2018 Tō Kōrero - Mātauranga Motuhake

2018 Learning Support Satisfaction Survey Report

Summary of findings
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Executive summary

This report presents the results from the Ministry of Education’s 2018 Learning Support Satisfaction Survey. The Ministry carries out this survey every year to learn from parents and educators what aspects of service delivery are doing well, and areas for improvement.

The survey covers the following Ministry Learning Support services:
- Early Intervention
- Communication
- Behaviour
- Ongoing Resourcing Scheme (ORS)
- Deaf or hard of hearing*
- Physical disability support*
- Te Kahu Töi, Intensive Wraparound Service*
*included for the first time in 2018

The survey measures responses using Service Quality Score (SQS). In a SQS system respondents indicate their level of satisfaction or agreement with a rating between 1, Very Dissatisfied and 5, Very Satisfied. At the end of the survey results are collated and scores are converted to an SQS ranging between 0 and 100.

Changes to the methodology and survey questionnaire

The SQS method for calculating satisfaction was used for the first time in 2017 and again in 2018. The survey asks respondents to rate their satisfaction with services or agreement with service related statements using a scale from 1 to 5. Each five point rating scale is converted to a SQS ranging from 0 to 100. This is the second year that the SQS approach has been used with the Learning Support Satisfaction Survey.

The 2018 survey has also been redesigned and contains new set of questions, some of which are new to 2018. The new set of questions are aimed to be more relevant to the Ministry service delivery.

Key findings

Overall Satisfaction Service Quality Score

Parents and educators are generally satisfied with Learning Support service delivery, though there is room for improvement. Overall satisfaction was higher for parents (73) than for educators (65).

The SQS for overall satisfaction with Learning Support services is 67, which is two points less than it was in the 2017 Satisfaction Survey. In comparison with other public services, it is 10 points below the SQS for the overall quality of public services (77)\(^1\) and one point below the average private sector (68).

<table>
<thead>
<tr>
<th>Service Quality Score</th>
<th>Parents</th>
<th>Educators</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>73</td>
<td>65</td>
<td>67</td>
</tr>
</tbody>
</table>

\(^1\) As reported in Kiwi Counts Survey 2018
Aspects of service delivery that parents and educators rated most highly

Parents and educators reported the highest levels of satisfaction with the following aspects of service delivery:

<table>
<thead>
<tr>
<th>Service Quality Score</th>
<th>Parents</th>
<th>Educators</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Support staff treated the child with respect</td>
<td>89</td>
<td>84</td>
<td>85</td>
</tr>
<tr>
<td>Learning Support staff respected what is important to me and my family/whānau</td>
<td>81</td>
<td>75</td>
<td>77</td>
</tr>
<tr>
<td>I felt involved in the decisions about the child’s learning</td>
<td>77</td>
<td>70</td>
<td>72</td>
</tr>
</tbody>
</table>

Aspects of service delivery that parents and educators were least satisfied with

Parents and educators reported the lowest levels of satisfaction with the following aspects of service delivery:

<table>
<thead>
<tr>
<th>Service Quality Score</th>
<th>Parents</th>
<th>Educators</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfied with my child’s progress after the service</td>
<td>73</td>
<td>66</td>
<td>68</td>
</tr>
<tr>
<td>The amount of time it took to get the service</td>
<td>66</td>
<td>63</td>
<td>64</td>
</tr>
</tbody>
</table>

Satisfaction of parents and educators of Māori and Pacific students

The Ministry has a commitment for all children and young people achieve their best and be strong in their cultural identity. Difference between ethnicity groups was analysed to determine potential cultural differences. Parents of Pacific children scored overall satisfaction in Learning Support services more highly than parents of other ethnic groups. Parents and educators of Māori children scored Learning Support services in line with other ethnic groups.

Implications of findings

The survey findings highlight the areas where Learning Support services are delivering well, and provide feedback on the areas where service delivery could improve. The findings show that educators are less satisfied with the overall quality of Learning Support service delivery than parents.

The feedback from the survey mirrors feedback the Ministry has received from the sector previously. Comparisons against the 2017 Learning Support Satisfaction Survey show a decrease in satisfaction across following three measures:

- Overall satisfaction with the quality of support provided
- Satisfaction with the progress the child made as a result of the service
- Confidence to support the child with their needs in the future
What we're doing to improve service delivery

Updating our service delivery approach and practice

The Ministry has been working to reduce fragmentation in the delivery of learning support with the Learning Support Delivery Model (LSDM). The model organises learning support based on what best meets the needs of the student, rather than focusing on specific criteria. With less fragmentation and a greater focus on need, barriers to access learning support will be reduced. These changes bring a shift from a deficit-based system that looks at what a child can’t do and what needs ‘fixing’, to instead a focus on a flexible, strengths-based system that ensures early learning services and schools have what they need to welcome and meet the learning needs of all ākonga.

To support this, the model involves changing the way we work to not only focus on individual work with children, but targeted or system-wide solutions. This may include providing professional development to educators, or giving advice to whānau on ways to support their child at home. With this, we will see more of our work focusing on building the confidence and capability of the adults around children and young people and therefore expect to see improvements in the feedback from parents and educators in this area.

The LSDM involves schools, kura, early learning services me ngā kōhanga reo coming together with the Ministry, service providers and other agencies to identify needs, plan support, and decide how best to use available resources. By collaborating, local communities can draw from a more diverse and skilled group of experts, pool resources, and coordinate supports to meet the needs of individual and groups of learners. They have greater flexibility to create and more coherent support to improve the way support is provided.

The delivery model was originally piloted in August 2017 and then rolled out further utilising current resources but without additional investment. Full implementation of the delivery model will occur with the implementation of the Learning Support Coordinators from 2020.

Alongside the work above, the Ministry is looking at the practice of its specialist learning support staff. We are developing an overarching framework that will:

- support our specialist learning support staff to work in an integrated cohesive way
- provide clear and consistent practice direction
- incorporate a more flexible and tiered approach where support provided could be system wide, building the capability of adults (parents and educators) around the child and including individual support for a child.

Learning Support Coordinators

Learning Support Coordinators (LSCs) are an in-school role that will work to identify and address barriers to learning to ensure all children, including those with disabilities, neurodiversity, behavioural issues, and those that are gifted get the support they need. The first tranche of the LSCs have been allocated and will be employed at the beginning of 2020.

The LSCs are an important connection between schools and the LSDM. Part of their role is to deliver support as quickly as possible close to where children are learning. They do this by connecting with the LSDM through the Ministry’s learning support facilitator function. This should result in more efficient access to Ministry provided or funded supports such as RTLB, specialists, and support services from other agencies.

LSCs will strengthen in-school support. A key focus of the LSC will be to work alongside teachers and strengthen their capabilities to meet the diverse learning needs. This means that teachers will not need to do this on their own. LSCs will work with the teachers, specialist providers and parents to identify the support children need at school and develop ways to respond and provide access to tools, resources and guidance.

LSCs will also be available to support children, as well as their parents and whānau. The intention is that they will strengthen the communication between the school and whānau and simplify the system, so it's easier to access services.
Learning Support Action Plan

The Ministry’s Learning Support Action Plan released in July 2019, builds on the LSDM and sets clear priorities for investment and further development of the learning support system. Each priority is an important first step in achieving a more inclusive education system for New Zealand and it is expected to have widespread benefits for children, whānau, teachers and other educators.

A number of the actions under each priority focus on building the confidence and capability of teachers and other educators, and increasing the resources and guidance available to them to assist children and young people to learn.

Strengthening early intervention is another Action Plan priority. Intervening earlier, in ways that are family centred and embedded into the child’s daily life, will reduce need for more intensive intervention later on. By identifying the volume, mix and types of services needed, we will reduce waiting times and improve early intervention for children and their whānau.
Introduction

This report presents findings from the Ministry of Education’s 2018 Learning Support Satisfaction Survey.

The Ministry of Education (the Ministry) provides funding, services and support for children and young people with additional learning needs. As part of its commitment to continually improve Learning Support services, the Ministry periodically surveys parents’ and educators’ satisfaction with the following learning support services:

- Early Intervention
- Communication
- Behaviour
- Ongoing Resourcing Scheme (ORS)
- Deaf or hard of hearing
- Physical disability support
- Te Kahu Tōī, Intensive Wraparound Service

The objectives of the survey are to:

- measure parent and educator satisfaction with aspects of Learning Support service delivery
- identify priority areas for improvement
- use the results to inform business planning.

During the 2018/19 financial year, the Ministry:

- provided a Learning Support service to about 36,500 children and young people
- spent $746 million on children and young people with additional learning needs. This includes funding that goes directly to schools, Ministry employed specialist staff and services to support children and young people with additional learning needs.

As at 30 June 2019 the Ministry employed 848 full time equivalent (FTE) specialist staff.
Methodology

About the survey
The Learning Support Satisfaction Survey includes a series of questions on aspects of Learning Support’s service delivery, open-ended questions to capture additional information and demographic details of respondents. A copy of the survey is included as Appendix One.

The 2018 survey contains a redesigned set of questions, making them more relevant to the Ministry’s service delivery. The new survey questions means that the 2018 results represent a new baseline and are no longer directly comparable with previous years.

Sample population
The survey was administered to both the caregiver and the educator of a child/student who had an eligible Learning Support case close in the survey period. The overall sample population consisted of 2,447 parents and 4,734 educators. The sample population of parents was lower than educators due to limited email addresses available for parents.

The aim of the sample population was to gather as much feedback as possible by offering the survey to all those that completed a learning support service. The larger sample population allows for more responses to be gathered from smaller groups of interest such as specific geographical areas or ethnicity groups.

Survey distribution
The survey took place in November 2018. A link to the survey (via SurveyMonkey) was emailed to respondents. A reminder email was sent 14 days after the initial survey.

Response rate
The Ministry received 2,238 responses which was an overall response rate of 31%, 364 parents (15% of those surveyed), 1,065 educators (22% of those surveyed) and the remaining did not identify as parents or educators. The findings presented in this report should therefore be interpreted with some caution as they represent only a small sample of parents who engage with Learning Support services.

Table 1 shows the response rates to the survey since it began (there was no survey in 2014). Educators have consistently had a higher response rate than parents. The 2018 response rate from educators is lower than achieved in 2017, showing a return to earlier levels.
Table 1  Response rates 2017 and 2018

<table>
<thead>
<tr>
<th>Year</th>
<th>Parents</th>
<th>Educators</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>15%</td>
<td>22%</td>
<td>31%*</td>
</tr>
<tr>
<td>2017</td>
<td>15%</td>
<td>46%</td>
<td>30%</td>
</tr>
</tbody>
</table>

Overall response rates have remained consistent over the years and have never been higher than 34% since 2011.

*includes those who did not identify as ‘educator’ or ‘parent’

Analysis

This 2018 survey and the 2017 survey used a different method to previous years for calculating and reporting results. In years 2016 and earlier, we reported the proportion of ‘satisfied’ respondents (i.e. the percentage of respondents reporting they were ‘satisfied’ or who ‘agreed’ with a statement (a rating of 4) or who were ‘very satisfied’ or ‘strongly agreed’ (a rating of 5) with aspects of service asked about in the questionnaire.

Since 2017, the survey measures responses using the Service Quality Score (SQS), in which each response on the five point scale (1, 2, 3, 4, 5) is rescaled using a 101 point scale (0, 25, 50, 75, 100). An average score is calculated for each aspect of service asked about in the survey.

Bootstrapping

The analyses in this report use 95% confidence intervals to provide an estimate of the variability of each measure. The technique of bootstrapping\(^2\) was used to produce more reliable confidence intervals. This was especially useful with some of the small sample sizes.

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\(^2\) Bootstrapping (Efron, 1979) is a technique that uses resampling as an alternative method of calculating confidence intervals; essentially a simulation-based approach. In situations with small samples and skewed data, bootstrapped confidence tend to produce more reliable confidence intervals (Davison & Hinkley, 1997). Therefore, the all confidence intervals reported are bootstrapped.
Demographics of respondents

The demographics of those who responded to the survey are outlined below.

Figure 1  Respondents by service type

Figure 1 shows the proportion of respondents by service type compared to the sample population. The sample population underrepresents those that received the ORS service. Changes will be made to the methodology in the next survey round to increase the ORS sample population.

Figure 2  Respondents by ethnicity of children and young people

Figure 2 shows the proportion of parents and educators responding to the survey compared to the sample drawn from. A larger proportion of educators of Māori students responded to the survey compared to the proportion in the sample population.
Findings from the 2018 survey

Respondents rated various aspects of satisfaction with the service received from Learning Support on a five point scale, where ‘1’ indicated the lowest satisfaction and ‘5’ indicated the highest satisfaction. The service quality score (SQS) has been used, where each response on the five point scale (1, 2, 3, 4, 5) is rescaled using a 101 point scale (0, 25, 50, 75, 100), with an average score calculated for each aspect of service asked about in the survey.

Satisfaction with the quality of service delivery

Respondents were asked what their overall level of satisfaction was for the service received. Parents and educators were generally satisfied with Learning Support service delivery, though there is room for improvement. Overall satisfaction was higher for parents (73) than for educators (65).

The SQS for overall satisfaction with Learning Support services is 67, which is two points less than it was in the 2017 Satisfaction Survey. In comparison with other public services, it is 10 points below the SQS for the overall quality of public services (77)\(^3\) and one point below the private sector (68).

Table 3 Overall SQS

<table>
<thead>
<tr>
<th>Service Quality Score</th>
<th>Parents</th>
<th>Educators</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>SQS</td>
<td>73</td>
<td>65</td>
<td>67</td>
</tr>
</tbody>
</table>

Satisfaction with overall quality – SQS by Service Type

Figure 3

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\(^3\) As reported in Kiwi Counts Survey 2018
Figure 3 shows the SQS of parents and educators for their satisfaction with the service by the type of service. Parent overall satisfaction was higher if their child or student received the Te Kahu Tōī, Intensive Wraparound Service over any other service. For each service, satisfaction was higher for parents than it was for educators except for the physical disability service where this trend was reversed.

**Satisfaction with overall quality – SQS by Region**

Looking at regional difference in satisfaction, parents again are more satisfied than educators. In certain regions parents reported very high levels of satisfaction such as Waikato, Canterbury Chatham Islands and Nelson, Marlborough West Coast.
Parents of children of all three ethnic groups express higher levels of satisfaction with the overall quality of services than educators. This is most pronounced for parents of Pacific children.

The Ministry’s performance measure

The Ministry uses one of the questions from the survey to calculate the following measure from the Vote Education Output Plan (2018/19).

Performance Measure: Families/whānau of children and young people who have received learning support have been involved in decisions about the child’s learning, as reported by the parents.

Parents were asked to rate their satisfaction with their involvement in decisions about the child’s learning. The service quality score was 77. This is lower than the Ministry target of 83 and therefore did not meet the target.

<table>
<thead>
<tr>
<th>Involved in decisions: Parent SQS only</th>
<th>Actual</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>77</td>
<td>83</td>
</tr>
</tbody>
</table>
Figure 6 shows the SQS scores of parents and educators and the target line of 83 for parent responses. Parents of children who received Te Kahu Tōī, Intensive Wraparound Service and communication service met the target, the other services did not meet the target.
Figure 7 shows the SQS of parents and educators by ethnicity. Parents of Pacific children rated satisfaction for being involved in decisions were higher than parents of Māori and New Zealand European/Pākeha children.
Figure 8 shows the SQS of parents and educators by region. Three out of the ten regions meet the target of 83 for parent SQS.
Satisfaction with aspects of service delivery

Parents and Educators SQS for aspects of service delivery

Respondents were asked to rate different aspects of service delivery. Figure 9 shows a comparison of the SQS parents and educators gave to the various aspects of service delivery.

Respected what is important to me

The majority of parents and educators were satisfied that Learning Support staff respected what is important to them and their family/whānau. Parents had higher levels of satisfaction than educators. The overall SQS for this measure was 77. This is even with the findings from the 2017 satisfaction survey where parents and educators scored an SQS of 77.

<table>
<thead>
<tr>
<th>Aspect of service delivery</th>
<th>Parent</th>
<th>Educator</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff respected what is important to me - SQS</td>
<td>81</td>
<td>75</td>
<td>77</td>
</tr>
</tbody>
</table>

Child/young person treated with respect

Parents and educators reported the highest levels of satisfaction for this question, Learning Support staff treated my child/student with respect. This scored the highest SQS of 85.

<table>
<thead>
<tr>
<th>Aspect of service delivery</th>
<th>Parent</th>
<th>Educator</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff treated the child with respect - SQS</td>
<td>89</td>
<td>84</td>
<td>85</td>
</tr>
</tbody>
</table>
**Child/young person made progress**

The lowest rated aspect of service delivery by parents and educators was their child’s/student’s progress made as a result of the service. This scored less than it did in 2017, scoring an SQS of 68 in the 2017 Satisfaction Survey.

<table>
<thead>
<tr>
<th>Aspect of service delivery</th>
<th>Parent</th>
<th>Educator</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am satisfied with progress the child made</td>
<td>67</td>
<td>59</td>
<td>61</td>
</tr>
</tbody>
</table>

**Confident to support young person in future**

This was the second lowest rated measure. For being confident to support the child with their needs in the future, parents scored a SQS of 67 and educators an SQS of 61. In the 2017 satisfaction survey parents and educators score this 71, which is 9 points higher.

<table>
<thead>
<tr>
<th>Aspect of service delivery</th>
<th>Parent</th>
<th>Educator</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confident to support the child’s needs in the future</td>
<td>67</td>
<td>61</td>
<td>62</td>
</tr>
</tbody>
</table>
Conclusion of the survey findings

The survey provides an overall picture of Learning Support service delivery and the satisfaction of parents and educators of children and young people receiving Learning Support services.

Things we are doing well
There were two areas where both parents and educators indicated overall satisfaction with the service that was delivered:

- Learning Support staff treated the child/student with respect
- Learning Support Staff respected what was important to the parent/whānau

Key areas for improvement
Across all questions, parents were more satisfied with the service than educators. Parents had a service quality score of 73 for overall satisfaction which indicates a score of satisfied. Educators had a service quality score of 65, indicating a need for improvement

We changed the questionnaire and method of analysis this year which has had an impact on trend data, however we can still observe some similarities between findings from the 2017 survey. These trends highlight a decrease in satisfaction over the following measures:

- Overall satisfaction with the quality of support provided
- Satisfaction with the progress the child made as a result of the service
- Confidence to support the child with their needs in the future

Other notable findings

Parent responses
The response rate from parents who were surveyed was low. Only 15% (364) responded to the survey. Therefore, although we can learn from the feedback received from these individuals, we should interpret the results of the collective group with caution as they may not be representative of all parents who have received Learning Support services.

ORS Service Responses
The survey sample population and response rate for parents and educators of children that received the ORS service was low. We therefore must interpret the results with caution.

Future surveys will increase the sample population for both of these groups. Going forward the survey will be run on a quarterly basis, rather than the previous annual survey. This will increase the sample size overall and make it a more timely survey.

In addition, the survey will be sent to both parents and educators of a child/student where the service has ended, and also where the service has continued for over 12 months. This will help us reach those receiving the ORS service and this service typically runs for throughout the child’s full education.
What we are doing to improve service delivery

The Ministry is already working to address a number of concerns raised in the findings from this survey. The new set of questions used in this survey have highlighted specific areas for improvement in the child’s progress and confidence to support the child when the service ends.

Updating our service delivery approach and practice

Since 2015, the Ministry has been working to reduce fragmentation in the delivery of learning support with the Learning Support Delivery Model (LSDM). The model organises learning support based on what best meets the needs of the student, rather than focusing on specific criteria. With less fragmentation and a greater focus on need, barriers to access learning support will be reduced. These changes bring a shift from a deficit-based system that looks at what a child can’t do and what needs ‘fixing’, to instead a focus on a flexible, strengths-based system that ensures early learning services and schools have what they need to welcome and meet the learning needs of all ākonga.

To support this, the model involves changing the way we work to not only focus on individual work with children, but targeted or system-wide solutions. This may include providing professional development to educators, or giving advice to whānau on ways to support their child at home. With this, we will see more of our work focusing on building the confidence and capability of the adults around children and young people and therefore expect to see improvements in the feedback from parents and educators in this area.

The LSDM involves schools, kura, early learning services me ngā kōhanga reo coming together with the Ministry, service providers and other agencies to identify needs, plan support, and decide how best to use available resources. By collaborating, local communities can draw from a more diverse and skilled group of experts, pool resources, and coordinate supports to meet the needs of individual and groups of learners. They have greater flexibility to create and more coherent support to improve the way support is provided.

The delivery model was originally piloted in August 2017 and then rolled out further utilising current resources but without additional investment. Full implementation of the delivery model will occur with the implementation of the Learning Support Coordinators from 2020.

Alongside the work above, the Ministry is looking at the practice of its specialist learning support staff. We are developing an overarching framework that will:

- support our specialist learning support staff to work in an integrated cohesive way
- provide clear and consistent practice direction
- incorporate a more flexible and tiered approach where support provided could be system wide, building the capability of adults (parents and educators) around the child and including individual support for a child.

Learning Support Coordinators

Learning Support Coordinators (LSCs) are an in-school role that will work to identify and address barriers to learning to ensure all children, including those with disabilities, neurodiversity, behavioural issues, and those that are gifted get the support they need. The first tranche of the LSCs have been allocated and will be employed at the beginning of 2020.

The LSCs are an important connection between schools and the LSDM. Part of their role is to deliver support as quickly as possible close to where children are learning. They do this by connecting with the LSDM through the Ministry’s learning support facilitator function. This should result in more efficient access to Ministry provided or funded supports such as RTLB, specialists, and support services from other agencies.

LSCs will strengthen in-school support. A key focus of the LSC will be to work alongside teachers and strengthen their capabilities to meet the diverse learning needs. This means that teachers will not need to do this on their own. LSCs will work with the teachers, specialist providers and parents to identify the support children need at school and develop ways to respond and provide access to tools, resources and guidance.
LSCs will also be available to support children, as well as their parents and whānau. The intention is that they will strengthen the communication between the school and whānau and simplify the system, so it’s easier to access services.

**Learning Support Action Plan**

The Ministry’s Learning Support Action Plan released in July 2019, builds on the LSDM and sets clear priorities for investment and further development of the learning support system. Each priority is an important first step in achieving a more inclusive education system for New Zealand and it is expected to have widespread benefits for children, whānau, teachers and other educators.

A number of the actions under each priority focus on building the confidence and capability of teachers and other educators, and increasing the resources and guidance available to them to assist children and young people to learn.

Strengthening early intervention is another Action Plan priority. Intervening earlier, in ways that are family centred and embedded into the child’s daily life, will reduce need for more intensive intervention later on. By identifying the volume, mix and types of services needed, we will reduce waiting times and improve early intervention for children and their whānau.

**Increasing resources to meet growth in demand**

Since 2013/14, we’ve seen a 19% increase in demand for core learning support specialist services including a 24% increase in demand for the Behaviour Service, a 21% increase in demand for the Communication Service and a 20% increase in demand for the Early Intervention Service.

The Government has made significant investment through recent Budgets to respond to growing demand for learning support. Budget 19 provided an additional $25.099m over four years to respond flexibly to growth in demand for services as it occurs in each region. An extra $24.8 million has also been provided over the next four years to provide early intervention to pre-school children who have communication, behaviour, development or disability needs. This is in addition to the extra $21.5 million over four years for early intervention services provided as part of Budget 2018.

This investment enables us to continue to recruit more specialist staff and provide support to more children and young people. Between December 2017 and March 2019 we recruited an additional 120 FTE specialist staff. However we still have trouble recruiting enough specialists to meet the need for our learning support services, specifically the behaviour, communication and early intervention service. We are continuing to look into different avenues to increase our recruitment.
Appendix One: Questionnaire

Learning Support Satisfaction Survey – Wording

Title
Learning Support Satisfaction Survey 2018

Introduction Message
Welcome to the Ministry of Education Learning Support survey.

Thank you for agreeing to complete this satisfaction survey. Your responses will help us understand what aspects of our Learning Support services are working well and how we can do better, which will allow us to better assist children and young people in the future.

Findings from the survey will be shared with our staff, including practitioners and field staff to inform our delivery of Learning Support services. The Ministry may also match your responses to internal administrative data for reporting purposes. However, your responses will be kept in the strictest confidence and all results will be aggregated so no individuals will be identifiable.

This survey should take less than 10 minutes to complete.

Privacy Statement

The Ministry collects, stores and uses your personal information in accordance with the Privacy Act 1993.

We, the Ministry of Education, keep your personal information safe. We store it in the password-protected database of our SurveyMonkey account.

We will retain your information for up to two years after it becomes non-current, and then we will destroy it.

To administer the survey information, we may match your survey responses to our internal Ministry information, using the unique case number that you provide. However, when we use and analyse your information for internal or external purposes, it will be anonymous and aggregated with other people’s information so that no individual person can be identified.

Your anonymous and aggregated information may also be supplied to Statistics New Zealand’s Integrated Data Infrastructure (IDI) programme. Statistics New Zealand uses the information in the IDI programme only for approved research projects that are in the public interest.

We may also publicly release information from the survey as part of our commitment to open and transparent government.

You have the right to access your information and ask for corrections

The Privacy Act recognises your right to access, and request correction of, any personal information that we hold about you or, if you are a parent or caregiver, your child. If you would like
Questions

1. Do you agree to the Ministry keeping your response information and using it for the
   purposes described in the privacy statement above?
   I agree
   I do not agree

2. What is the child/young person’s Learning Support case number? (This is included in the
   email or letter we sent you)

3. What is your relationship to the child/young person?
   Parent/Guardian/Caregiver
   Other family/whānau member
   Teacher/Educator/Early Childhood Teacher
   Other (please specify)

4. What is the child/young person’s gender?
   Male
   Female
   Gender diverse
   Prefer not to say

5. What ethnic group does the child/young person identify with?
   New Zealand European/Pākeha
   Māori
   Asian
   Cook Island Māori
   Samoan
   Tongan
   Niuean
   Tokelauan
   Fijian
   Chinese
   Indian
   Prefer not to say
   Other, please tell us:

6. In which region did the child/young person most recently receive Learning Support
   services?
   Tai Tokerau
   Auckland
   Bay of Plenty, Waiariki
   Waikato
   Hawke’s Bay, Tairāwhiti
   Taranaki, Whanganui, Manawatū
   Wellington
   Nelson, Marlborough, West Coast
   Canterbury, Chatham Islands
   Otago, Southland
   I don’t know
7. What service was received? (Select all that apply)
   - Behaviour support
   - Communication support
   - Deaf or hard of hearing
   - Early Intervention (for children under 5)
   - Intensive Wraparound Service (Te Kahu Tōī)
   - Ongoing Resourcing Scheme (ORS)
   - Physical disability support
   - Not applicable
   - Other (please specify)

8. How satisfied were you with the overall quality of support we provided?
   - Very Dissatisfied
   - Dissatisfied
   - Neither Satisfied nor Dissatisfied
   - Satisfied
   - Very Satisfied

9. Learning Support staff respected what is important to me and my family/whānau (e.g. culture, values, beliefs, religion)
   - Strongly Disagree
   - Disagree
   - Neither Agree nor Disagree
   - Agree
   - Strongly Agree
   - Not applicable

10. Learning Support staff treated the child/young person with respect
    - Strongly Disagree
    - Disagree
    - Neither Agree nor Disagree
    - Agree
    - Strongly Agree
    - I don’t know

11. I was involved in decisions about the child/young person’s learning
    - Strongly Disagree
    - Disagree
    - Neither Agree nor Disagree
    - Agree
    - Strongly Agree

12. I am satisfied with the progress the child/young person made as a result of this service
    - Strongly Disagree
    - Disagree
    - Neither Agree nor Disagree
    - Agree
    - Strongly Agree

13. What was one thing Learning Support did that was helpful in supporting the child/young person’s progress?

14. What was one thing Learning Support could have done to help you or the child/young person more?
15. How confident do you feel to support the child/young person with their needs in the future?
   - Not at all Confident
   - Not very Confident
   - Somewhat Confident
   - Confident
   - Very Confident

16. If you would you like to be contacted to discuss this survey or your experience with Learning Support, please provide your contact details below:
   - Name
   - Email Address
   - Phone number

Thank You Message
Thank you for taking the time to complete the survey.
The information you have provided is extremely valuable in helping us to better assist children, young people, families, whānau and educators in the future.
# Appendix Two: Achieved sample and response rate

The table below shows the sample number and response rate for parents and educators by ethnicity and service type received.

<table>
<thead>
<tr>
<th></th>
<th>Parents</th>
<th></th>
<th>Educators</th>
<th></th>
<th>Other*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sample</td>
<td>Achieved</td>
<td>Response rate</td>
<td>Sample</td>
<td>Achieved</td>
</tr>
<tr>
<td><strong>Māori</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Behaviour</td>
<td>121</td>
<td>15</td>
<td>12%</td>
<td>313</td>
<td>96</td>
</tr>
<tr>
<td>Communication</td>
<td>204</td>
<td>18</td>
<td>9%</td>
<td>502</td>
<td>159</td>
</tr>
<tr>
<td>Early intervention</td>
<td>298</td>
<td>6</td>
<td>2%</td>
<td>682</td>
<td>48</td>
</tr>
<tr>
<td>ORS</td>
<td>13</td>
<td>S</td>
<td>S</td>
<td>37</td>
<td>18</td>
</tr>
<tr>
<td>Intensive Wraparound Service</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>Deaf and Hard of Hearing</td>
<td>6</td>
<td>S</td>
<td>S</td>
<td>22</td>
<td>12</td>
</tr>
<tr>
<td>Physical Disability Service</td>
<td>6</td>
<td>S</td>
<td>S</td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>Service unknown or not stated</td>
<td>NA</td>
<td>9</td>
<td>NA</td>
<td>NA</td>
<td>90</td>
</tr>
<tr>
<td><strong>Total Māori</strong></td>
<td>648</td>
<td>45</td>
<td>7%</td>
<td>1584</td>
<td>324</td>
</tr>
<tr>
<td><strong>Pacific</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behaviour</td>
<td>40</td>
<td>6</td>
<td>15%</td>
<td>61</td>
<td>12</td>
</tr>
<tr>
<td>Communication</td>
<td>94</td>
<td>9</td>
<td>10%</td>
<td>165</td>
<td>39</td>
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<tr>
<td>Early intervention</td>
<td>186</td>
<td>6</td>
<td>3%</td>
<td>258</td>
<td>12</td>
</tr>
<tr>
<td>ORS</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Intensive Wraparound Service</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>Deaf and Hard of Hearing</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
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<tr>
<td>Physical Disability Service</td>
<td>0</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>Service unknown or not stated</td>
<td>NA</td>
<td>5</td>
<td>S</td>
<td>NA</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total Pacific</strong></td>
<td>320</td>
<td>12</td>
<td>4%</td>
<td>503</td>
<td>69</td>
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</tbody>
</table>

*‘Other Respondents’ are those respondents that did not confirm they were a ‘parent’ or ‘educator’. 
<table>
<thead>
<tr>
<th></th>
<th>Parents</th>
<th>Educators</th>
<th>Other*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Other</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behaviour</td>
<td>340</td>
<td>353</td>
<td>9</td>
</tr>
<tr>
<td>Communication</td>
<td>663</td>
<td>691</td>
<td>12</td>
</tr>
<tr>
<td>Early intervention</td>
<td>1222</td>
<td>1440</td>
<td>S</td>
</tr>
<tr>
<td>ORS</td>
<td>46</td>
<td>62</td>
<td>S</td>
</tr>
<tr>
<td>Intensive Wraparound Service</td>
<td>10</td>
<td>12</td>
<td>S</td>
</tr>
<tr>
<td>Deaf and Hard of Hearing</td>
<td>10</td>
<td>53</td>
<td>S</td>
</tr>
<tr>
<td>Physical Disability Service</td>
<td>S</td>
<td>78</td>
<td>S</td>
</tr>
<tr>
<td>Service unknown or not stated</td>
<td>NA</td>
<td>NA</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total Other</strong></td>
<td>2,291</td>
<td>2,689</td>
<td>21</td>
</tr>
</tbody>
</table>

| **Ethnicity not stated**       |         |           |        |
| Behaviour                      | NA      | NA        | S      |
| Communication                  | NA      | NA        | S      |
| Early intervention             | NA      | NA        | S      |
| ORS                            | NA      | NA        | S      |
| Intensive Wraparound Service   | NA      | NA        | S      |
| Deaf and Hard of Hearing       | NA      | NA        | S      |
| Physical Disability Service    | NA      | NA        | S      |
| Total Ethnicity not stated     | NA      | NA        | S      |
| **Grand Total**                | 364     | 1,065     | 181    |

*Other Respondents* are those respondents that did not confirm they were a ‘parent’ or ‘educator’.

Note: This table has been random rounded, using RR3 and suppression. S denotes values that are suppressed due to confidentiality concerns.
We **shape** an **education** system that delivers **equitable** and **excellent outcomes**

He mea **tārai e mātou te mātauranga**

kia **rangatira ai, kia mana taurite ai ōna huanga**