

2024 annual report to the Community

CaFE Enfield Children's Centre

CaFE Enfield Children's Centre number: 5363

Partnership: Torrens



Preschool director:

Rowena McAvaney

RM McAvaney Signature

Date of endorsement:

05/03/2025



Chairperson BERU SUBASI Budna

Context Statement & Director's Report

The CaFE Enfield Children's Centre, standing for "Children and Families Everywhere," was established by community members in 2002. It operates as an integrated site providing a range of services including Child and Family Health Services, playgroups, and education for children from birth to five years. The Centre is located 8.5 km from the GPO of Adelaide, within the grounds of Enfield Primary School. It supports a culturally diverse community, offering a rich multicultural perspective across its programs.

The Centre's approach is grounded in principles that emphasize the importance of play in young children's learning, recognising children as competent learners from birth. The environment is designed to be sustainable and foster creativity and wonder in children. The vision from the outset has been to work collaboratively to support the health, developmental, and educational outcomes for children and their families.

With support of the Management committee and community input, quality practices continue to be embedded, and updated policies and procedures are being implemented to ensure compliance is evident against NQS, National Law and National Regulations. An example of high-quality practice is our commitment that contracted staff have completed on professional development training in Marte-Meo.



In February 2024, five staff had the privilege of meeting and listening to Maria Aarts, the Director of Marte Meo International, at her world renowned Marte Meo training, the "Golden Gift." Maria shared her wealth of knowledge on social and emotional development and how this plays a critical part in a person's mindset for life.

This approach serves as a pedagogical agreement in building positive and trusting relationships, which is the foundation of the site's philosophy and culture. Marte Meo also supports our inquiry projects and Pedagogical Documentation for improved learning design, assessment and reflective practice. The two practices effectively complement each other, as throughout 2024 the staff continued to focus on analysing our Pedagogical Documentation as a process to strengthen children's social interactions and learning by supporting their agency and listening to their 100 languages.

The setting up of the environment and intentional co-designed provocations both indoors and outdoors have played a major role in amplifying children's agency by facilitating their curiosity for learning. To challenge and build capacity in staff's pedagogy, Pedagogical Documentation was shared across the site, allowing each staff team to read, analyse and value the work that was happening within other team's inquiries. Being vulnerable and sharing perspectives on pedagogical documentation inquiries, provided opportunities to build pedagogy capacity and highlight the rich learning outcomes for all children.

When considering the Department's Strategic Plan, the 'area of impact' initiated was wellbeing. I strategically instigated some necessary environmental changes by re-arranging some spaces within the existing floorplan. The existing director's office, shared with the site's Community Development Co-ordinator, Speech Pathologist and Occupational Therapist, is now the new staffroom for all to appreciate. This change not only supported attending to site culture with positive outcomes, but it has engaged all educators in the community space and is facilitating stronger connections between different services. Also, another positive outcome of staff having a spacious room away from their workspace, ensures they engage in a relaxed break which ultimately has a positive outcome for the children, as the educators return to their interactions with children feeling refreshed.

In 2024, the CaFE Enfield Children's Centre leadership team were successful in obtaining a significant community grant from Port Adelaide Enfield Council. With this funding, in collaboration with the Enfield Primary School, we are planning to co-create and develop a Community Reconciliation Garden located between the two sites. The vision for this year, is to rejuvenate the area, install irrigation and engage our community in planting 'useful' plants. Within this Reconciliation Garden, the site aims to include some signage in Kaurna language to acknowledge the vegetation planted, with the intention to educate our community now and in the future.

Rowena McAvaney

Governing Council Report

Good evening everyone, and thank you for joining us for the Cafe Enfield Annual General Meeting. This year has been one of significant transition and positive growth. We successfully navigated the change in leadership from Joan Gilbert to Rowena McAvaney, a process made seamless by the incredible openness and welcoming spirit of our dedicated staff. Their commitment to continuity and the children's wellbeing was truly commendable. We've also seen what a difference our outdoor space is making, which has been embraced wholeheartedly by children, staff, and parents alike. It's been a joy to watch the children develop their sense of agency, creating their own rules for sharing and safety, showcasing their growing independence.

Our amazing educators are C.a.F.E Enfield's biggest strength. They have shone through their unwavering commitment to learning through play and ensuring the children's holistic wellbeing. 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. 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 cooks, Lisa and Emma, who work tirelessly to provide healthy and delicious meals for our children every day.

The love, patience, and professionalism our entire staff demonstrate in caring for and educating our children is truly exceptional.

The recent shuffle in room layout has been a great success, and the new staff room has been a fantastic addition greatly benefiting staff wellbeing.

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.

Personally, it has been an absolute pleasure and privilege to serve as the Chair of the Management Committee this year. I've appreciated the opportunity to contribute to the direction of C.a.F.E Enfield and witness firsthand the positive impact we have made in our children's and their families' lives. I am grateful for the chance to have a say in how our centre is run and look forward to working with our new and existing members

Burcu Subasi

Preschool Attendance

	Term 1	Term 2	Term 3	Term 4
2021 centre	93.8%	87.7%	89%	80.4%
2022 centre	81.3%	79.5%	77.6%	80.9%
2023 centre	88.4%	89%	88.1%	72.5%
2024 centre	86.4%		84.6%	

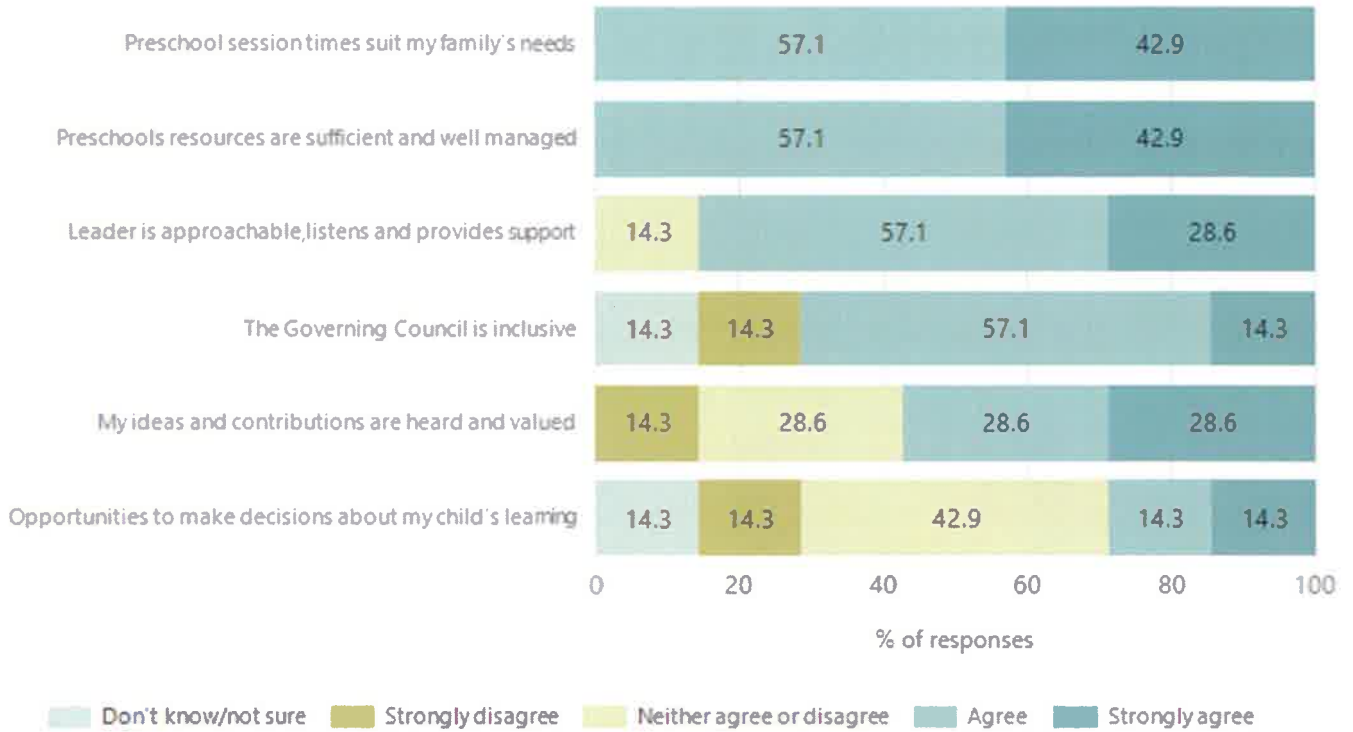
Based on attendances recorded in the two-week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy. Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours. Data Source: Department for Education Attendance Data, Semester 1 Report 2024. A blank cell indicates there were no students enrolled.

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. All children are entitled to access a preschool program over 4 terms the year before they start school.

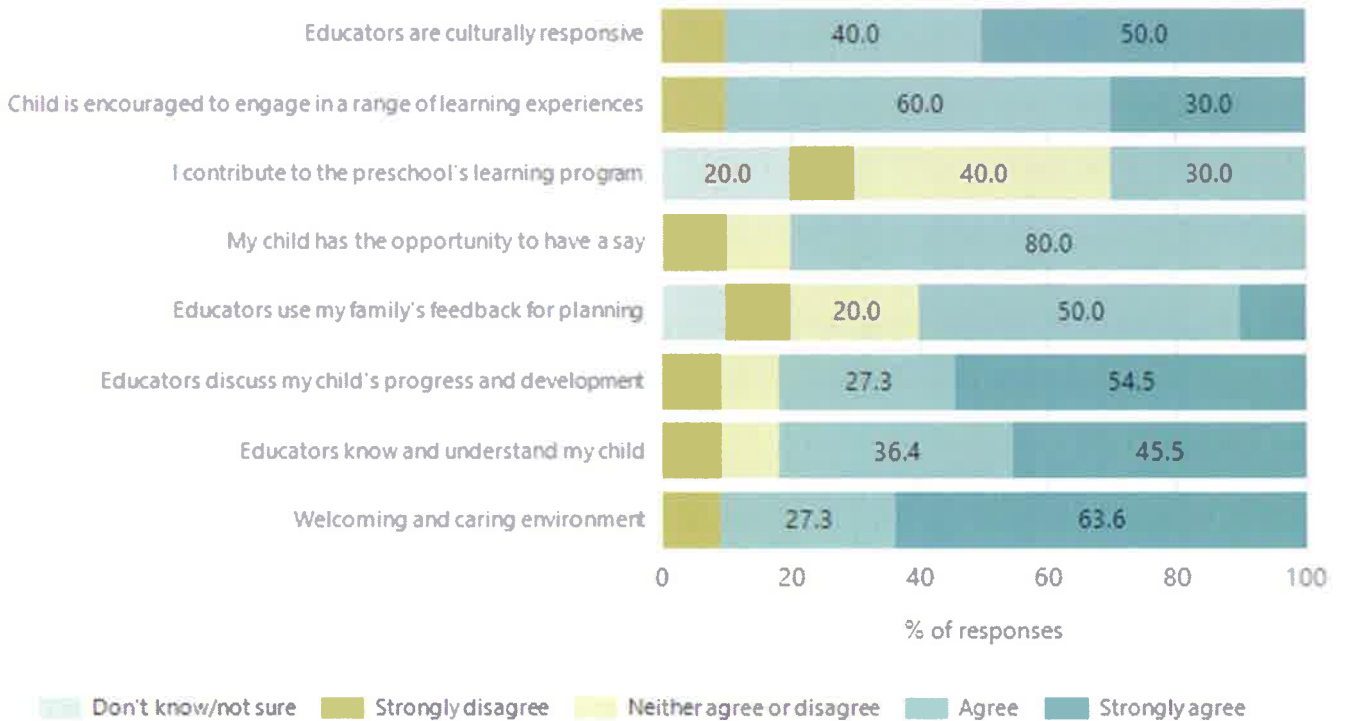
Preschool Family Opinion Survey

Governance, Leadership and Management



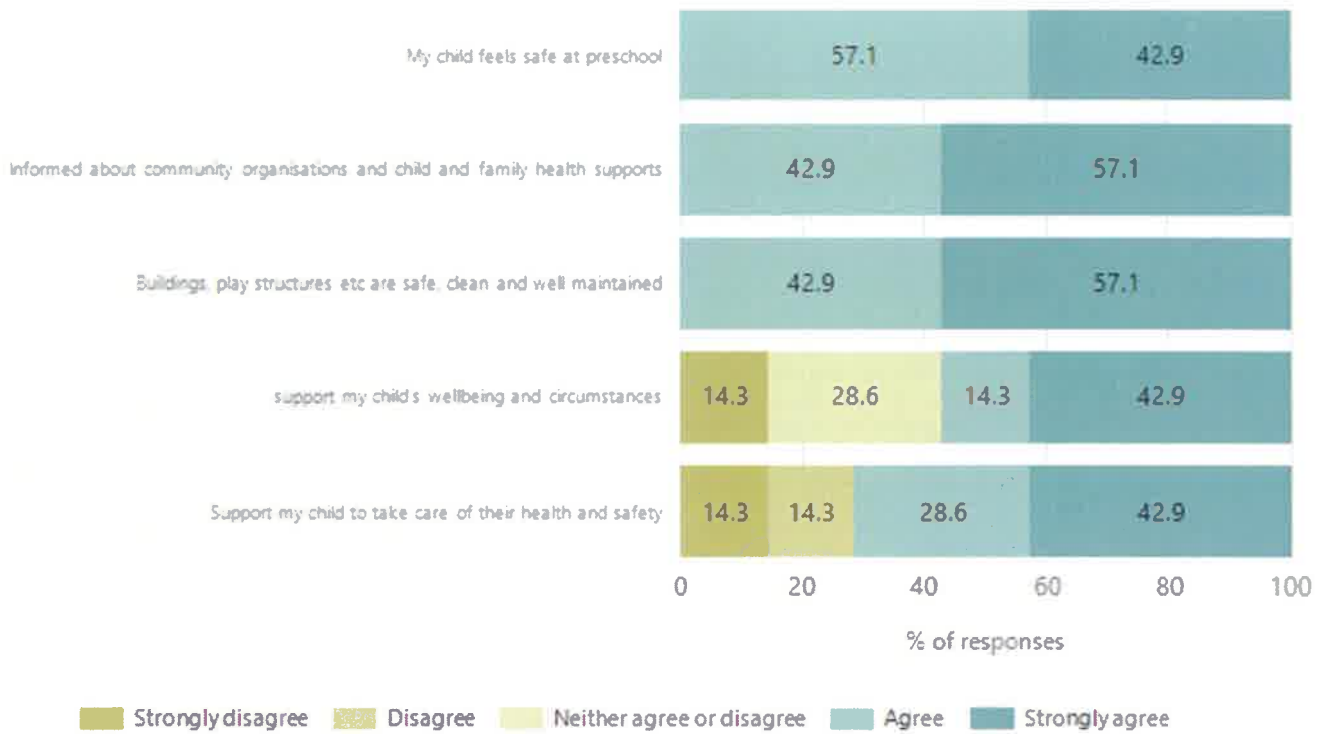
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

Quality of Teaching and Learning



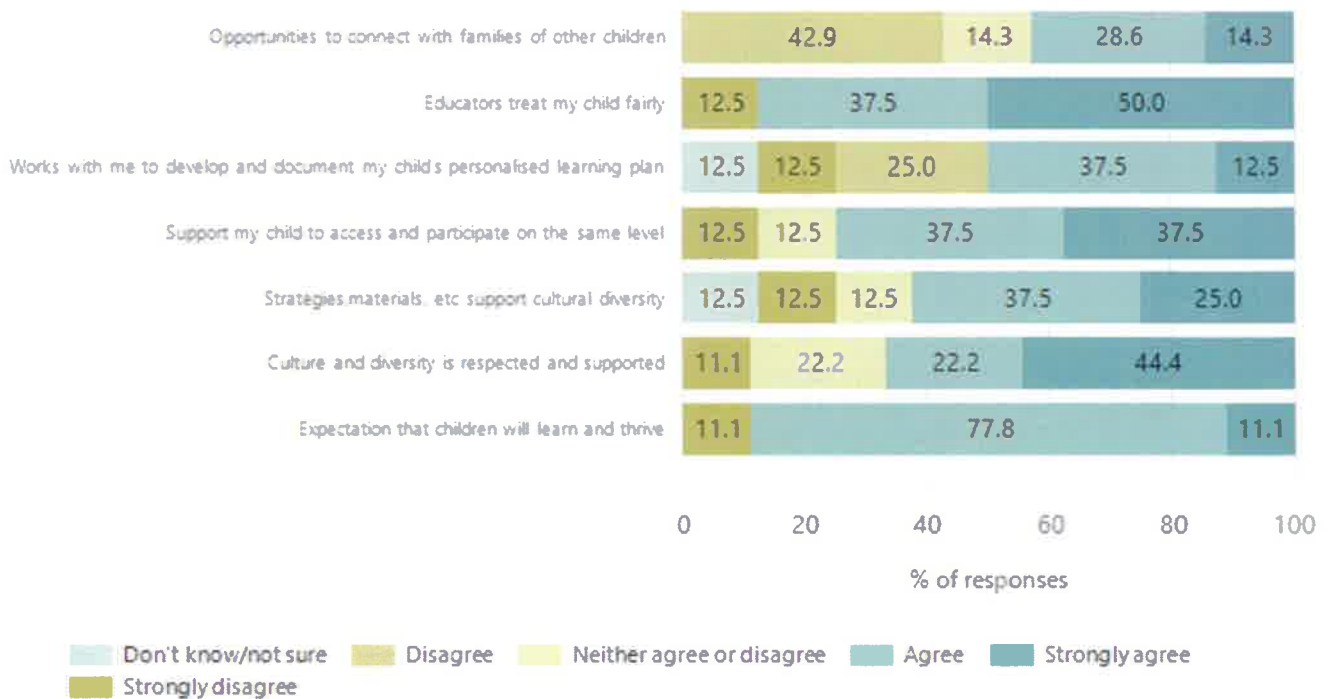
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

Safety, Health and Wellbeing



Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

Support and Inclusion



Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

Destination Schools

Feeder Schools (Site number - Name)	2022	2023	2024
0305 - Nailsworth Primary School		3.8%	10.0%
0660 - Enfield Primary School	20.8%	6.3%	10.0%
0665 - Hillcrest Primary School		3.8%	
9016 - St Gabriel's School			4.4%
9031 - St Martin's Catholic Primary School	6.3%	3.8%	
9065 - Rosary School			6.7%
9116 - St Paul Lutheran School	8.3%	7.5%	6.7%
9999 - Unknown	45.8%	57.5%	45.6%

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, 2024.

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	2
Postgraduate Qualifications	1

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2024. 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 Equivalents	0.0	3.0	0.0	3.0
Persons	0.0	3.0	0.0	6.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2024.

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	718,509.00
Grants: Commonwealth	
Parent Contributions	52,844.00
Fund Raising	
Other	

Data Source: School supplied data.