

Kindergarten Parent Opinion Survey 2024

Leslie Moorhead Preschool Centre



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Department
of Education

About the survey

Each year, the department invites all parents of children attending a funded kindergarten program to participate in a voluntary online Parent Opinion Survey. The survey aims to gather feedback on parents' experiences and satisfaction with their child's kindergarten program.

The surveys remain largely consistent each year to enable comparison of different time points. Occasionally, minor changes are made to reflect evolving areas of interest. In 2024, the survey remained unchanged from the 2023 survey.

In October and November 2024, the department requested that service providers email a link to the online survey to parents of children accessing a funded kindergarten program at their service. In 2024, 2023, and 2022, this also included parents of Three-Year-Old Kindergarten enrolments – as such, all timeseries charts featured in this report include Three- and Four-Year-Old Kindergarten enrolments. The survey was available in 10 languages other than English: Simplified Chinese (Mandarin), Traditional Chinese (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 4 levels: statewide, local government area (LGA), service provider (where applicable) and kindergarten service. The 2024 results are also compared (where possible) with the 2023 and 2022 survey results. Results may be used for planning and service improvement initiatives across the state and to report in the Victorian Budget papers.

A service level report is only provided to a kindergarten service where 5 or more responses were received. This report has been developed by the Social Research Centre on behalf of the department.

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 helps services and families form a better understanding of a quality service and enables families to make informed decisions about the services providing education and care to their child.

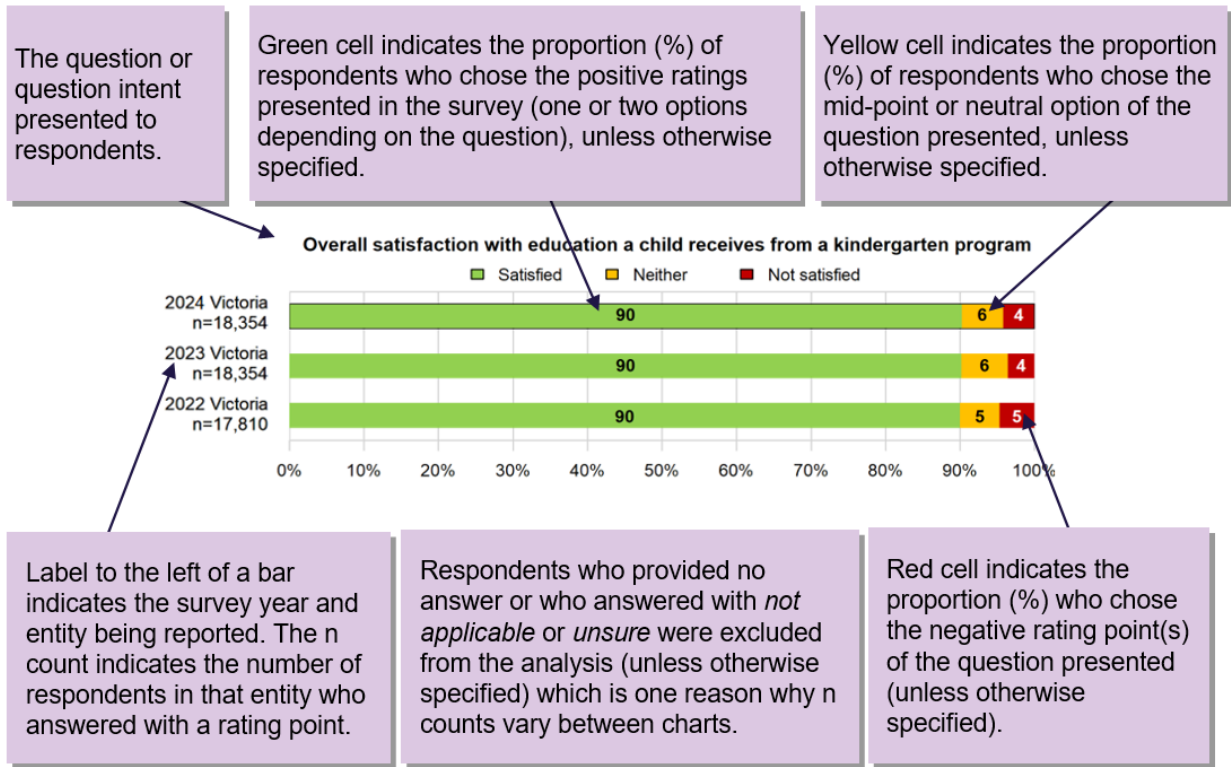
The survey questions relate to different components of the NQS, and the results outlined in this report can be used to identify areas of strength and areas for improvement at your service. When interpreting the results, consider them in the context of your service and recognise that multiple factors influence the best strategies and approaches when making improvements.

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 survey questions are detailed in **Appendix A**. An additional resource included in **Appendix B** of this [report](#) connects the survey questions with the related NQS element of the National Quality Standard (NQS) and explains why this is important.

About this report

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



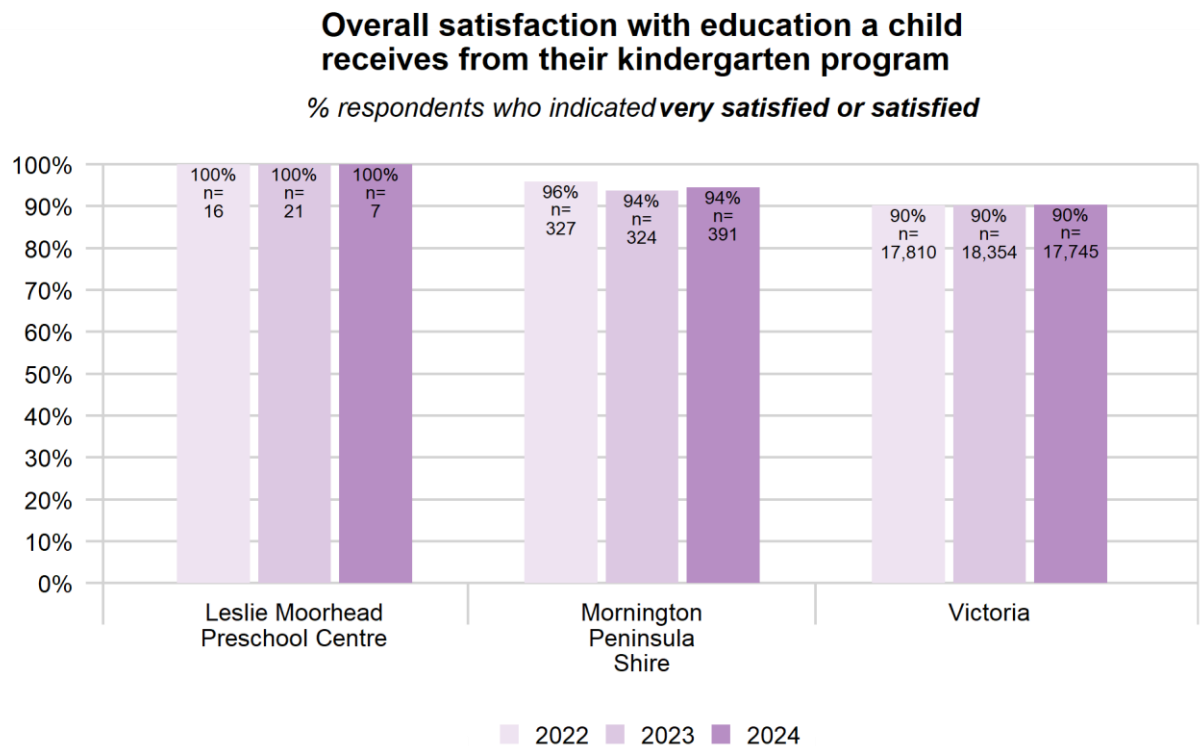
Survey results

This section presents summary results for a kindergarten service, comparing 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:

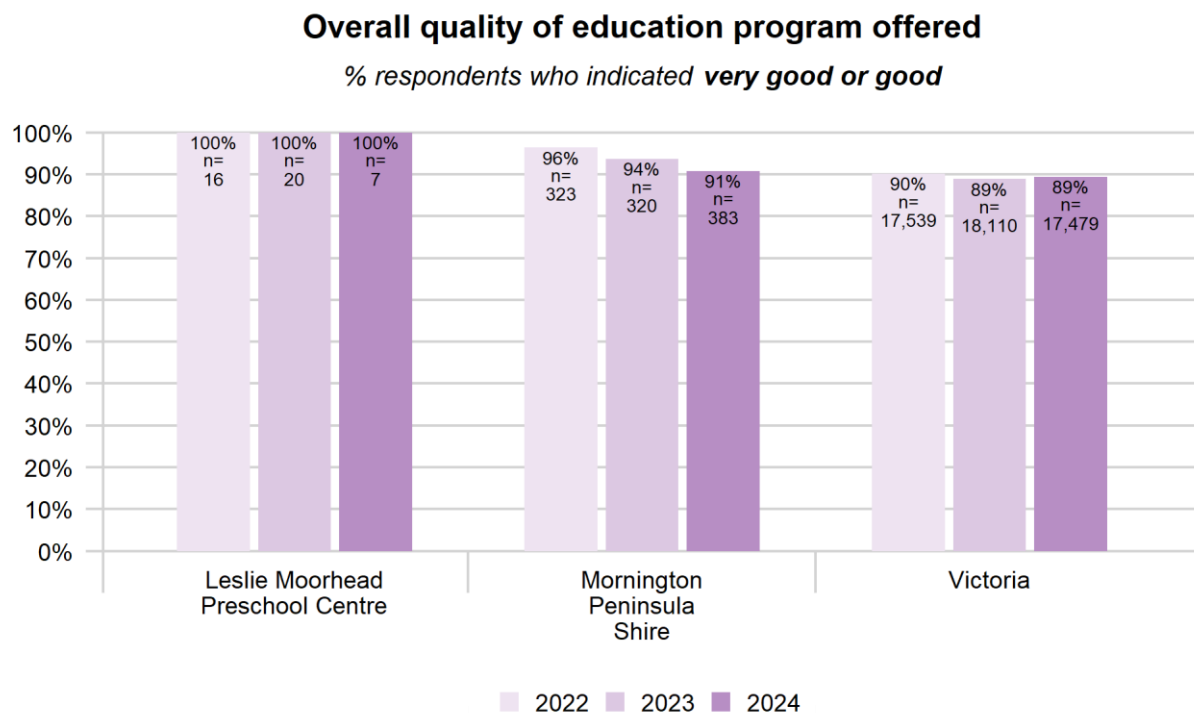
- less than 50 survey responses for an LGA overall, or
- only 1 service had survey respondents in the LGA.

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.

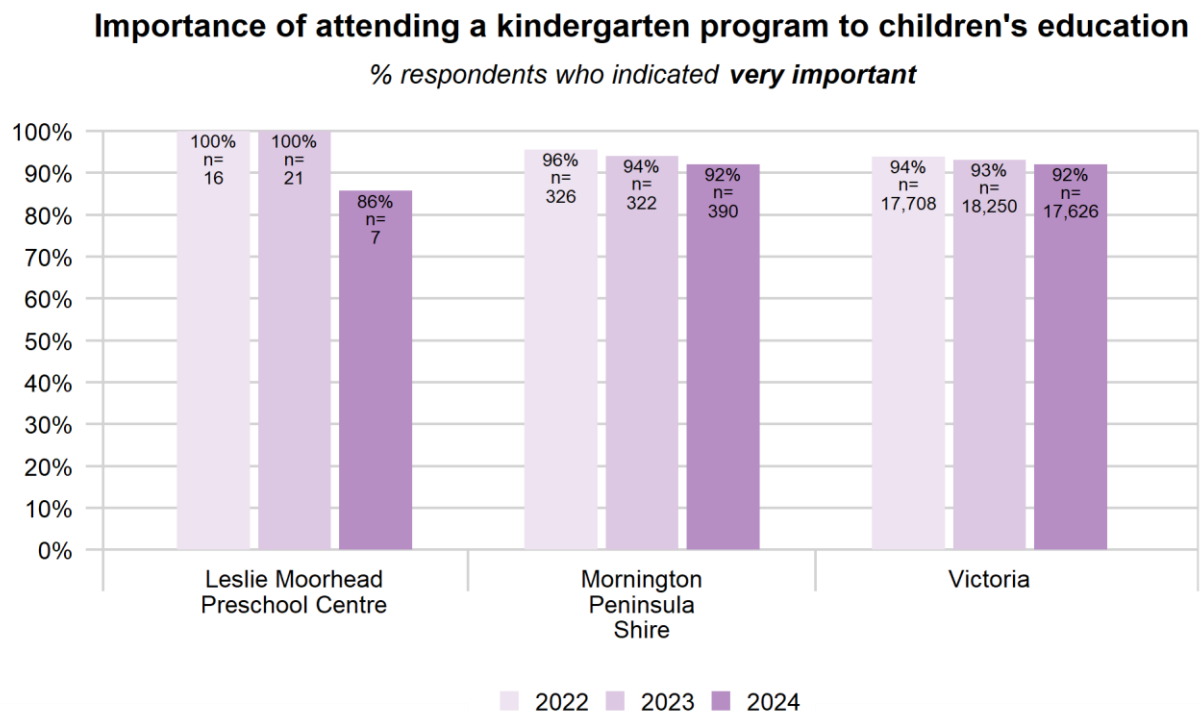
Parent satisfaction



Quality of education program offered



Importance of attending a kindergarten program

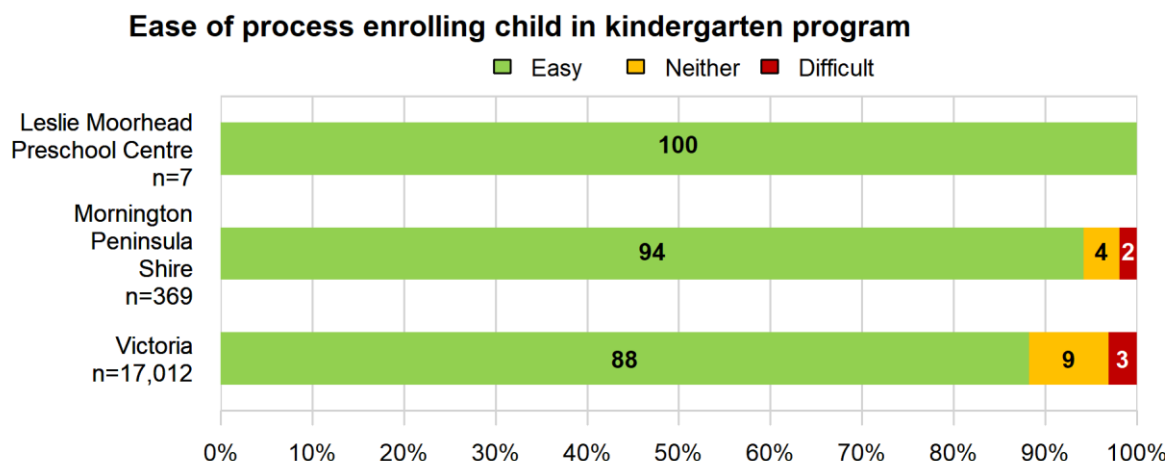


Choosing a kindergarten program

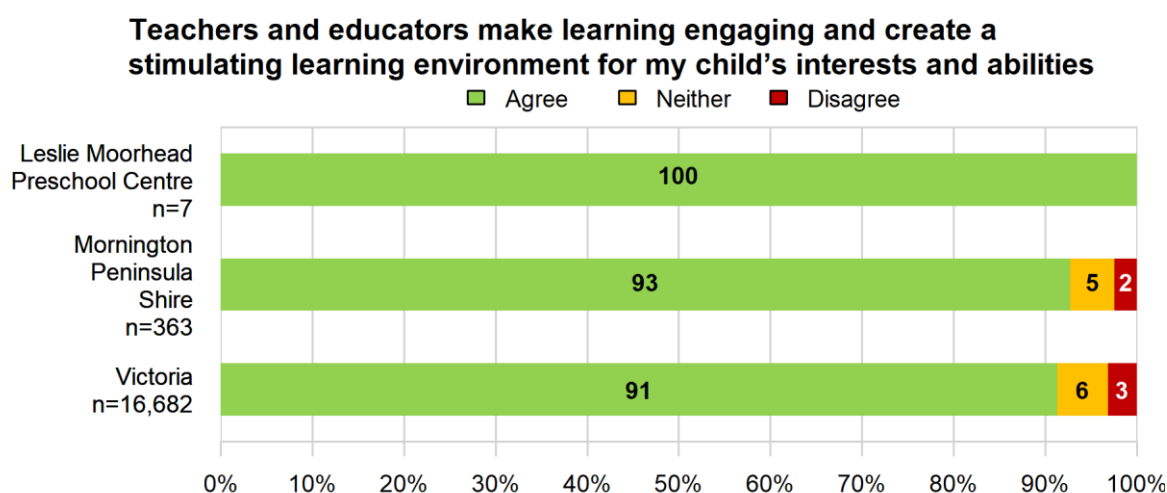
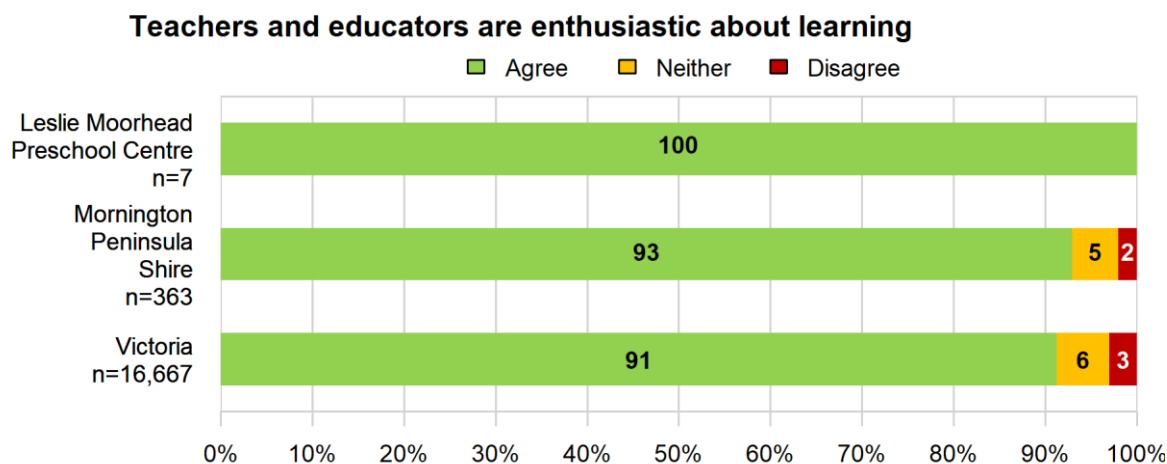
Respondents could choose up to 3 'most important factors'. The table below shows the proportion (%) of respondents who chose a factor. Since this was a multi-choice question, the column total will be greater than 100%. The 3 highest ranked factors for each column (entity being reported on) are highlighted in pink. In some cases, factors may have equal ranks so there may be more than 3 highlights.

Most important factors in choosing a kindergarten program <i>% of respondents choosing a factor</i> <i>Multi-choice and selection of up to 3 factors allowed so total >100%</i>			
	Leslie Moorhead Preschool Centre	Mornington Peninsula Shire Council	Victoria
Factor	n=7	n=368	n=16,959
Location	14	40	51
Service reputation	86	61	51
Session days/time	57	41	37
Children may go to same school	14	30	27
Participating in Free Kinder	29	18	27
Long day care offered	0	30	26
NQS rating	14	23	24
Other child attending	43	18	14
Cost	0	11	8
Cultural links	14	6	7
Other	14	4	5
Only service available in local area	0	1	3

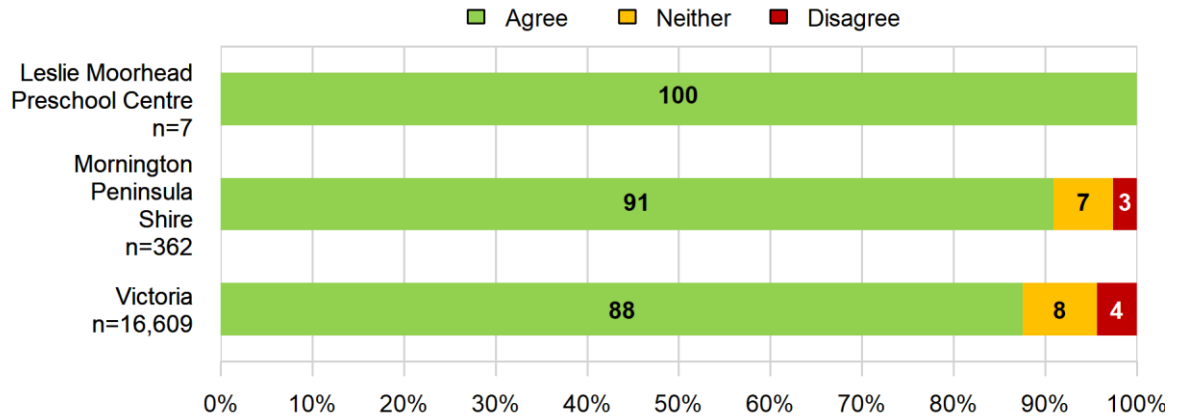
Ease of enrolment



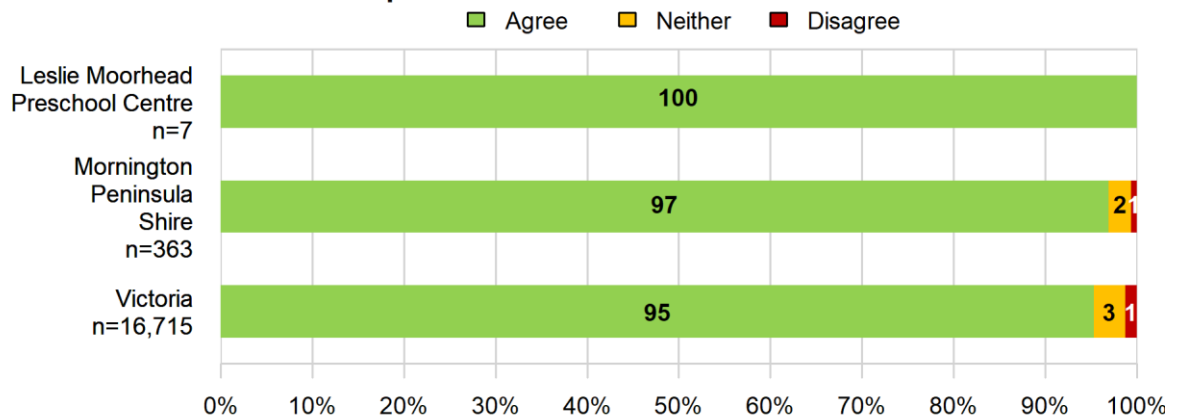
Quality of kindergarten program



Teachers and educators develop learning programs which are responsive to my child's strengths, interests, and knowledge



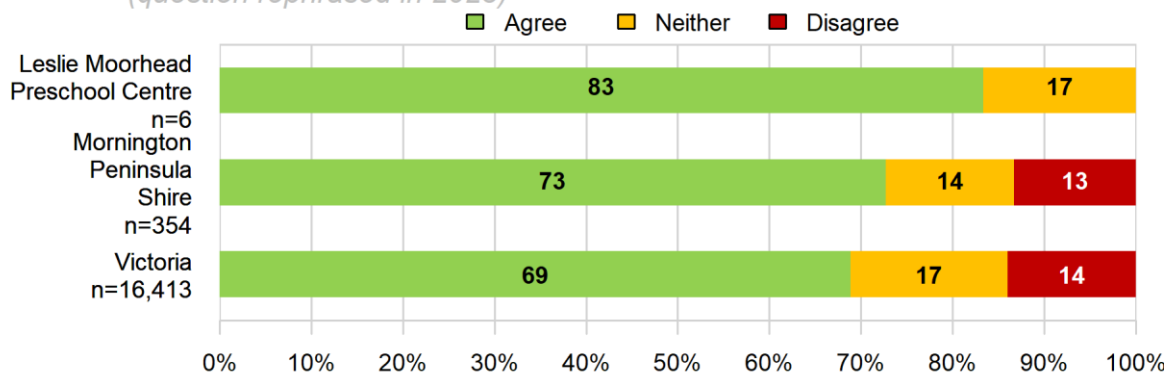
The kindergarten program has opportunities for my child to establish friendships with other children



Involving parents and children

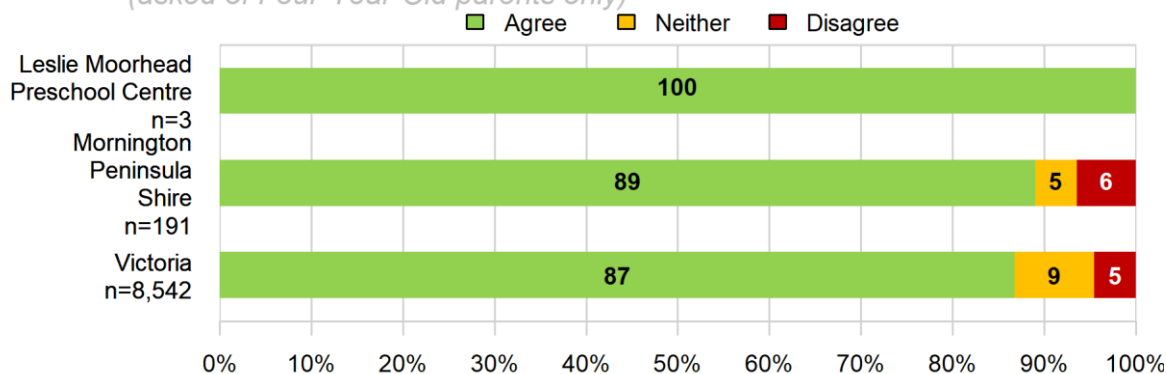
Teachers and educators provide ideas and activities to support my child's learning at home

(question rephrased in 2023)

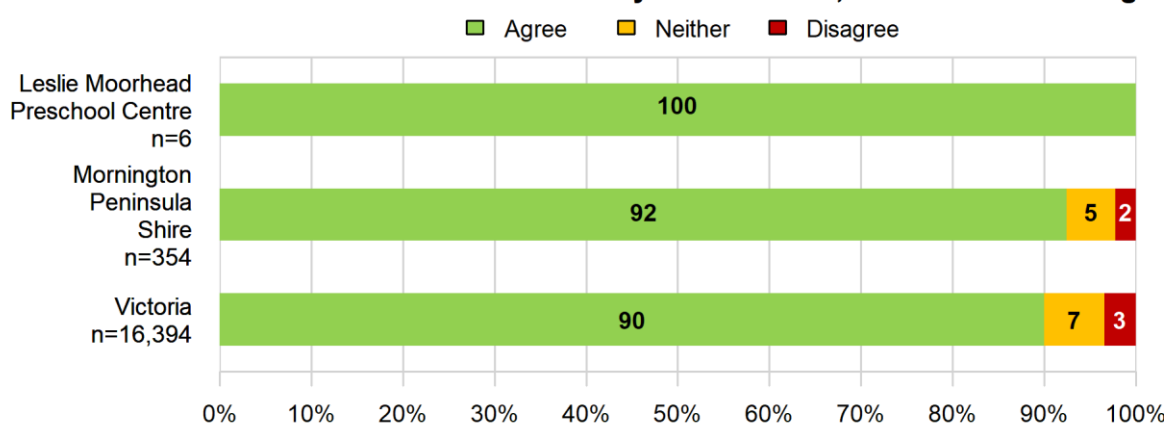


The kindergarten program helped prepare my child for transition to school next year

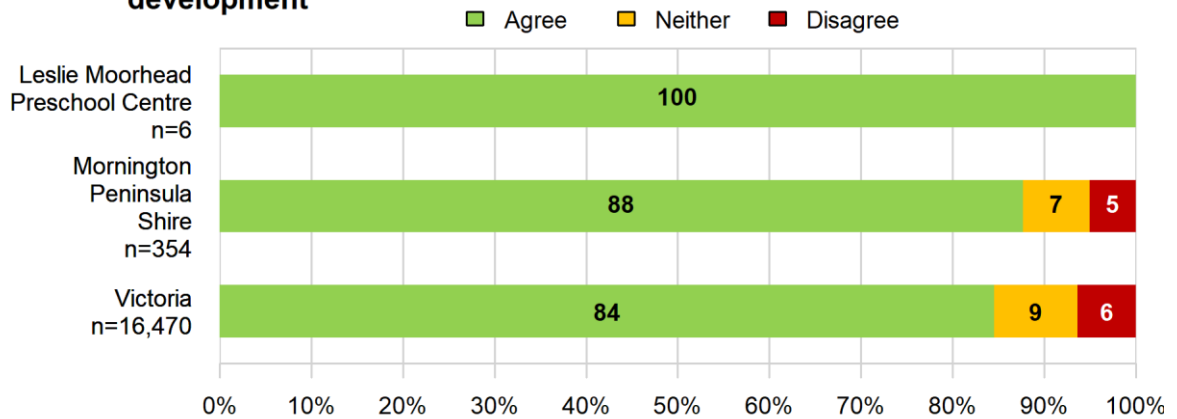
(asked of Four-Year-Old parents only)



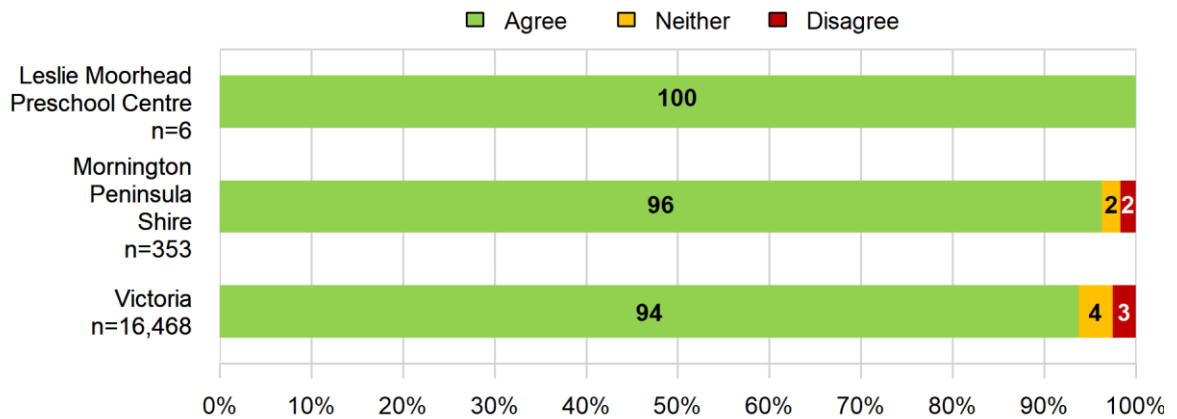
Teachers and educators consider my child's views, interests and feelings



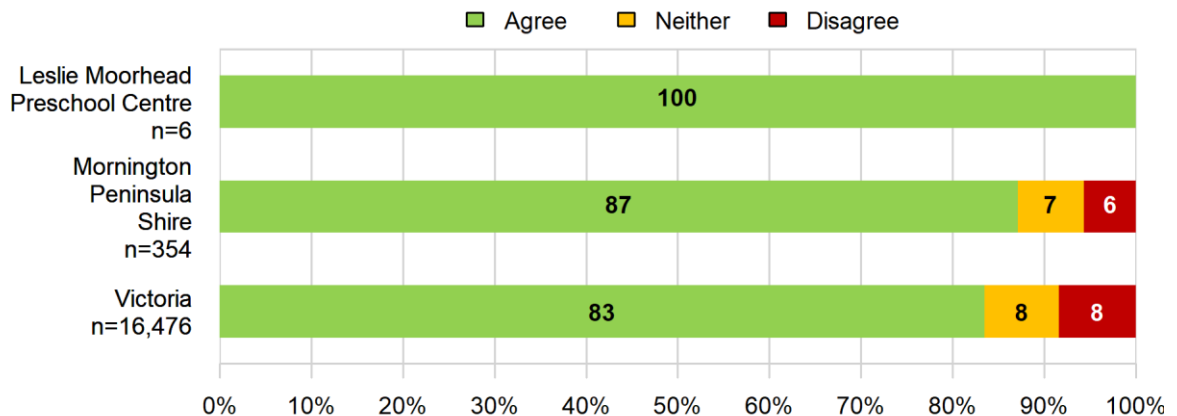
The service provides opportunities to discuss my child's learning and development



The service is welcoming and inclusive for all children/families



The service provides updates on the program and my child's progress



Appendix A: Survey questions

This appendix includes the survey questions that were used in this report. Other questions that were not used (for example, screening and introductory questions) are not shown here.

Q1. Overall, how **satisfied** are you with the **education program** 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 a kindergarten program 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 the education program 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 program 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. Only service available in local area
11. Participating in Free Kinder
12. Other
13. Don't know / prefer not to say

Q5. How did you find the process of enrolling your child in this kindergarten program?

1. Very easy
2. Easy
3. Neither easy nor difficult
4. Difficult
5. Very difficult
6. Don't know / prefer not to say

Q6. Thinking about the quality of the kindergarten program, to what extent do you agree or disagree with the following statements?

- A. Teachers and educators are enthusiastic about learning
- B. Teachers and educators make learning engaging and create a stimulating learning environment for my child's interests and abilities
- C. Teachers and educators develop learning programs which are responsive to my child's strengths, interests, and knowledge
- D. The kindergarten program has opportunities for my child to establish friendships with other children

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree
6. Not applicable
7. Don't know / prefer not to say

Q7. To what extent do you agree or disagree with the following statements?

- A. Teachers and educators provide you with ideas and activities to support your child's learning at home.
- B. The kindergarten program has helped your child's transition / move to school next year (*Only asked to parents of children in Four-year-old Kindergarten*)
- C. Teachers and educators at the service consider your child's views, interests and feelings
- D. The service provides opportunities for me to share information and discuss my child's learning and development
- E. The kindergarten is a welcoming and inclusive environment for all children and families
- F. The service provides updates on the kindergarten program and my child's progress

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree
6. Not applicable
7. Don't know / prefer not to say

Appendix B: 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 helps services and families form a better understanding of a quality service, and enables 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. When interpreting the results, consider them in the context of your service and recognise that multiple factors influence 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 links survey questions to the quality areas and elements of the NQS. Using this table, you can identify which component(s) of the NQS to focus on improving or strengthening at your service.

There are links to resources available below the table.

QUALITY AREA 1: Educational program and practice	
Question: Teachers and educators at the service consider your child's views, interests and feelings.	
Question: Teachers and educators develop learning programs which are responsive to my child's strengths, interests, and knowledge.	
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.
Question: Teachers and educators make learning engaging and create a stimulating learning environment for my child's interests and abilities.	
Related NQS element	Why is it important?
Standard 1.1 The educational program enhances each child's learning and development	A quality educational program creates an environment where children are engaged and maximises opportunities for learning. This contributes to each learning and development outcome in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
Question: Teachers and educators are enthusiastic about learning.	
Related NQS element	Why is it important?
Standard 1.2 Educators facilitate and extend each child's learning and development.	Intentional teaching allows educators to be responsive and scaffold children's learning. Educators are deliberate, purposeful, and thoughtful in their decisions and actions. Educators can facilitate and extend children's learning and development by responding enthusiastically to their ideas and play, asking open-ended questions, and providing positive interactions and feedback.

Question: The service provides updates on the kindergarten program and my child's progress.	
Related NQS element	Why is it important?
Element 1.1.3 Families are informed about the program and their child's progress.	Sharing information with families supports their confidence to participate in and contribute to the program. Actively engaging families in the program enables shared decision-making and promotes each child's learning and development.

QUALITY AREA 5: Relationships with children	
Question: The kindergarten program has opportunities for my child to establish friendships with other children.	
Related NQS element	Why is it important?
Standard 5.2 Each child is supported to build and maintain sensitive and responsive relationships.	<p>When children have relationships that are responsive and respectful this promotes a child's sense of security and belonging.</p> <p>Positive relationships enable children to feel more confident to explore the environment and engage in play and learning.</p>

QUALITY AREA 6: Collaborative partnerships with families and communities	
Question: The service provides opportunities for me to share information and discuss my child's learning and development	
Related NQS element	Why is it important?
Element 6.1.2 Parents views are respected, and the expertise, culture, values and beliefs are able to be shared with the service.	<p>Collaborative relationships with families are fundamental to achieving quality outcomes for children.</p> <p>Families are the primary influence on children's learning and development in the early years and they have a unique perspective on their child. Through respectful relationships, families can provide valuable information about their child's strengths, abilities, interests and challenges. (VEYLDF p.9).</p>
Question: Teachers and educators provide you with ideas / activities to support 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.	<p>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.</p> <p>The home learning environment plays a significant role in supporting children's learning and development, health and wellbeing.</p>

Question: The kindergarten program has helped your child's transition/move to school next year.	
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 accessed 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/veyldframework.pdf>

Resources on the VEYLDF Practice Principles and Outcomes

<https://www.vic.gov.au/practice-principles-teaching-birth-eight-years>

National Quality Standard – Resource Links

<http://www.acecqa.gov.au/national-quality-framework/the-national-quality-standard>