

COMMUNITY SURVEY

2017



Parent Voice Committee Members

Kathryn Hall
mum of Olivia (Tui) and Georgia (He Kaakano in October)

Rebecca Holdsworth
mum of Remy (Weka)

John Mauro
dad of Madeline (Kea)

Rebecca Roughan
mum of Zoe (Kea)

Sophie Rhodes
mum of India (Weka)

Shay Launder
mum of Plum (Tui) and Orla (Kea)

Natasha Conland
mum of Frederick (Tui)

Community Survey Results

We had 25 responses to the survey which is 25% of the parent/guardian population. Thank you to all who replied. Our survey covers the following areas, through a mix of closed and open response questions: quality of care, caring & respectful teachers, you and your child's satisfaction with TLC, social events, TLC communications, indoor & outdoor environment, what we are doing well, and what we can improve.

If you did not manage to respond, you can provide feedback at any time to the TLC Parent Voice Committee - members are listed in the left hand column. The PVC meets once a month and there is always an agenda item for parent feedback.

TLC does take real and concrete actions in response to your survey feedback. For example:

- 1) Last year we arranged more frequent fumigating of the garden, and inside of the building for mosquitos, as well as removing the banana trees which were a possible breeding ground for mosquitos
- 2) We are giving much more notice of the Grandparents afternoon tea and the end of year closedown,
- 3) We invested significantly in the top garden, and upstairs garden, redesign and replanting.
- 4) We purchased a new bookshelf downstairs to display and store more of our books

Top Takeaways

What we are doing well

1. Warm, caring and respectful teachers
2. High parent satisfaction
3. Children are happy at TLC
4. Daily communications between parents and teachers

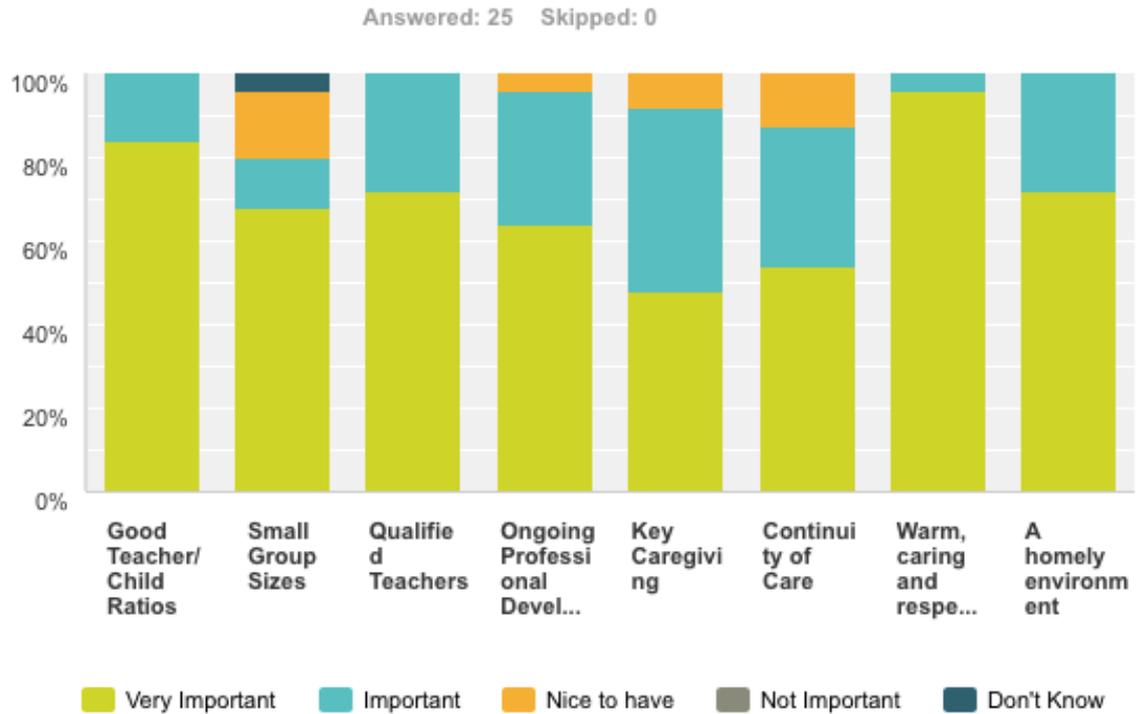
Areas for development

1. More parent evenings/parent teacher sessions.

2. Clarity of expectations around Educa posts
3. Clarity of expectations on mobile phone responsiveness
4. Lost clothes
5. Increased ownership of the environment by the children.

1)

What You Think Contributes to QUALITY of Care



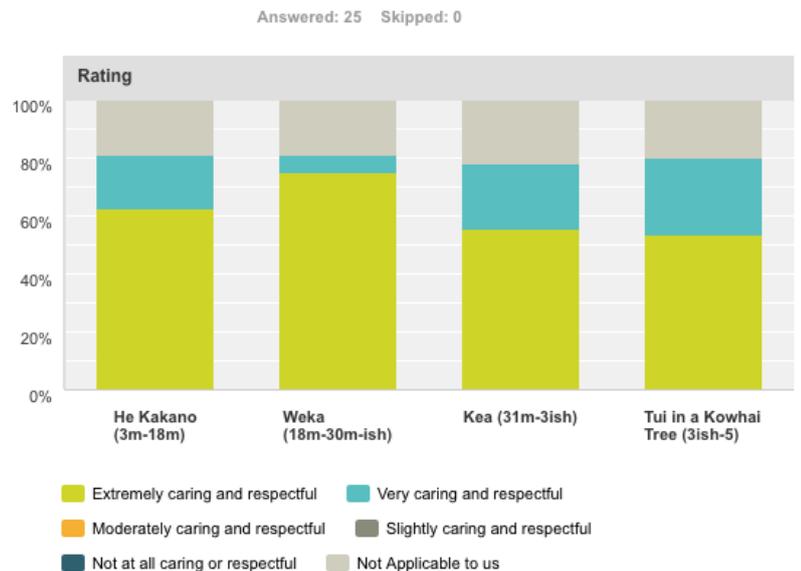
The main takeaway, is that warm, caring and respectful teachers is again, what you think is the most important thing for quality of care. The second most important thing to you is ratios, followed by small group sizes and a homely environment.

What is interesting to me is what has changed over the last year. We are seeing a decrease in the Very Important rating, and an increase in the Nice To Haves. I think we as a team maybe have some work to do to explain why WE value key caregiving and continuity of care as being really important to quality of care. **Action:** Include an article on the value of Key caregiving and continuity of care in the Spring Newsletter, and create a education leaflet from it.

How Caring and respectful are our teachers towards you and your child?

When you consider that being warm caring and respectful is the number one thing most important to you for quality of care (see question 1), this makes your answers to this question very significant and **78%** thought we were **Extremely caring and respectful**, **22%** thought we were **Very Caring and Respectful**.

That result is very important to us and we are very happy with this result.



Is Your Child Happy at TLC?

72% of you (18 out of 25 responders) say that your child is ‘Extremely happy’ at TLC. Another 24% (6 responders) say your child is ‘Mostly happy’, with one child in the ‘Sometimes happy’ group.

There are, I think, a number of factors to consider here. One is whether the child is in the process of settling into TLC. At the end of the day, relationships is a key factor to a child’s happiness at TLC. The child’s relationships with caregivers, their peers, and finally the child’s perception of the parents relationships with teachers. And relationships take time. There is also an element of children’s disposition and temperament as well.

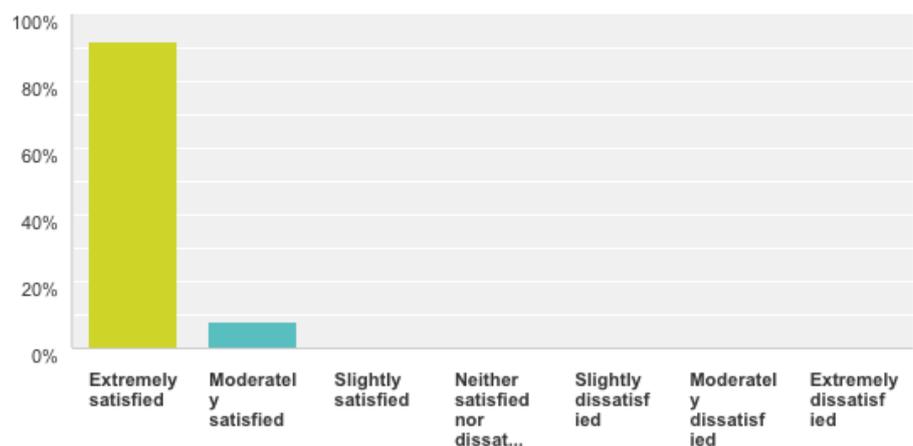
Finally, something that is more anecdotal that I have noticed, is children’s experience can vary by what is happening with siblings. Siblings off having fun, or staying at home, with mum or dad during the school holidays, can result in reluctance to ‘miss out’. New siblings being at home with mum, can also have a temporary impact on a child’s perceptions.

For our parents, I would ask those of you who think your child is either in the ‘Mostly Happy’ or ‘Sometimes Happy’ camps to work with us in the upcoming parent teacher meetings to work on strategies for your child to improve this, you know you child best.



Are you satisfied with TLC?

The same percentage of parents (92%) as last year are ‘Extremely Satisfied’ with TLC. We are very proud of this result, and pleased that you feel this way.



Social Events



This year, we asked you what you thought of our events. Mothers Day - was popular, but some wondered if it could be on a different day than mother's day itself. One respondent asked for more group specific social events. Well I have good news, our wonderful parent committee have committed to doing this very thing - so watch this space. Here are some of your comments:

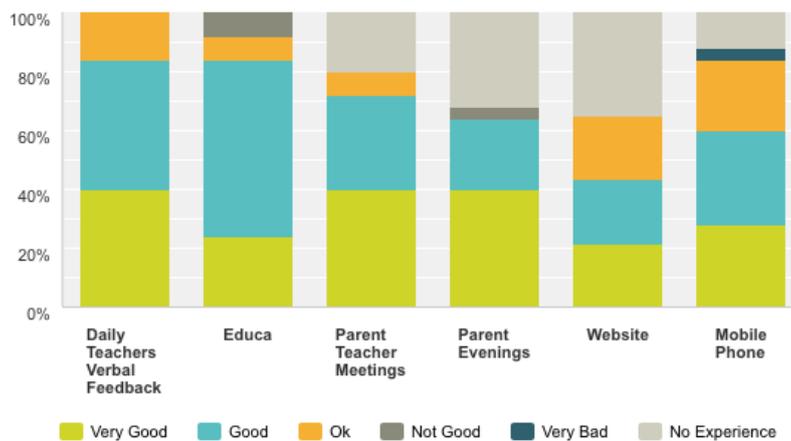
- *I enjoy these and find them very valuable.*
- *Great. Well organised. A nice chance to meet other parents and socialise with the teachers.*
- *Enjoyable, especially for the children developing a sense of community and belonging, not just a place they go to because parents go to work.*
- *Good fun! I really enjoyed the sports day a year ago or so. Matariki is good but often kids are keen to go home after a long day*
- *The Mothers Day one was bomb! ;) SO good.*
- *Excellent, thoroughly enjoy them.*
- *Really great, looking forward to Matariki.*
- *All great - would be good to see the fathers event brought back in-house*
- *The events are well organised but they are not so important for our family. I really enjoy meeting other mums and dads at drop off and pick up, but haven't really made any new connections at the social events in the past (I was very sorry to miss the Mothers Day event though, as that sounded*
- *lovely and a bit more of an opportunity for connection).*
- *They're a great way to meet other parents and talk to teachers a bit more than usual.*
- *They're really great - we appreciate the opportunity to get to know both other parents and TLC staff a little better.*
- *Lovely idea but tricky to always attend with busy schedules. It would be great to get parents within the same group together instead as the children are friends and parents can bounce off one another by sharing experiences at the same stage.*
- *These are special moments that create lasting memories for us as a family. I think the Mother's Day one should have been on a different day, just because I'm personally still in the space of celebrating it with the family although give me another year when the shine has worn off and I'll be beating a path to the door!*

We are lucky in that we do have a strong community and we think that the children have a strong sense of being part of our community so, we wanted to know how we could make it stronger. So, this year, we also asked why you do not participate in the social events. Here are some of your comments:

- *Clashes with work or other events, otherwise we try to attend*
- *Usually we do. But if we don't it's because they might clash with other commitments*
- *The Dad in our family doesn't really enjoy the social events because he is not so into the "awkward conversations" with other dads*
- *Too busy or not in the mood to socialise..!*
- *Sometimes we can't make due to illness or sleeps!*
- *Pregnant/young baby or other family commitments.*
- *We try to. Week day events are harder to attend due to our jobs.*
- *Sometimes it can be daunting if you don't know many of the parents.*
- *Matariki can be too late some young children, especially after a long day at TLC.*
- *Sometimes it's just a juggling act with work commitments*
- *usually at work unfortunately!*

Communications

This year I chose to simplify the communications section of the survey.

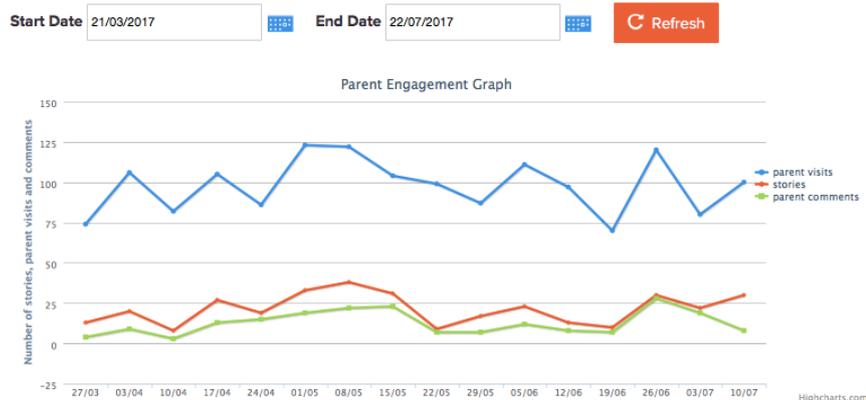


You are happiest with daily feedback from teachers, parent teacher meetings, and parent evenings. Areas I think we need to work on, based on your responses are:

- Educa - frequency of posts.** Bearing in mind that there is real, and passionate debate, internally about quantity versus quality, and time posting to educa versus time with the children, I think we need to share with the community:
 - what our expectations are of in-depth learning stories (1-2 a month per child) **Action:** include expectations in the parent handbook (for new parents) and an Educa post (for existing parents)
 - our thoughts about time spent being present with your children, versus how much you value getting little daily updates about your child, whether it is a quick photo or video.our thoughts about what we model for the children, time with them, or screen time
 - out concerns about this being ‘the most photographed generation ever’
 - Action:** A newsletter article in the Spring Newsletter.

Parent Engagement

The graph below illustrates the number of stories that were posted in a week compared to the number of parent visits and parent comments your site received. This graph gives you an indication of how parents are engaging. These values are updated weekly.



- Parent Evenings - Actually do them.** We have in our annual plan, that we will be doing two parent evenings upstairs and two parent evenings downstairs, however this can include one shared event. **Action:** confirm dates and times for parent evenings.
- Mobile Phone.** We need a discussion about this, whānau need to understand that our ability to answer these is limited by being busy with the children, but staff need to answer them in case of emergencies. **Action:** expectations need to be set via the parent handbook, Educa and the staff handbook.

Indoor Environment

We deliberately kept this as an open question and on the whole you seem to be happy (64% had no comments), with only a few suggestions:

- **More books.** Honestly we have hundreds of books but I believe teachers tend to stick to 'the favourites'. What we need to do is **Action:** rotate these more frequently and put more out available in our new bookshelf.
- **New carpets/wool carpets.** This is on our strategic plan. Upstairs I want real wood flooring and nice wool rugs. Downstairs, I would like to try to replace the green carpet to wool carpet similar to the kea space. However, Ania would like wood floors with rugs. So, we are debating this - please do let us know what you think.
- **More clearly defined areas downstairs,** like the art area. We do have guardianships where particular teachers look after particular areas, but **Action:** we will revisit and strengthen our guardianships.
- **Cold** - questions about the use of, effectiveness of the heat pumps. **Action:** I will arrange for a company to come in to check the heat pumps.

Outdoor Environment

You love our garden, and it is one of the reasons you chose TLC. Again 64% are happy and had no suggestions. The suggestions we did get were:

- More access to the **carpentry** table
The use of the carpentry tends to fluctuate as the average age of the children downstairs varies. It also varies depending upon the weather, as it is outside. We can certainly look at this though, e.g. we want to deck the area where the carpentry table is, and I wonder if we enclosed the space from the weather a bit more, whether this would help. Finally, there is also a philosophical tension between children having access to carpentry, and teachers' comfort level from a health and safety aspect. TLC currently has strict guidelines for access, and a teacher has to be supervising. At the end of the day, it is my view that this is a professional decision, which I trust to the teacher managing downstairs.
- More ability for the **children to shape the environment**
Ania has suggested that we ask the Children what they want in the area where the Wendy house used to be. She has also suggested that the income we get from special events like school children returning in their first school holidays, go to a fund children selected resources.
- More/**different climbing equipment**
Our outdoor climbing equipment is very well loved, and a little tired. Things we have been looking at are these arches to replace some which are very well loved by the children. Even if from an aesthetic point of view I prefer these:



- **Replace artificial grass** with real grass
- More, non-movable safe fall, and a review of safety

Thank you for our suggestions we will review them as a team, and get back to you.

Investment Priorities

Discussing this question at the Parent Voice Committee meeting, we have decided that there is some confusion with this question. The idea was 'IF we had any disposable revenue what would your priorities be'. We have decided that next year we will split it out into two clearer questions - 1) What are your values and 2) Where do you think the gaps are at TLC.

It is clear from what the PVC told us, that typically answers reflect what your values are:

- 1) **Existing Teachers**
- 2) **More Teachers**
- 3) **More Classroom Resources**

The sort of sentiments expressed, can be summed up by the common from this one parent “

Ensuring teaching staff are looked after, feeling like they're developing and not overly stretched is in my opinion the most important thing. Everything else follows from this.”

What are we doing well?



What can we improve?

Not many respondents had any comment on this (36%)

- Lost clothes & shoes
- Daily photos/ Educa posts
- Communicate teaching focus for re-enforcing at home
- Keep children involved and 'owning' TLC
- Less sugar and wheat