children  
| | • Families  
| | • Educators  
| | • Community | A diverse range of voices represented in forums such as the Management Committee | -Review by Management Committee |
| | Use a range of techniques to gather information eg | A sense of belonging demonstrated by families | -Commitment to engage with representatives from all programs using the site to reflect, identify concerns and plan for the coming year. |
| | • Questionnaires  
| | • Guiding questions | | Yearly calendar for community activity and events. |

A report on how funding was used to support the familiarization of the Indicators of Preschool Literacy and Numeracy>

5. INTERVENTION AND SUPPORT PROGRAMS

C.a.F.E. Enfield Children’s Centre supports children from birth to school transition to achieve the best possible learning, health and wellbeing outcomes in a universal setting with targeted responses when additional support is required. Through routine assessments and observations of all children our Educators identify children who are likely to benefit from additional support for their learning needs.

We access on behalf of children using childcare additional resources and funds from
• Commonwealth Government program, Inclusion and Professional Support Program, administered in our region by Inclusive Directions
Through the IPSP practical support is given to services to build their capacity to provide a quality inclusive environment for children with additional needs.
Children assisted through the program are:
  o children with disability, including children with ongoing high support needs,
  o children from culturally and linguistically diverse backgrounds,
  o children with a refugee or humanitarian intervention background, and
  o Indigenous children.
Flexible Support Funding is also accessed to assist the inclusion of children high needs undergoing assessment, or transitioning between childcare rooms.
During 2015 we accessed 500 hours, a value of $8,900 to support 4 children through this fund.
For the children who are enrolled in Preschool we access additional resources and funds from
• State Government Funding, the Department of Education and Child Development (DECD), through Preschool Support Services, and the Preschool Bilingual Preschool
During 2015 13 children accessed preschool support funding and 27 children accessed support through the Bilingual Program

Additional Support Services
An external Psychology Services is available on a sessional fortnightly basis for children with identified needs. This support is offered in partnership with Enfield Primary School.
An Occupational Therapist and a Speech Therapist are assigned each week for 11 hours to our site as a part of the Children’s Centre team to work with Educators to build capacity and provide support to Families.
SPOTed (speech and occupational therapy) Playgroup, based on the Gymbaroo program is run weekly throughout the term, in an area over at the Enfield PS, – all 4 year old children participate for a minimum of 1 term. This is a collaborative partnership with Enfield Primary School and Family Day Care respite programme.
Referrals were also made to agencies outside of the Centre, Child and Family Health Services, Women’s and Children’s hospital, Gilles Plains GP Health, and Aboriginal Health Services. Additional Intervention Services were accessed through Inclusive Directions for children enrolled in Childcare.
All families have the opportunity to attend a routine 4.6 year old screening with Child and Family Health Services which is organized through the Centre.
Individual additional support was also provided to a number of children by Educators in consultation with Families to consolidate skills.

6. STUDENT DATA
6.1 Enrolments for Preschool

Figure 1: Enrolments by Term
Total Enrolments 2013 - 2015

Table 1: Enrolments by Term

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>44</td>
<td>49</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>49</td>
<td>51</td>
<td>49</td>
<td>48</td>
</tr>
<tr>
<td>2015</td>
<td>55</td>
<td>57</td>
<td>54</td>
<td></td>
</tr>
</tbody>
</table>

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

6.2 Attendance

Figure 2: Attendance by Term
Attendance Percentages 2013 - 2015

Table 2: Attendance Percentages 2013 - 2015

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 Centre</td>
<td>84.1</td>
<td>87.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 Centre</td>
<td>81.6</td>
<td>84.3</td>
<td>79.6</td>
<td>75.0</td>
</tr>
<tr>
<td>2015 Centre</td>
<td>85.5</td>
<td>80.7</td>
<td>77.8</td>
<td></td>
</tr>
<tr>
<td>2013 State</td>
<td>88.7</td>
<td>88.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 State</td>
<td>90.0</td>
<td>88.9</td>
<td>86.1</td>
<td>87.1</td>
</tr>
<tr>
<td>2015 State</td>
<td>90.5</td>
<td>88.5</td>
<td>86.3</td>
<td></td>
</tr>
</tbody>
</table>

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
Annual Report 2015

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

### 6.3 Destination – Feeder Schools

**Table 3: Feeder School Percentage Data 2013 - 2015**

<table>
<thead>
<tr>
<th>Feeder Schools</th>
<th>Type</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>0207 - Kilkenny Primary School</td>
<td>Govt.</td>
<td>3.9</td>
<td>3.9</td>
<td></td>
</tr>
<tr>
<td>0305 - Nailsworth Primary School</td>
<td>Govt.</td>
<td>5.3</td>
<td>19.2</td>
<td>11.5</td>
</tr>
<tr>
<td>0314 - Northfield Primary School</td>
<td>Govt.</td>
<td></td>
<td>3.9</td>
<td></td>
</tr>
<tr>
<td>0352 - Pooraka Primary School</td>
<td>Govt.</td>
<td></td>
<td>3.9</td>
<td></td>
</tr>
<tr>
<td>0368 - Prospect Primary School</td>
<td>Govt.</td>
<td>2.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0474 - Trinity Gardens Primary School</td>
<td>Govt.</td>
<td></td>
<td>3.9</td>
<td></td>
</tr>
<tr>
<td>0570 - Prospect North Primary School</td>
<td>Govt.</td>
<td></td>
<td>3.9</td>
<td>3.9</td>
</tr>
<tr>
<td>0660 - Enfield Primary School</td>
<td>Govt.</td>
<td>81.6</td>
<td>42.3</td>
<td>34.6</td>
</tr>
<tr>
<td>0665 - Hillcrest Primary School</td>
<td>Govt.</td>
<td>3.9</td>
<td>3.9</td>
<td></td>
</tr>
<tr>
<td>0714 - Challa Gardens Primary School</td>
<td>Govt.</td>
<td></td>
<td>3.9</td>
<td></td>
</tr>
<tr>
<td>0898 - Klemzig Primary School</td>
<td>Govt.</td>
<td>3.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0967 - Vale Park Primary School</td>
<td>Govt.</td>
<td>3.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1036 - East Adelaide School</td>
<td>Govt.</td>
<td>2.6</td>
<td>3.9</td>
<td></td>
</tr>
<tr>
<td>1776 - Woodcroft Primary School</td>
<td>Govt.</td>
<td>3.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1848 - Golden Grove Primary School</td>
<td>Govt.</td>
<td>2.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8032 - Cedar College</td>
<td>Non-Govt.</td>
<td>3.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8205 - Blackfriars Priory School</td>
<td>Non-Govt.</td>
<td>2.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8235 - St Brigid’s Catholic Primary School</td>
<td>Non-Govt.</td>
<td>7.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9016 - St Gabriel’s School</td>
<td>Non-Govt.</td>
<td>2.6</td>
<td>3.9</td>
<td></td>
</tr>
<tr>
<td>9069 - Our Lady of Mount Carmel Parish School</td>
<td>Non-Govt.</td>
<td>3.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9115 - Prescott Primary Northern</td>
<td>Non-Govt.</td>
<td>3.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9116 - St Paul Lutheran School</td>
<td>Non-Govt.</td>
<td>15.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>99.9</td>
<td>100.4</td>
<td>100.5</td>
</tr>
</tbody>
</table>

Based on the percent of children currently enrolled who will attend school in the following year, where the expected school is known.
Due to rounding totals may not add up to 100%.
Source: Term 3 Preschool Data Collection, Data Management and Information Systems

### 7. CLIENT OPINION
Summary of Parent Feedback via the Orientation Evaluation Forms provided to families several weeks after their child has settled into care for the first time.

Were you and your child made to feel welcome?

80% of families rated their response as a 10
20% rated as a 9

Did we respond to and meet your child’s needs?

80% of families rated their response as a 10
20% rated as a 9

Was the information you received suitable and in a timely manner?

60% rated this as a 10
40% as a 9

Overall comments and feedback included:

- that families felt really good about leaving their child with the educators
- the educators were friendly
- that they trusted the educators;
- that the Centre had been recommended to them by friends;
- They had heard the quality of the Centre was good;
- They had a good experience with their previous child attending.
- They had visited other Centers

8. ACCOUNTABILITY

Relevant History Screening

This site is rigorous in maintaining a system that includes a comprehensive spreadsheet file of on-site Educators, Employees, and Volunteers, backed up by a comprehensive induction process for new to site persons that ensure compliance with the screening verification responsibilities outlined in the table below. In summary the responsibilities involve:

- sighting and recording clearance information site system files (or maintaining copies of clearances if not connected to these systems), or
- verifying the identity of first time visiting DECD or Women’s and Children’s Health Network employees and noting verification next to their name in the site’s sign in book, or
- establishing shared-use agreements with community groups, and
- maintaining the accuracy of screening information on site files

9. Thank you

In closing, I extend my thanks to our team of educators across the site who contribute towards maintaining the high standards of care and education provided in the programs we offer. It is this dedication to their profession that makes our Centre the wonderful place it is. Our team of staff is well supported by the Management Committee; who demonstrated a strong commitment to this Centre throughout the year, thank you. Parent voice and involvement is a key element to the success of our programs. Strong partnerships with parents lead to positive outcomes for the children.

Thank you to all our families for the trust you place with us to work with you and your child.

Joan Gilbert
Director Education and Care