

KPV 2008 SURVEY OF CLUSTER MANAGERS

INTRODUCTION

Each year, Kindergarten Parents Victoria (KPV) conducts a survey of independent committees of management of kindergartens, to assist planning and service delivery to our member kindergartens and to inform the KPV's policy and advocacy work undertaken on behalf of the sector. In order to meet the needs of cluster managers who are members of KPV, and who play an increasingly important role in early childhood education in Victoria, in 2008 conducted its first member survey of cluster managers.

Cluster managers across Victoria, principally KPV members groups, were invited to participate, eliciting the participation of 16 cluster managers. This report presents an overview of findings of this survey, and was prepared by KPV. Further information about this survey is available by contacting:

Louise Mitchell
Policy and Research Coordinator
Kindergarten Parents Victoria
Ph:(03) 9489 3500; Rural: 1300 730 119
Email: lmitchell@kpv.org.au

EXECUTIVE SUMMARY

Survey sample

There are around 50 approved cluster managers in Victoria representing over 500 individual kindergarten sites. The KPV survey presents the views of 16 cluster managers, about one third of Victoria's cluster managers. The 16 cluster managers encompass approximately 203 early childhood education sites. All survey participants were representing cluster managers of early childhood education and care (ECEC) services, and are community –based members of the KPV.

Participating cluster managers were geographically distributed over 16 postcodes, located within 15-16 local government areas (LGA's) and most Department of Education and Early Childhood Development (DEECD) regions across metropolitan and rural Victoria. Most (81%) of participating clusters are working across LGA boundaries, with nearly half (45%) working across more than 4 local council areas.

The KPV survey sample is strongly reflective of the views of the community managed kindergarten sector. There are four governance models adopted by the clusters sampled. Almost half (44%), reported that they have adopted the federated model, 31% have a community organisation model; 13%, have the amalgamated models, and 13%, have a local government model.

The sizes of clusters represented in the survey varied from 2 individual sites to more than 20 sites. Clusters reported that only a few new individual ECEC sites joined their cluster in 2008. Funding for the sites in clusters is spread across the range of standard, rural and small rural categories.

Cluster activities: Administration, program delivery and governance

Enrolment

Enrolment represents one of the biggest administrative tasks for kindergartens. However, for a range of reasons, it is a task which most individual centres elect to maintain. Twenty per cent of cluster managers reported that they are responsible for managing enrolments centrally.

Early childhood program advisers

Less than half of the clusters (38%) employ an early childhood program adviser to work across all relevant sites, and none are employed by the cluster to work at specific individual sites. Thirty-seven per cent do not employ any advisers.

Administration

The clear majority (94%) of cluster managers are fulfilling the brief of providing administrative support to assist sites within their clusters. Administration assistance includes:

- Managing licensing requirements; liaison with DEECD; ensuring funding compliance - completing all departmental paperwork.
- Governance support; provide information for parent committees; support AGM's; policy development; prompting committees when tasks need to be carried out.
- Enrolments; collect fees and invoice; printing of parent handbooks; marketing.
- Human resources; occupational health and safety; employment of staff; payment of staff; staffing arrangements; relief staff.
- Program and staff support; training; professional development of staff; order equipment.
- Managing lease arrangements with buildings.
- Statistics, records and data collection.
- Quality assurance.
- Finance, budgeting; payroll, bookkeeping - organizational & fundraising; BAS, financial reports as required; payment of accounts; collection of fees financial statements training Invoicing, monitoring of legislative changes monitoring of insurances etc payment of wages for fun group and occasional care staff.

Planning and infrastructure

The tasks of maintaining infrastructure are shared between cluster managers, individual sites, LGA's. Responsibility for infrastructure grants sits either with the cluster manager or with the individual site. Cluster managers are mainly taking responsibility for determining community needs, with individual sites and others also taking on this task.

Capacity to deliver 15 hours of funded preschool for 4 year olds

A significant majority proportion of participants reported that overall, they do not think that members of their cluster are in a strong position to implement 15 hours of funded preschool for 4 year olds in the near future. Only 3 clusters (19%) gave a positive indication.

Things identified that could support clusters to implement 15 hours of funded preschool for 4 year olds in the near future included:

- More funding.
- Increased availability of qualified staff, especially in rural areas.
- More facilities and extension of existing buildings.

Capacity to deliver 48 weeks of children's programs

Thirteen per cent (2) clusters indicated that all sites within their cluster offer 48 weeks of children's programs. Sixty-two per cent do not offer 48 weeks program across all sites, with another 25% indicating program variance between sites.

Policy development

Cluster managers are playing a strong role in policy development, with two-thirds of cluster managers responsible for developing fees policy, and enrolments policy, and 75% of cluster managers developing other policies.

Participation on boards of management

Cluster managers reported that most of the key board of management positions of president, vice president, secretary, and treasurer are filled.

Parental Involvement in cluster management

Just under half of the cluster reported their boards have parent delegates from sites within the cluster. Parents are involved in important ways at individual sites, with the great majority of cluster managers reporting parental involvement in program development; fundraising; kindergarten events; and, parent committees that work with the cluster manager

Staff representation

Seventy-three per cent of the cluster managers' boards of management do not have elected staff representatives.

Support for governance

Sixty-eight per cent of the cluster managers believe that overall, their board members understand their individual roles and responsibilities. Around 20% are unsure, and 13% indicated that board members did not fully understand their role. Cluster managers have indicated that any available support that could be offered to assist board members would be valued, especially governance training, governance publications and assistance in developing governance policies. Less than half thought that board mentoring would be useful. Half of the participants thought that a publication outlining the individual roles and responsibilities of board members for distribution to new board members would be useful.

Supporting inclusive practice

The majority of cluster managers are providing organisational support for inclusive practice by assisting individual sites with Kindergarten Inclusion Support Scheme (KISS) applications (53%) and accessing early childhood support for children with additional needs (73%). Ninety-four per cent of participants support extending the availability of Kindergarten Inclusion Support Scheme (KISS) funding for children in three year olds programs.

Pre-school field officers

Eighty-eight per cent of clusters reported the individual sites in the cluster utilise the services of preschool field officers (PSFO's). Sixty-four per cent of the participants found the support of PSFO's is adequate, about 20% weren't sure, and a small proportion found the support to be inadequate.

Fee subsidies

The majority (87%) of clusters indicated that 20 or more children in their cluster received the four year old kindergarten fee subsidy. The remaining 13% indicated that 10-14 children received the subsidy. Fifteen clusters (100% of those who answered the question) indicated that 0-4 children in their cluster received the three year old fee subsidy. Forty-four per cent of clusters reported families in receipt of the kindergarten fee subsidies incur out of pocket expenses associated with their child's enrolment at kindergarten.

ONCALL support for CALD needs

Only two participants (13%) confirmed that sites in their cluster utilise the ONCALL interpreting and translating service and 38% reported not using the service. Half of the cluster managers were not sure if this service was accessed. Cluster managers do not know whether ONCALL meets the needs of

their sites in working with families of culturally and linguistically diverse (CALD) backgrounds. Fifty per cent of cluster managers are providing funds from their operating budget to support children from culturally and linguistically diverse (CALD) backgrounds.

This funding is used to support the inclusion of children from CALD backgrounds to:

- Facilitate cultural and language education for staff.
- Reduce or cover fees e.g. for refugee families.
- Pay membership fees for FKA including membership fee for FKA's mobile van to visit each site.
- Purchase additional resources including the National Translating and Interpreting Service (TIS).
- Employ bilingual workers.

Training and professional development

Clusters reported the strongest interest in the following training and professional development areas for head office staff:

- Strategies to support the effective engagement of the broader community;
- Strategies to support the effective engagement of parents; and
- Supporting site/parent committees in their roles.

The four priorities for training of interest for clusters' individual staff include these subjects:

- Supporting effective transitions to school.
- Parent participation.
- Family law (lawful authority and court orders).
- Privacy and information sharing.

More than half of the cluster managers (62%) indicated that head office staff would be interested in online training. Clusters suggest individual site staff will be less interested in online training than head office staff with only 25% reporting positive interest.

Cluster managers are providing opportunities for professional development of staff within their clusters, with the majority of managers reporting the availability of professional networking for teachers. Around two thirds of the clusters facilitate a staff conference, and more than half of the clusters are implementing mentoring programs.

Priorities for KPV advocacy

Participants indicated strong support for KPV to continue to lobby government, advocating on a range of important issues on behalf of cluster managers. A range of funding issues has been highlighted for action. Three priority areas for advocacy identified by the survey are:

- Improved financial support for small rural kindergartens;
- Improve KISS/Inclusion support funding;
- Expand the eligibility criteria to support children with disabilities or additional needs.

KPV SURVEY OF CLUSTER MANAGERS 2008 - MAIN REPORT

ABOUT THE PARTICIPANTS

The 16 survey participants represent cluster managers of early childhood education and care (ECEC) services. The 16 cluster managers encompass approximately 203 early childhood education sites. Participating cluster managers were geographically distributed over 16 postcodes, 15-16 local government areas (LGA's) and most Department of Education and Early Childhood Development (DEECD) regions across metropolitan and rural Victoria. Most (81%) of participating clusters are working across local government area (LGA) boundaries, with 44% working across more than 4 LGA's. There are around 50 approved cluster managers in Victoria representing over 500 individual kindergarten sites.

MODELS OF CLUSTER MANAGEMENT ADOPTED

There are four governance models adopted by the clusters sampled. Almost half (44%), reported that they have adopted the federated model, 31% have a community organisation model, 13% have amalgamated models, and 13% have a local government model. The KPV survey sample is strongly reflective of the views of the community-managed kindergarten sector, in line with KPV's membership profile.

Clusters reported that only few new individual ECEC sites joined their cluster in 2008: indicating that most individual sites are brought into the cluster at set-up, but could also indicate that some clusters are not continuing to recruit. Funding for the sites in clusters are spread across the range of standard, rural and small rural categories and predominantly the distribution of funding is directed towards the small clusters comprising 0-4 sites.

Which governance model best describes your cluster?	Federated model	Community organization model	Amalgamated model	Local government model	Response total
	44% (7)	31% (5)	13% (2)	13% (2)	16

How many individual sites (i.e. sites providing early childhood education and care services) are in your cluster?	2-4 sites	5-9 sites	10-14 sites	15-19 sites	20+ sites	Response total
	25% (4)	25% (4)	19% (3)	6% (1)	25% (4)	16

How many new individual ECEC sites joined your cluster in 2008?	0 new sites	2-4 new sites	5-9 new sites	10-14 new sites	15-19 new sites	20+ new sites	Response total
	50% (7)	43% (6)	0	7% (1) (new Cluster)	0	0	14

CLUSTER ACTIVITIES: ADMINISTRATION, PROGRAM DELIVERY AND GOVERNANCE

Enrolment

Enrolment represents one of the biggest administrative tasks for kindergartens. However, for a range of reasons, it is a task which most individual centres elect to maintain. Twenty per cent of cluster managers reported that they are responsible for managing enrolments centrally.

Who manages the enrolments for individual sites within your cluster	Cluster Manager	Individual Site	LGA	Other	Response total:
	19% (3)	37% (6)	31% (5)	13% (2)	16

- Other (please specify)
 - Local government (Central Enrolment System) for funded kindergarten
 - Shire coordinates some of the kinders. Individual sites do their own

Early childhood program advisers

Less than half of the clusters (38%) employ an early childhood program adviser to work across all relevant sites, and none are employed by the cluster to work at specific individual sites.

Does your organisation, as cluster manager, employ an early childhood program adviser?	Yes, works at all relevant sites	Yes, works at individual sites	No	Other	Response total
	38% (6)	0	38% (6)	25% (4)	16

Administration

The clear majority (94%) of cluster managers are fulfilling the brief of providing administrative support to assist sites within their clusters.

Does your organization, as cluster manager, assist sites within the cluster with their administrative responsibilities	Yes	No	Response total
	94% (15)	6% (1)	16

Administration assistance includes:

- Managing licensing requirements; liaison with DEECD; ensuring funding compliance - completing all departmental paperwork.
- Governance support; provide information for parent committees; support AGM's; policy development; prompting committees when tasks need to be carried out.
- Enrolments; collect fees and invoice; printing of parent handbooks; marketing.
- HR; OH&S; employment of staff; payment of staff; staffing arrangements - relief staff
- Program and staff support; training; professional development of staff; order equipment.
- Manage lease arrangements with buildings.
- Statistics, records and data collection.
- Quality Assurance.
- Finance, budgeting; payroll, bookkeeping - organizational & fundraising;; BAS, financial reports as required; payment of accounts; collection of fees financial statements training Invoicing, monitoring of legislative changes monitoring of insurances etc payment of wages for fun group and occasional care staff.

Planning & Infrastructure

The tasks of maintaining infrastructure are shared between cluster managers, individual sites, LGA's and others where the responsibility for applying for infrastructure grants sits either with the cluster manager, or with the individual site. Cluster managers are mainly responsible for determining community needs, with individual sites and others also taking on this task.

Who is responsible for the following activities in the cluster?	Cluster Manager	Individual Site	LGA	Other	Response total:
Maintaining infrastructure	31% (5)	4 (25%)	19% (3)	4 (25%)	16
Applying for infrastructure grants	44% (7)	44% (7)	0	2 (13%)	16
Determining community needs	44% (7)	31% (5)	6% (1)	19% (3)	16

Capacity to deliver 15 hours of funded preschool for 4 year olds

Eighty-one per cent of participants reported that, overall, they do not think that members of their cluster are in a strong position to implement 15 hours of funded preschool for 4 year olds in the near future. Only 3 clusters (19%) suggested that cluster members would be in a strong position to implement 15 hours of funded preschool for all children in the year prior to formal schooling.

Supports identified that could assist clusters to implement 15 hours of funded preschool for 4 year olds in the near future include:

- More funding.
- Increased availability of qualified staff, especially in rural areas.
- More facilities and extension of existing buildings.

Overall, do you think that members of your cluster are in a strong position to implement 15 hours of funded preschool for 4 year olds in the near future?	Yes	No	Response total
	19% (3)	81% (13)	16

Capacity to deliver 48 weeks of children's programs

Thirteen per cent of clusters indicated that all sites within their cluster offer 48 weeks of children's programs? More than half (62%) do not offer 48 weeks program across all sites, with another 25%, indicating program variance between sites.

Do sites within your cluster offer 48 weeks of children's programs?	Yes	No	Varies between sites	Response total
	13% (2)	63% (10)	25% (4)	16

POLICY DEVELOPMENT & GOVERNANCE

Cluster managers are playing a strong role in policy development, with 63% of cluster managers responsible for developing fees policy, and enrolments policy, and 75% of cluster managers developing other policies.

Who develops the following policies for individual sites within your cluster?	Cluster Manager	Individual site	Other	Varies	Response total
Fees policy	63% (10)	31% (5)	6% (1)	0	16
Enrolments policy	63% (10)	31% (5)	0	6% (1)	16
Other policies	75% (12)	6% (1)	0	9% (3)	16

Participation on boards of management

Cluster managers reported that most of the key board of management positions of president, vice president, secretary, and treasurer are filled.

Are key positions filled on the cluster managers' board of management?	Yes	No	Unsure	Response total
President	87% (13)	13% (2)	0	15
Vice president	80% (12)	20% (3)	0	15
Secretary	87% (13)	13% (2)	0	15
Treasurer	80% (12)	20% (3)	0	15

Parental Involvement in cluster management

Forty-seven per cent of the clusters surveyed have parent delegates from sites within the cluster represented on the cluster board. Forty per cent do not have parent delegates and some sites (13%) do not know whether they have delegates or not. Parents are involved in important ways at individual sites, with the great majority of cluster managers reporting parental involvement in program development; fundraising; kindergarten events; and, parent committees that work with the cluster manager:

Does your cluster managers' board have parent delegates from sites within your cluster?	Yes	No	Unsure	Response total
	47% (7)	40% (6)	13% (2)	15

Do individual sites within the cluster involve parents in the following ways?	Yes in all sites	Yes in some sites	No	Unsure	Response total
Parental involvement in program development	47% (7)	27% (4)	13% (2)	13% (2)	15
Fundraising	93% (14)	0	0	7% (1)	15
Kindergarten events	87% (13)	7% (1)	0	7% (1)	15
Parent committee working with the cluster manager	87% (13)	7% (1)	0	7% (1)	15

Additional comment:

'The majority of activities and tasks are undertaken collaboratively with parents and CM.'

Staff Representation

The majority (73%) of the cluster managers' board of management do not have elected staff representatives.

Does the cluster managers' board of management have elected staff representatives?	Yes	No	Unsure	Response total
	20% (3)	73% (11)	7% (1)	14

Support for Governance

Cluster managers have indicated that any available support that could be offered to assist board members would be valued, especially governance training, governance publications and assistance in developing governance policies.

Two thirds of the cluster managers believe that overall, their' board members understand their individual roles and responsibilities. Around 20% are unsure, and 13% indicated that board members did not fully understand their role.

Half of the participants thought that a publication outlining the individual roles and responsibilities of board members for distribution to new board members would be useful.

Which of the following forms of support would assist the CM board members?	Yes	No	Unsure	Response total
Governance policies	53% (8)	27% (4)	20% (3)	15
Board mentoring	47% (7)	20% (3)	33% (5)	15
Governance training	67% (10)	20% (3)	13% (2)	15
Governance publications	60% (9)	20% (3)	20% (3)	15

Overall, do you believe that the cluster managers' board members understand their individual roles and responsibilities?	Yes	No	Unsure	Response total
	67% (10)	13% (2)	20% (3)	15

Would a publication outlining the individual roles and responsibilities of board members be useful for distribution to new board members?	Yes	No	Unsure	Response total
	50% (8)	18% (3)	31% (5)	16

SUPPORTING INCLUSIVE PRACTICE

The majority of cluster managers are providing organisational support for inclusive practice by assisting individual sites with Kindergarten Inclusion Support Scheme (KISS) applications, (53%) and, accessing early childhood support for children with additional needs (73%).

Most (94%) participants support extending the availability of Kindergarten Inclusion Support Scheme (KISS) funding for children in three year olds programs.

Does your organisation, as cluster manager, assist individual sites with the following tasks	Yes	No	Unsure	Response total
Kindergarten Inclusion Support Scheme (KISS) applications	53% (8)	47% (7)	0	15
Accessing early childhood support for children with additional needs	73% (11)	27% (4)	0	15

Do you think Kindergarten Inclusion Support Scheme (KISS) funding should be available for children in three year olds programs?	Yes	No	Response total
	94% (15)	6% (1)	16

Pre-school field officers (PSFO's)

Most (88%) of individual sites within the clusters utilise the services of PSFO's. About two thirds of the sites accessing PSFO's found their support to be adequate, about 20 % weren't sure, and a small proportion found the support to be inadequate.

Do individual sites within your cluster utilise the services of preschool field	Yes	No	Unsure	Response total

officers?	88% (14)	0% (0)	13% (2)	16
Do sites find the support of preschool field officers adequate?	Yes	No	Unsure	Response total
	64% (9)	14% (2)	21% (3)	14

Fee Subsidies

The majority (87%) of clusters indicated that 20 or more children in their cluster received the four year old kindergarten fee subsidy. The remaining 13% indicated that 10-14 children received the subsidy. All clusters indicated that 0-4 children in their cluster received the three year old fee subsidy. Forty-four per cent of families in receipt of the kindergarten fee subsidies incur out of pocket expenses associated with their child's enrolment at kindergarten?

Please indicate the number of children in your cluster who received fee subsidies	0-4 children	5-9 children	10-14 children	15-19 children	20+ Children	Response total
Three year old fee subsidy	100% (15)	0	0	0	0	15
Four year old fee subsidy	0	0	13% (2)	0	87% (13)	15

Did any families in receipt of the kindergarten fee subsidy incur any out of pocket expenses associated with their child's enrolment at kindergarten?	Yes	No	Unsure	Response total
	44% (7)	38% (6)	19% (3)	16

Meeting the needs of culturally and linguistically diverse (CALD) families

Fifty per cent of cluster managers are providing funds from their operating budget to support children from culturally and linguistically diverse (CALD) backgrounds. Examples of how this funding is used to support inclusion for children of CALD backgrounds include:

- Facilitate cultural and language education for staff.
- Reduce or cover fees e.g. refugee families.
- Pay membership fees for FKA including membership fee for FKA's mobile van to visit each site.
- Purchase additional resources including the National Translating and Interpreting Service (TIS).
- Employment of bilingual workers.

Only two participants (13%) confirmed that sites in their cluster utilise the ONCALL interpreting and translating service and 38% reported not using the service. Half of the Cluster Managers participating in this survey were not sure if this service was accessed.

Do sites in your cluster utilise the ONCALL interpreting and translating service?	Yes	No	Unsure	Response total
	13% (2)	38% (6)	50% (8)	16

Does ONCALL meet the needs of your sites in working with families of culturally and linguistically diverse (CALD) backgrounds?	Yes	No	Unsure	Response total
	0% (0)	0% (0)	100% (2)	2

Does your organisation, as cluster manager, provide funds from your	Yes	No	Unsure	Response total
	50% (8)	50% (8)	0% (0)	16

operating budget to support children from culturally and linguistically diverse (CALD) backgrounds?

TRAINING AND PROFESSIONAL DEVELOPMENT

The three priorities for training of interest for clusters' head office staff include these subjects:

- Strategies to support the effective engagement of the broader community.
- Strategies to support the effective engagement of parents.
- Supporting site/parent committees in their roles.

The four priorities for training of interest for clusters' individual site staff include these subjects:

- Supporting effective transitions to school
- Parent participation
- Family law (lawful authority and court orders)
- Privacy and information sharing

Training Needs: Topics of interest to HEAD OFFICE staff (ranked in Descending order from MOST interest)	Yes	No	Unsure	Response total
Strategies to support the effective engagement of the broader community	75% (12)	19% (3)	6% (1)	16
Strategies to support the effective engagement of parents	75% (12)	19% (3)	6% (1)	16
Supporting site/parent committees in their roles	75% (12)	25% (4)	0	16
Promoting innovation in service delivery	69% (11)	19% (3)	13% (2)	16
Governance	67% (10)	20% (3)	13% (2)	15
The preparation of funding submissions	71% (10)	21% (3)	7% (1)	14
Policy development	63% (10)	32% (5)	6% (1)	16
Community consultation strategies for communities considering cluster management	56% (9)	31% (5)	13% (2)	16

Training Needs: Topics of interest to INDIVIDUAL SITE staff (ranked in Descending order from MOST interest)	Yes	No	Unsure	Response total
Supporting effective transitions to school	93% (14)	0	7% (1)	15
Parent participation	93% (14)	0	7% (1)	15
Family law (lawful authority and court orders)	93% (14)	0	7% (1)	15
Privacy and information sharing	93% (14)	7% (1)	0	15
Working inclusively with children with additional needs	93% (13)	0	7% (1)	14
Communicating with parents regarding their children's need	93% (13)	7% (1)	0	14
Understanding supports available to indigenous children	92% (13)	8% (1)	0	13
Occupational health and safety	87% (13)	7% (1)	7% (1)	15
Program planning	86% (12)	7% (1)	7% (1)	14
Communicating with families	86% (12)	7% (1)	7% (1)	14
Not nuclear: understanding family diversity	80% (12)	7% (1)	13% (2)	15
First aid	80% (12)	13% (2)	7% (1)	15
Indicators of child abuse and mandatory reporting requirements	79% (11)	7% (1)	14% (2)	14
Prevention of bullying and harassment	75% (12)	6% (1)	19% (3)	16
Understanding cultural diversity	67% (10)	13% (2)	21% (3)	15
Equal opportunity in the early childhood setting	64% (9)	7% (1)	29% (4)	14

Additional comments:

- *'We provide and source this ourselves.'*
- *'Opportunities for staff to attend professional development activities are always encouraged.'*

Professional Development

Cluster managers are providing opportunities for professional development of staff within their clusters, with the majority of managers reporting the availability of professional networking for teachers. Around two thirds of the clusters facilitate a staff conference, and more than half of the clusters are implementing mentoring programs.

Do you undertake any of the following activities for staff within your cluster?	Yes	No	Unsure	Response total
Professional networking for teachers in your cluster	94% (15)	6% (1)	0	16
A staff conference (for example an annual conference)	63% (10)	31% (5)	6% (1)	16
A mentor program for new graduates	57% (8)	43% (6)	0	14

Online training

More than half (62%) indicated that head office staff would be interested in online training, 19% didn't think these staff would be interested and another 19%, were unsure. Clusters suggest individual site staff will be less interested in online training than head office staff with only 25% reporting positive interest.

Do you believe your HEAD OFFICE staff would be interested in online training?	Yes	No	Unsure	Response total
	63% (10)	19% (3)	19% (3)	16

Do you believe your INDIVIDUAL SITE staff would be interested in online training?	Yes	No	Unsure	Response total
	25% (4)	13% (2)	63% (10)	16

PRIORITIES FOR KPV ADVOCACY

Participants indicated strong support for KPV to continue to lobby government, advocating on a range of important issues on behalf of cluster managers. A range of funding issues has been highlighted for action. Three priority areas for advocacy identified by the survey are:

- Improved financial support for small rural kindergartens;
- Improve KISS/Inclusion support funding;
- Expand the eligibility criteria to support children with disabilities or additional needs.

Do you agree it is important for KPV to lobby government, advocating on the following issues on behalf of cluster managers? (Ranked according to most strongly supported)	Strongly Agree	Agree	Neutral or Unsure	Disagree	Strongly Disagree	Total Answers
Improved financial support for small rural kindergartens	94% (15)	0	6% (1)	0	0	16
Improve KISS/Inclusion support funding	81% (13)	19% (3)	0	0	0	16
Expand the eligibility criteria to support children with disabilities or additional needs	81% (13)	19% (3)	0	0	0	16
Enshrine children's right to kindergarten in legislation	75% (12)	6% (1)	19% (3)	0	0	16
Fully fund 2 years of kindergarten	69% (11)	25% (4)	6% (1)	0	0	16
Support to implement 15 hours of funded kindergarten for 4 year olds	69% (11)	19% (3)	13% (2)	0	0	16
Funding support for kindergartens to expand hours and programs available to families e.g. child care	63% (10)	6% (1)	31% (5)	0	0	16
Expansion of investment in kindergarten infrastructure	53% (8)	33% (5)	13% (2)	0	0	15
Establishment of a central long service and sick leave register	50% (8)	19% (3)	25% (4)	0	6% (1)	16
Funding for additional kindergarten support options (especially where cluster management is not an option)	44% (7)	31% (5)	19% (3)	0	6% (1)	16

Q 44. If there are other issues KPV should advocate for on behalf of cluster managers, please outline them here:

- *'Increased cluster funding and funding allocation for cluster enquiries/set up etc.'*
- *'You have not given a definition of kindergarten here and we would want it to reflect an educational and care program for 4-5 year olds in any context. Kindergarten should be seen as the definition regardless of whether it is offered for 5 hours or 8 hours a day. The division of the child's day into child care and kindergarten implies a difference that parents and children frequently do not*

recognise when qualified staff operates programs that ensure children's well being and education regardless of funding structures.'

- *'Increased funding for cluster management, there should be a base rate and then additional funding per site. If you do not have the enrolments and only four sites the funding is very low. This is a disincentive for Local Government to continue with cluster management.'*

Q 45. Additional comments on KPV advocacy for cluster managers:

- *'Advocacy for more funding to establish and maintain a strong governance structure, infrastructure and expertise.'*
- *'Further improvements and additional support to cluster managers.'*
- *'As a large cluster manager with well qualified and experienced staff we would prefer more funding to further enhance and expand on what we do.'*
- *'I receive limited support from the regional office, so support from KPV would be valuable.'*