2024 Client and Stakeholder Satisfaction

Research Report

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accreditations

ISO 27001: The highest standard for information security management systems, providing you with assurance that Wallis systems, processes and people are keeping your data safe.

ISO 20252: The international standard for market, opinion and social research, and ensures all stages of the research project are delivered to a quality that can be relied upon.

The Research Society member: Australia's largest research and insights community. Members have access to the latest industry knowledge, tools, quality assurances and professional standards.

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Australian Achiever Awards: The Australian Achiever Awards recognises the customer service excellence of Australian companies. Wallis has been awarded a high commendation every year since their inception in 1999.

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B Corporation: Wallis has been certified by B Lab Australia and New Zealand having shown that we meet high standards of social and environmental performance, transparency, and accountability. At Wallis, our approach to corporate social responsibility reflects our mission – to have a positive impact on society.

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acknowledgement of country

Wallis acknowledges that we work upon the traditional lands of the Wurundjeri People and pay our respect to elders past, present and emerging. We extend that respect to all Aboriginal and Torres Strait Islander peoples.

Lotjpa Iyawa "Yarning as One"

Artwork by Luke and Siena Tieri

agenda

01 Objectives and methodology

02 Satisfaction and assessment of effectiveness

03 VRQA's performance and processes

04 Engagement with employers, apprentices and trainees

05 Engagement with education providers

06 Child Safe Standards

07 Boarding school premises

08 Minimum standards

09 Home educators

10 Government and Catholic schools

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acronyms

RTO   Registered Training Provider

SBP   School Boarding Premises

NSP   Non-school Provider (senior or foundation secondary)

SEO   Student Exchange Organisation

VCEA   Victorian Catholic Education Authority

VET   Vocational Education and Training

A&T   Apprentices and Trainees

ACAP   Apprentice Connect Australia Provider

CSS   Child Safe Standards

CCYP   Commission for Children and Young People

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insights

Around 9 in 10 stakeholders consider the VRQA to be an effective regulator.

Independent schools

- Ratings decreased across a number of measures in 2024. One in 6 independent schools are dissatisfied with the VRQA.

- For independent schools there continues to be a misalignment with their level of satisfaction with the VRQA (61%) and the extent to which they agree that the VRQA is an effective regulator (84%).

- The key opportunities for improvement can be found in increasing outreach and in understanding the school's context, being responsive, and providing ongoing communication.

Registered training organisations (RTOs)

- Ratings have decreased somewhat after very high ratings in 2022-23. Nine in 10 RTOs (90%) consider the VRQA to be an effective regulator, and three-quarters (75%) are satisfied with the VRQA's overall performance.

- The key opportunities for improvement are in understanding the RTO's business, and to a lesser extent, providing ongoing communication, as well as being perceived to be providing proportionate regulation.

Home educators

- The home education sector has grown considerably in recent years. Qualitative research indicates the sector is quite different to what it was prior to the pandemic. Those with a strong ideological commitment to home education seemingly continue to decrease, while those that have taken up home education for pragmatic reasons increases. Despite the large growth and changes, performance metrics have maintained high levels. Around 9 in 10 (91%) expressed their satisfaction, including 71% of all home educators surveyed responding that they were **very satisfied**.

Employers and apprentices/trainees

- Levels of awareness of VRQA among employers increased (now 56%) while remaining steady among apprentices/trainees (31%).

- Just over half of employers (52%) say they are fully aware of their responsibilities and obligations; around 9 in 10 employers say they are at least mostly aware.

- Almost 9 in 10 employers (87%) and apprentices/trainees (88%) report having the support they need to understand and meet training contract obligations.

- Of those aware of VRQA, 6 in 10 employers (62%) and close to 7 in 10 apprentices/trainees (69%) were satisfied with the VRQA, and around 9 in 10 employers (89%) and 17 in 20 apprentices/trainees (84%) consider the VRQA to be an effective regulator.

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section

01

Objectives and methodology

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Research objectives

Knowledge

Client and stakeholder understanding of the VRQA and its functions.

The level of client and stakeholder awareness of the VRQA and its functions.

Expectations

Client and stakeholder expectations, including types of support expected and valued.

How clients and stakeholders would like to engage with the VRQA, including types of support expected and valued.

Delivery

Areas of strength and areas for improvement in engaging clients and stakeholders.

How clients and stakeholders would like to receive communication.

Understanding of satisfaction levels and shifts in satisfaction amongst clients.

Methodology

Setup and development

June – July 2024

Quantitative

- Revision of questionnaires and survey invitations
- Programming and testing of questionnaires

Qualitative

- Development and revision of discussion guides
- Set up of stakeholder interviews

Survey fieldwork

July – October 2024

Quantitative

- Fieldwork (online)
- Fieldwork (online) for education provider survey
- Fieldwork (online) for stakeholders and home educators
- Coding (categorisation) of open-ended responses

Qualitative

- In-depth interviews with stakeholders, schools, RTOs, and home educators

Reporting

October 2024 – February 2025

- Draft report
- Presentation to the board
- Main report

Note: All fieldwork (both qualitative and quantitative) was conducted in Victoria

Research participation

● *2023 comparison*

Education Providers*

n=122

n=206
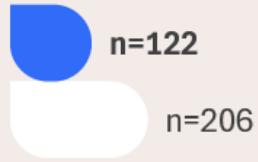
% YoY change

-41%

Indep. Schools

n=74

n=125

% YoY change

-41%

RTOs

n=60

n=81
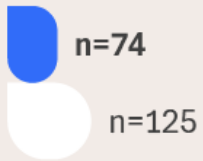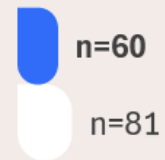
% YoY change

-26%

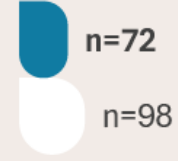**Government Schools**

n=166

n=179
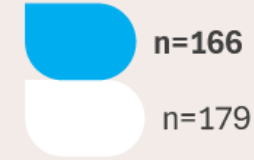
% YoY change

-7%

Catholic Schools

n=72

n=98

% YoY change

-27%

Directly regulated by VRQA. Subtotal of education providers do not sum to total because some entities are both a registered school and registered RTO
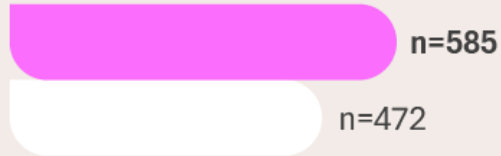
Research participation
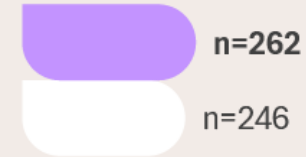
↑ *increase*

⬤ *2023 comparison*

Home Educators (Parents)
n=585
n=472

% YoY change
+24%

Employers
n=262
n=246

% YoY change
+7%

Apprentices/ Trainees
n=209
n=148
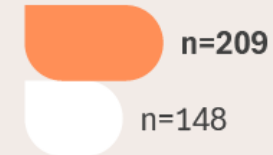
% YoY change
+41%

Stakeholders
n=66
n=63
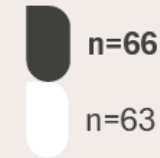
% YoY change
+5%

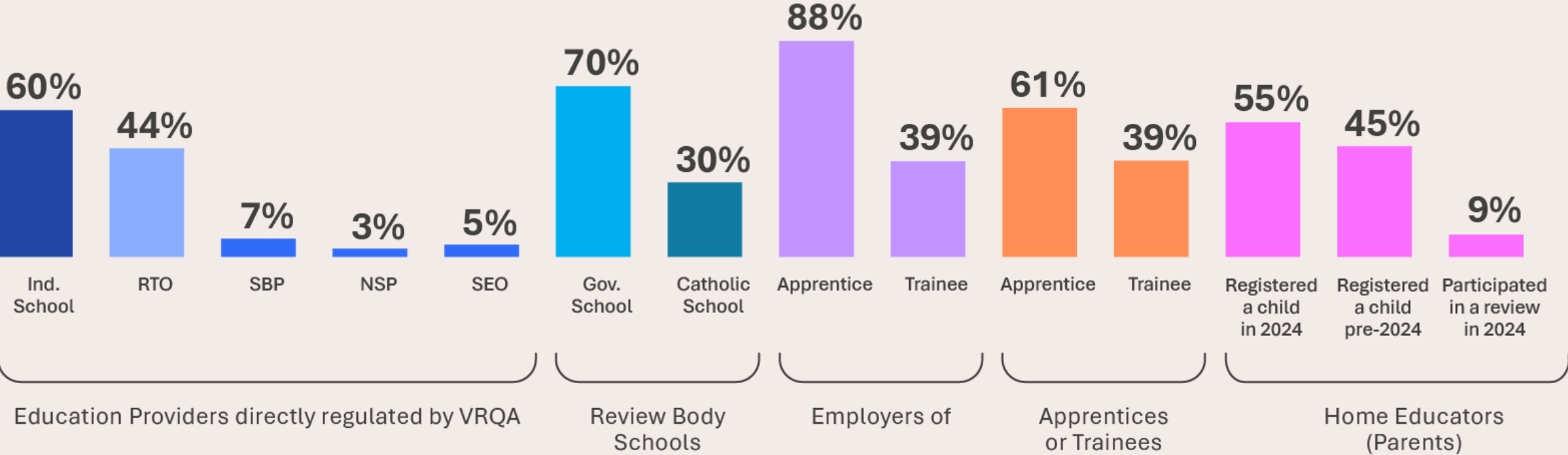**Qualitative in-depth interviews** *(n=45)*

- **Education Stakeholders** *(n=12)*
- **VET, Apprenticeship & Traineeship Stakeholders** *(n=5)*
- **Home Education Stakeholder** *(n=1)*

- **Catholic Schools** *(n=2)*
- **Government Schools** *(n=5)*
- **Education Providers** *(n=10)*
- **Home Educators** *(n=10)* *(Parents)*

2024 respondent profile

Independent schools, School boarding premises (SBP), Non-school providers (NSP) and Student Exchange Organisations (SEO) were surveyed about their relationship with the VRQA. Government and Catholic schools were surveyed about Review Body services as they relate to the minimum standards for school registration.

Education Providers directly regulated by VRQA					Review Body Schools		Employers of		Apprentices or Trainees		Home Educators (Parents)		
Ind. School	RTO	SBP	NSP	SEO	Gov. School	Catholic School	Apprentice	Trainee	Apprentice	Trainee	Registered a child in 2024	Registered a child pre-2024	Participated in a review in 2024
60%	44%	7%	3%	5%	70%	30%	88%	39%	61%	39%	55%	45%	9%

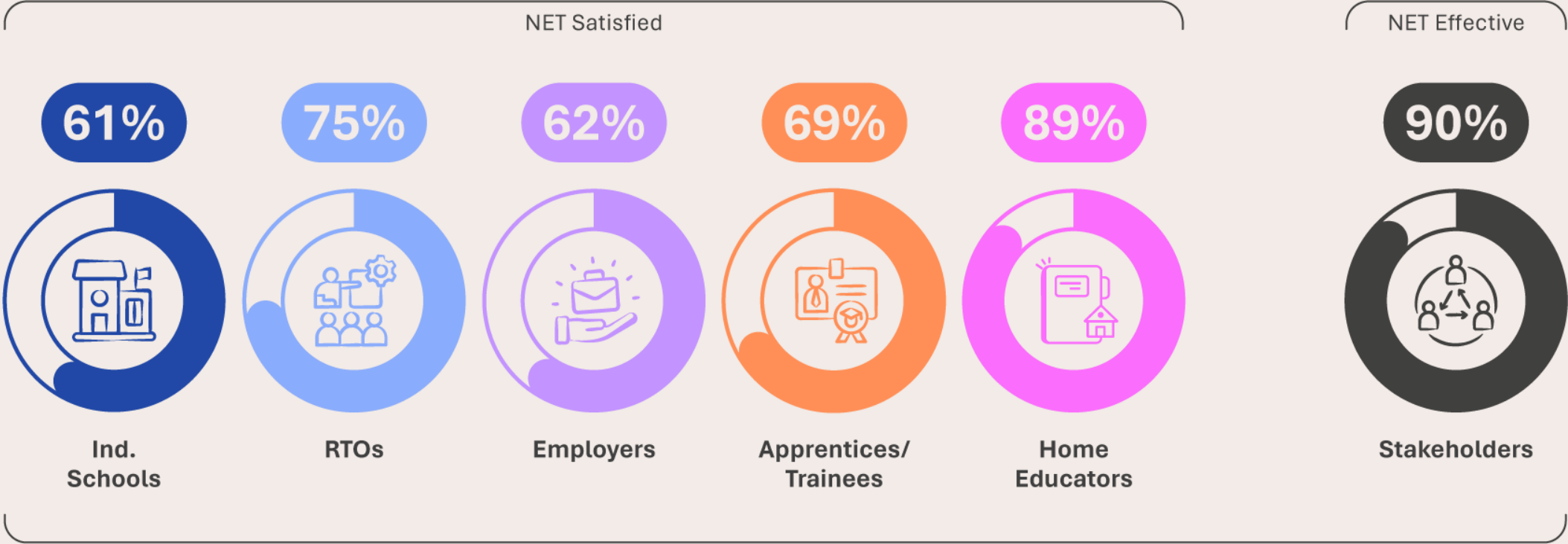**Percentage (%) is out of the total number of respondents in the survey.**

Base: Education Providers directly regulated by the VRQA (n=122); | Employers (n= 262); A&T's (n=209), Home Educators (n=585); Govt. & Catholic Schools (n=238)
Where respondent profile totals = >100% this is because respondents identified as being part of more than one category.

section

02

Satisfaction and assessment of effectiveness

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On average, home educators are clearly the most satisfied of the different client categories. Nine in 10 stakeholders see VRQA as an effective regulator.
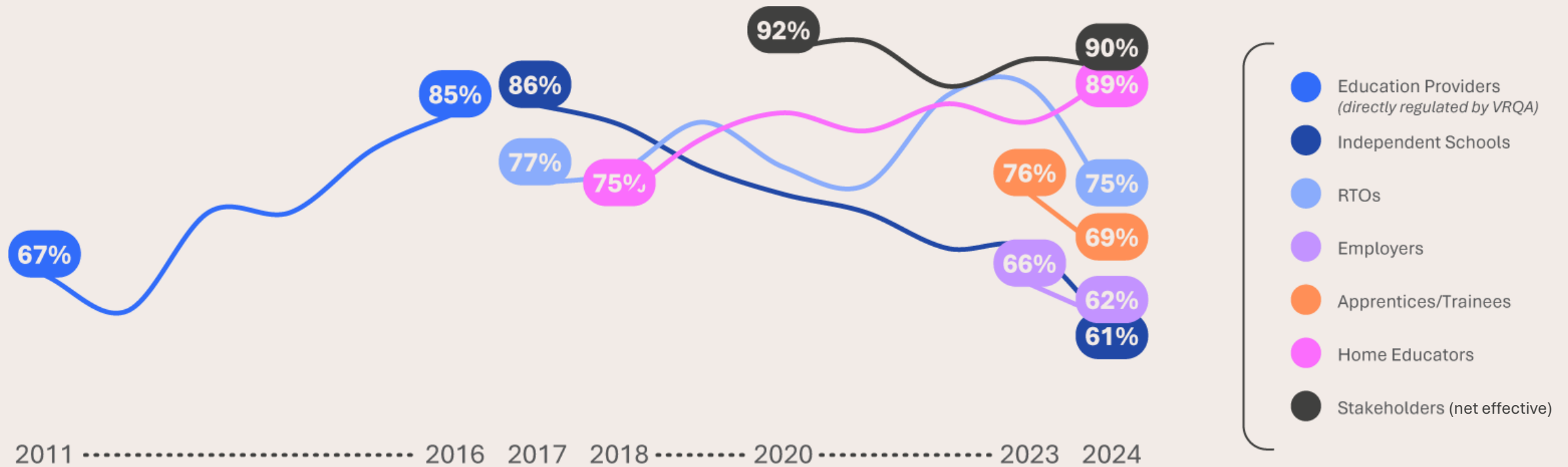
NET Satisfied

61%	75%	62%	69%	89%
Ind. Schools	RTOs	Employers	Apprentices/ Trainees	Home Educators

NET Effective

90%

Stakeholders

Satisfaction among independent schools has decreased, while satisfaction among home educators has increased.

Stakeholder appraisals of effectiveness remain relatively steady.

Legend:
- ● Education Providers *(directly regulated by VRQA)*
- ● Independent Schools
- ● RTOs
- ● Employers
- ● Apprentices/Trainees
- ● Home Educators
- ● Stakeholders (net effective)

Data points:
- 67% (2011)
- 85% (2016)
- 86% (2017)
- 77% (2017)
- 75% (2018)
- 92% (2020)
- 90% (2024)
- 89% (2024)
- 76% (2023)
- 75% (2024)
- 69% (2024)
- 66% (2023)
- 62% (2024)
- 61% (2024)

X-axis: 2011 — 2016 — 2017 — 2018 — 2020 — 2023 — 2024

Note: as of 2017, the Education Provider satisfaction metric was split into a separate scores for Independent Schools and RTOs.

EPS10/HE14: Overall, how satisfied are you with the VRQA and its services over the last 12 months? | Base: Ind. School n=74, RTO n=60 , Home Ed n=585.
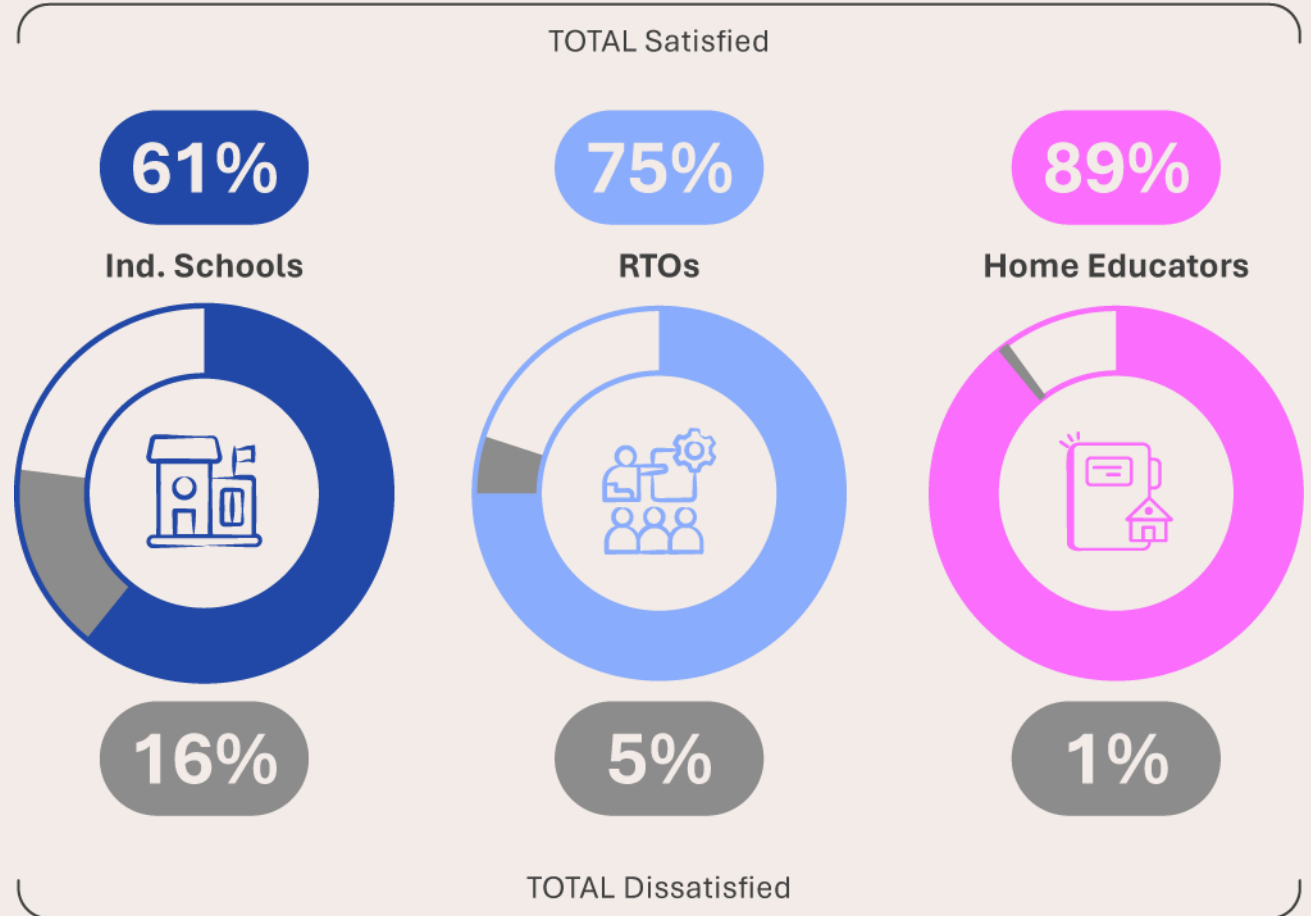*STK1: Thinking about how effective the VRQA has been in performing its regulatory function, would you rate the VRQA as being... | Base: n=63 (note; only 53 Stakeholders gave rating, as 7 said 'don't know')*
ATE 13 Overall, how satisfied are you with the VRQA and its services over the last 12 months? | Base: Those aware of VRQA (Q1=yes): Employers (n=146); A&Ts (n=64)

*Note, Employer/AT satisfaction scores for 2023 and 2024 filtered to those aware of the VRQA (Q1=yes). Scores for ATE satisfaction displayed in the 2023 report were NOT filtered but rather included all respondents. Hence 2023 ATE satisfaction scores here are different to what was shown in the 2023 report.

Satisfaction with VRQA from RTOs is high and very high among home educators.

There remains an opportunity to improve with around 1 in 6 independent schools who responded to the survey dissatisfied.

TOTAL Satisfied

61%	75%	89%
Ind. Schools	RTOs	Home Educators

| 16% | 5% | 1% |

TOTAL Dissatisfied

qualitative *insights*

Satisfied schools often cite the VRQA being understanding and/or responsive, while reasons for **dissatisfaction** sometimes cite a lack of understanding about a school's context.

Very understanding and compassionate throughout the review process, while holding expectations of minimum standards.

– Independent school

We have had numerous reasons to contact the VRQA in recent times and they have been very responsive and accommodating to our enquiries and requests.

– Independent school

Their auditing was very stringent, fair and transparent **– RTO**

Their obsession with pedantic and meaningless documentation...
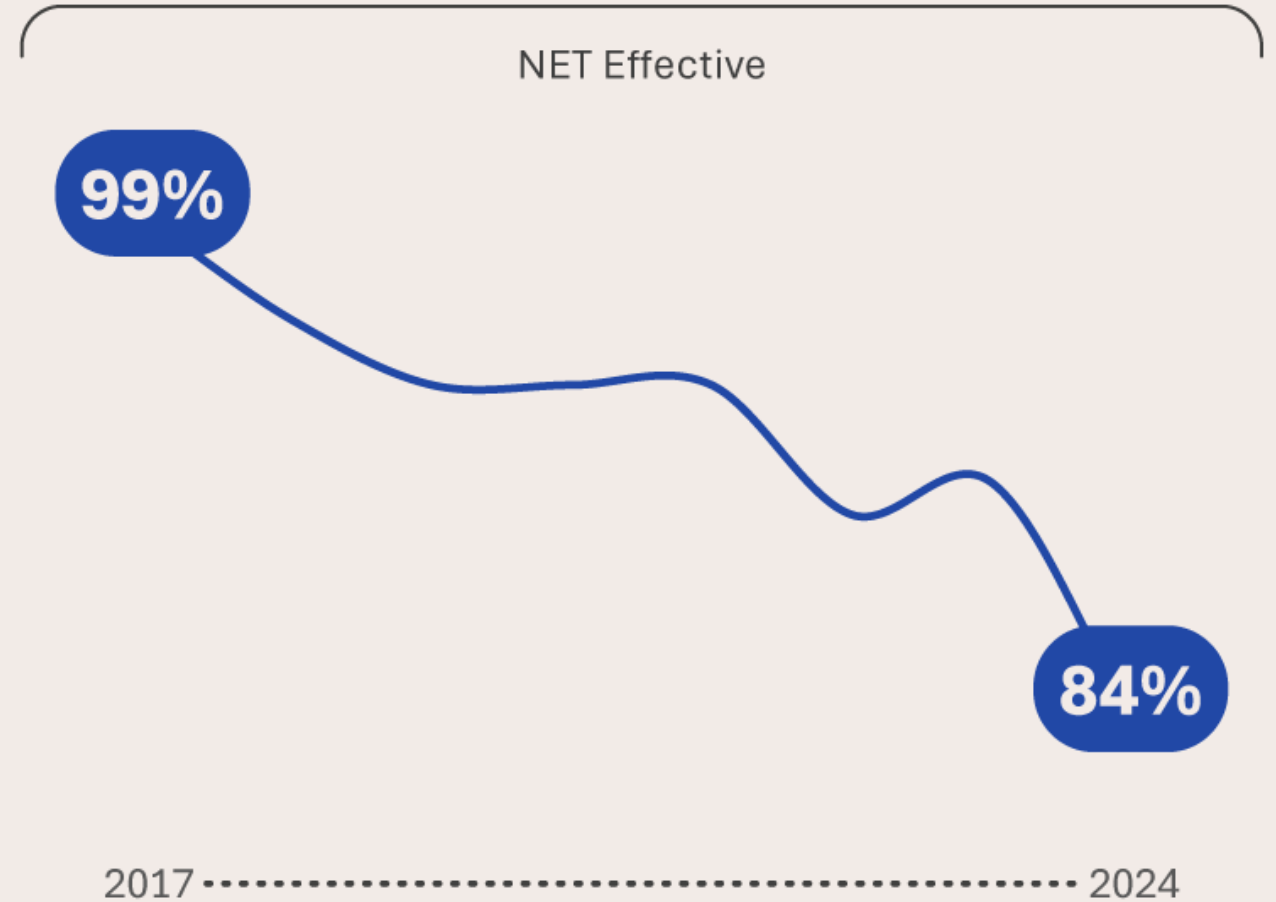
– Independent school

We were unfairly treated and [VRQA] staff are negative and suspicious of the provider without a solid base due to a lack of understanding of school operations or history.

– Independent school

It has made life so much easier. Everything I need is under one roof so to speak. Easy registration and each year to renew our homeschooling registration has been made so easy. Very happy.

– Home educator

EPS10B/HEQ14B: What is the main reason for your [satisfaction/dissatisfaction]?

Independent Schools

While this metric has decreased over time, 17 in 20 independent schools still perceive the VRQA as an effective regulator.

NET Effective

99%

84%

2017 2024

Independent Schools

There is an opportunity to improve perceptions among independent schools about how the VRQA engages with the sector.

81% | 2023

73%
The VRQA contributes to the quality of Victoria's education and training sector

73% | 2023

61%
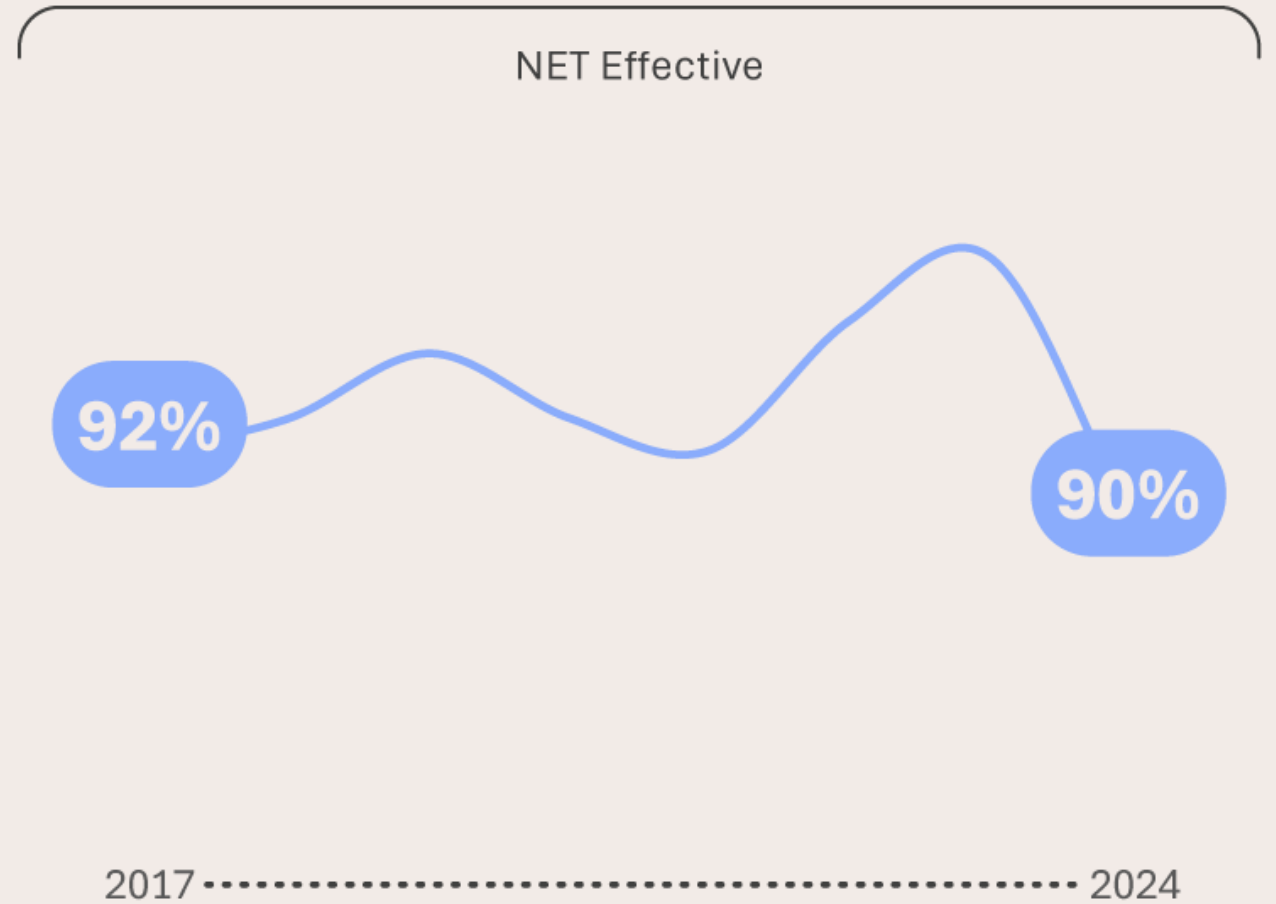The VRQA engages appropriately with the regulated community

■ NET Agree   ⌒ | 2023 Comparison

EPS8: Thinking about the VRQA's regulatory work, to what extent do you agree with the following? Base: Ind. Schools n=74
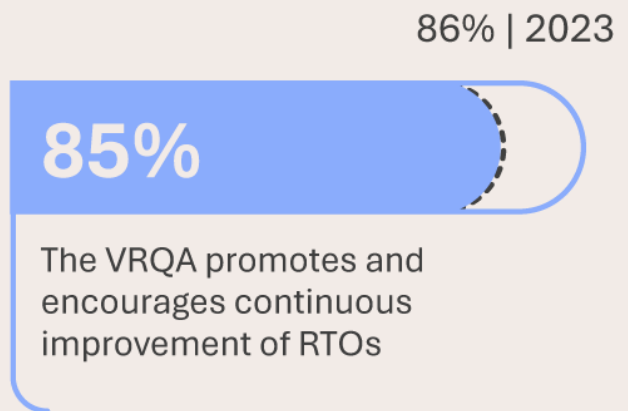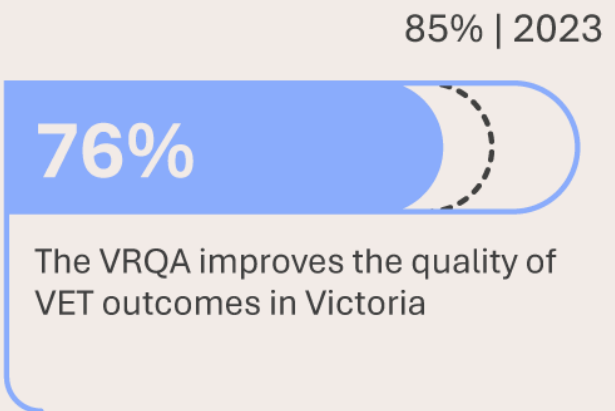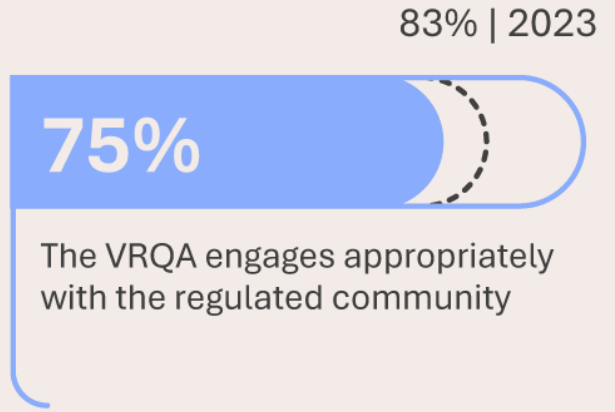
RTOs

NET Effective

Nine in 10 RTOs perceive the VRQA to be an effective regulator.

92%

90%

2017 •••••••••••••••••••••• 2024

RTOs

Despite several decreases from the very high ratings of 2023, there remains strong sentiment among RTOs that the VRQA makes a positive contribution to the sector.

94% | 2023

82%

The VRQA contributes to the quality of Victoria's education and training sector

83% | 2023

75%

The VRQA engages appropriately with the regulated community

85% | 2023

76%

The VRQA improves the quality of VET outcomes in Victoria

86% | 2023

85%

The VRQA promotes and encourages continuous improvement of RTOs
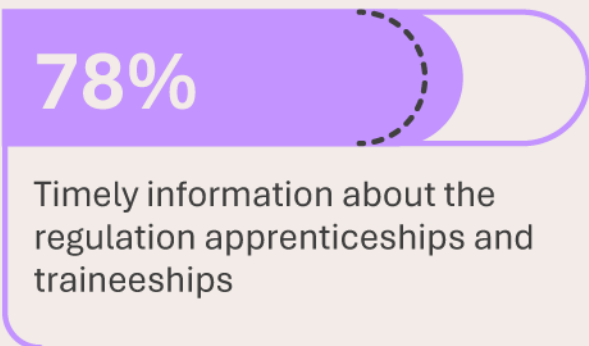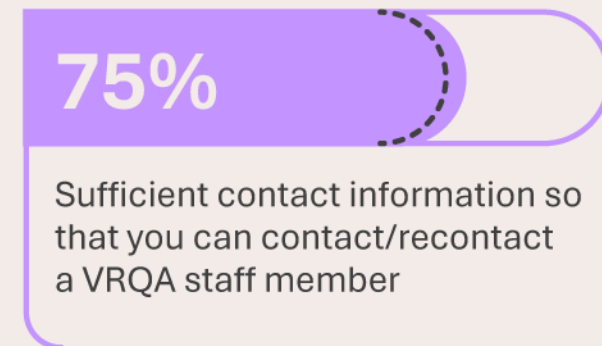
■ NET Agree   ⫶ | 2023 Comparison

Employers

Most performance aspects related to information and communication have improved somewhat since 2023.

Nearly 8 in 10 employers rate VRQA highly when it comes to providing timely information about regulation of the apprentice/trainee sector.

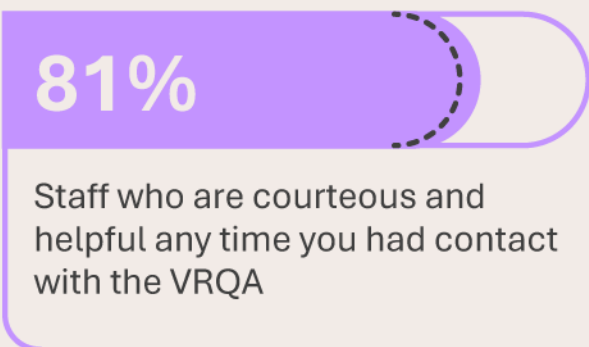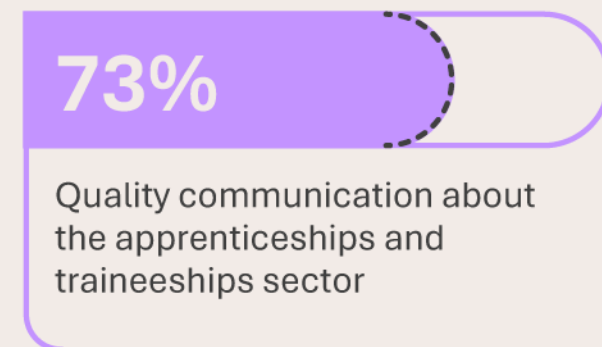**72% | 2023**

78%

Timely information about the regulation apprenticeships and traineeships

72% | 2023

75%

Sufficient contact information so that you can contact/recontact a VRQA staff member

78% | 2023

81%

Staff who are courteous and helpful any time you had contact with the VRQA

73% | 2023

73%

Quality communication about the apprenticeships and traineeships sector

TOTAL Excellent/Good | 2023 Comparison

Q80c Thinking about the most recent time you had contact with the VRQA please rate the VRQA's performance on each of the following items. | Base: Employers that had contact with the VRQA: n=114

Apprentices/Trainees

There is a strong consensus among apprentices/trainees that the VRQA performs well in relation to information and communication.

78% | 2023

75%
Timely information about the regulation apprenticeships and traineeships

80% | 2023

84%
Sufficient contact information so that you can contact/recontact a VRQA staff member

86% | 2023

84%
Staff who are courteous and helpful any time you had contact with the VRQA

78% | 2023

81%
Quality communication about the apprenticeships and traineeships sector

TOTAL Excellent/Good | 2023 Comparison

section

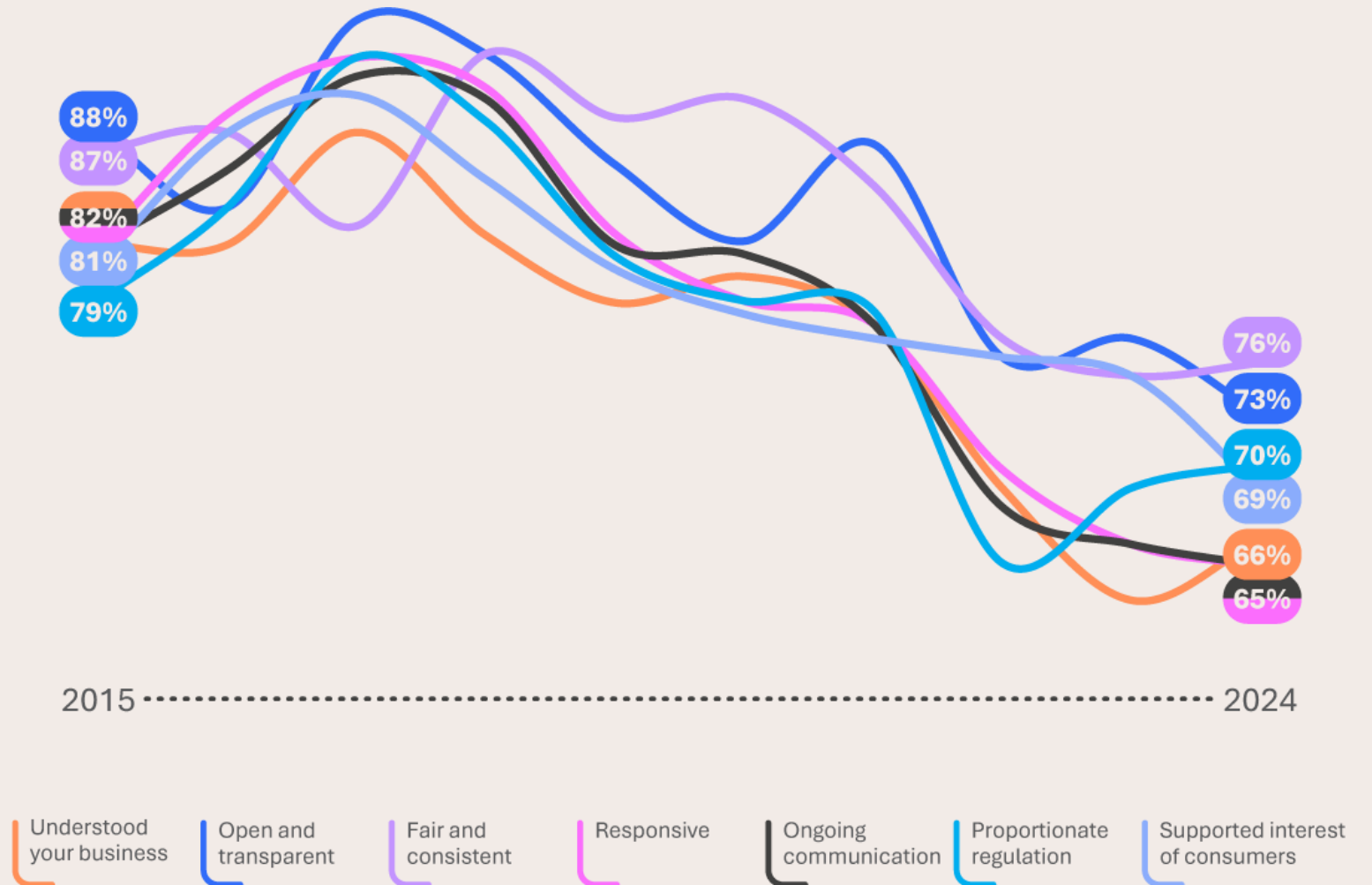03 VRQA's performance and processes

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Independent Schools

Several performance ratings among independent schools have decreased over an extended period.

Several measures including 'Proportionate regulation' , 'Understood your business' and 'Fair and consistent' have stabilised or risen since 2023.

88%
87%
82%
81%
79%

76%
73%
70%
69%
66%
65%

2015 2024

Understood your business | Open and transparent | Fair and consistent | Responsive | Ongoing communication | Proportionate regulation | Supported interest of consumers
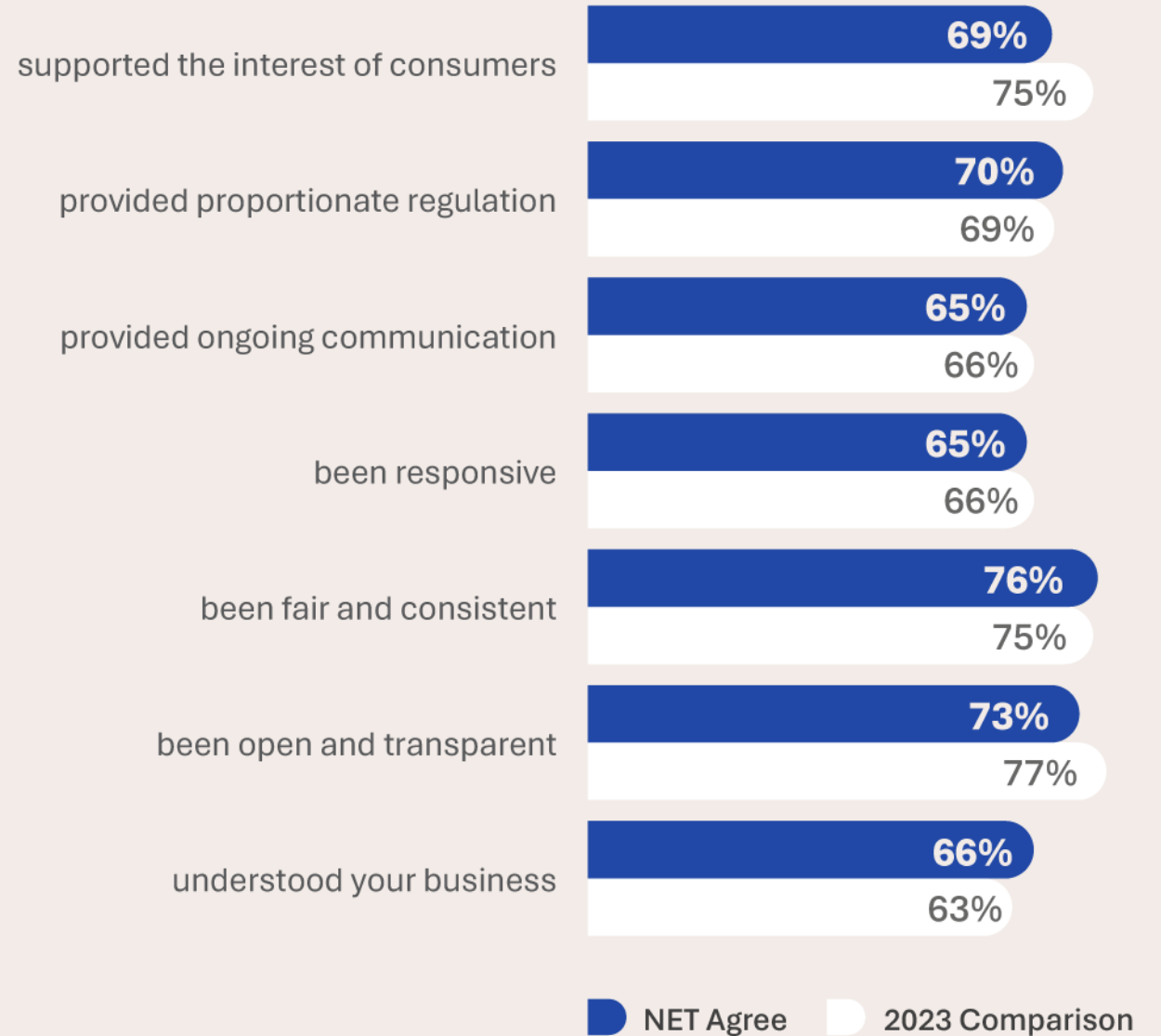
Independent Schools

At least 3 in 4 independent schools agree that the VRQA has been fair and consistent.

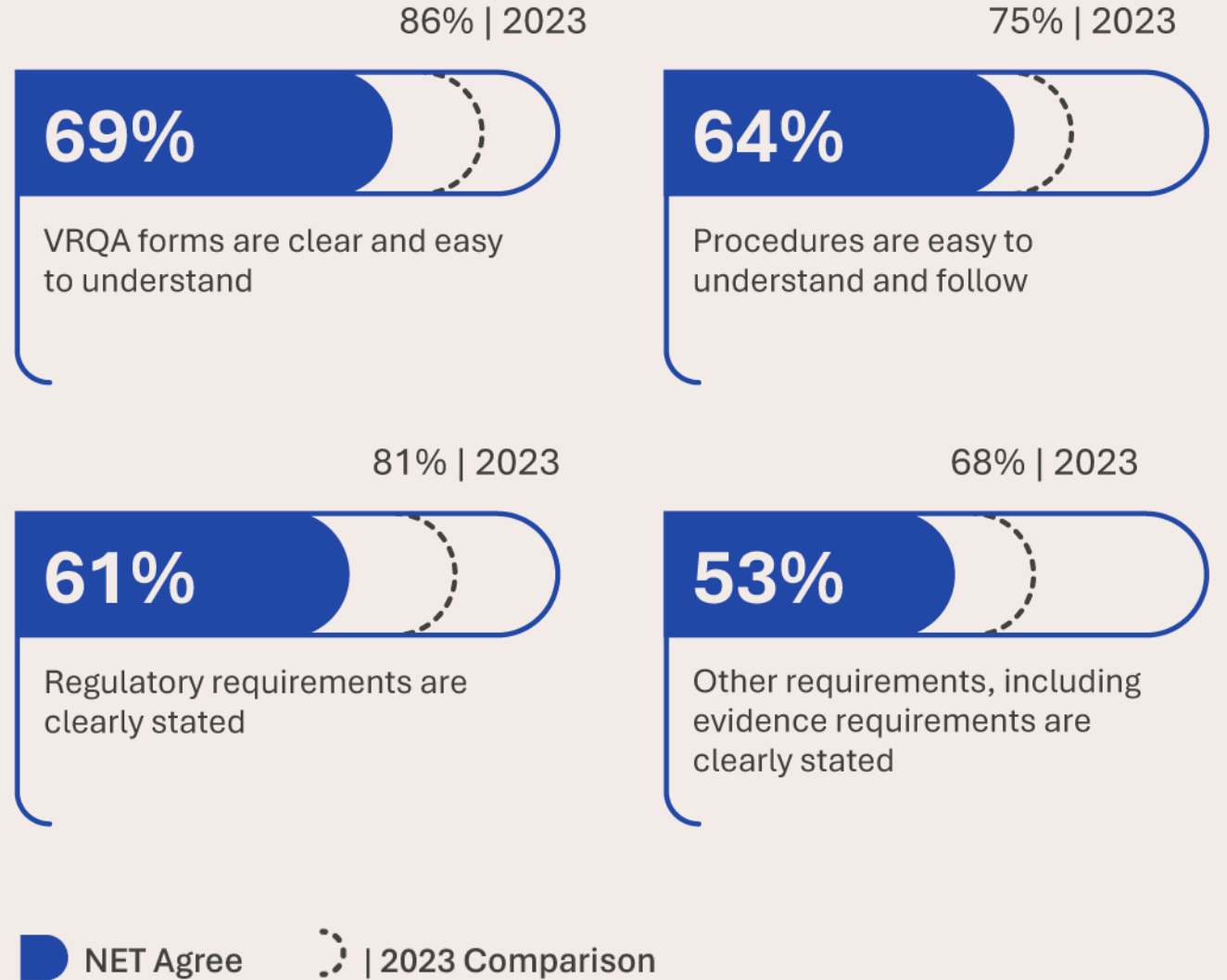There are opportunities for improvement regarding:

'Understood your business', *'Been responsive'* and *'Ongoing communication'.*

supported the interest of consumers
69%
75%

provided proportionate regulation
70%
69%

provided ongoing communication
65%
66%

been responsive
65%
66%

been fair and consistent
76%
75%

been open and transparent
73%
77%

understood your business
66%
63%

■ NET Agree   ☐ 2023 Comparison

Independent Schools

There has been a decrease since 2023 in the agreement among independent schools that VRQA operational processes and requirements are straightforward.
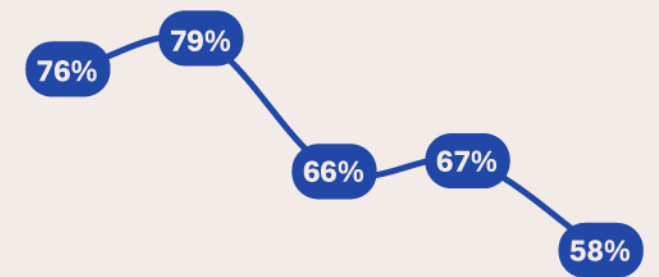
86% | 2023

69%

VRQA forms are clear and easy to understand

75% | 2023

64%

Procedures are easy to understand and follow

81% | 2023

61%

Regulatory requirements are clearly stated

68% | 2023

53%

Other requirements, including evidence requirements are clearly stated

■ NET Agree   ⟳ | 2023 Comparison

Independent Schools

Ratings of VRQA customer service levels by independent schools improved from 2020 to 2021 and have decreased subsequently, with a more noticeable drop-off since 2023.
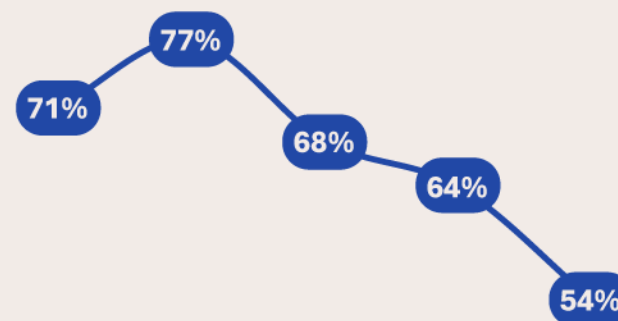
Timely information

78% — 84% — 76% — 72% — 63%

Sufficient contact information

76% — 79% — 66% — 67% — 58%

Timely quality advice

71% — 77% — 68% — 64% — 54%

Engaging effectively

65% — 68% — 61% — 56% — 47%

2020   2021   2022   2023   2024

2020   2021   2022   2023   2024

TOTAL Excellent/Good

qualitative *insights*

Some schools are concerned about the level of responsiveness they have experienced when dealing with VRQA.

> *I have sat on hold for over 1 hour waiting for someone to pick up the phone. I have sent emails and not had them responded too.*
>
> **– RTO**

> *VRQA is great at demanding unreasonable timeframes, but then there is "radio silence" often for months.*
>
> **– Independent school**

> *It is possible to contact them but reply time is quite slow and sometimes you have to re-contact them.*
>
> **– Independent school**

qualitative *insights*

Some schools want greater efficiencies and guidance to meet necessary compliance obligations.

"*When asking for direction or clarification, often vague responses and told it is up to us.*

– Independent school

"*The information sessions should have provided more detailed information as opposed to a broad overview of the guidelines, which schools should already be aware of in terms of operation.*

– Independent school

"*Overbearing, contradictory, unreasonable both in terms of requirements and timelines.*

– Independent school

"*Compliance is only getting more difficult as a whole and more time consuming overall. At the same time, the compliance has minimal relation to the actual teaching and learning component of core school business and is very heavily related to other aspects that should be simplified where possible. The VRQA needs to be a partner in school compliance and help to advocate for what will make compliance easier and more effective, alongside being the regulatory body.*

– Independent school

qualitative *insights*

Suggested improvements from independent schools for ongoing communication and support.

> " It should be made more obvious and clear through direct communication to schools of key changes. Often we are informed by our legal representatives.
>
> **– Independent school**

> " Clearer expectations as to what is required with regards to certain standards to help avoid grey areas.
>
> **– Independent school**

> " Detailed information needs to be available prior to the regulatory change.
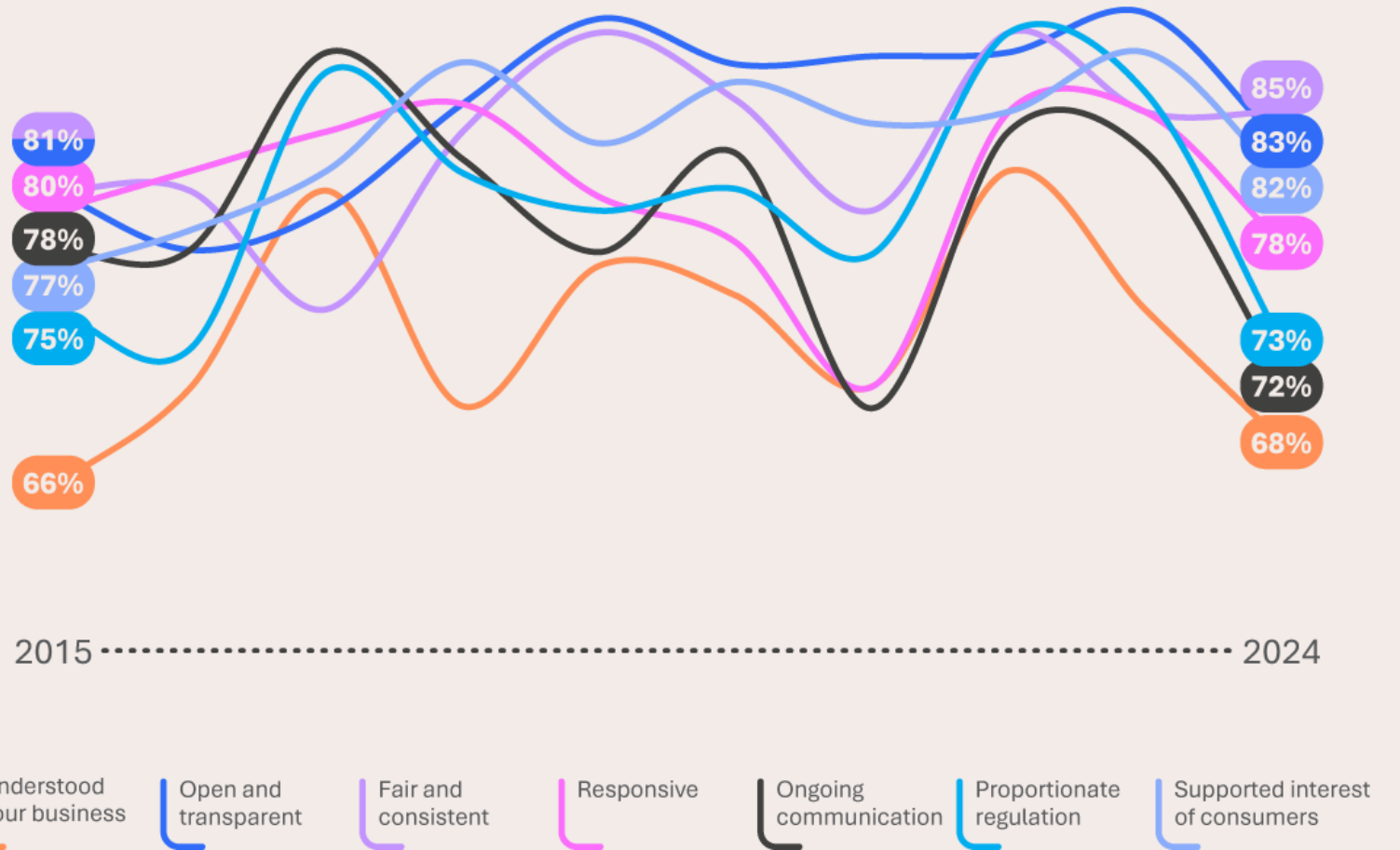>
> **– Independent school**

> " Any changes implemented between reviews of standards should be listed on the website for ease of implementation and consistency.
>
> **– Independent school**

EPS 5b: You mentioned that the VRQA's performance was poor on the following attribute(s). Please provide further details or examples on how the VRQA's performance has been poor

RTOs

Most performance ratings among RTOs have decreased since they reached peaks in 2022. Nonetheless, most remain relatively high.

81%
80%
78%
77%
75%
66%

85%
83%
82%
78%
73%
72%
68%

2015 •• 2024

Understood your business | Open and transparent | Fair and consistent | Responsive | Ongoing communication | Proportionate regulation | Supported interest of consumers

RTOs

There is broad agreement among RTOs that the VRQA's regulatory performance is high.

There are now opportunities for improvement regarding:

'Understood your business', *'Proportionate regulation'* and *'Ongoing communication'.*

supported the interest of consumers
82%
88%

provided proportionate regulation
73%
86%

provided ongoing communication
72%
83%

been responsive
78%
85%

been fair and consistent
85%
85%

been open and transparent
83%
90%

understood your business
68%
75%

■ NET Agree   □ 2023 Comparison
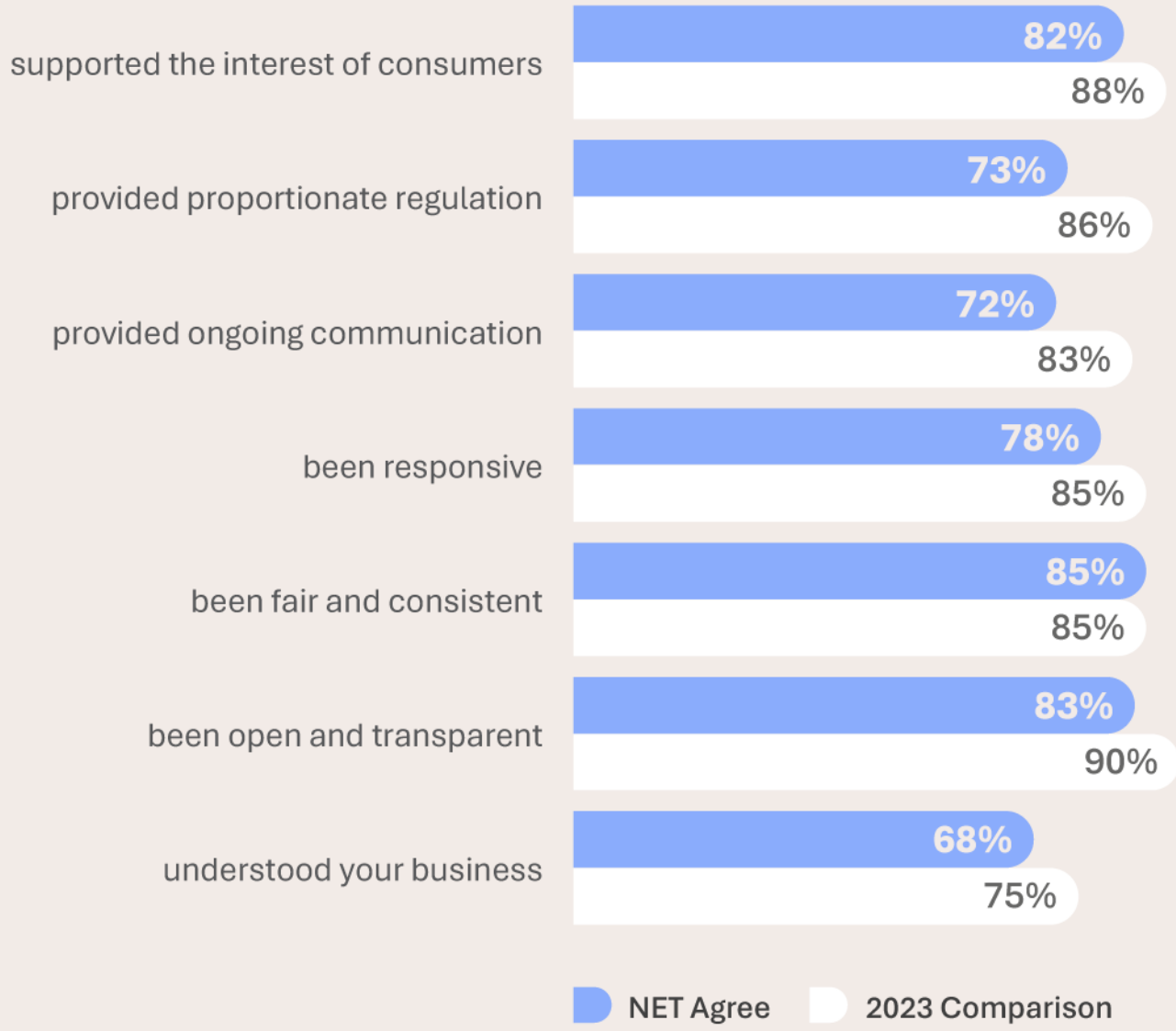
EPS7: In the past 12 months, to what extent do you agree that the VRQA's performance aligned with each of the following? | Base: RTOs n=60

RTOs

There is broad agreement among RTOs that VRQA operational processes are straightforward, despite a decrease since 2023.
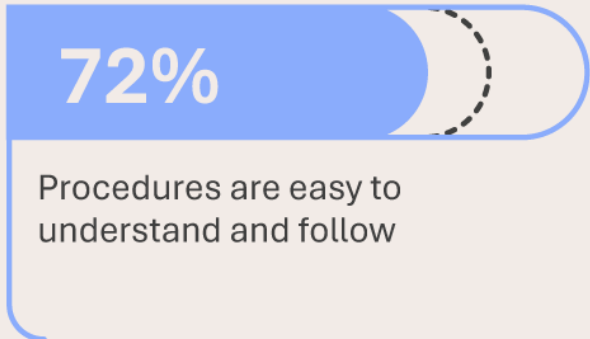
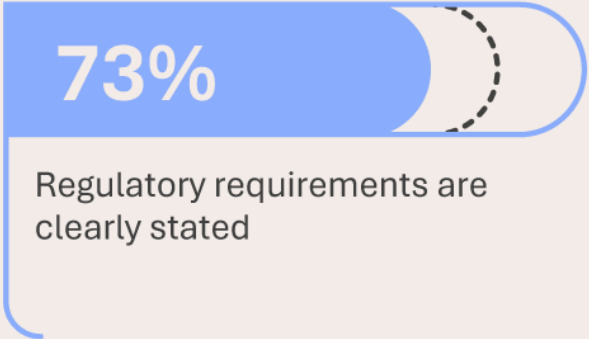There is an opportunity to improve the clarity of how evidence requirements are stated.

85% | 2023
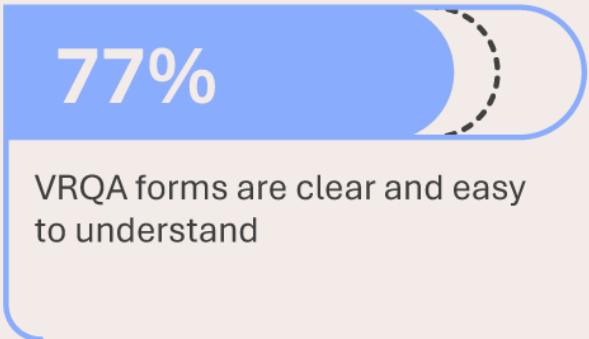
77%
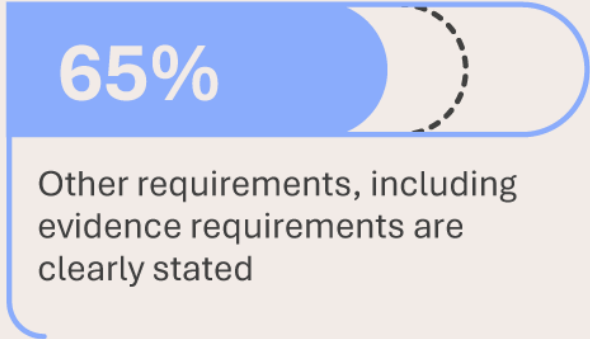VRQA forms are clear and easy to understand

83% | 2023

72%
Procedures are easy to understand and follow

85% | 2023

73%
Regulatory requirements are clearly stated

79% | 2023

65%
Other requirements, including evidence requirements are clearly stated

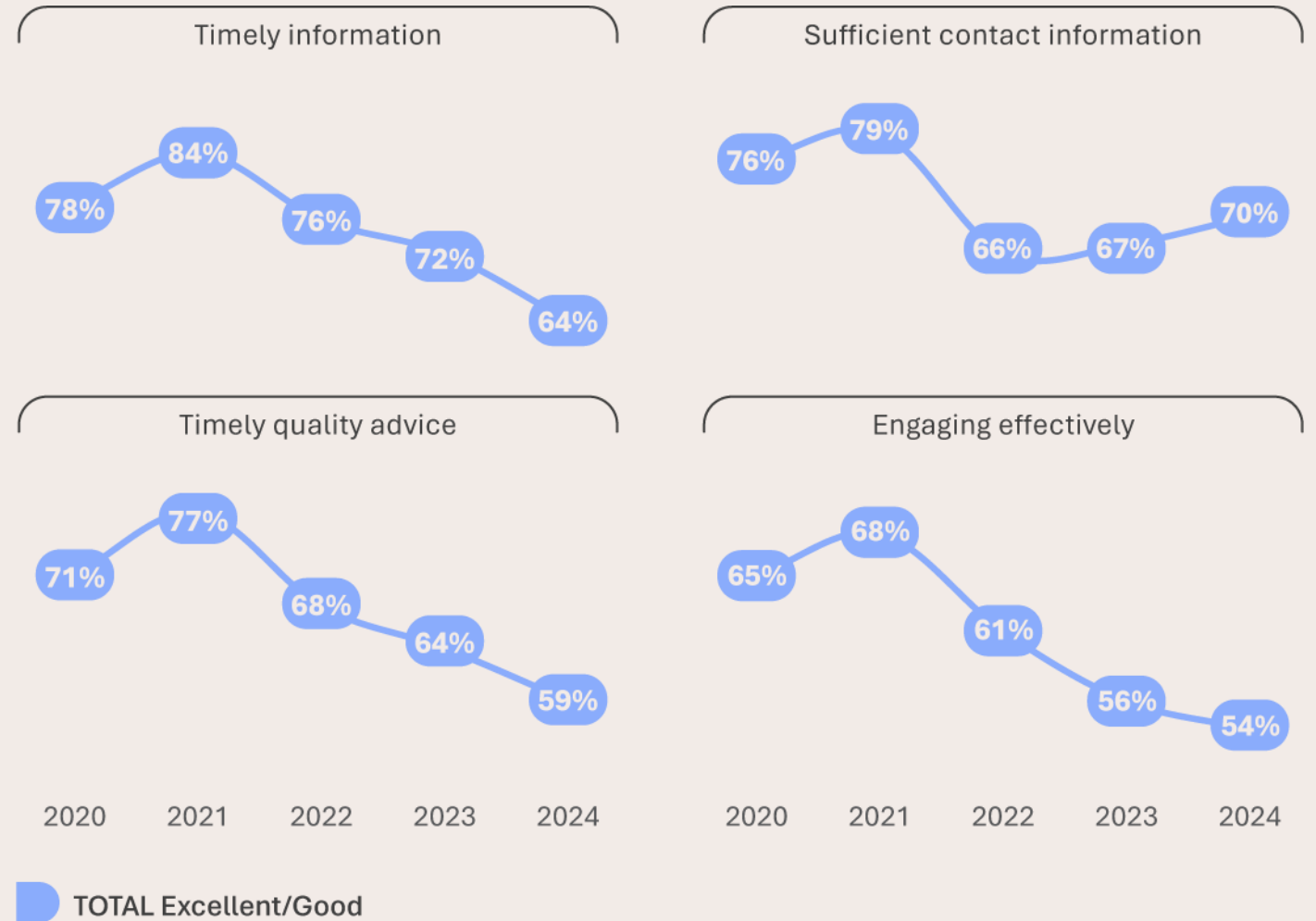NET Agree | 2023 Comparison

RTOs

There has been a decrease in timeliness aspects of customer service since 2023.

In contrast there appears to have been an improvement in providing sufficient contact information.

Timely information

78% (2020)
84% (2021)
76% (2022)
72% (2023)
64% (2024)

Sufficient contact information

76% (2020)
79% (2021)
66% (2022)
67% (2023)
70% (2024)

Timely quality advice

71% (2020)
77% (2021)
68% (2022)
64% (2023)
59% (2024)

Engaging effectively

65% (2020)
68% (2021)
61% (2022)
56% (2023)
54% (2024)

2020   2021   2022   2023   2024

■ TOTAL Excellent/Good

qualitative *insights*

Suggested improvements from RTOs for ongoing communication and support.

> *Informing the RTO when a new apprentice/trainee contract has been approved. Currently the employer and student get an email [and] it would be appreciated if the RTO was sent an email as well.*
>
> **– RTO**

> *The website needs to have more easily obtainable information. Running workshops on compliance directly from the source rather than going through 3rd party PD companies.*
>
> **– RTO**

> *More FAQs on the website [and] instructions or guidelines about RTO compliance as we sometimes couldn't find [the relevant information] and we have to access [the] ASQA website.*
>
> **– RTO**

> *Consult with the peak bodies and their membership and address the issues raised. Work in consultation with other regulatory bodies to reduce the impact of compliance.*
>
> **– RTO**

> *Don't get a reply or delay to reply.*
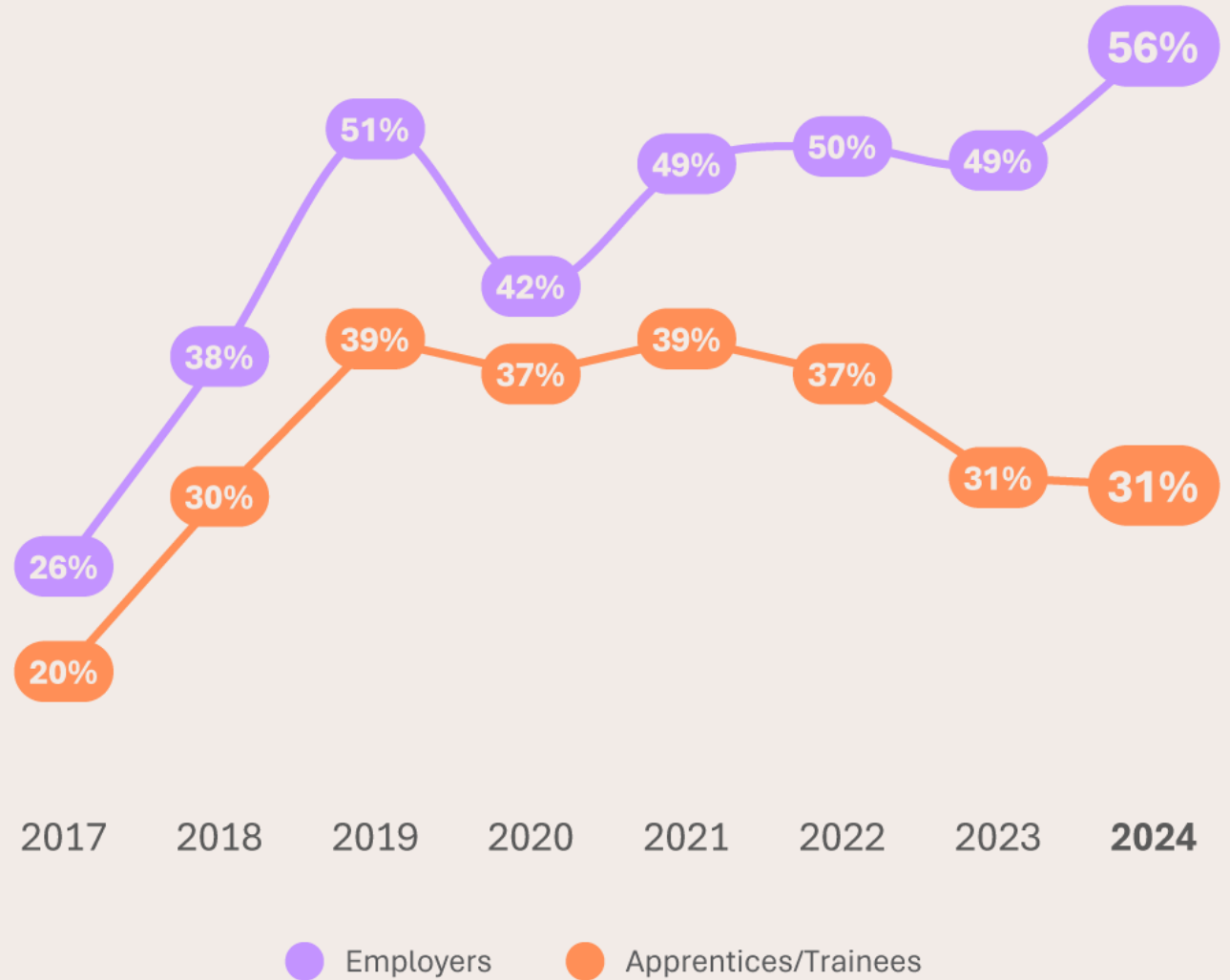>
> **– RTO**

section

04

Engagement with employers, apprentices and trainees

wallis

Levels of awareness of VRQA have reached a clear peak for employers.

**Awareness among apprentices/trainees has been steady since 2023.**

Employers: 26% (2017), 38% (2018), 51% (2019), 42% (2020), 49% (2021), 50% (2022), 49% (2023), 56% (2024)

Apprentices/Trainees: 20% (2017), 30% (2018), 39% (2019), 37% (2020), 39% (2021), 37% (2022), 31% (2023), 31% (2024)

2017 2018 2019 2020 2021 2022 2023 **2024**

● Employers   ● Apprentices/Trainees

Employers

At least half of employers say they are aware of their responsibilities and obligations.

In total, close to 9 in 10 employers say they are at least mostly aware of their responsibilities and obligations.

Aware of responsibilities and obligations

52%	35%	10%	2%
Fully	Mostly	Some	Very limited/none
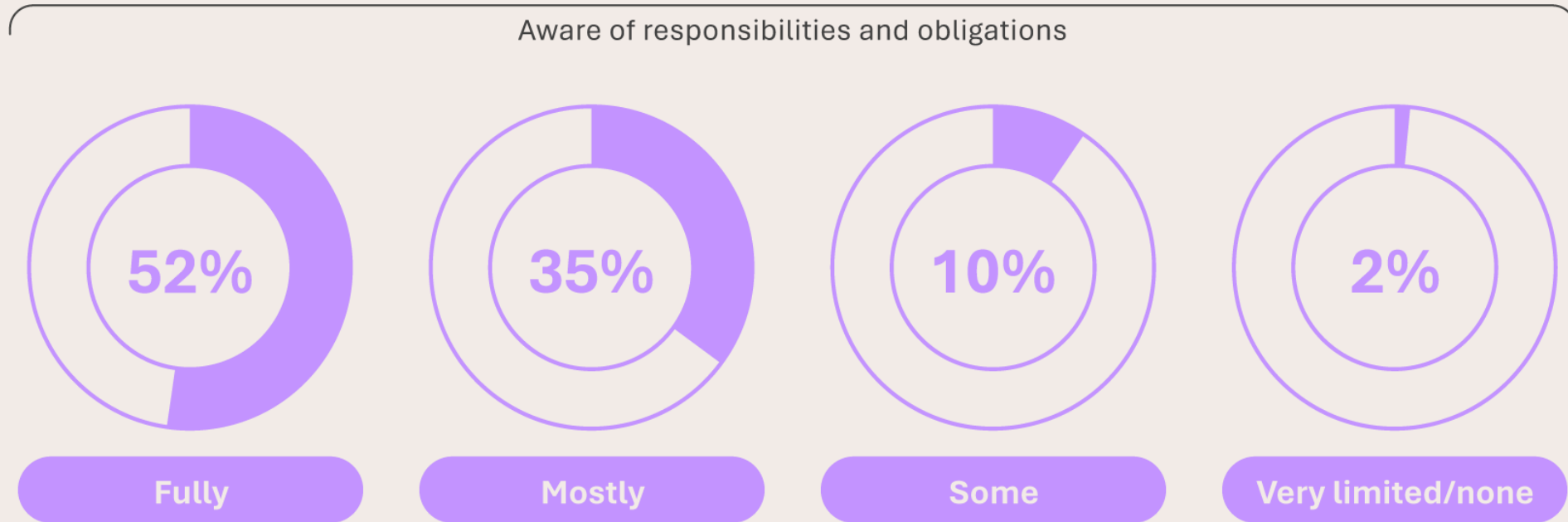
Over 9 out of 10 employers and apprentices/trainees agree their contract obligations were explained at commencement.

A little over a third of apprentices/trainees say the Apprentice Connect Australia Provider (ACAP) explained their contract to them, while close to half reported that their TAFE and/or employer explained their contract to them.

Training contract obligations were explained at commencement
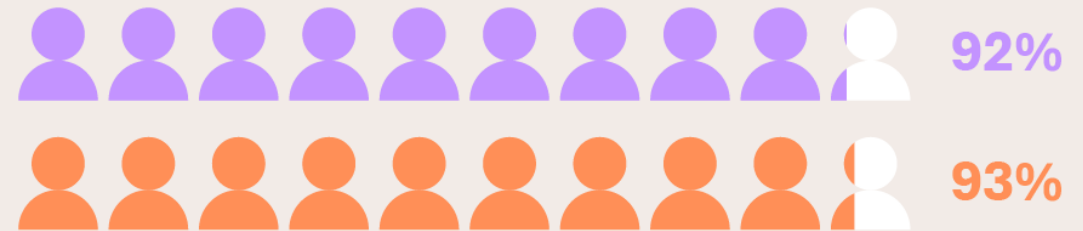
92%

93%

Training contract obligations were explained by
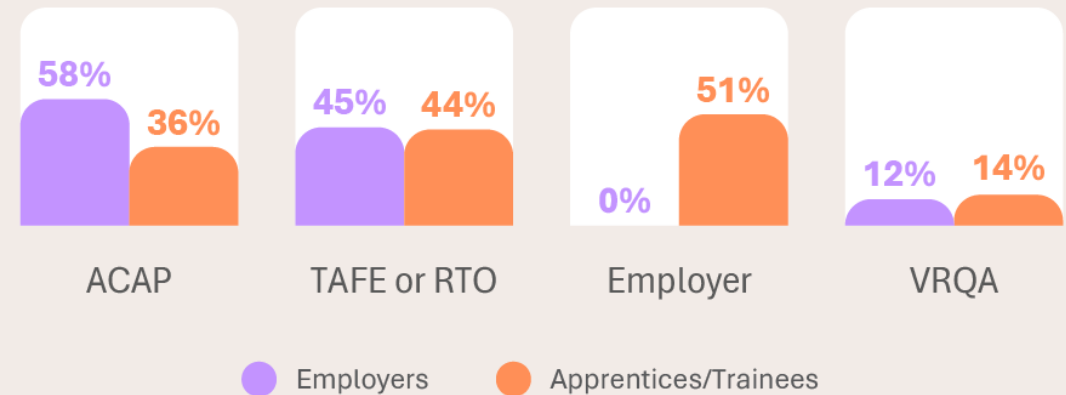
ACAP	TAFE or RTO	Employer	VRQA
58% 36%	45% 44%	0% 51%	12% 14%

● Employers   ● Apprentices/Trainees

Apprentices/Trainees

The vast majority of apprentices and also trainees say they intend to complete their qualification with their current employer, with rates slightly higher for trainees.

83% of **apprentices** said **yes**

● **13%** No ● **5%** Don't know

87% of **trainees** said **yes**

● **7%** No ● **6%** Don't know

qualitative *insights*

Reasons for non-completion with a current employer often related to an unsupportive or unfriendly work culture, as well as a work environment where opportunities to learn are seldom.

> *Bad work culture, not a great learning environment, few opportunities to learn, employer bias.*
>
> **– Apprentice/trainee**

> *Unfriendly workmates.*
>
> **– Apprentice/trainee**

> *They are actively refusing to train me.*
>
> **– Apprentice/trainee**

> *Lack of support, lack of training opportunities.*
>
> **– Apprentice/trainee**

In total, almost 9 in 10 employers and apprentices/trainees say they do not need any further support to understand and meet their training contract obligations.
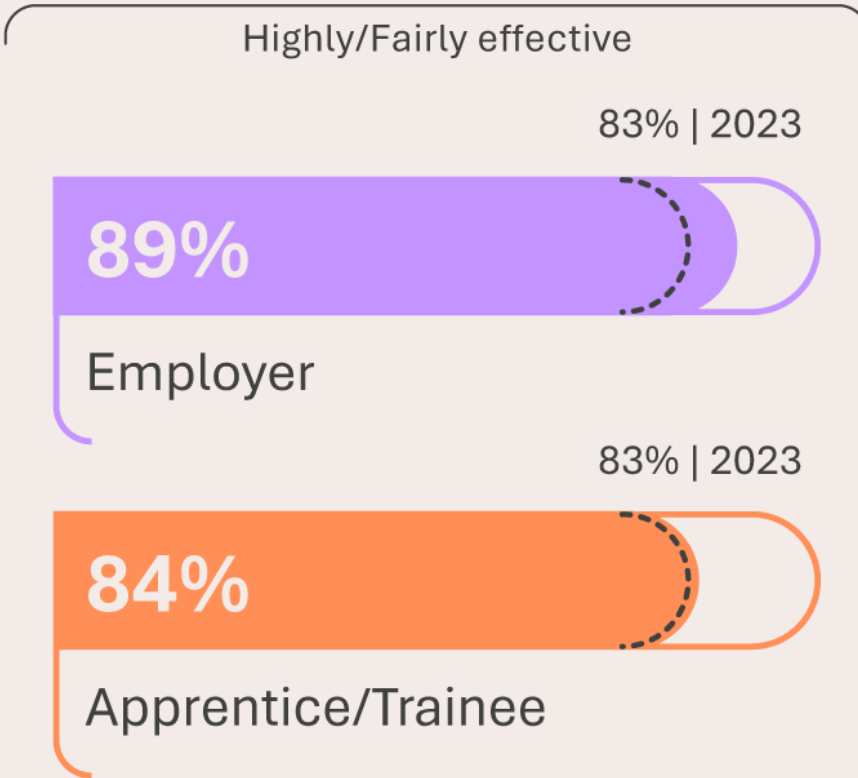
88% of **apprentices/trainees**

87% of **employers**

do **not** need any further support to understand and meet training contract obligations

40%	**53%**	Online support/resources from govt authority
24%	**56%**	Someone to talk to
36%	**41%**	More information at TAFE/RTO
28%	**41%**	Apprentice Connect Australia Providers
16%	**38%**	More information at work

Among those aware of the VRQA and what it does, close to 9 in 10 employers and 17 in 20 apprentices/trainees agree that VRQA is an effective regulator of the apprentice/trainee sector.
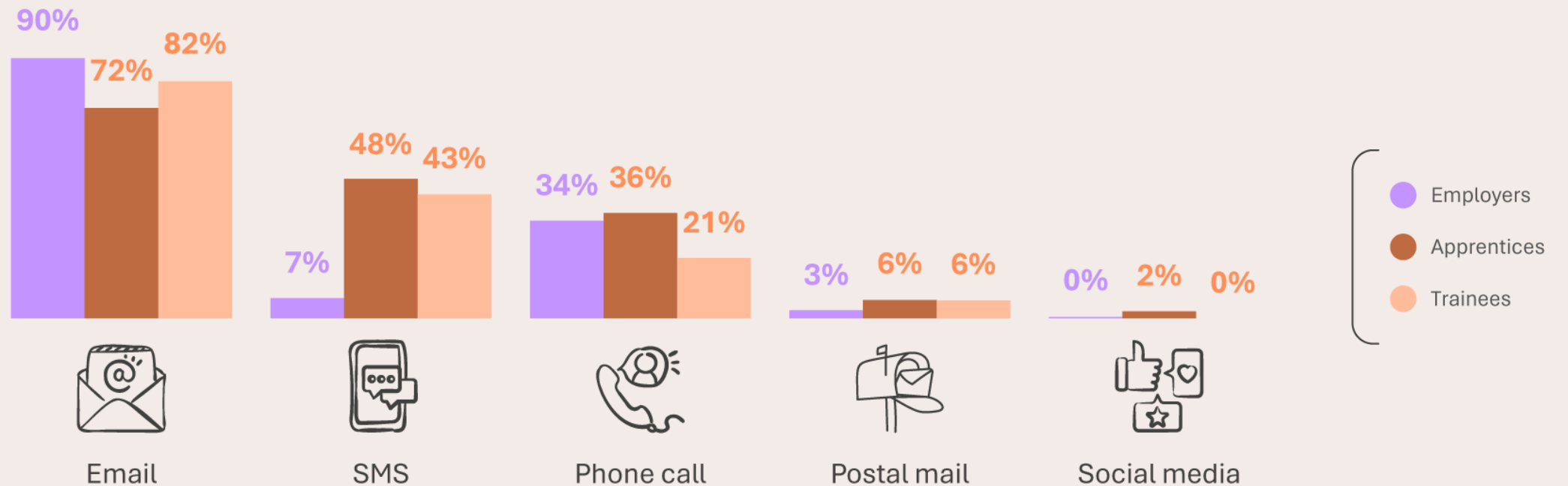
Highly/Fairly effective

83% | 2023

89%
Employer

83% | 2023

84%
Apprentice/Trainee

| 2023 Comparison

Email remains the preferred mode of contact across all cohorts. Apprentices as well as trainees also like SMS, but few employers do.

Email
- 90%
- 72%
- 82%

SMS
- 7%
- 48%
- 43%

Phone call
- 34%
- 36%
- 21%

Postal mail
- 3%
- 6%
- 6%

Social media
- 0%
- 2%
- 0%

Legend:
- Employers
- Apprentices
- Trainees

section

05

**Engaging with
education providers**

wallis

Independent Schools

At least two-thirds of independent schools agree that the VRQA website clearly explains regulatory requirements for their school.

Over 8 in 10 independent schools have accessed the website in the past 12 months.

NET Fully/Mostly agree

68%
70% | 2023
All **the information I need** is on the VRQA website

65%
66% | 2023
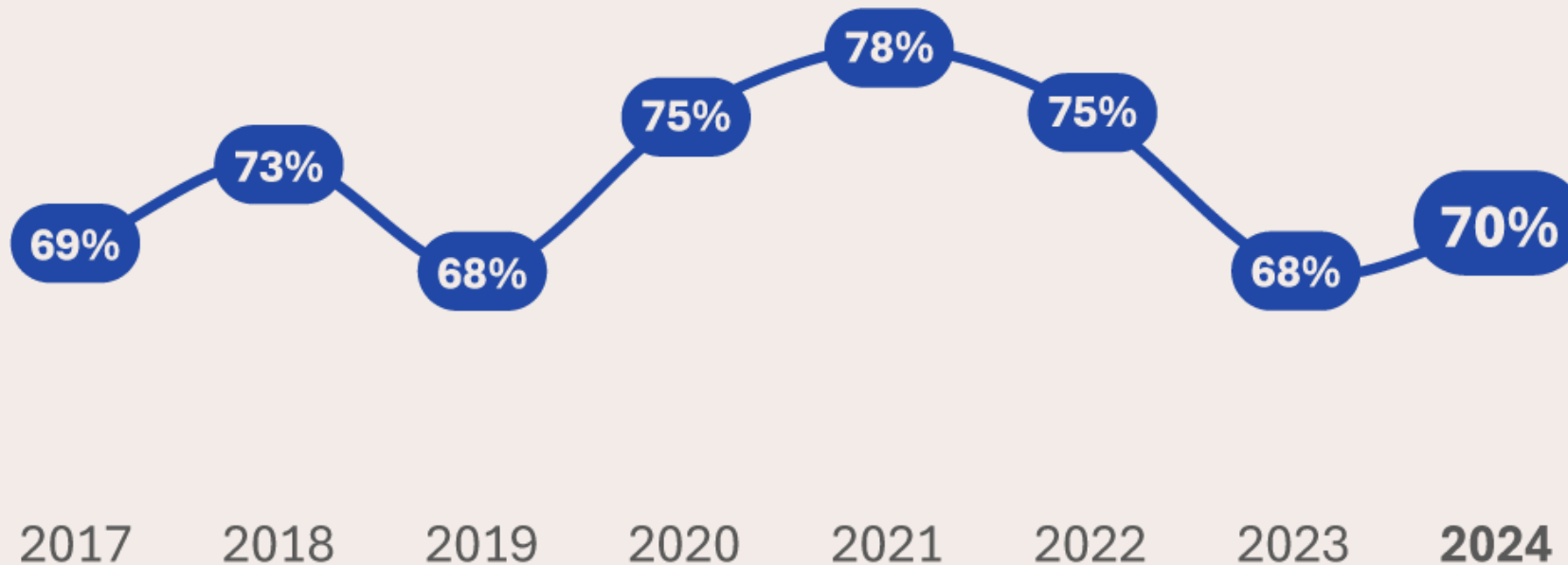I can **easily find what I am looking for** on the VRQA website

68%
78% | 2023
The website **clearly explains regulatory requirements** for my organisation

Independent Schools

Seven in ten independent schools agree that VRQA events help to keep them up to date with the information they need.

- 2017: 69%
- 2018: 73%
- 2019: 68%
- 2020: 75%
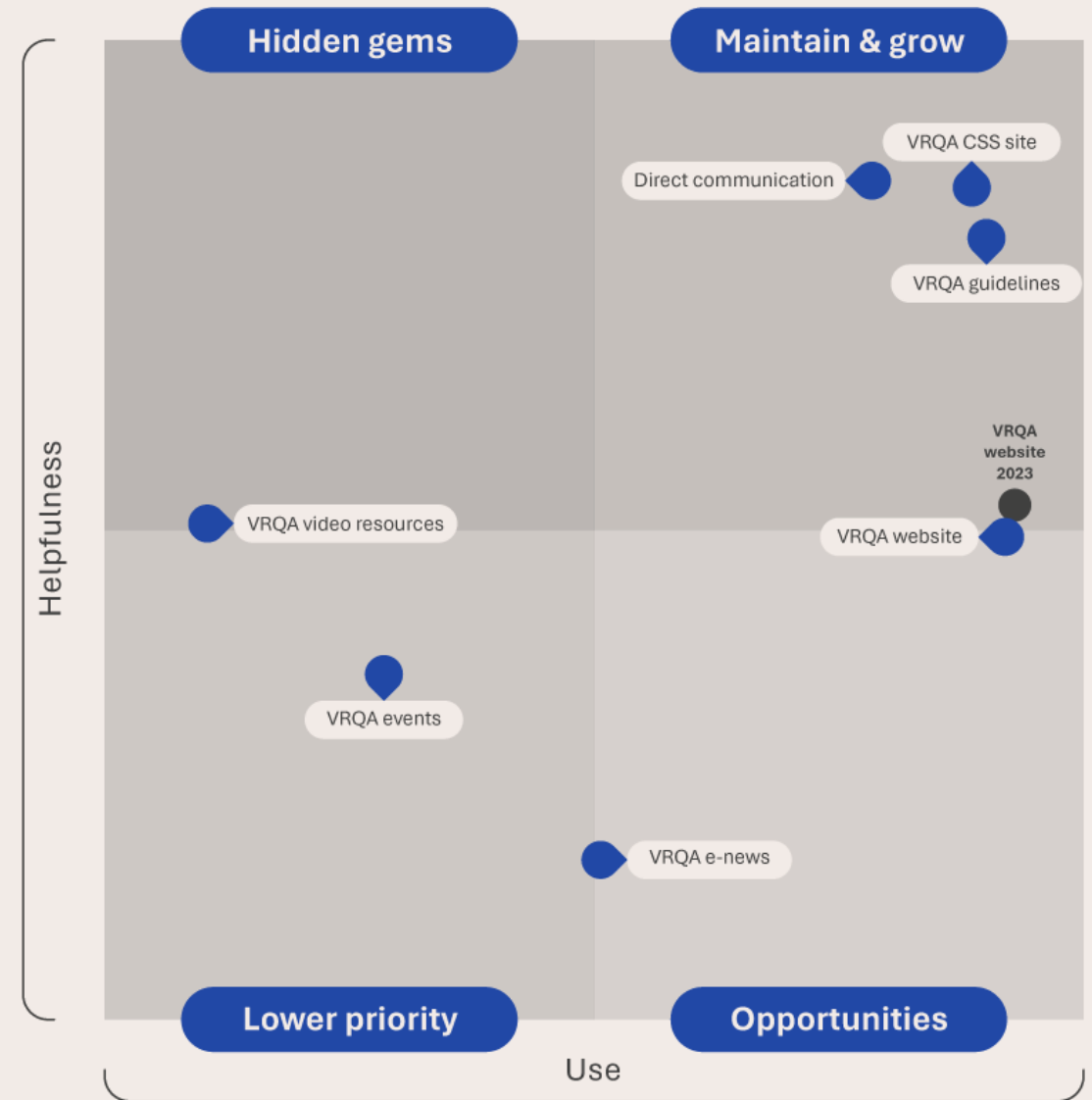- 2021: 78%
- 2022: 75%
- 2023: 68%
- **2024: 70%**

Independent Schools

The VRQA CSS site is rated as the most helpful resource, followed by direct communication and the VRQA guidelines.

The CSS site, the VRQA guidelines, and the VRQA website are the most used resources.

There is an opportunity to improve the awareness of video resources, which are arguably a hidden gem.

Hidden gems

Maintain & grow

VRQA CSS site

Direct communication

VRQA guidelines

Helpfulness

VRQA website 2023

VRQA video resources

VRQA website

VRQA events

VRQA e-news

Lower priority

Opportunities

Use

RTOs

At least two-thirds of RTOs agree that all the information they need is on the VRQA website.

Approximately 17 in 20 RTOs have accessed the website in the past 12 months.

NET Fully/Mostly agree

68%
71% | 2023
All **the information I need** is on the VRQA website

65%
65% | 2023
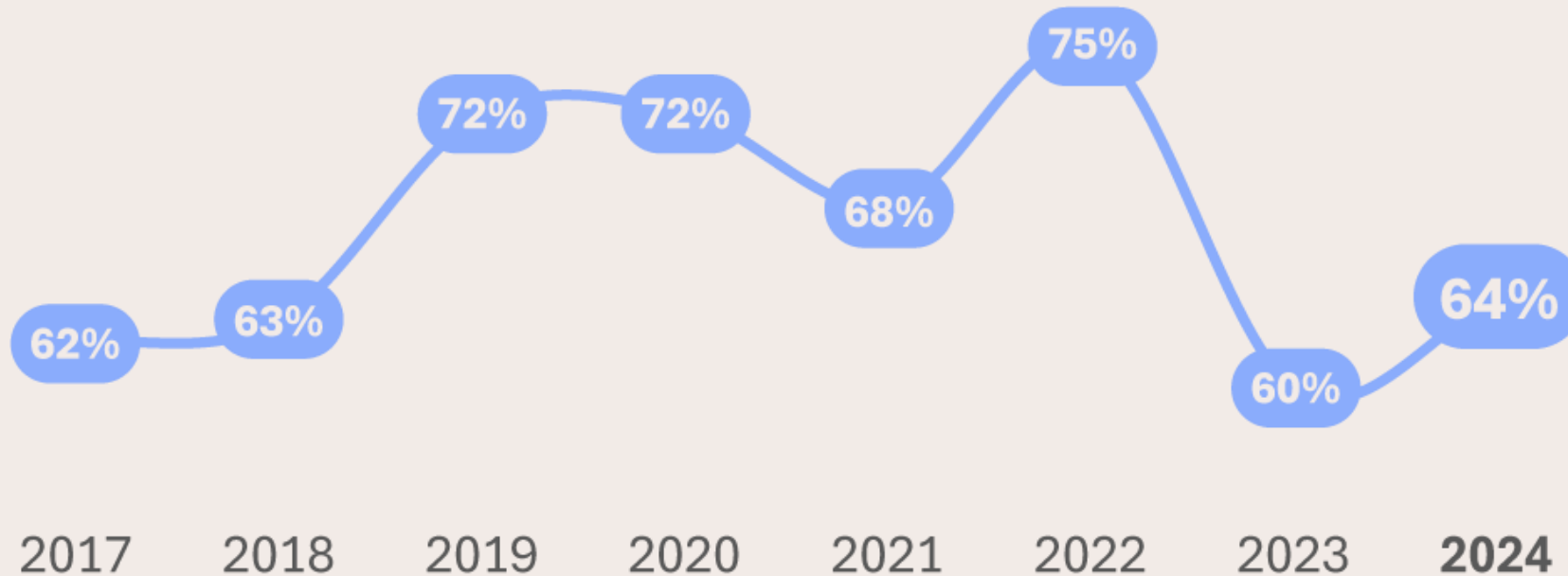I can **easily find what I am looking for** on the VRQA website

63%
74% | 2023
The website **clearly explains regulatory requirements** for my organisation

RTOs

A little under two-thirds of RTOs agreed that VRQA events keep them up to date with the information they need.

62% — 2017
63% — 2018
72% — 2019
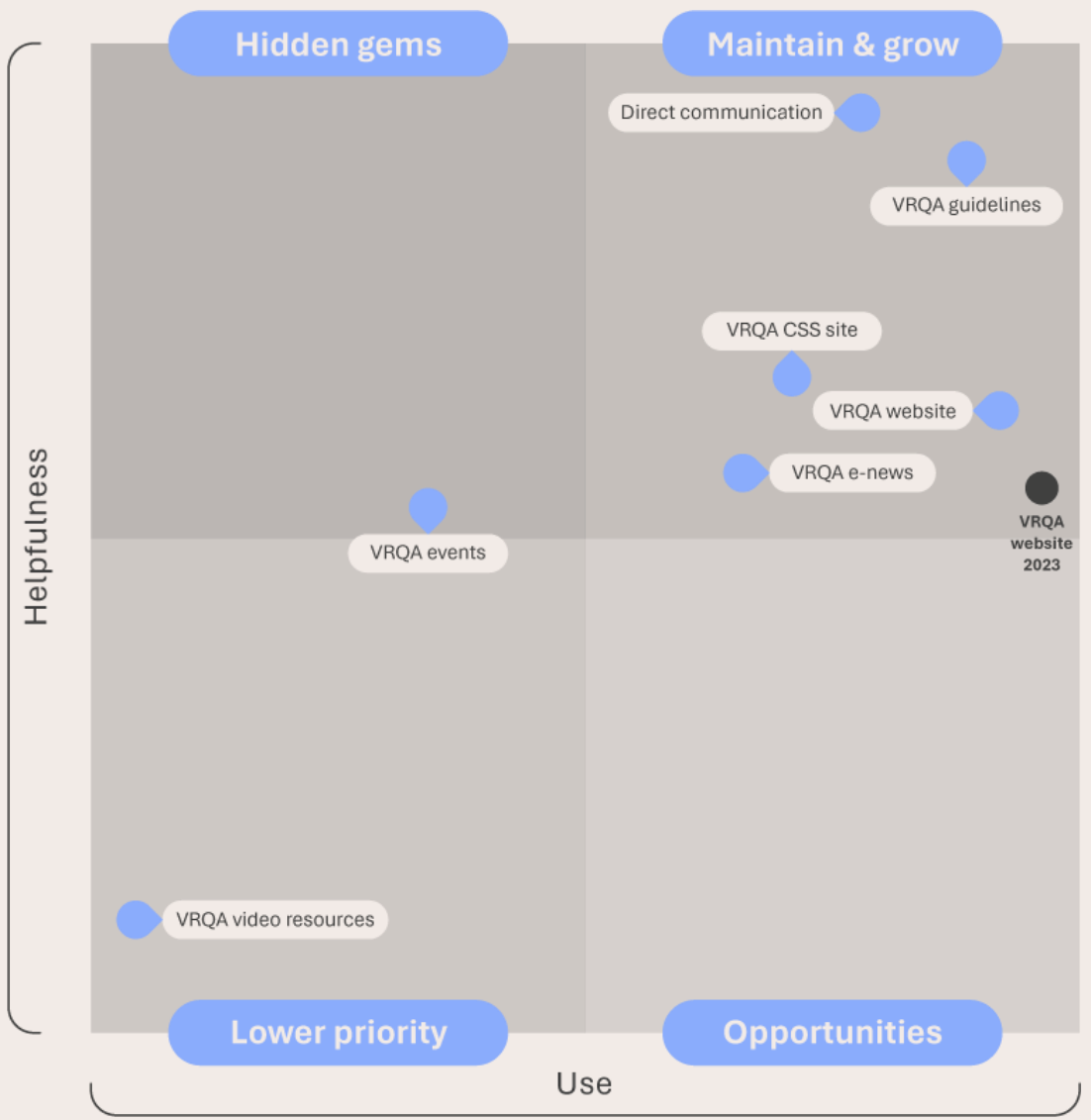72% — 2020
68% — 2021
75% — 2022
60% — 2023
64% — 2024

RTOs

The VRQA guidelines are both amongst the best performing and amongst the most used resource for RTOs.

The VRQA website is also amongst the most used resource, which provides an opportunity to improve its helpfulness for RTOs.

VRQA events are potentially being under-utilised.

Hidden gems

Maintain & grow

Direct communication

VRQA guidelines

VRQA CSS site

VRQA website

VRQA e-news

VRQA website 2023

VRQA events

VRQA video resources

Lower priority

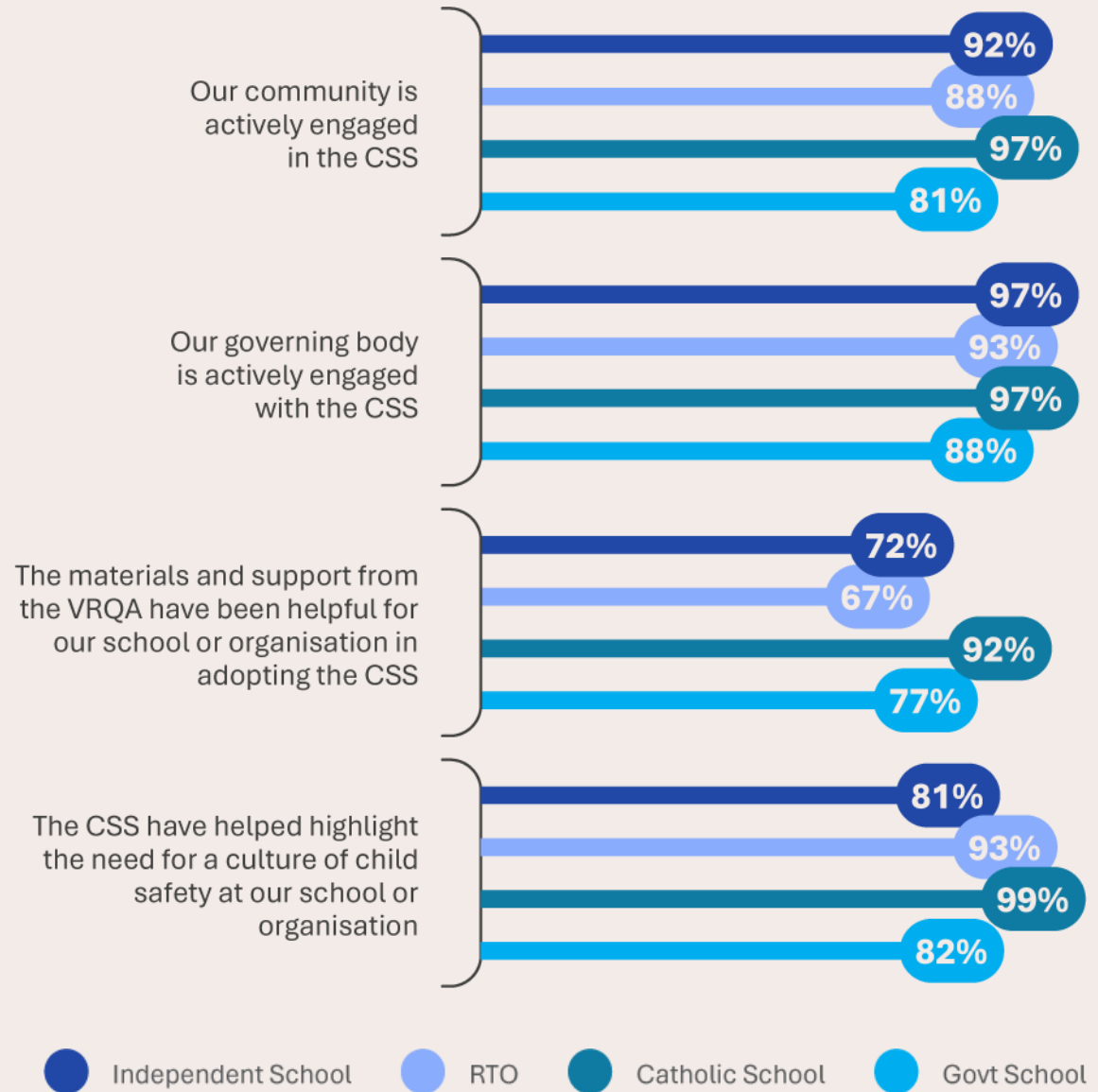Opportunities

Helpfulness

Use

section

06

Child Safe Standards

wallis

There are very high levels of engagement and participation with CSS, especially for Catholic schools.

Our community is actively engaged in the CSS
- 92%
- 88%
- 97%
- 81%

Our governing body is actively engaged with the CSS
- 97%
- 93%
- 97%
- 88%

The materials and support from the VRQA have been helpful for our school or organisation in adopting the CSS
- 72%
- 67%
- 92%
- 77%

The CSS have helped highlight the need for a culture of child safety at our school or organisation
- 81%
- 93%
- 99%
- 82%

Legend: Independent School · RTO · Catholic School · Govt School

Around a quarter of RTOs say they need further help or support from the VRQA in implementing the CSS.

Fewer than 1 in 5 government or Catholic schools require further support, and even lower for independent schools - approximately 1 in 10 .

NET Fully/Mostly agree

Our school or organisation requires further help or support from the VRQA in implementing the CSS

9% Independent School

26% RTO

17% Catholic School

18% Govt School
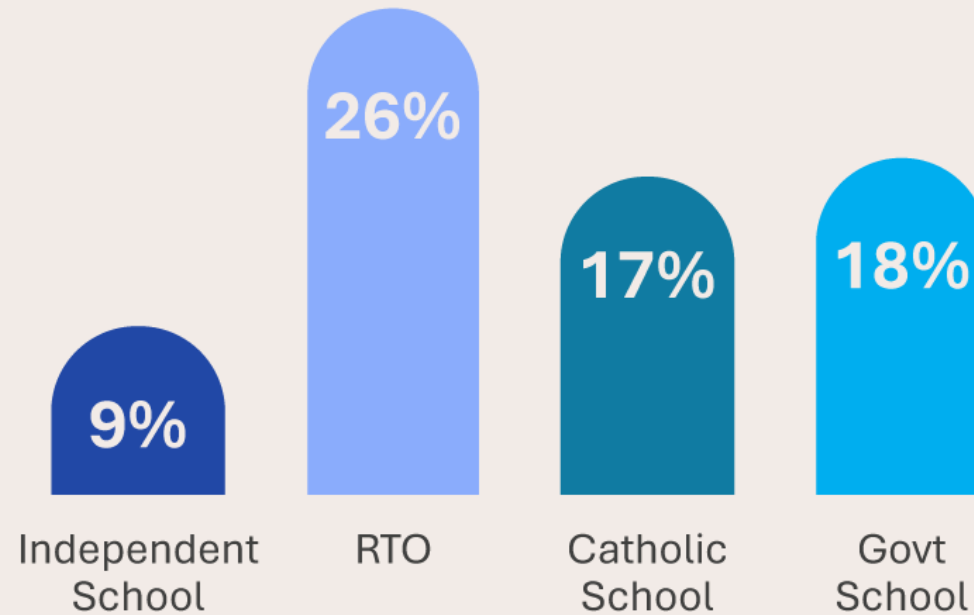
Although most schools and RTOs have accessed the CSS website, many are yet to have used the advice to implement the Standard. Government schools are the least likely to have accessed the CSS website.

Around a quarter of independent and government schools, as well as RTOs, have read the website fully and used the advice to implement the Standards. This proportion is lower for Catholic schools
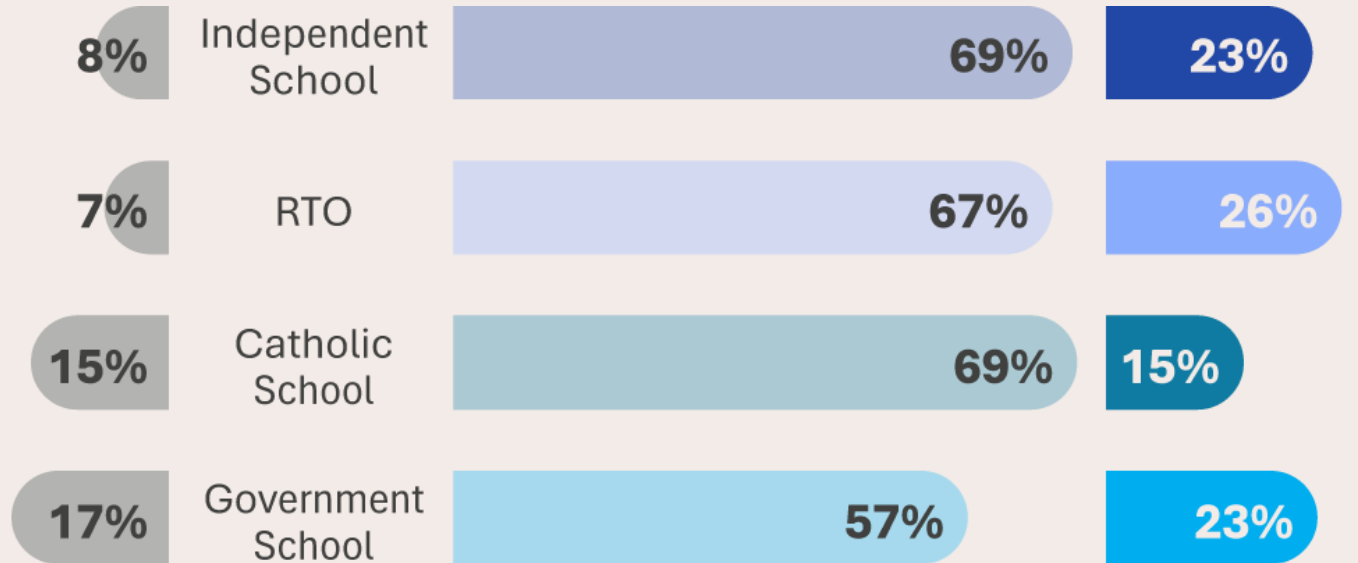
|	Unaware of the website + Aware of the website but have not yet seen it	Seen the website and have accessed information about some Standards + Read the website fully and have accessed information about every Standard	Read the webpage fully and have used the advice to implement the Standards
Independent School	8%	69%	23%
RTO	7%	67%	26%
Catholic School	15%	69%	15%
Government School	17%	57%	23%

An overwhelming majority of schools (regardless of type) that are using the CSS website agree that it is helpful in implementing the CSS.

There remains an opportunity to grow the proportion of users of the CSS website in all relevant education sectors.

NET Useful

Helpfulness of the CSS website in implementation of the CSS
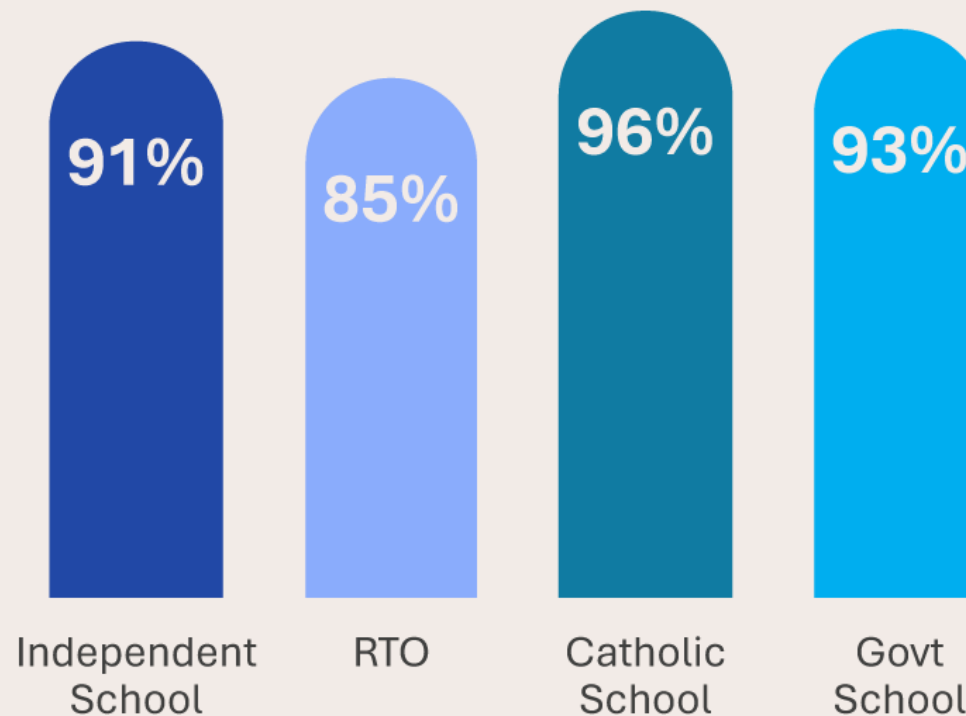
91%	85%	96%	93%
Independent School	RTO	Catholic School	Govt School

qualitative *insights*

Identified areas of further support: Education providers want compliance to be simplified, but also some want more specific training or guidance materials.

> *Ultimately we need aspects of compliance to be simplified. There is so much information that also seems to either change or be updated fairly regularly that it can be difficult to keep all aspects up to date. We also often get varying information from lawyers etc. on how to structure our policies that becomes more about complying with a law rather than supporting the knowledge and understanding of stakeholders.*

– Independent school

> *Training resources that are better suited to non-government school boards, especially smaller schools. And more broadly, training resources other than the PowerPoint presentations. Videos or interactive online modules would be very helpful. Also in relation to RTOs, more nuanced guidance, e.g., for the context of adult education programs that accept the occasional 16-17 year old, as opposed to programs that are youth-specific.*

– Independent school with RTO

qualitative *insights*

Identified areas of further support (continued): Practical examples would be appreciated by schools.

> *Support in the form of documentation to share with parents. Social media statements we can use to support and highlight Child Safe Standards would be terrific.*
>
> **– Government school**

> *Child safe standard support could be in the form of regular online sessions or school specific sessions to work through the standards, how to correctly document and implement them in each individual school setting.*
>
> **– Government school**

> *Practical examples are great - policies, protocols etc. that can be personalised or adapted for own context.*
>
> **– Catholic school**

> *Information on audit processes so we can identify if we are heading in the right direction. Examples of how we identify the standards in practice at our school.*
>
> **– Catholic school**

07 Minimum standards

Independent Schools

Among independent schools…

66% agree (NET) that requirements to comply with minimum standards are clear and consistent

50% do **not** require further help or support to comply with minimum standards

qualitative *insights*

Those requiring further support from the VRQA in relation to the minimum standards...

> "In the guidelines themselves we need a list of the policies required, clarity around which are governance (board/council developed and approved) and which are operational. We need advice to distinguish between where a policy VS a PROCEDURE is required. A list would be helpful as we all create our own policy register lists.
>
> **– Independent school**

> "Timely communication when questions arise, visits to and understanding of ALL school sectors.
>
> **– Independent school**

> "More exemplars for what they are expecting to see for each standard would help.
>
> **– RTO**

> "There is far too much duplication of requirements across the Guidelines, Conditions and Standards. The National Standards for RTO's is a much [more] coherent and clear framework for quality compliance and regulation and we look forward to the VRQA adopting it at some in the future.
>
> **– RTO**

EPS Q21 What kind of further support does your school/organisation require from the VRQA in relation to the minimum standards?

section

08

School boarding premises

wallis

Boarding Schools

Of the 9 school boarding premises surveyed, there was broad agreement that resources are aligned and adequate

- **8 out of 9** fully or mostly agreed that the VRQA guidelines to the minimum standards and requirements for school boarding premises registration align with guidelines for school registration.

- **7 out of 9** fully or mostly agreed that their school boarding premises were provided with adequate resources and information to understand how to complete the process for registration.

- **All** fully or mostly agreed that their school boarding premises was provided with adequate resources and information to understand how to comply with the minimum standards for registration.
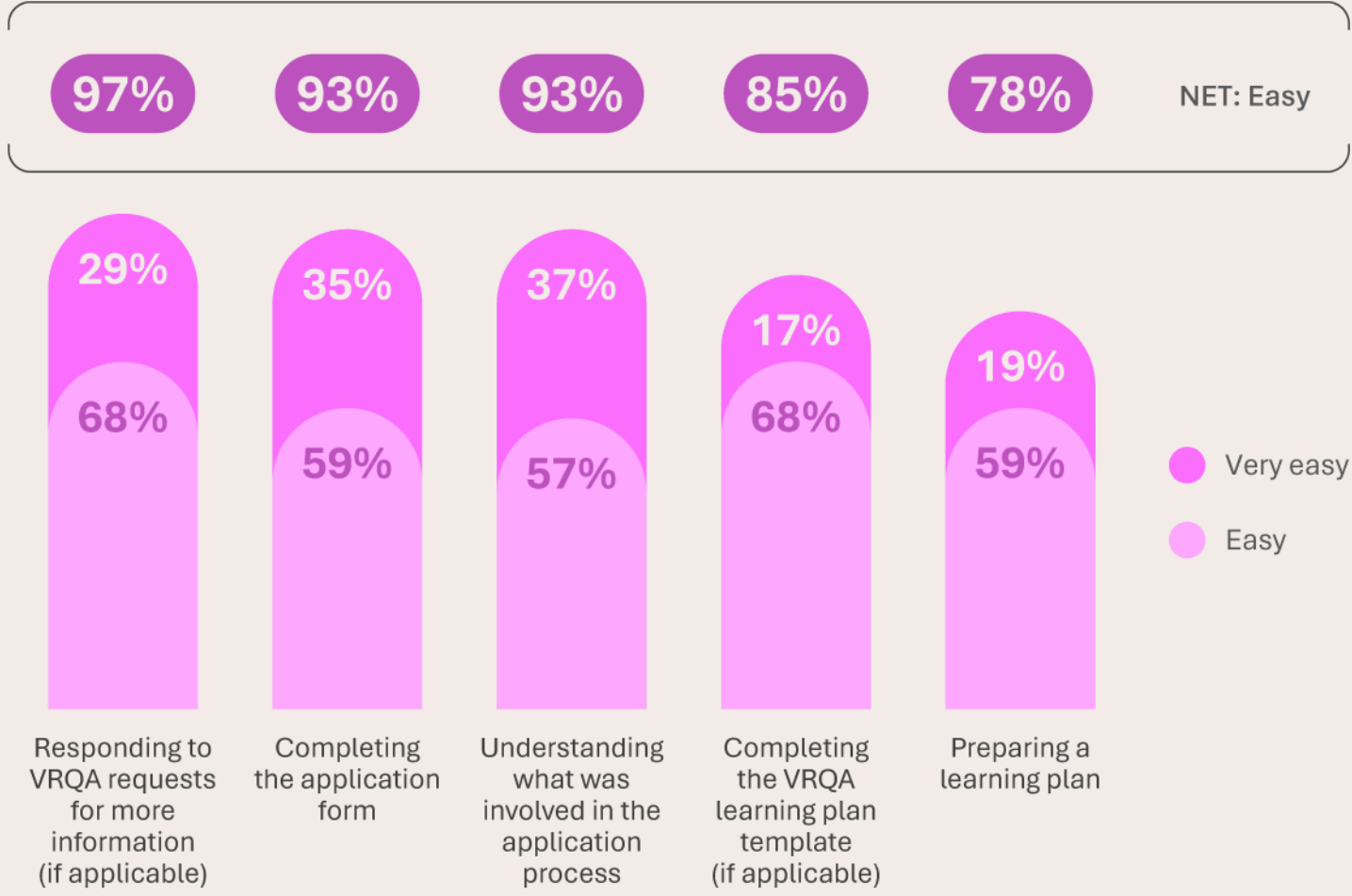
section

09

Home
Educators

wallis

Home Educators

There is widespread sentiment among home educators that VRQA processes are easy.

Lower levels of ease were reported for preparing a learning plan, but 8 in 10 still considered that easy.
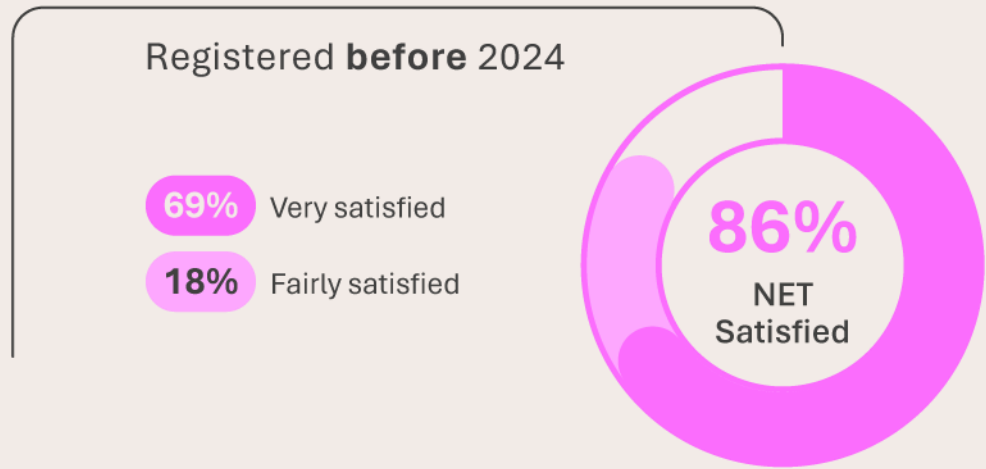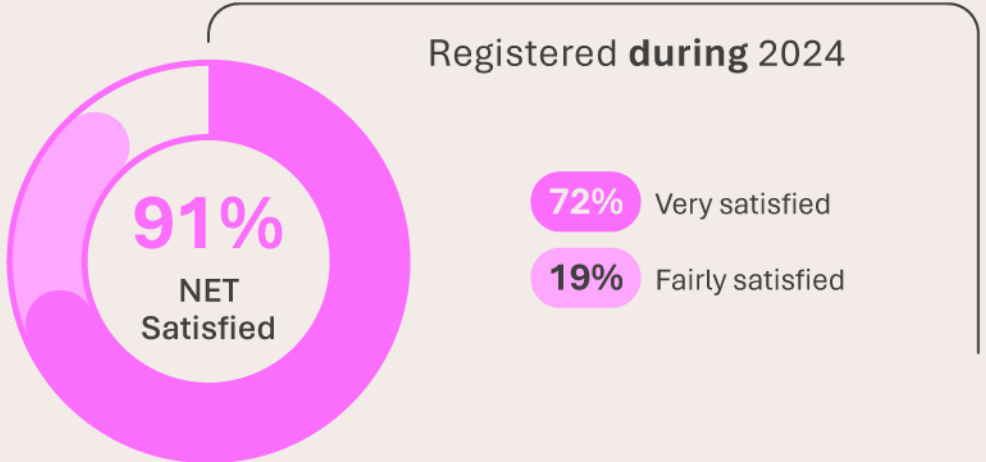
NET: Easy

| 97% | 93% | 93% | 85% | 78% |

Responding to VRQA requests for more information (if applicable)	Completing the application form	Understanding what was involved in the application process	Completing the VRQA learning plan template (if applicable)	Preparing a learning plan
29%	35%	37%	17%	19%
68%	59%	57%	68%	59%

● Very easy
● Easy

Home Educators

Overall satisfaction with VRQA's performance was higher for those who newly registered a child in 2024 compared to those who registered before 2024.
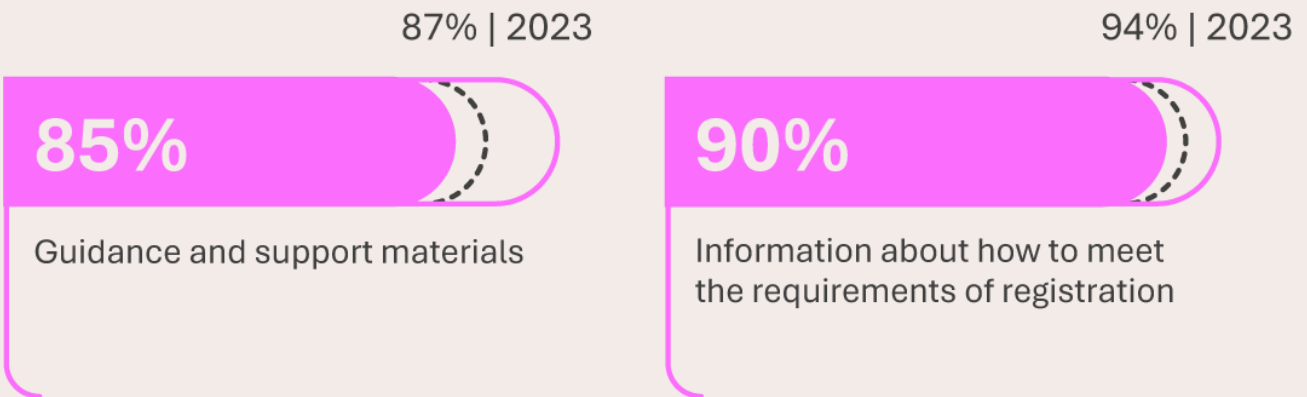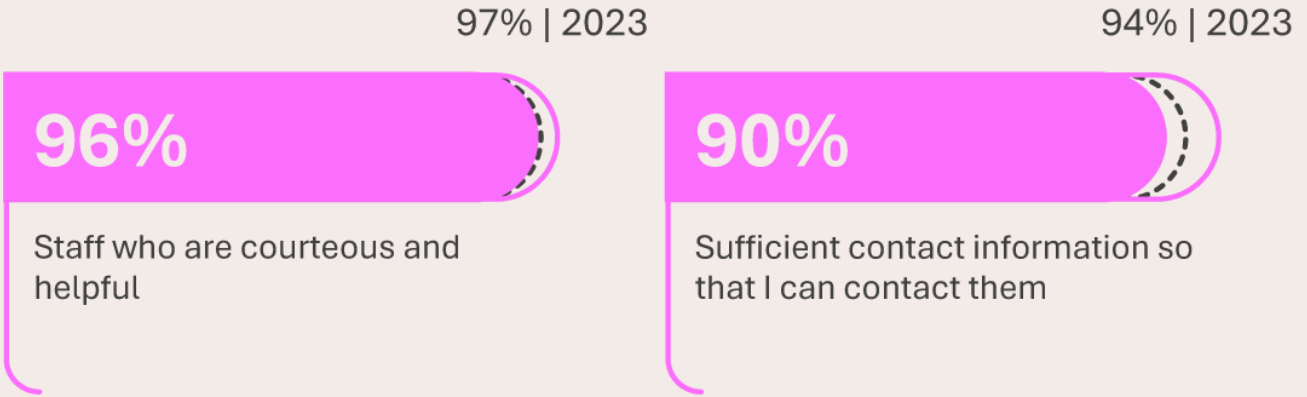
Registered **during** 2024

91%
NET Satisfied

72% Very satisfied
19% Fairly satisfied

Registered **before** 2024

69% Very satisfied
18% Fairly satisfied

86%
NET Satisfied

Home Educators

Very high ratings by home educators of the VRQA's performance.

97% | 2023

96%

Staff who are courteous and helpful

94% | 2023

90%

Sufficient contact information so that I can contact them

87% | 2023

85%

Guidance and support materials

94% | 2023

90%

Information about how to meet the requirements of registration

TOTAL Excellent/Good | 2023 Comparison

qualitative *insights*

Home Educators rate VRQA's performance highly. Some Home Educators suggested areas where they would appreciate additional communication.

I think it would be a great idea if the VRQA could send out a welcome package of sorts to registering families with links to resources and services available to us. We're usually flailing between websites and Facebook groups to figure out mainstream services available to us.

– Home educator

It would be so helpful if VRQA sent out lists of resources for homeschoolers each year. Things like BBC "Bite Sized" website or Maths U See program. Not to endorse them, but to have the info in one place.

– Home educator

Our experience is great, but perhaps there are more resources available via VRQA that I'm now aware of. E.g., this survey has prompted me to now go and find out about the eNews. Perhaps advertising these more once [the] application is accepted would be helpful for families.

– Home educator

I would actually love to hear from the VRQA more often to clarify timelines on re-registration or where new resources might be available, or to suggest other free resources.

– Home educator

Q15 Are there any other comments you'd like to make about the VRQA's performance or processes?

section

10

**Government and
Catholic Schools**

wallis

Government Schools

Review processes:

Three-quarters of government schools agree that regulatory requirements are clearly stated, while two-thirds agree procedures are easy to follow.

NET Agree

Regulatory requirements are clearly stated	75%
Other requirements, including evidence requirements are clearly stated	70%
Department/VCEA review forms are clear and easy to understand	66%
Review procedures are easy to understand and follow	66%

Government Schools

Performance:

Government schools provided high ratings for the Department's fairness and consistency as well as openness and transparency.
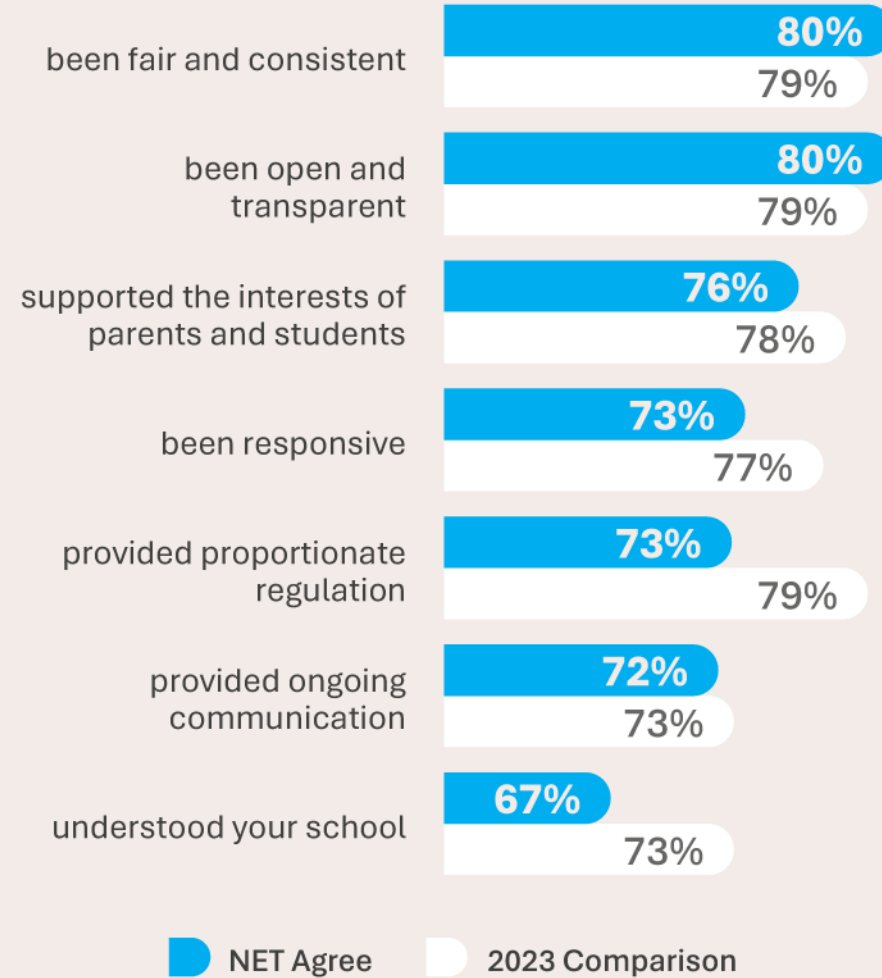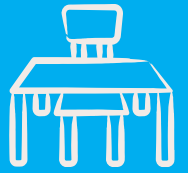
Understanding the school was an area that could be improved.

NET Agree that the Review Body have...

|	NET Agree	2023 Comparison
been fair and consistent	80%	79%
been open and transparent	80%	79%
supported the interests of parents and students	76%	78%
been responsive	73%	77%
provided proportionate regulation	73%	79%
provided ongoing communication	72%	73%
understood your school	67%	73%

NET Agree   2023 Comparison

Government Schools

Overall satisfaction with the Department's Review Body Services was moderate, with two-thirds of government schools expressing their satisfaction.
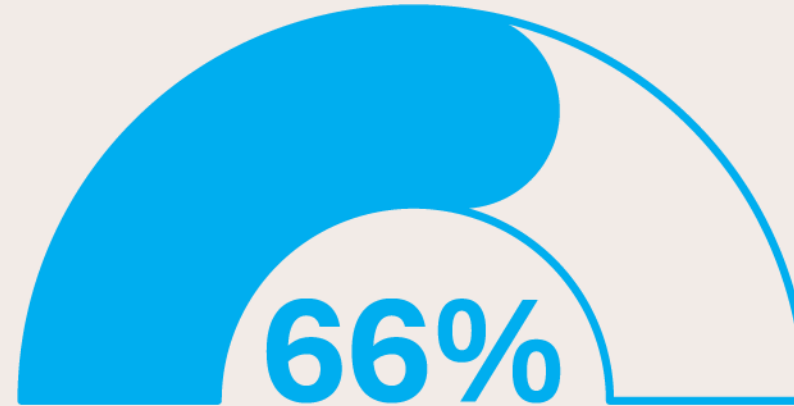
66%

NET Satisfied

(Very satisfied + Fairly satisfied)

qualitative *insights*

Perceptions of what the Department is doing well:

Having a support person from School Compliance Unit Operational Policy, School Engagement and Compliance Division was an incredible help to us.

– Government school

Some of the support documentation is very helpful and clear - especially where examples and templates are provided.

– Government school

Department opportunities for improvement:

When doing reviews more face to face and understanding the school and what it needs, small schools are particularly time poor.

– Government school

The amount of work required by schools in compliance is burdensome and extremely time consuming. More needs to be done to ease these burdens.
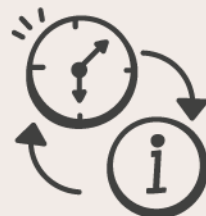
– Government school

Catholic Schools

VCEA performance and effectiveness:

At least 7 in 10 Catholic schools gave ratings of Excellent/Good for the Victorian Catholic Education Authority (VCEA) with regard to engaging effectively with their school.

NET Excellent + Good

Providing timely information about regulatory changes/general directions

69%

Providing timely, quality advice about your sector to your organisation

74%

Engaging effectively with stakeholders, like your school, in regulation of sector

72%

Catholic Schools

Review processes:

At least 8 in 10 Catholic schools agree that regulatory requirements are clearly stated, while the same proportion also agree procedures are easy to understand and follow.

NET Agree

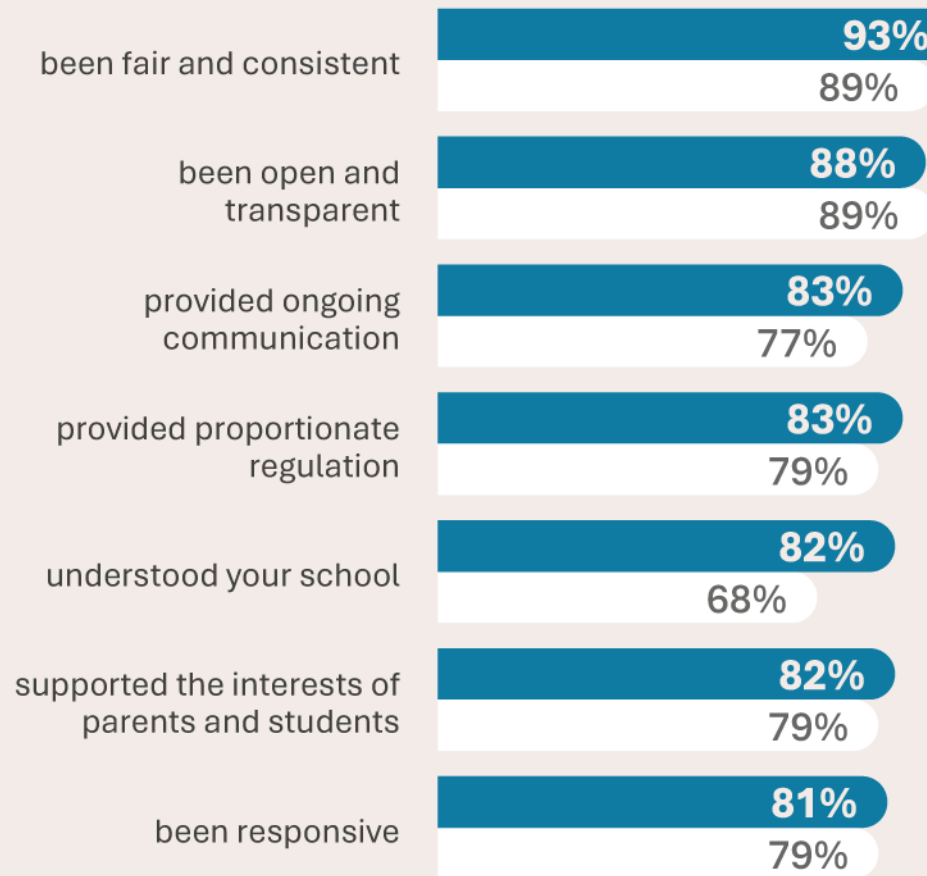| Statement	NET Agree
Department/VCEA review forms are clear and easy to understand	85%
Review procedures are easy to understand and follow	81%
Regulatory requirements are clearly stated	81%
Other requirements, including evidence requirements are clearly stated	71%
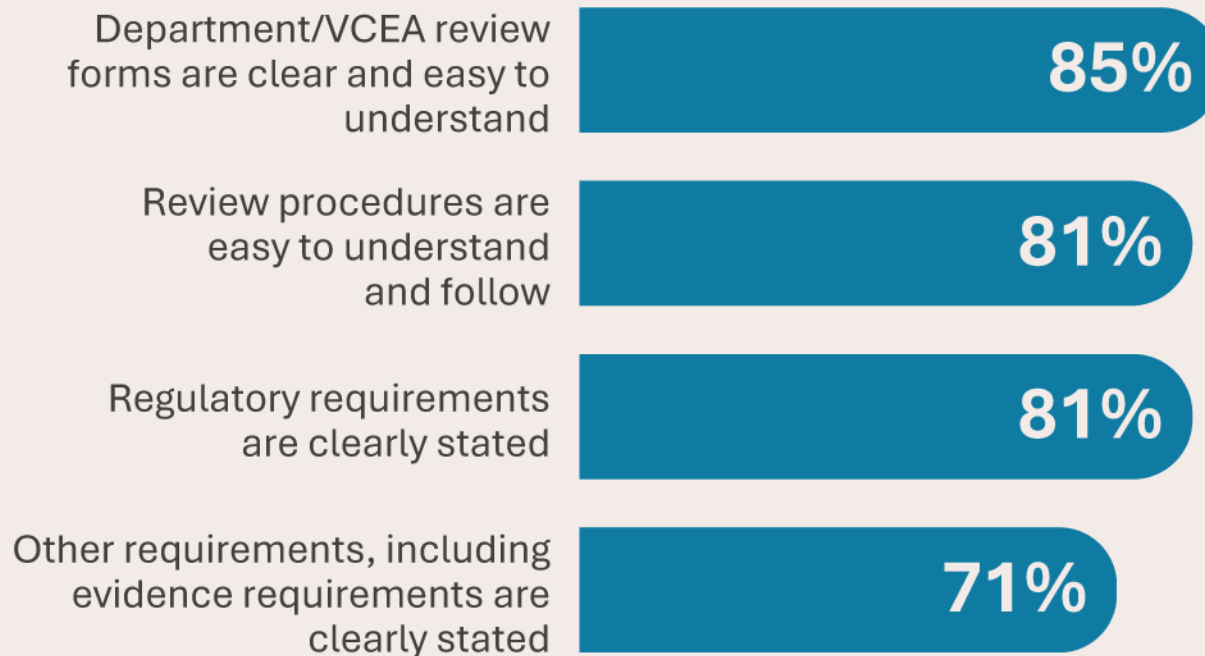
Catholic Schools

Performance:

Catholic schools provided the VCEA very high ratings for fairness and consistency, and openness and transparency. The ratings for 'understood your school' improved from 2023.

NET Agree that the Review Body have...

|	NET Agree	2023 Comparison
been fair and consistent	93%	89%
been open and transparent	88%	89%
provided ongoing communication	83%	77%
provided proportionate regulation	83%	79%
understood your school	82%	68%
supported the interests of parents and students	82%	79%
been responsive	81%	79%

■ NET Agree ☐ 2023 Comparison

Catholic Schools

Catholic schools reported high levels of overall satisfaction with the VCEA, with at least 8 in 10 satisfied.
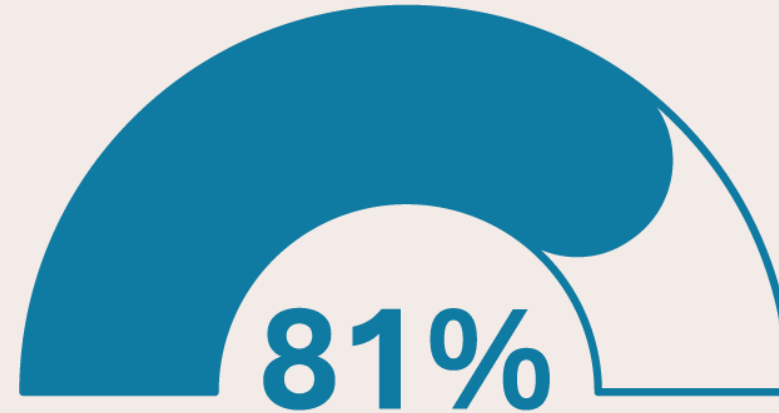
81%

NET Satisfied

(Very satisfied + Fairly satisfied)

qualitative *insights*

Perceptions of what VCEA is doing well:

> *Consistent level of professionalism and maintaining the importance of compliance in the culture of schools.*
>
> **– Catholic school**

> *The VCEA does respond to questions or issues and takes a practical collaborative approach. Providing practical examples of best practice also helps schools.*
>
> **– Catholic school**

VCEA opportunities for improvement:

> *Much of the evidence on meeting the standards is repeated across the standards. A streamlining of this would be beneficial to save duplication.*
>
> **– Catholic school**

> *Explicitly state what the requirements are and provide real examples of what that looks like.*
>
> **– Catholic school**

thank *you!*

wallis