

2025 annual report to the Community

CaFE Enfield Children's Centre

CaFE Enfield Children's Centre number: 5363

Partnership: Torrens



Preschool director:

Rowena McAvaney

Signature

Date of endorsement:

25/02/2026



Government
of South Australia
Department for Education

Baru Subasi Chairperson Baru Subasi

Jess Tzeretus Secretary

Directors Report

At C.a.F.E (Children and Families Everywhere) Enfield Children's Centre, our commitment to fostering a nurturing, safe and inclusive early childhood environment remains at the heart of everything that we do. In 2025, our Centre continued to provide high-quality education and care through all our services, including Child and Family Health Services, playgroups and education from birth to five years old.

Through collaborative partnerships with families and the community, we supported each child's sense of belonging, agency, and dispositions for learning. Our educators designed and delivered play-based learning programs that promoted holistic development, responding to each child's individual backgrounds, strengths and interests. This learning was proudly celebrated alongside our community at the End of Year Celebration Exhibit within our Community Space.

In 2025, our QIP goal encouraged the team to focus on wellbeing, cultural responsiveness, child safety and inclusion, where we successfully strengthened outcomes for all our children and families. The learning environments were thoughtfully prepared to stimulate curiosity and active engagement, while supporting children's rights and agency. Our team's professional learning and commitment to quality assurance have guaranteed compliance and alignment with legislative requirements, as well as best practices guided by Early Years Learning Framework (EYLF) and the expectations of National Quality Standards (NQS).

Throughout 2025, C.a.F.E Enfield Children's Centre has continued its strong commitment to its Strategic Improvement Plan (SIP), with a significant focus on advancing our Reconciliation Action Plan (RAP). Our work this year has centred on deepening cultural understanding, strengthening connections to Kurna Country, and embedding respectful, inclusive practices across our site.

Building Knowledge and Cultural Capability

The year commenced in Week 0 with a whole-site Professional Development Day featuring a presentation by *Walking with Kurna*, delivered by Liesl Von der Borch. This learning focused on Pedagogy of Place, Aboriginal history, connection to land, Kurna language, and cultural games. The professional learning empowered staff to confidently engage children and families in learning about Aboriginal culture.

This work has been documented and shared through our RAP inquiry book, centre newsletters, Management Committee meetings, and Kuu's (Kurna for 'rooms') pedagogical documentation, ensuring transparency and shared understanding across our community.



Where to next (2026): Through the Flying Start Boost Program, staff will further strengthen their knowledge of Kurna language by participating in Lady Gowrie professional development, *Yellaka Warra – Today's Word*.

Co-creating our Community Reconciliation Garden

In 2024, the centre successfully secured a grant from the City of Port Adelaide Enfield Council, which was utilised in 2025 to rejuvenate soil, install irrigation, and purchase native plants for the Community Reconciliation Garden. A Working Bee was held on the 14 June 2025 and we had a strong turnout of 35 community members, including past, present, and future families, alongside staff.



The collaborative effort has transformed the garden into a lush, green, and welcoming space with yarn art pieces created by the Multicultural Women's Group. This community project has been formally documented as a strengths statement within our National Quality Standards evidence. **Where to next:** This year, we will continue to collaborate with the Enfield Primary School community to install seating, Kurna signage, and children's mosaic artworks for the wider community to enjoy.

Strengthening RAP Leadership and Staff Engagement

Following attendance at the Aboriginal Learner Network Day facilitated by the DfE Inner West Portfolio, Yilu and Ivy committed to joining the RAP committee. Additionally, during the Professional Development Day on 29 September 2025, leadership introduced a whole-site Acknowledgement of Country, supporting staff to meaningfully connect with Place and deepen their connection to Kurna land. This reflective practice prompted several staff members to engage in DfE Plink training on the Culturally Responsive Framework, reinforcing the understanding that increased knowledge leads to meaningful action and sustainable change in everyday practice.

Where to next: This year our commitment to the SIP and RAP looks like

- Encourage all staff to complete the Culturally Responsive Framework training.
- Encourage passionate staff to actively participate in the RAP committee.
- Commit to regular RAP meetings scheduled on Wednesday mornings (8:00–8:45am) in Weeks 4 and 9 of each term.
- Our site Speech Pathologist, Tricia Howard, will continue sourcing culturally responsive children’s literature to support inclusive learning in the Kuu’s.
- Educators will continue to share the responsibility for designing and creating foyer displays that aim to intentionally engage families in reflecting and learning alongside their child/ren at pick up and drop off times.

Kurna Language and Naming of Community Spaces

As part of our commitment to respecting and uplifting Kurna language, the centre formally wrote to Kurna Warra Pintyanthi (KWP) to seek permission from Elders to use Kurna names for community spaces. Following community consultation, the names *Tultyurrinthe Kuu* (Come Together Room) for meeting rooms and *Taikurringka* (Belonging to Everyone) for the community space were selected. The centre also welcomed any further recommendations from KWP.

Where to next: This year upon receiving confirmation of Kurna names from KWP for the community spaces, we will engage a local artist to create culturally respectful signage for these spaces and then we will hold a ceremony whereby an Elder from the Kurna community can officially announce their Kurna names.

The progress made in 2025 reflects the strong commitment of staff, families, and the wider community to reconciliation, inclusion, and respectful partnerships. As we move into 2026, C.a.F.E Enfield Children’s Centre remains dedicated to building on these foundations, ensuring reconciliation is embedded as an authentic and ongoing part of our everyday practice.

Rowena McAvaney

More information about CaFE Enfield Children’s Centre is available on the centres website, as well as the Australian Children’s Education and Care Quality Authority (ACECQA) website.

Governing Council Report

Good evening, everyone, and thank you for joining us for the Cafe Enfield Annual General Meeting. 2025 was another big year for our centre! Our staff received a well-deserved 15% government-funded pay rise, with the final 5% increase effective from 1 December 2025, following an initial 10% boost in 2024. In 2025, we worked closely with the Office for Early Childhood Development to implement preschool for 3-year-olds. We've had a successful start for preschool for 3-year-olds, and our staff's professional development for this cohort is continuing. Our community worked together for the reconciliation garden, busy bees and enjoyed the kite flying day and the end of year celebration.

Our amazing teachers and educators are Cafe Enfield's biggest strength. They have shone through their unwavering commitment to learning through play and ensuring the children's holistic wellbeing. Our teachers and educators were focusing on learning through music in 2025, and I encourage you to review the books in each room to gain an insight into the children's joy around music.

We've also witnessed the remarkable impact of our staff's dedication beyond the daily curriculum. Jill, Jo, and Tricia's tireless efforts in organising community events and undertaking occupational and speech therapy have made a tangible difference in the lives of our children and their families.

We extend a heartfelt thank you to Sarah and Lee-Anne, our office staff, for their hard work and dedication. We've also welcomed Jess in the office, who has been settling in well. A special recognition goes to Lee and Rowena for their exceptional leadership and their commitment to continuous improvement at Cafe Enfield. We acknowledge our wonderful cook, Lisa, who works tirelessly to provide healthy and delicious meals for our children every day, as we farewelled Emma.

The staff room continues to be popular, and thanks to our staff rep, Hetty, we now have a suggestion box in the staff room, and, through those suggestions, regularly discuss ways to improve our staff's wellbeing at our Governance Committee meetings.

We acknowledge and thank those staff members who have moved on to new opportunities and extend a warm welcome to those who have joined our community since the last annual general meeting.

For me, it has been an absolute pleasure and privilege to serve as the Chair of the Governance Committee for the last two years. I've appreciated the opportunity to contribute to the direction of Cafe Enfield and witness firsthand the positive impact we have made on our children's and their families' lives. I encourage you to join our committee to make an impact on our community.

Burcu (Burju) Subasi

Preschool Attendance

	Term 1	Term 3
2022 centre	81.3%	77.6%
2023 centre	88.4%	88.1%
2024 centre	86.4%	84.6%
2025 centre	82.9%	83.5%

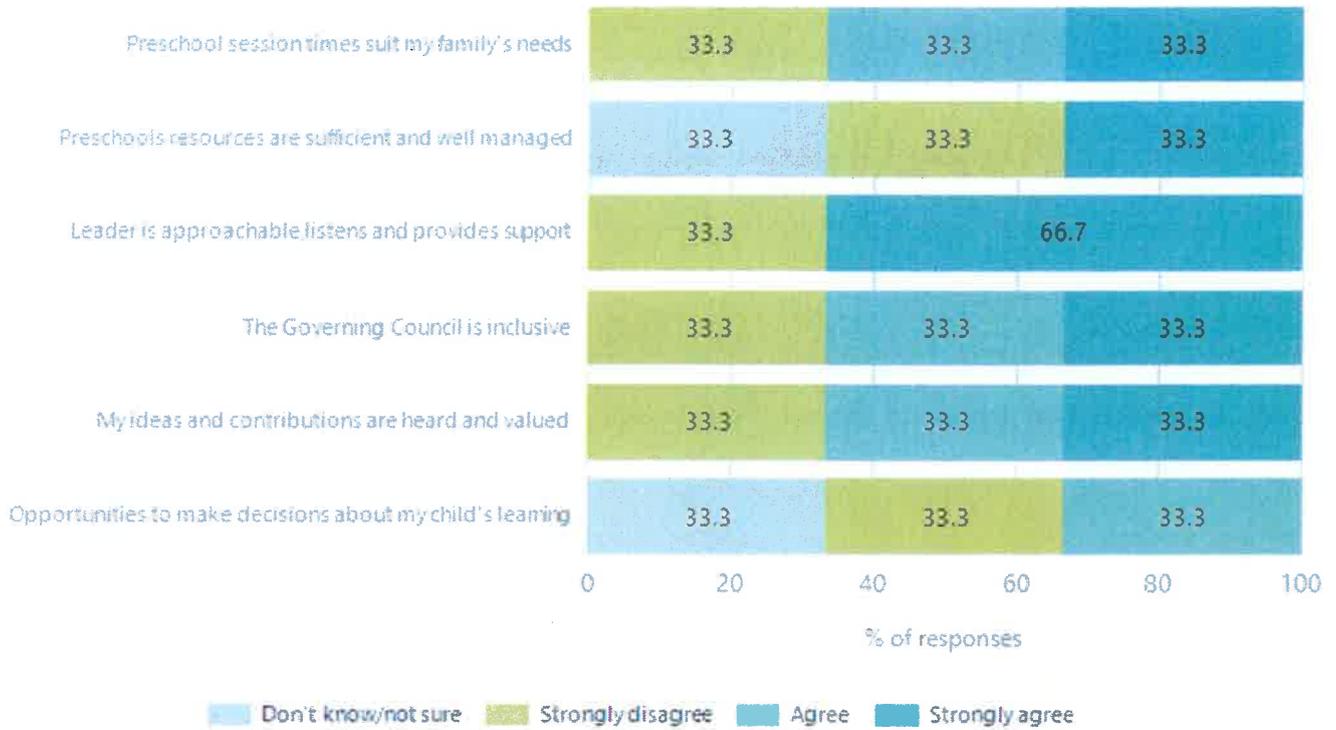
Based on preschool sessions attended during a two-week reference period in Term 1 and Term 3. The table represents the proportion of hours attended out of total hours enrolled (booked). Data Source: Department for Education attendance data.

Attendance Comment

In South Australia, preschool attendance is not compulsory, but it is strongly encouraged. Preschool gives children the best opportunity to develop skills, which prepare them for school. These benefits include establishing positive routines and habits, friendships and connections as well as developing communication, problem-solving and creative skills.

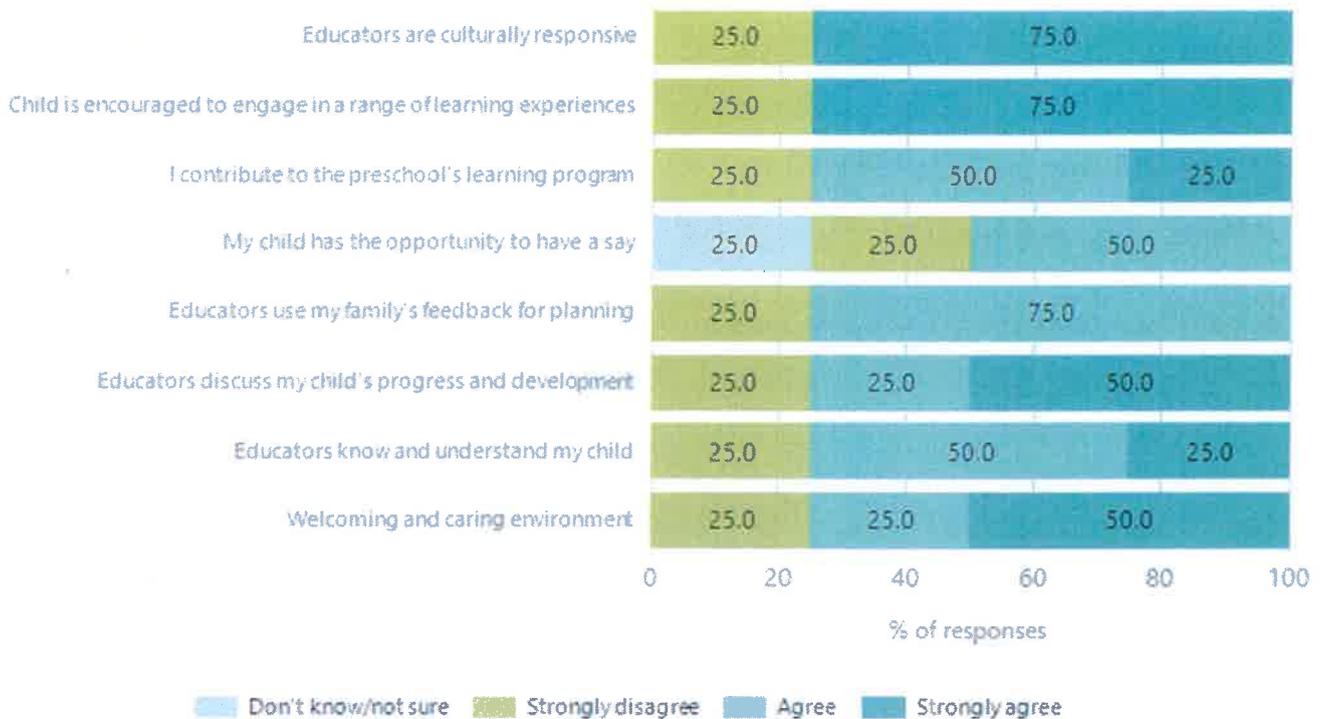
Preschool Family Opinion Survey

Governance, Leadership and Management



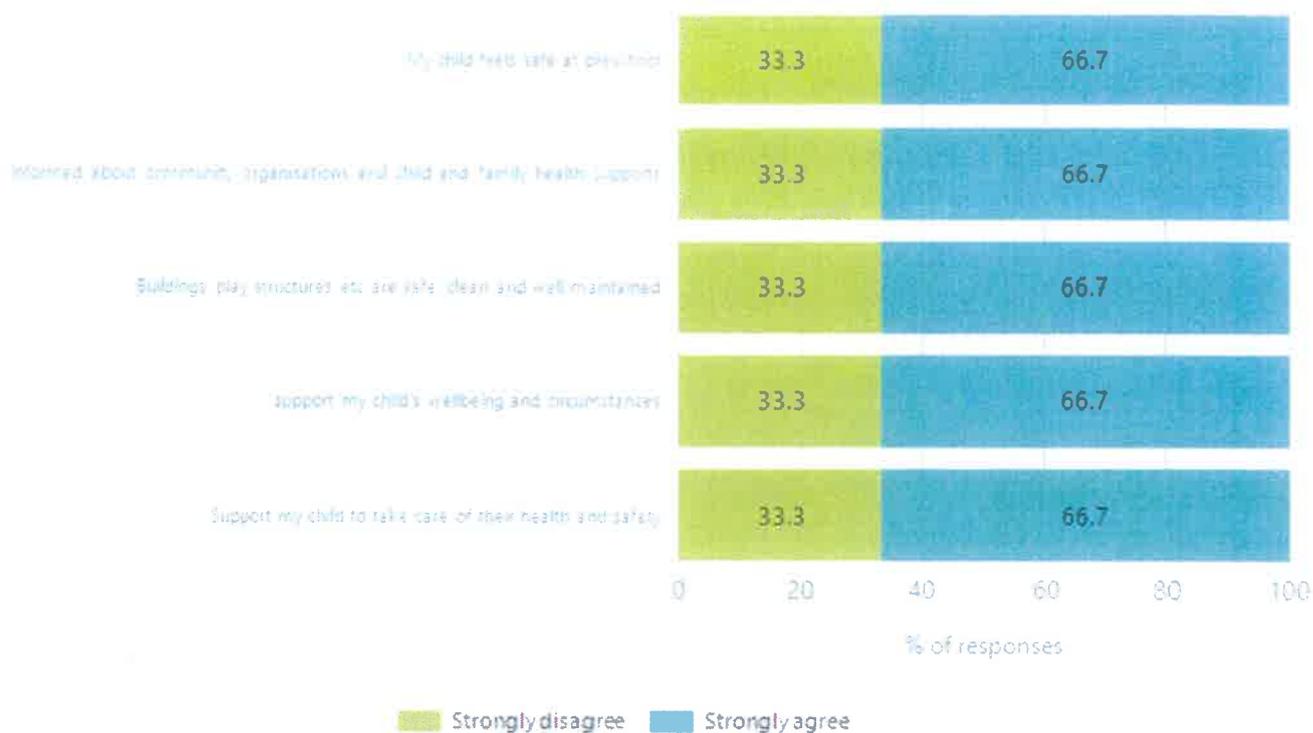
Data Source: 2025 Department for Education Preschool Family Opinions Survey, Term 3 2025.

Quality of Teaching and Learning



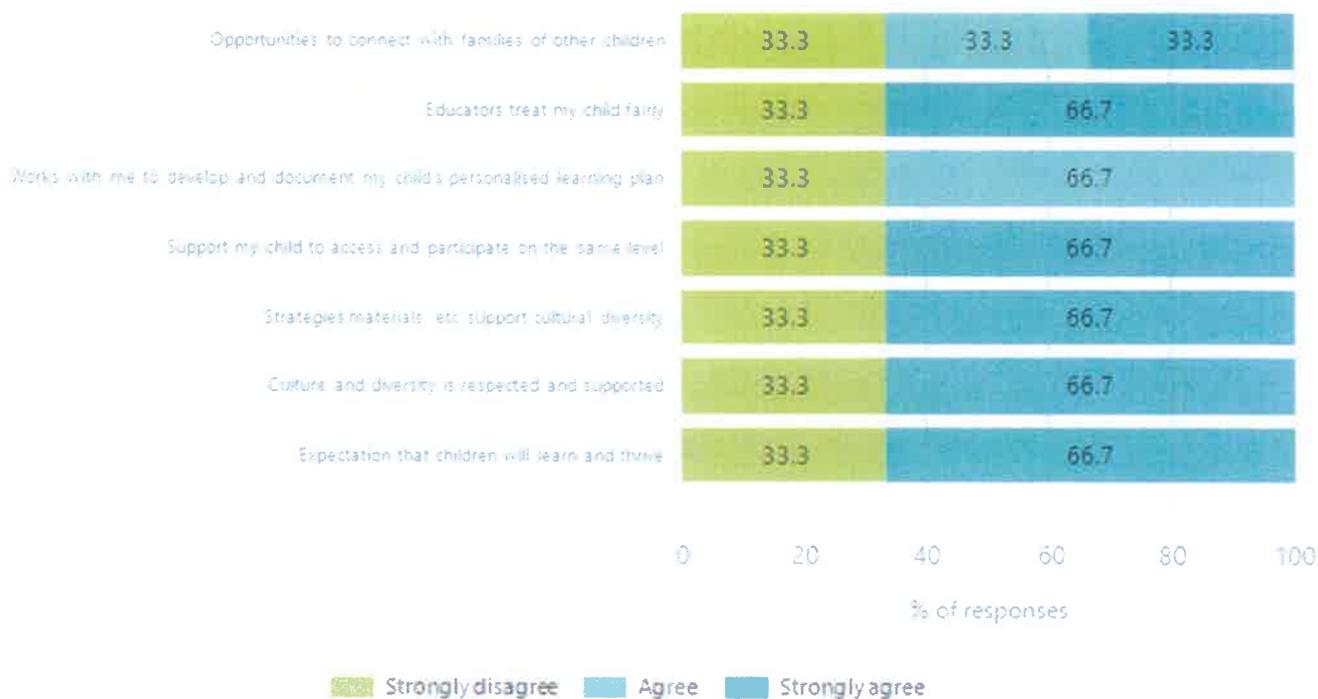
Data Source: 2025 Department for Education Preschool Family Opinions Survey, Term 3 2025.

Safety, Health and Wellbeing



Data Source: 2025 Department for Education Preschool Family Opinions Survey, Term 3 2025.

Support and Inclusion



Data Source: 2025 Department for Education Preschool Family Opinions Survey, Term 3 2025.

Destination Schools

Feeder Schools (Site number - Name)	2023	2024	2025
0305 - Nailsworth Primary School	3.8%	10.0%	11.5%
0660 - Enfield Primary School	6.3%	10.0%	18.0%
0665 - Hillcrest Primary School	3.8%		
9016 - St Gabriel's School		4.4%	5.1%
9031 - St Martin's Catholic Primary School	3.8%		5.1%
9065 - Rosary School		6.7%	10.3%
9088 - St Pius X School			3.9%
9116 - St Paul Lutheran School	7.5%	6.7%	6.4%
9999 - Unknown	57.5%	45.6%	28.2%

Note: The data is collected in term 3. It does not reflect actual schools enrolled in by existing preschool children. A blank cell indicates there was no data for students enrolled.

Data Source: Department for Education Destination Data Report, 2025.

Highest Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor's degrees or Diplomas	5

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2025. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalent	0.0	3.8	0.0	2.1
Persons	0.0	4.0	0.0	4.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2025.

Please note: Data includes staff who are actively employed and on extended paid leave.

"Indigenous category" is self-reported by staff in the system.

Financial Statement

Funding Source	Amount
Grants: State	734,909
Grants: Commonwealth	
Parent Contributions	46,414
Fund Raising	
Other	

Data Source: School supplied data.

