

KINDERGARTEN PARENT SURVEY 2018

SERVICE RESULTS
[Service Name]



CONTENTS

ABOUT THE SURVEY	1
ABOUT THIS REPORT	1
SURVEY RESULTS	2
APPENDIX A: Taking Action – How to use the report	8
APPENDIX B: Survey questions	10

Melbourne Nov-18

©State of Victoria (Department of Education and Training) 2018

The copyright in this document is owned by the State of Victoria (Department of Education and Training), or in the case of some materials, by third parties (third party materials). No part may be reproduced by any process except in accordance with the provisions of the Copyright Act 1968, the National Education Access Licence for Schools (NEALS) (see below) or with permission.

An educational institution situated in Australia which is not conducted for profit, or a body responsible for administering such an institution may copy and communicate the materials, other than third party materials, for the educational purposes of the institution.

Authorised by the Department of Education and Training,

2 Treasury Place, East Melbourne, Victoria, 3002



Education
and Training

ABOUT THE SURVEY

The Department of Education and Training (the Department) has been reporting on statewide levels of parent satisfaction with kindergarten in the year before school since 2016.

Each year, the Department invites all parents whose children attended a funded kindergarten program in that year to participate in a voluntary online Parent Opinion Survey to seek feedback about their child's kindergarten service. The survey includes questions regarding parent satisfaction together with questions that reflect the Victorian Early Years Learning and Development Framework and the National Quality Framework. The survey questions are provided in Appendix B.

In October 2018, the Department requested service providers email a link to the online survey to parents of children accessing a funded kindergarten program at their service in 2018. Postcards promoting the survey and providing access details were also provided to all funded kindergarten services for distribution to parents. In 2018, the survey was also available in 10 languages other than English: Mandarin, Cantonese, Vietnamese, Arabic, Dari, Tamil, Sinhalese, Hindi, Punjabi and Urdu.

The survey was anonymous and at no stage were any personal details requested from respondents. When answering, parents were requested to select their kindergarten service from a series of drop down lists.

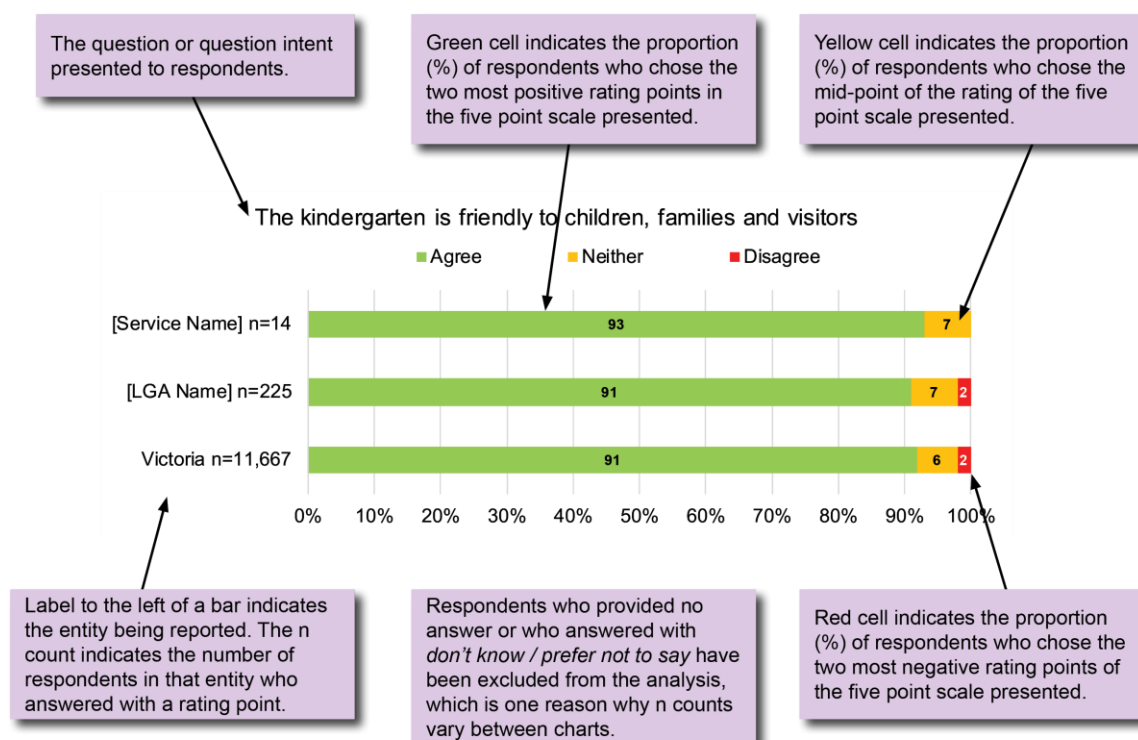
Survey results were analysed at a number of levels: statewide, local government authority (LGA), service provider (where applicable) and kindergarten service. The results are also compared (where possible) with the 2016 and 2017 survey results. The results will be used for planning and service improvement initiatives across the state and to report in the Victorian Budget papers.

A service report is only provided where 5 or more responses were received.

This report has been developed by the Social Research Centre on behalf of the Department.

ABOUT THIS REPORT

The report focuses on numeric survey results. Here is a description of the components, which appear in most charts.



SURVEY RESULTS

This section of the report presents summary results for a kindergarten service and compares its results with the service location's local government authority (LGA) and statewide results. If no LGA results are displayed in the charts of this section, it means that there were:

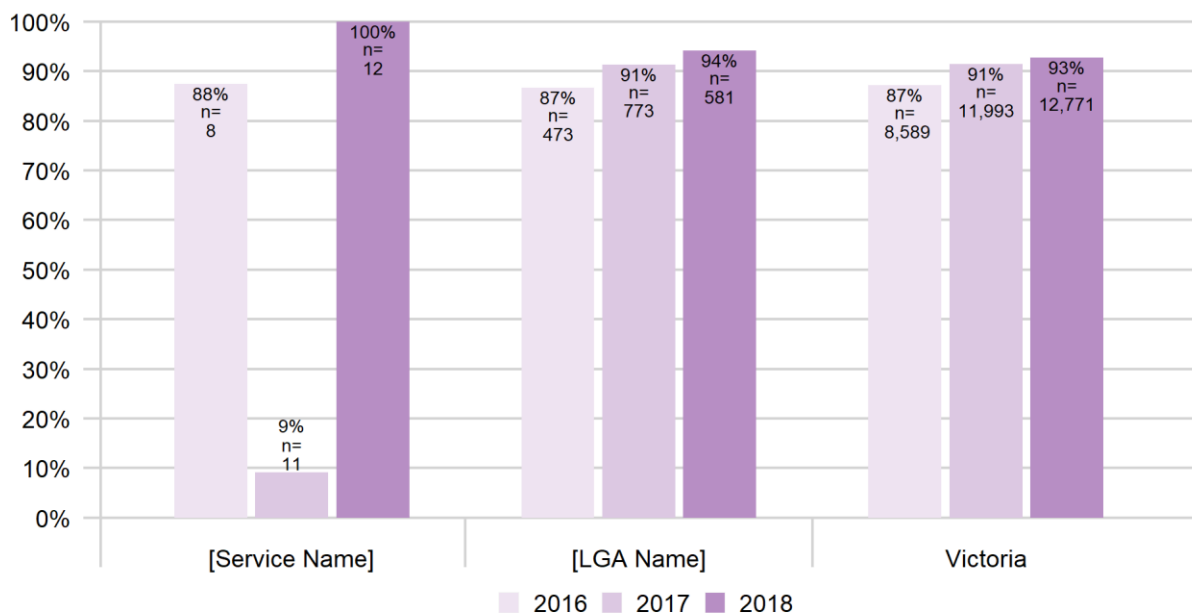
- less than 50 survey responses for an LGA overall, or
- only one service had survey respondents in the LGA.

The service level results are based on the unweighted parent responses to each question. The results presented for the LGA and Victoria are weighted to represent the characteristics of parents in those regions.

PARENT SATISFACTION

Overall satisfaction with education a child receives from a kindergarten

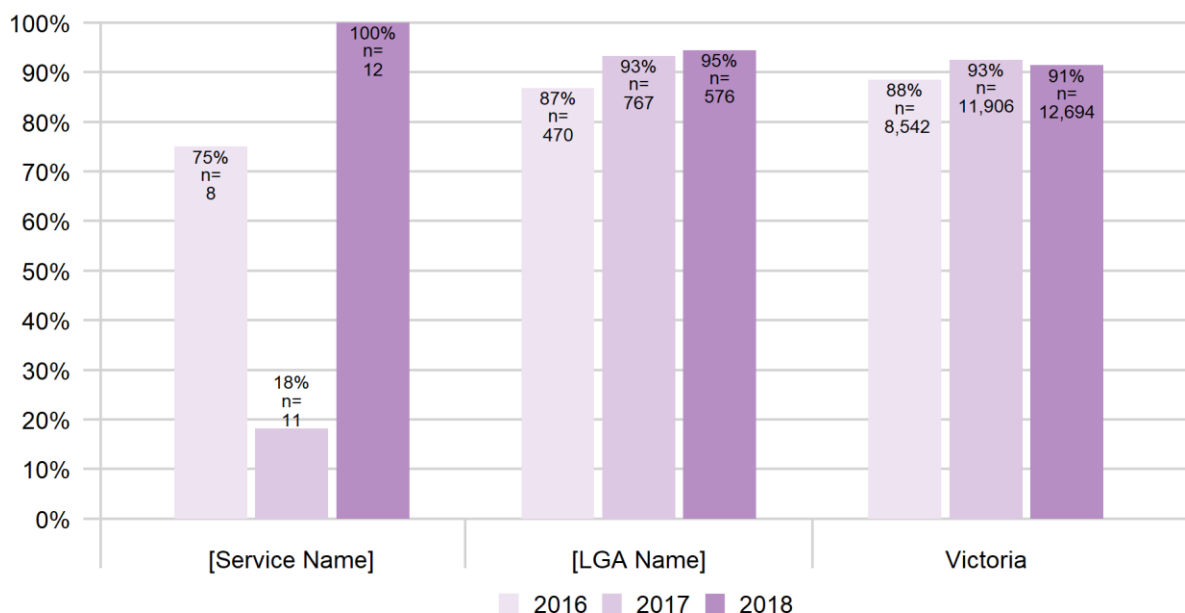
*% respondents who indicated **very satisfied or satisfied***



QUALITY OF EDUCATION OFFERED

Overall quality of education offered

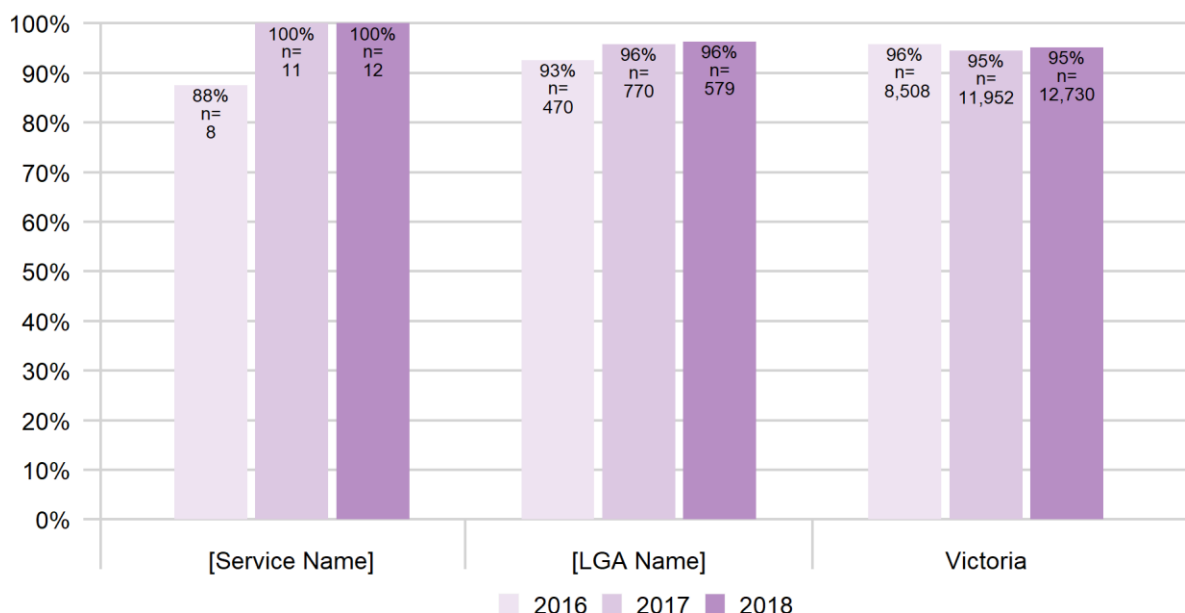
% respondents who indicated **very good or good**



IMPORTANCE OF ATTENDING KINDERGARTEN

Importance of attending kindergarten to children's education

% respondents who indicated **very good or good**



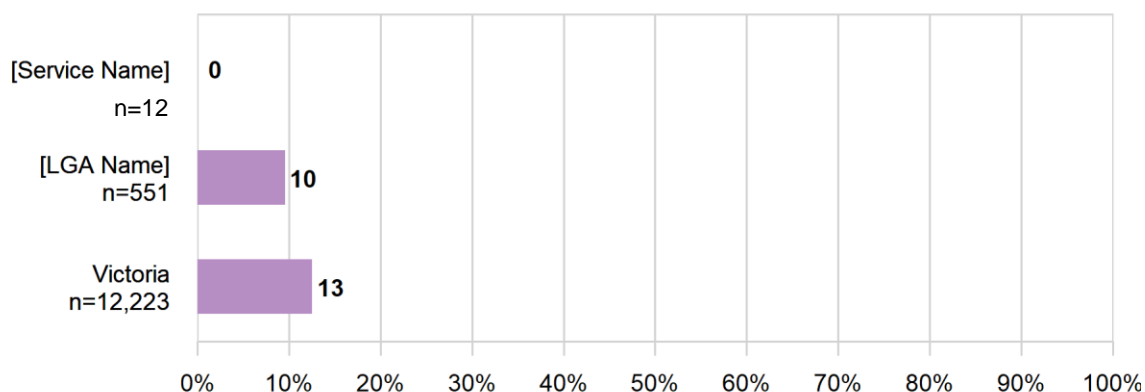
CHOOSING A KINDERGARTEN

Respondents could choose up to three importance factors. The table below shows the proportion (%) of respondents who chose a factor. Because it was a multi-choice question, column totals will be greater than 100%. The three highest ranked factors for each column (entity being reported on) are highlighted in pink. In some cases, factors may have equal ranks so there may be more than three highlights.

Most important factors in choosing a kindergarten <i>% of respondents choosing a factor</i> <i>Multi-choice and selection of up to 3 factors allowed so total >100%</i>			
Factor ↓	[Service Name] n=12	[LGA Name] n=566	Victoria n=12,493
Location	75	60	62
Service reputation	67	65	58
Session days/time	33	45	45
Children may go to same school	33	31	30
NQS rating	33	21	23
Long Day Care offered	0	20	22
Other child attending	25	19	17
Cost	8	7	12
Cultural links	0	5	8
Other	0	9	9

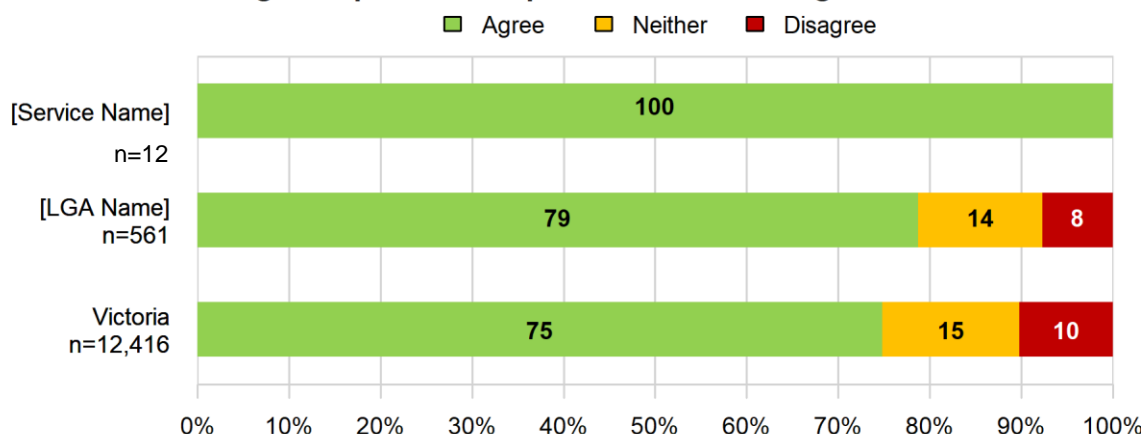
ONLY PLACE AVAILABLE

Only place available at time of enrolment % respondents who indicated yes

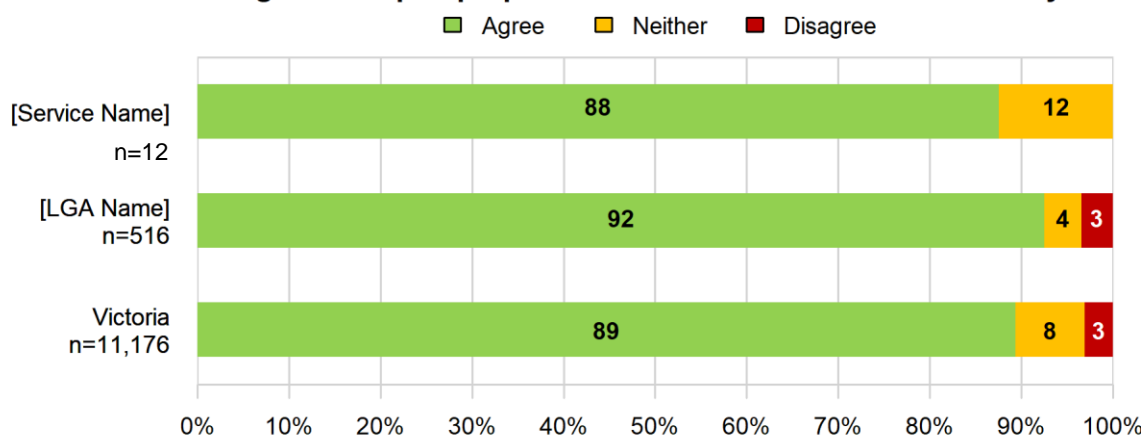


INVOLVING PARENTS AND CHILDREN

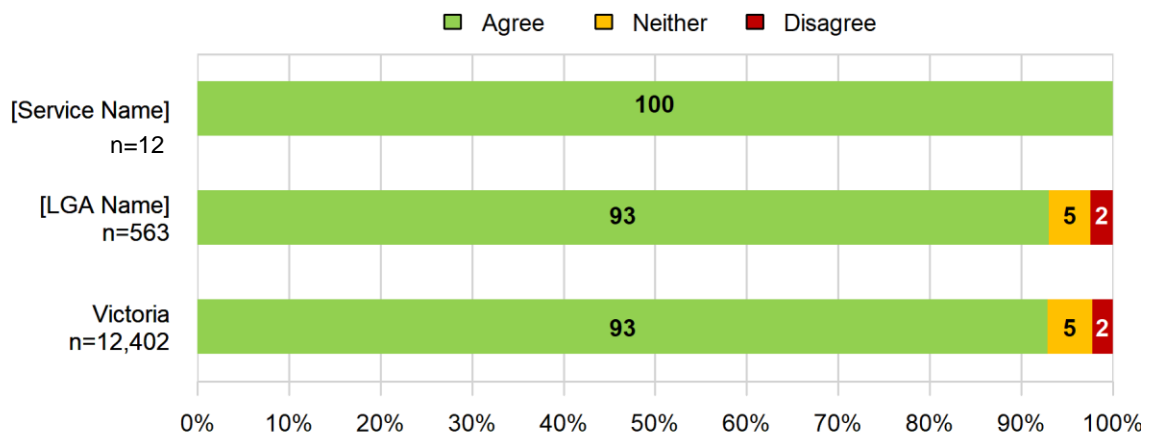
The kindergarten provides help with child's learning at home



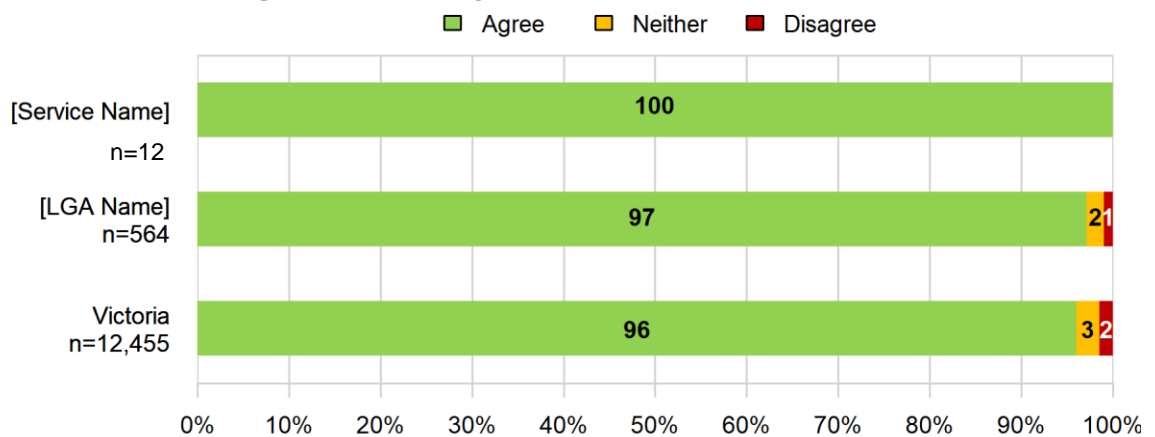
The kindergarten helped prepare child for transition to school next year



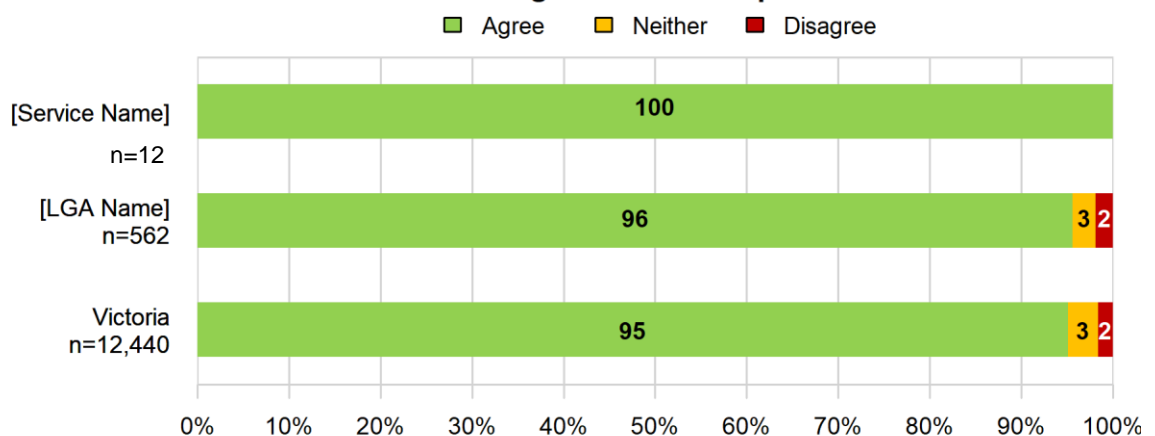
Teachers and educators consider child's views, interests and feelings



The kindergarten is friendly to children, families and visitors



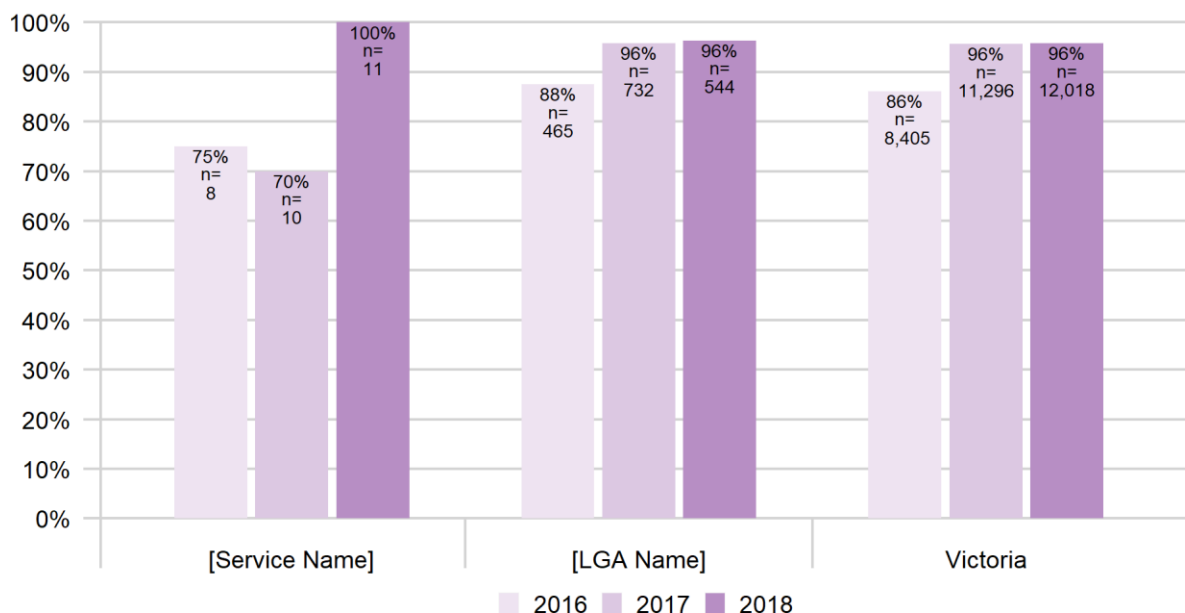
Teachers and educators have good relationship with child



DISCUSSION OF CHILD'S PROGRESS

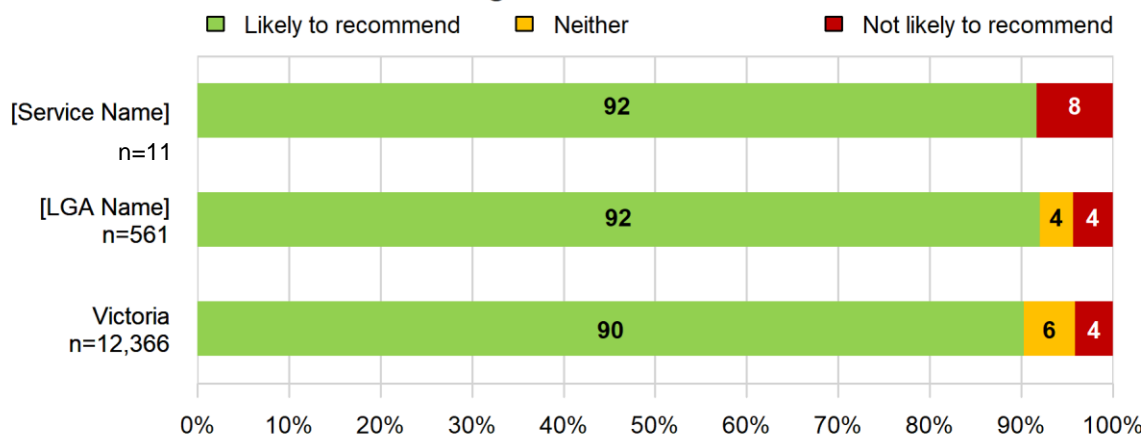
Frequency of updates on child's progress

% respondents who indicated **several times a year or more frequently**



RECOMMEND THIS SERVICE

Likelihood of recommending this service



APPENDIX A: Taking Action – How to use the report

The National Quality Standard (NQS) is a key aspect of the National Quality Framework (NQF) and sets a high, national benchmark for early childhood education and care services in Australia. It gives services and families a better understanding of a quality service, helping families to make informed decisions about the services providing education and care to their child.

The survey questions relate to different components of the NQS and the results outlined in this report can be used to identify areas of strength and areas for improvement at your service(s). It is important to interpret the results in this report in the context of your service and remember there are various factors to consider when determining the best strategies and approaches for improvement at your service. The report provides a good starting point for conversations between service providers and teachers/educators about what actions might be taken to build on service strengths and to address areas for improvement.

The table below provides a breakdown of how the questions in the parent opinion survey relate to the different quality areas and elements that form the NQS. Linking the results from your report to the NQS table below can help determine which component(s) of the NQS to focus on improving or strengthening at your service. Then use the links after the table to access resources and information to support your service to strengthen the selected quality areas.

QUALITY AREA 1 Educational program and practice	
Question: Teachers and educators at the kindergarten service consider your child's views, interests and feelings.	
Related NQS element	Why is it important?
Element 1.1.2 Each child's current knowledge, ideas, culture and abilities and interests are the foundation of the program	Effective practice is strengthened when educators use the views, interests, knowledge and strengths of each child to inform curriculum decision making. Assessing what children know, do and understand is critical to planning how next to advance children's learning and development.

QUALITY AREA 5 Relationships with children	
Question: The teachers and educators at the kindergarten service have a good relationship with my child.	
Element 5.1.1 Interactions with each child are warm, responsive and build trusting relationships	When educators are attuned to children's thoughts and feelings, children are supported to develop a sense of wellbeing and belonging.

QUALITY AREA 6 Collaborative partnerships with families and communities	
Question: The kindergarten service is friendly towards children, families and visitors.	
Related NQS element	Why is it important?
Element 6.1 Respectful, supportive relationships with families are developed and maintained.	Collaborative relationships with families are fundamental to achieve quality outcomes for children. Community partnerships that focus on active communication, consultation and collaboration also contribute to children's learning and wellbeing.
Question: The kindergarten service gives you ideas / activities to help you with your child's learning at home.	
Related NQS element	Why is it important?
Standard 6.2 Families are supported in their parenting role and their values and beliefs about childrearing are respected.	When services work in partnership with families to support them in their parenting role, planned experiences for children are more meaningful and the family's ability to support and nurture their child is enhanced. The home learning environment plays a significant role in supporting children's learning and development, health and wellbeing.

Question: Teachers and educators at the kindergarten service provide updates on your child's progress.	
Related NQS element	Why is it important?
Element 6.3.2 Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.	<p>Families are the primary influence on their child's learning and development and have valuable information about their child's strengths, abilities, challenges and interests.</p> <p>Children learn about themselves and construct their identity within the context of their families and communities. (VEYLDF p.5) Services that actively engage and build connections in the community in which they are located are better able to meet the needs of local families and their children.</p> <p>Educators work with children, families, other professionals and the broader community to ensure successful transitions between settings and that children feel secure and confident.</p>

More information

The links provided below can be used for further information and resources in relation to the National Quality Standard and the Victorian Early Years Learning and Development Framework, to support services with strengthening and improving practice.

- The Victorian Early Years Learning and Development Framework (VEYLDF)
<http://www.education.vic.gov.au/Documents/childhood/providers/edcare/veylframework.pdf>
- Resources on the VEYLDF Practice Principles and Outcomes
<http://www.education.vic.gov.au/childhood/providers/edcare/Pages/profresource.aspx>
- National Quality Standard – Resource Links
<http://www.acecqa.gov.au/national-quality-framework/the-national-quality-standard>
- Parenting today – Raising Children Network
<http://raisingchildren.net.au/preschoolers>

APPENDIX B: Survey questions

- Q1. Overall, how **satisfied** are you with the **education** your child receives from this kindergarten service?
1. Very satisfied
 2. Satisfied
 3. Neither satisfied nor dissatisfied
 4. Dissatisfied
 5. Very dissatisfied
- Q2. How important do you think attending kindergarten is to your child's education?
1. Very important
 2. Somewhat important
 3. Not important
 4. Don't know / Prefer not to say
- Q3. How would you rate the overall **quality** of education offered to your child at this kindergarten service?
1. Very good
 2. Good
 3. Fair
 4. Poor
 5. Very poor
 6. Don't know / Prefer not to say
- Q4. Which of the following do you consider the three **most important** factors in choosing a kindergarten service for your child?
1. Service location / distance from home or work
 2. Days and times the kindergarten program is available
 3. The service also offers long day care
 4. Reputation of the service
 5. The service's rating against the National Quality Standards
 6. Links to a particular culture or community group
 7. Cost
 8. My other child / children are attending or attended this service
 9. Children at this service are likely to go to the same school together
 10. Other (please specify) _____
 11. Don't know / Prefer not to say
- Q5. At the time of enrolling your child in a kindergarten service, was [SERVICE NAME] the only service available in your local area?
1. Yes
 2. No
 3. Don't know / Prefer not to say

Q6. To what extent do you agree or disagree with the following statements?

- A. The kindergarten service gives you ideas / activities to help you with your child's learning at home
- B. The kindergarten service has helped your child's transition/move to school next year
- C. Teachers and educators at the kindergarten service consider your child's views, interests and feelings
- D. The kindergarten service is friendly to children, families and visitors
- E. The teachers and educators at the kindergarten service have a good relationship with my child

- 1. Strongly agree
- 2. Agree
- 3. Neither agree nor disagree
- 4. Disagree
- 5. Strongly disagree
- 6. Don't know / Prefer not to say

Q7. How often do teachers and educators at the kindergarten service provide updates on your child's progress?

This can include staff providing updates in person, via email or in a book at the kindergarten service etc.

- 1. Daily, or on each day my child attends
- 2. Weekly
- 3. Monthly
- 4. Several times a year
- 5. Never
- 6. Don't know / Prefer not to say

Q8. How likely would you be to recommend this kindergarten service to other families?

- 1. Very likely
- 2. Likely
- 3. Neither likely nor unlikely
- 4. Unlikely
- 5. Very unlikely
- 6. Don't know / Prefer not to say

Q9. If you have any comments about how the survey or questions could be improved, please share them with us in the box below.