

Year 12 Exit Survey
Highview College



**Independent
Schools** Victoria

2011



Role of Independent Schools Victoria

Independent Schools Victoria is dedicated to developing and supporting Independent education. We represent 210 Member Schools with an enrolment of more than 129,000 students.

As a peak body, we:

- advocate excellence in education
- protect the right of parents to choose where and how their children are educated
- work to improve funding for the Independent sector
- represent the interests of Member Schools to governments and the community
- conduct research to identify and implement best practice in education
- develop policy options for education.

As a membership organisation, we:

- administer state and federal funding programs for all Independent schools
- conduct professional learning seminars for teaching and other staff
- provide information on governance, compliance and accountability to ensure that Member Schools meet government regulations and funding requirements
- provide advice to Member Schools on legislative and regulatory requirements
- develop and deliver cost-effective products and services – supporting Member Schools to fund and provide quality educational outcomes
- provide employment relations information.

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Introduction

Preface

Providing the best education possible is the primary objective of Independent Schools Victoria. To help meet this commitment, Independent Schools Victoria initiated a survey to measure Year 12 students' satisfaction with their schooling.

Together with Associate Professor Richard Bell, Deputy Head of the School of Behavioural Science in the Faculty of Medicine, Dentistry & Health Sciences at Melbourne University, Independent Schools Victoria designed a Year 12 Exit Survey for Member Schools in 2008. The aim was to learn what students thought about the quality of their educational experience to help identify areas for school improvement.

The survey poses questions concerning the school's curriculum and academic program, teaching quality, learning outcomes, personal development and leadership, pastoral care, resources and co-curricular activities, transition, and the school's ethos and values.

Based on schools' feedback in 2010, we have made a few changes to the Year 12 Exit Survey. We now provide more detail and have made changes to the way in which the results are reported. We used different software to analyse past and present data, and as a consequence, there may be some minor discrepancies with the results you received last year, because of the way in which the software handles blank responses.

This report provides your school results benchmarked against participating Independent Schools Victoria Member Schools in 2011. The tables and graphs making up the report can be used to identify areas for celebration and improvement, and also provide a comparison against the larger reference group of independent schools.

Michelle Green
Chief Executive

Background to the Year 12 Exit Survey

Empirical studies have demonstrated that a supportive academic environment in Year 12 is positively related to students' transition to life beyond secondary school (e.g., Khoo & Ainley, 2007; Pargetter et al., 1999; Tutton & Wigg, 1990). Evidence from the literature indicates that the transition experience is significantly influenced by students' perceptions of the quality of secondary schooling. Khoo and Ainley (2007) found that student engagement and positive attitudes towards their school in the final years were strongly associated with participation and performance in further education and in the workforce.

Former students hold valuable insight into the success of their school's operations. It is essential that their opinions be considered in developing, implementing, and sustaining a high quality education for current and future students (Calderon, Dobson, & Wentworth, 2000). Schools have a responsibility of laying the foundations for students in order to adequately prepare them for life after school. There is however limited research on measuring students' perceptions of their educational experience at school and the way in which this assisted their transition to life beyond secondary school.

To address this, Independent Schools Victoria, in association with The University of Melbourne developed a Year 12 Exit survey instrument.

Project Aims

This instrument was designed to gauge satisfaction levels of Year 12 students with important aspects of schooling. The survey was designed to obtain the opinions of current or former students, and to gather recommendations for improving the quality of students' education to ensure a smooth transition to life beyond school. In 2009, the satisfaction scale was changed from a ten – point to an 11-point scale (0-10 instead of 1-10) to allow for a mid point. Therefore any results before 2009 have not been compared in this analysis.

Domains

The Year 12 Exit survey seeks to evaluate the extent to which current Year 12 students believe effective school practices are apparent across eight domains of school effectiveness:

- Curriculum /Academic Program
- Teaching Quality
- Learning Outcomes
- Personal Development /Leadership
- Pastoral Care
- Resources/Co-curricular Activities
- Transition
- School Ethos/Values.

In addition, respondents are required to rate their overall level of satisfaction on one global rating item at the end of the survey and rate the importance of maintaining contact with the school. Respondents are given the option of providing additional comments at the end.

Respondents are asked several questions in each domain on an 11-point satisfaction scale from 0 to 10 where 0 = complete disagreement and 10 = complete agreement with the statement. In 2009, the means (or averages) for each domain were converted to percentages and reported as the percentage level of satisfaction with each domain. However, since 2010, the actual means are now reported according to the original 11 - point satisfaction scale.

In the following section, bar charts display respondents' levels of satisfaction across each of the eight domains (figures 1 to 8). The global rating item and the school contact rating are then presented in separate bar charts (figures 9 and 10). Each chart displays the Independent Schools Victoria reference mean and your school's mean. In 2010, we added a table under each chart, which provides the questions asked in each domain, and the overall averages for each question for male and female respondents. In 2011, we added schools' previous results to enable easier comparison of results for year to year. The data from previous years have been recalculated in this report, and therefore, there may be slight discrepancies between the results you received previously

and what is reported here because of changes in data rounding methods. Please note that the Independent Schools Victoria reference means vary for each of the domains.

Highview College Participants

- A total of 42 students completed the Year 12 Exit Student survey, 23 boys and 19 girls.
- Of these 42 responses, 54.8 per cent stated that they would go to university in the year after Year 12, and 2.4 said that they would be studying at an institution other than a university.
- In the year after Year 12, 19 per cent said they would get a full-time job, 14.3 per cent said they would get a part time job and 2.4 per cent said they would travel.
- 15 students (in a separate question) indicated that they intended to defer studies at any time after Year 12.

2011 Participating Schools Demographics

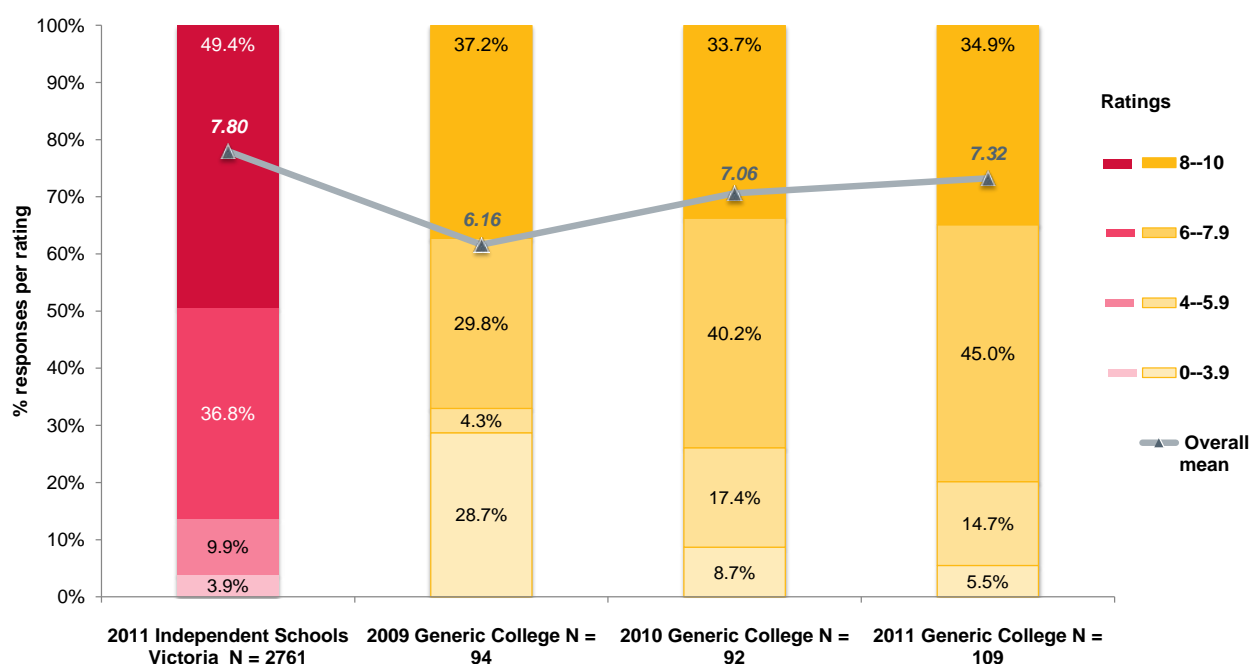
2011 data were obtained from 2853 Year 12 students (who completed their studies in 2011) from 35 schools.

Some features of the data were:

- The number of students per school varied and average satisfaction was not related to the size of school.
- 56% of respondents were male while 44% were female. The average level of satisfaction for male Year 12 respondents was 7.98, and for female respondents in 2011 was 7.97 on the scale.
- In the 2011 cohort, 75% of students plan to attend university, 3% of students plan to attend an institution other than a university, 7% of students plan to work full-time, 3% of students plan to work part-time, 7% of students plan to travel, and 4% of students plan to do something other than the above.
- 29% of students had chosen to defer their tertiary studies.
- These benchmarks were almost identical in 2010.

Reading Your Charts

Learning Outcomes



The data in each chart show the overall ratings that your school's Year 12 Exiting Students provided for each domain. A new feature of the charts in 2011 is that they compare results from one year to another where relevant.

For each domain, the percentage of Year 12 students' responses per rating are shown as a stacked bar chart in yellow. (As mentioned previously, the satisfaction rating scale is 0 = satisfaction to 10 = complete satisfaction). The Independent Schools Victoria benchmarks are also provided as stacked bar charts in red according to the same ratings.

The overall mean (average) for each group per domain is represented as a grey line within each chart. Each domain is comprised of several questions that have been determined psychometrically by factor analysis.

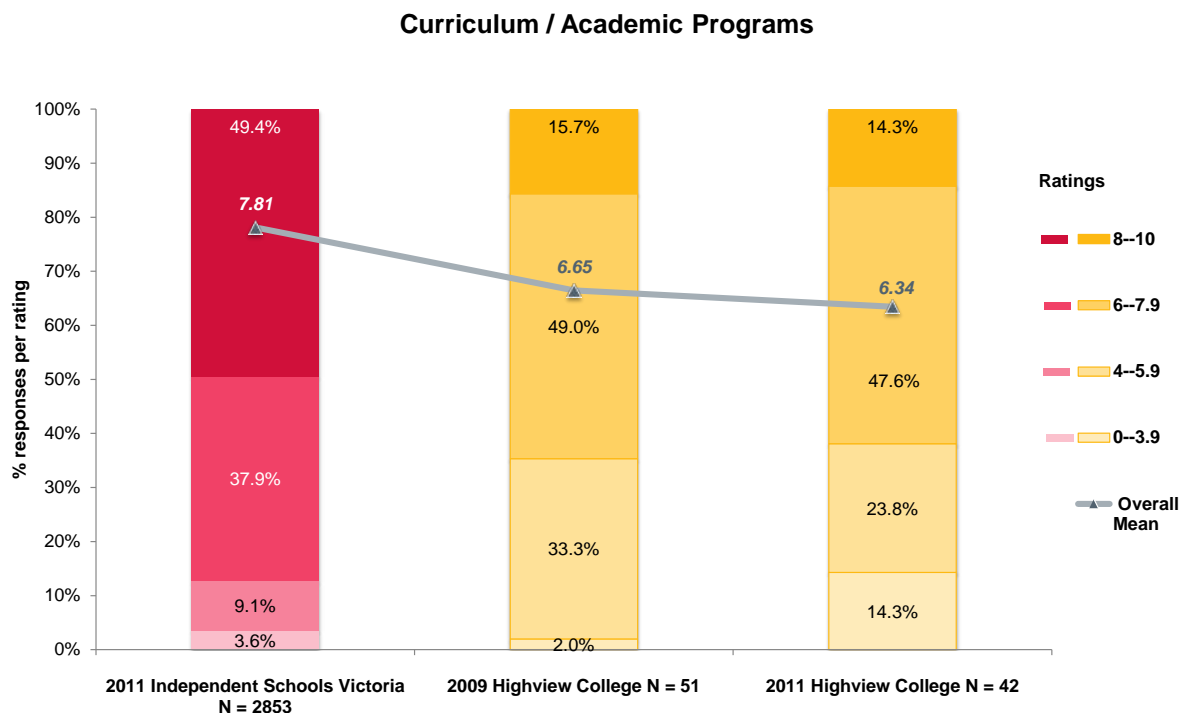
The tables below each chart show the questions in each domain. For each question, the 2011 Independent Schools Victoria Year

12 Students' reference means are compared to Generic College's Year 12 Students' means according to gender and overall. The top score for each column is highlighted in green and the bottom score is highlighted in red to provide you with some indication where Generic College's strengths and areas for improvement lie for each domain according to the students.

In the example chart above, 38 per cent (the dark yellow block) of answers about 'Learning Outcomes' were in the range of 8-10 on the satisfaction scale in 2009 and this decreased to 34% in 2010 and 35% in 2011. 29% of students gave answers averaging lower than four on the satisfaction scale in 2009 and this decreased to 6% in 2011. The overall mean satisfaction rating for the school in 2009 was 6.2 and this increased to 7.3 in 2011. Independent School Students in Victoria rated their schools 7.8 for learning Outcomes in 2011.

Section 1: Results for Highview College

Chart 1: Curriculum/Academic Program



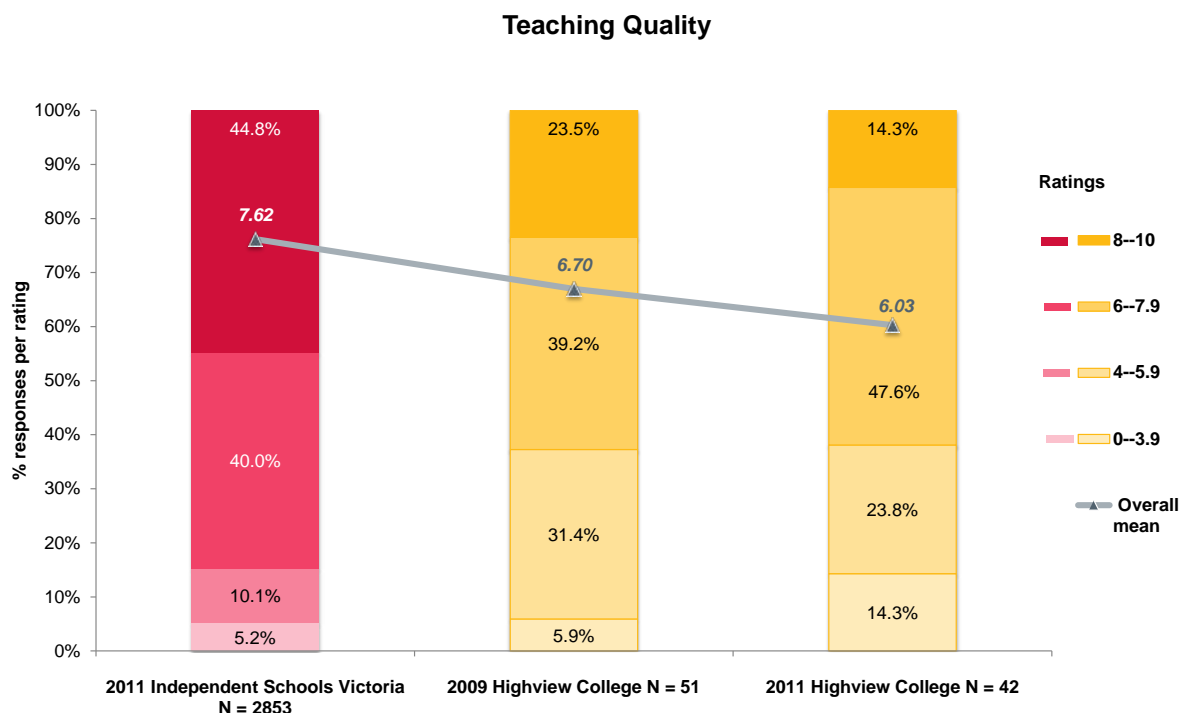
High student satisfaction in a school academic program occurs when there is a perception that the school provides a supportive environment with a range of learning areas and a curriculum designed to improve student achievement at all levels and for all abilities.

Chart 1 presents the 2011 results for Highview College for Year 12 exit student satisfaction with the school academic program.

Table 1 below shows the averages for each question in this domain according to the gender of the respondents for Highview College as well as the 2011 Independent Schools Victoria's reference means for each question.

Table 1: Averages per Question for Academic Program Domain						
	2011 Highview College Boys' Means N = 23	2011 Highview College Girls' Means N = 19	2011 Highview College Overall Means N = 42	2011 ISV Boys' Means N = 1583	2011 ISV Girls' Means N = 1270	2011 ISV Overall Means N = 2853
1. The learning programs offered at this school have met my needs and interests	5.04	6.42	5.67	7.70	7.52	7.62
2. In relation to my expectations, my academic results have been good	5.74	7.63	6.60	7.49	7.91	7.68
3. The standard of schoolwork expected of me has been appropriate	5.87	7.28	6.49	7.69	7.89	7.78
4. I have enjoyed an excellent environment in which to learn	5.70	7.37	6.45	7.61	7.71	7.66
5. I have been encouraged to attain the best academic results possible	5.23	8.00	6.51	8.20	8.40	8.29

Chart 2: Teaching Quality



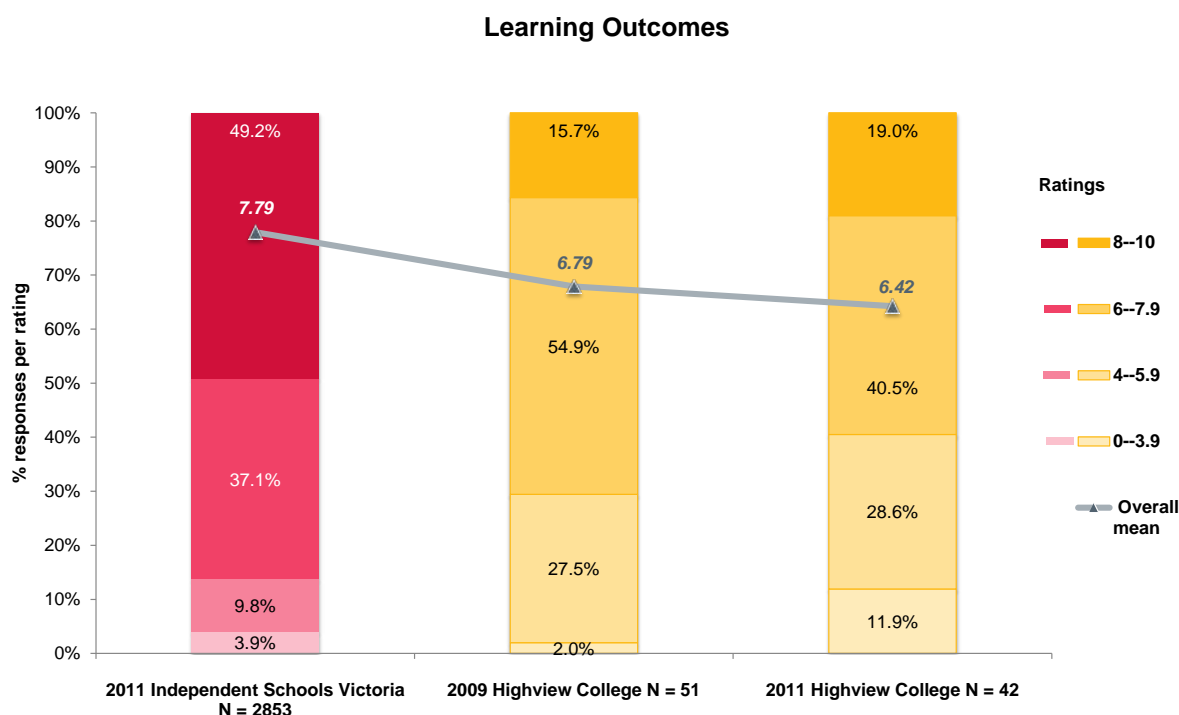
High student satisfaction in teaching quality occurs when there is a perception that teachers are enthusiastic about teaching, provide help and support to all students, and understand and allow for different abilities. Teachers stay up-to-date in their subjects and the school is open to new teaching strategies.

Chart 2 presents the 2011 results for Highview College for Year 12 exit student satisfaction with quality of teaching.

Table 2 below shows the averages for each question in this domain according to the gender of the respondents for Highview College as well as the 2011 Independent Schools Victoria's reference means for each question.

Table 2: Averages per Question for Teaching Quality Domain	2011 Highview College Boys' Means	2011 Highview College Girls' Means	2011 Highview College Overall Means	2011 ISV Boys' Means	2011 ISV Girls' Means	2011 ISV Overall Means
	N = 23	N = 19	N = 42	N = 1583	N = 1270	N = 2853
6. The school has provided me with high quality teachers	4.78	6.84	5.71	7.52	7.35	7.45
7. Teachers have understood my ability and have taught me accordingly	5.05	7.26	6.07	7.36	7.37	7.36
8. I have found the teachers generally to be enthusiastic about their teaching	5.55	7.00	6.22	7.62	7.53	7.58
9. Teachers have provided help and support when I need it	5.55	7.32	6.37	7.90	7.89	7.90
10. Teachers have been up-to-date in the things they teach	5.00	7.11	6.03	7.78	7.76	7.77

Chart 3: Learning Outcomes



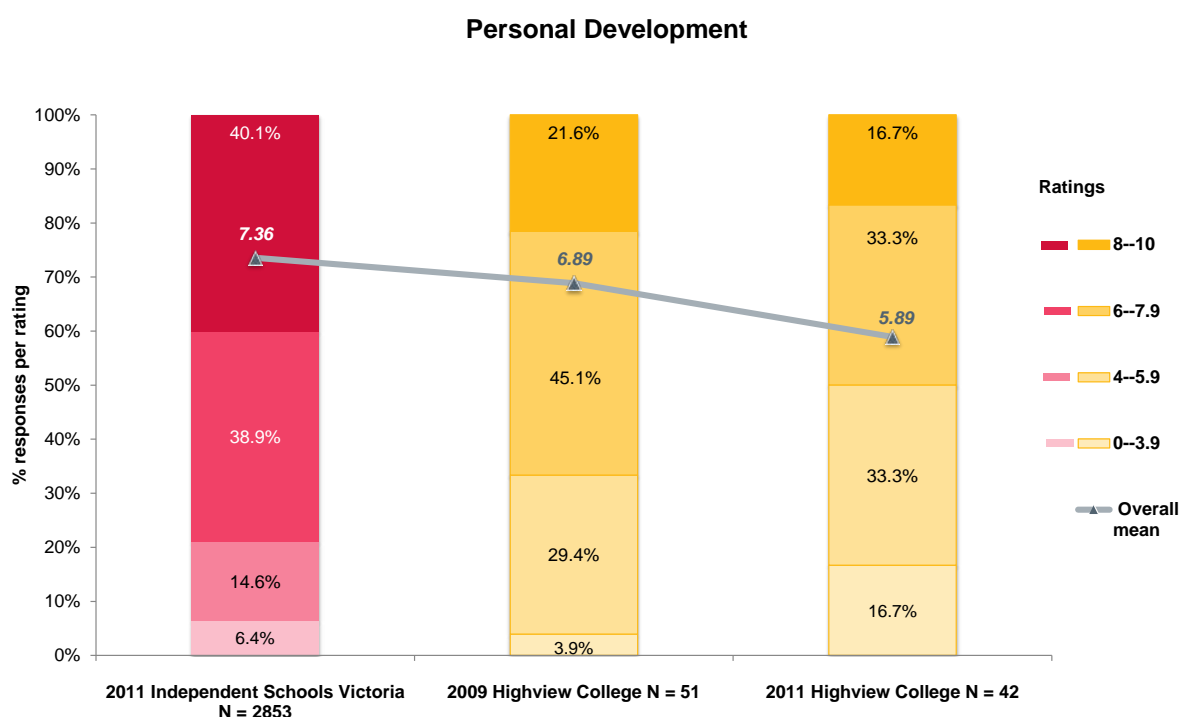
Satisfaction is high in this domain when students are kept informed of their academic performance. There is a perception that the school does a good job teaching basic skills, motivates learning, encourages students to be responsible for their learning and develops their thinking and reasoning skills.

Chart 3 presents the 2011 results for Highview College for Year 12 exit student satisfaction with student outcomes.

Table 3 below shows the averages for each question in this domain according to the gender of the respondents for Highview College as well as the 2011 Independent Schools Victoria's reference means for each question.

Table 3: Averages per Question for Learning Outcomes Domain						
	2011 Highview College Boys' Means N = 23	2011 Highview College Girls' Means N = 19	2011 Highview College Overall Means N = 42	2011 ISV Boys' Means N = 1583	2011 ISV Girls' Means N = 1270	2011 ISV Overall Means N = 2853
11. I have been encouraged to be responsible for my own learning	6.04	7.79	6.83	7.97	8.05	8.01
12. I have been motivated to learn at this school	5.61	7.37	6.40	7.28	7.49	7.37
13. This school has done a good job developing my thinking and reasoning skills	5.41	7.21	6.24	7.70	7.64	7.68
14. I have been challenged in my studies at this school	5.00	7.63	6.22	8.02	8.16	8.08

Chart 4: Personal Development/Leadership



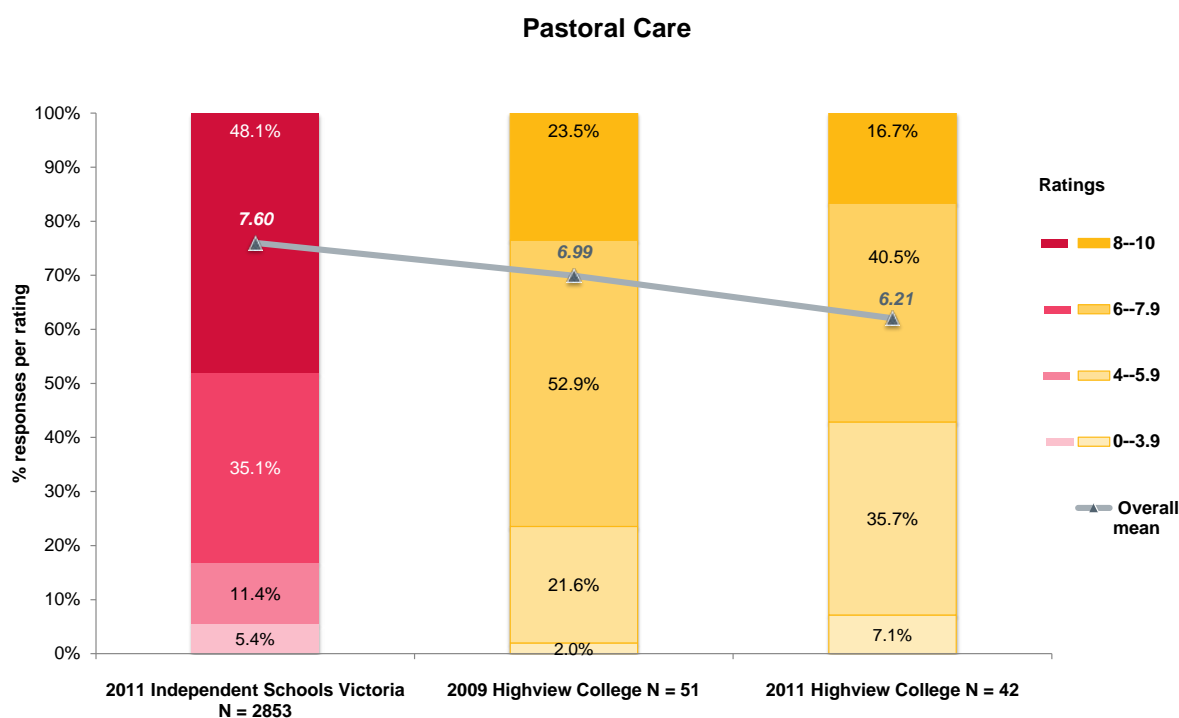
High student satisfaction occurs when there is a perception that the school provides an opportunity for students to develop their inter-personal and leadership skills, and the school encourages participation in community activities and acknowledges achievement.

Chart 4 presents the 2011 results for Highview College for Year 12 exit student satisfaction with personal development and leadership.

Table 4 below shows the averages for each question in this domain according to the gender of the respondents for Highview College as well as the 2011 Independent Schools Victoria's reference means for each question.

Table 4: Averages per Question for Personal Development/Leadership Domain	2011 Highview College Boys' Means	2011 Highview College Girls' Means	2011 Highview College Overall Means	2011 ISV Boys' Means	2011 ISV Girls' Means	2011 ISV Overall Means
	N = 23	N = 19	N = 42	N = 1583	N = 1270	N = 2853
15. The school has helped in the development of my social and personal skills	5.78	7.11	6.38	7.53	7.65	7.58
16. My special interests and talents have been developed at this school	4.91	6.00	5.41	6.91	6.85	6.88
17. I have been encouraged to participate in community activities	4.65	6.63	5.62	7.28	7.22	7.25
18. The school has provided me with opportunities to develop my leadership skills	5.86	7.68	6.71	7.67	7.57	7.63
19. The school has acknowledged my achievements	4.55	7.32	5.83	7.18	7.34	7.25
20. The school has encouraged me to exercise self-discipline rather than depend on imposed discipline	4.52	6.95	5.68	7.36	7.61	7.48

Chart 5: Pastoral Care



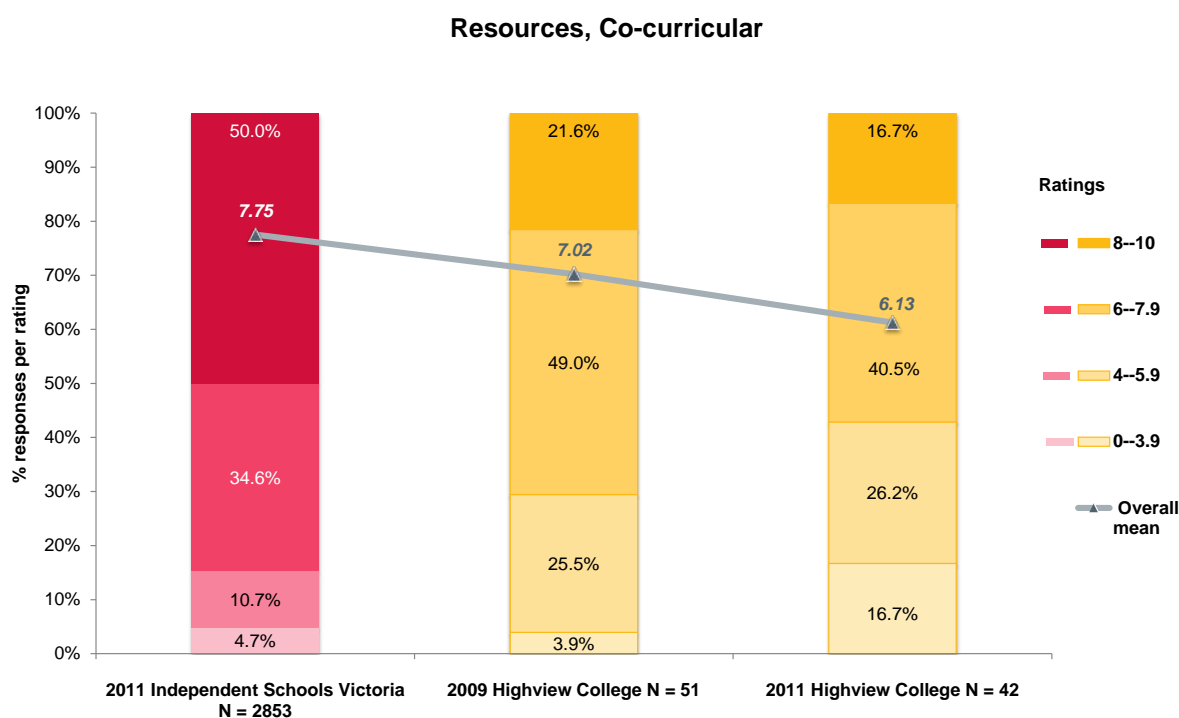
High student satisfaction occurs when students are happy to attend the school, and when they have the perception that they are cared for and treated equally, their interests and talents are developed, and community participation is encouraged.

Chart 5 presents the 2011 results for Highview College for Year 12 exit student satisfaction with pastoral care.

Table 5 below shows the averages for each question in this domain according to the gender of the respondents for Highview College as well as the 2011 Independent Schools Victoria's reference means for each question.

Table 5: Averages per Question for Pastoral Care Domain	2011 Highview College Boys' Means	2011 Highview College Girls' Means	2011 Highview College Overall Means	2011 ISV Boys' Means	2011 ISV Girls' Means	2011 ISV Overall Means
	N = 23	N = 19	N = 42	N = 1583	N = 1270	N = 2853
21. I find the school to be a safe place in which to learn	6.70	8.68	7.60	8.52	8.68	8.59
22. The school has ensured that I have received care and support outside the classroom	5.57	6.74	6.13	7.27	7.26	7.27
23. I have been treated fairly at this school	6.13	7.37	6.69	7.68	7.86	7.76
24. I have been accepted for who I am	5.48	8.11	6.67	7.90	8.04	7.96
25. The school has helped me to foster positive relationships with staff	5.67	7.79	6.68	7.89	7.89	7.89
26. I have not experienced any bullying and racism at this school	3.95	5.53	4.68	6.28	6.58	6.41
27. The school has focused on me as a whole person and not just my intellect	4.00	5.84	4.88	7.14	7.13	7.14

Chart 6: Resources/Co-curricular Activities



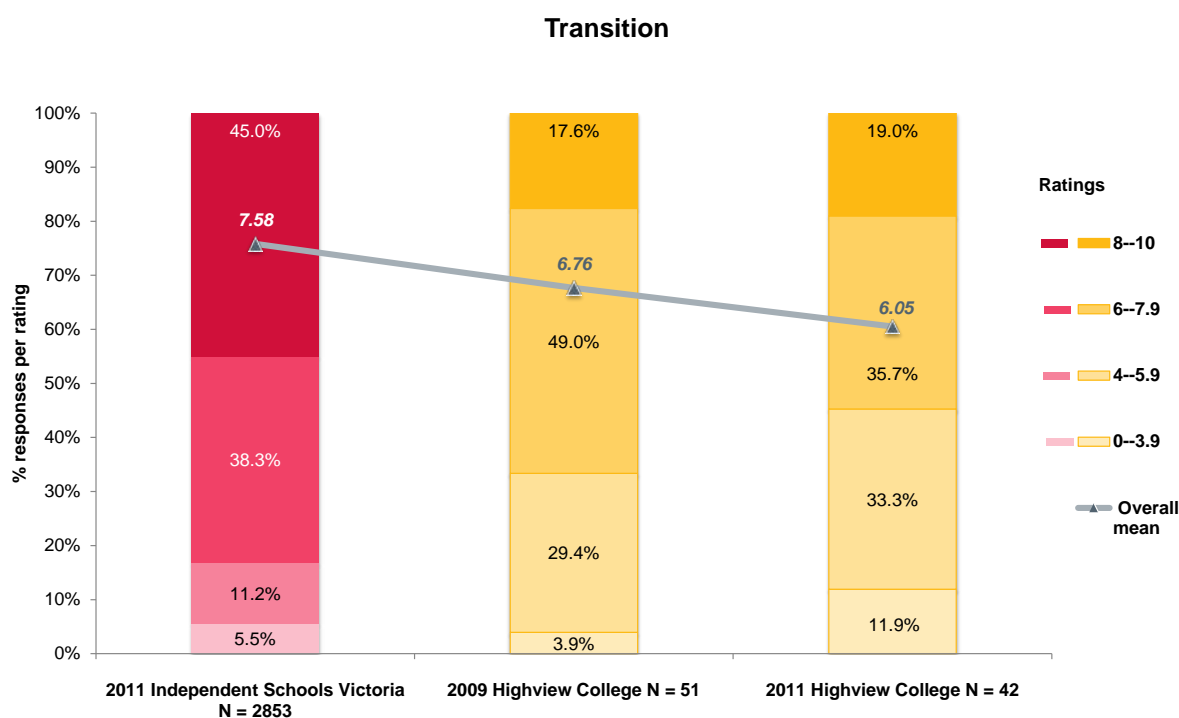
High student satisfaction in school resources occurs when there is a perception that school buildings and grounds are attractive and well maintained, where students have access to high quality materials and resources, and the school provides ample opportunities for students to participate in a wide variety of co-curricular activities.

Chart 6 presents the 2011 results for Highview College for Year 12 exit student satisfaction with school resources and co-curricular activities.

Table 6 below shows the averages for each question in this domain according to the gender of the respondents for Highview College as well as the 2011 Independent Schools Victoria's reference means for each question.

Table 6: Averages per Question for Resources/Co-curricular Activities Domain	2011 Highview College Boys' Means N = 23	2011 Highview College Girls' Means N = 19	2011 Highview College Overall Means N = 42	2011 ISV Boys' Means N = 1583	2011 ISV Girls' Means N = 1270	2011 ISV Overall Means N = 2853
28. I have been able to make appropriate use of computers	5.91	7.95	6.83	7.41	7.74	7.56
29. I have had access to quality materials and resources in my learning	5.70	8.16	6.81	8.00	8.09	8.04
30. I have enjoyed participating in the co-curricular activities	4.59	7.53	5.95	7.63	7.71	7.66
31. The school has provided ample opportunities for all students to participate in co-curricular activities	3.68	6.26	4.88	7.73	7.68	7.71

Chart 7: Transition



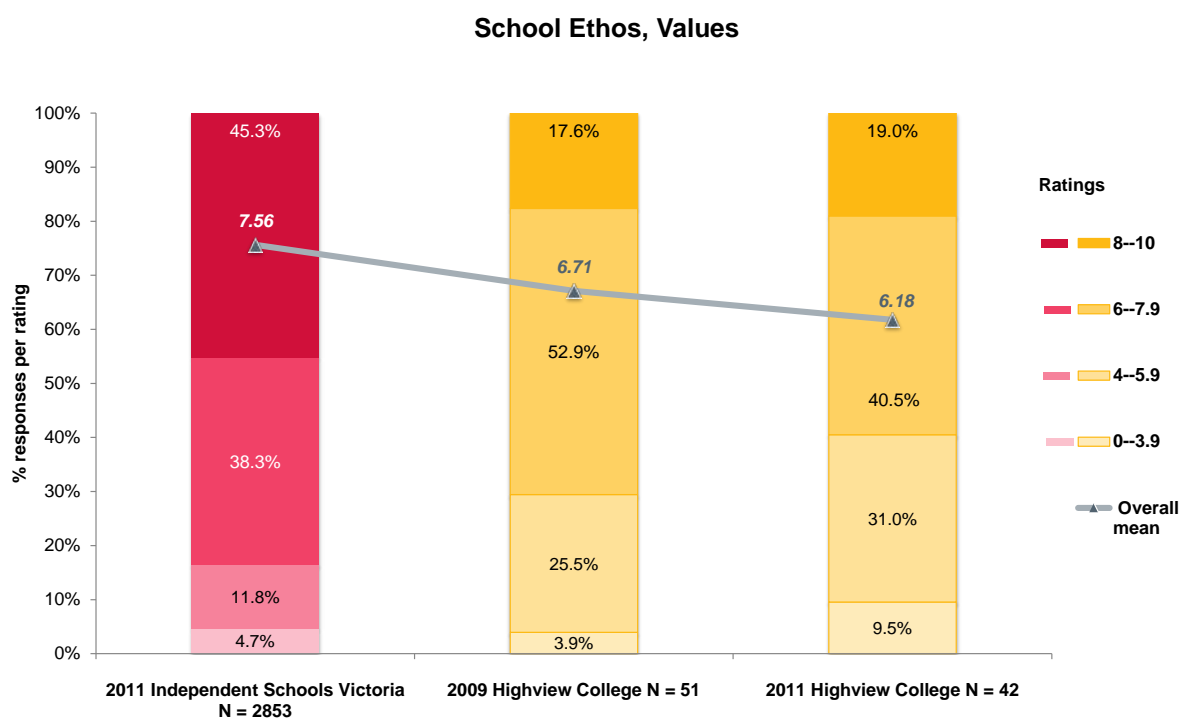
High student satisfaction occurs when there is a perception that students are well prepared for the next school year and supported at its commencement, and where the school provides students with good advice about their future.

Chart 7 presents the 2011 results for Highview College for Year 12 exit student satisfaction with transition.

Table 7 below shows the averages for each question in this domain according to the gender of the respondents for Highview College as well as the 2011 Independent Schools Victoria's reference means for each question.

Table 7: Averages per Question for Transitions Domain						
	2011 Highview College Boys' Means N = 23	2011 Highview College Girls' Means N = 19	2011 Highview College Overall Means N = 42	2011 ISV Boys' Means N = 1583	2011 ISV Girls' Means N = 1270	2011 ISV Overall Means N = 2853
32. I think I have been well prepared for the future	5.78	6.95	6.31	7.82	7.80	7.81
33. The school has equipped me with skills and knowledge needed for the future	5.45	7.37	6.34	7.66	7.63	7.65
34. The school has provided me with good info and advice about future career options	5.36	7.89	6.54	7.68	7.68	7.68
35. The school has helped me to develop good study habits	4.23	6.58	5.32	7.00	7.40	7.18
36. The school has prepared me well for taking an active role in society	4.76	7.42	6.03	7.49	7.54	7.51

Chart 8: School Ethos/Values



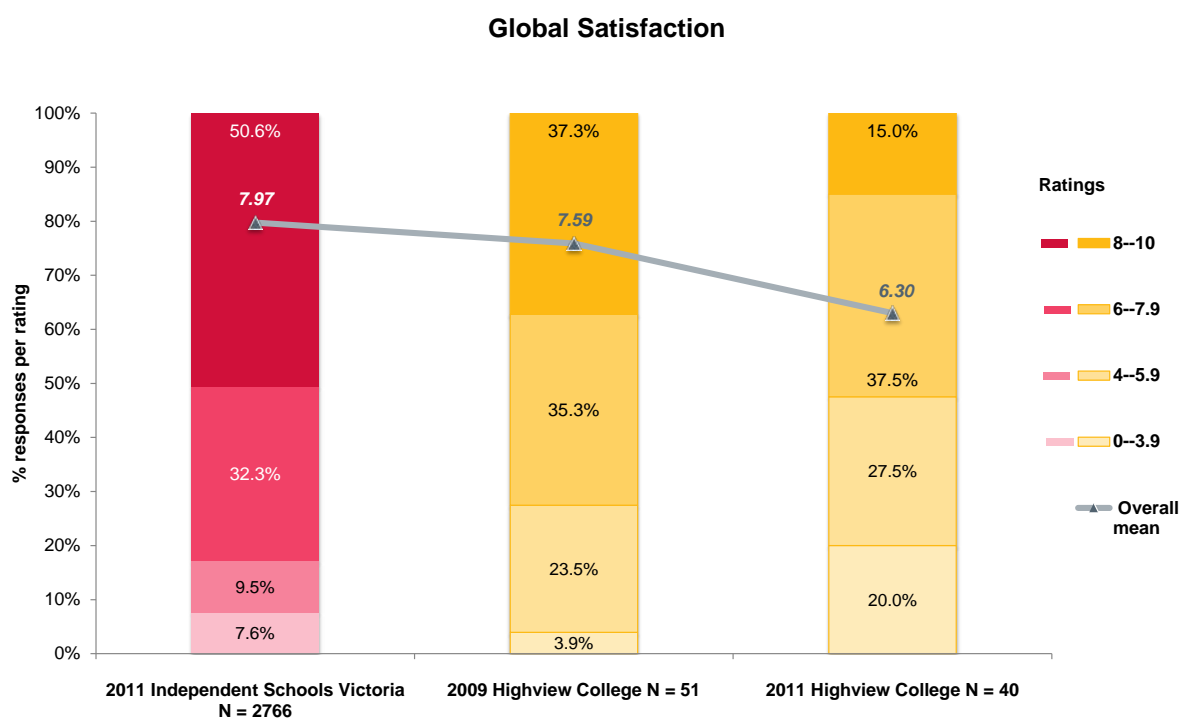
High student satisfaction occurs when students are encouraged to respect individual differences, treat students from different backgrounds and cultures equally, and students have the opportunity to develop their own set of values.

Chart 8 presents the 2011 results for Highview College for Year 12 exit student satisfaction with the school's ethos and values.

Table 8 below shows the averages for each question in this domain according to the gender of the respondents for Highview College as well as the 2011 Independent Schools Victoria's reference means for each question.

Table 8: Averages per Question for School Ethos Domain	2011 Highview College Boys' Means	2011 Highview College Girls' Means	2011 Highview College Overall Means	2011 ISV Boys' Means	2011 ISV Girls' Means	2011 ISV Overall Means
	N = 23	N = 19	N = 42	N = 1583	N = 1270	N = 2853
37. Students from different backgrounds and cultures are treated equally	5.43	7.68	6.50	7.70	8.24	7.94
38. I have been encouraged to develop an appropriate set of life values	5.61	7.21	6.33	7.71	7.84	7.77
39. The school has encouraged an atmosphere of mutual support and concern	5.45	6.79	6.07	7.43	7.46	7.44
40. The school has encouraged students to respect individual differences	5.23	7.11	6.10	7.55	7.62	7.58
41. The school has provided good opportunity for me to learn a range of values	5.59	7.42	6.44	7.65	7.73	7.68
42. The school has helped me to develop a commitment to improving others' social circumstances	4.73	6.37	5.49	7.09	7.22	7.15
43. I have had positive relationships with other students	6.14	8.05	7.02	8.16	8.24	8.20
44. The school has given me the opportunity to explore my spiritual development	4.33	7.06	5.66	6.52	6.62	6.56

Chart 9: Overall Rating



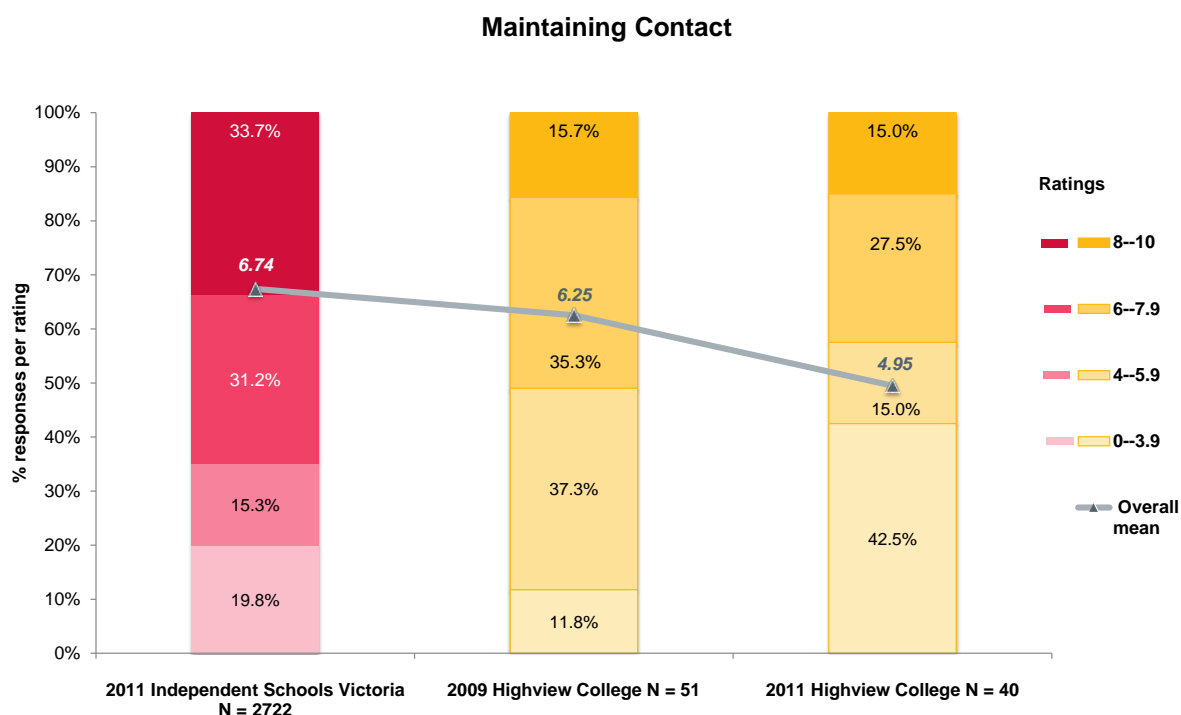
High scores in the global item occur when students are very satisfied with the secondary school that they attended.

Chart 9 presents the 2011 results for Highview College for Year 12 exit student overall satisfaction rating.

As this domain is a single question, the total number of respondents is reflected in the chart.

Table 9: Averages per Question for Overall Satisfaction		2011 Highview College Boys' Means	2011 Highview College Girls' Means	2011 Highview College Overall Means	2011 ISV Boys' Means	2011 ISV Girls' Means	2011 ISV Overall Means
45.	Overall, I have been satisfied with my experience at this school	5.33	7.37	6.30	7.95	8.01	7.97

Chart 10: Maintaining Contact



High scores in Maintaining Contact indicate that students are very willing to maintain contact with Highview College.

Chart 10 presents the 2011 results for Highview College for Year 12 exit student view on importance of maintaining contact with the school.

As this domain is a single question, the total number of respondents is reflected in the chart.

Table 10: Averages per Question for Maintaining Contact		2011 Highview College Boys' Means	2011 Highview College Girls' Means	2011 Highview College Overall Means	2011 ISV Boys' Means	2011 ISV Girls' Means	2011 ISV Overall Means
46.	Maintaining contact with the school is important to me	3.14	6.95	4.95	6.74	6.75	6.74

Section 2: Summary Results

Chart 11: Means Comparison per Domain by Gender

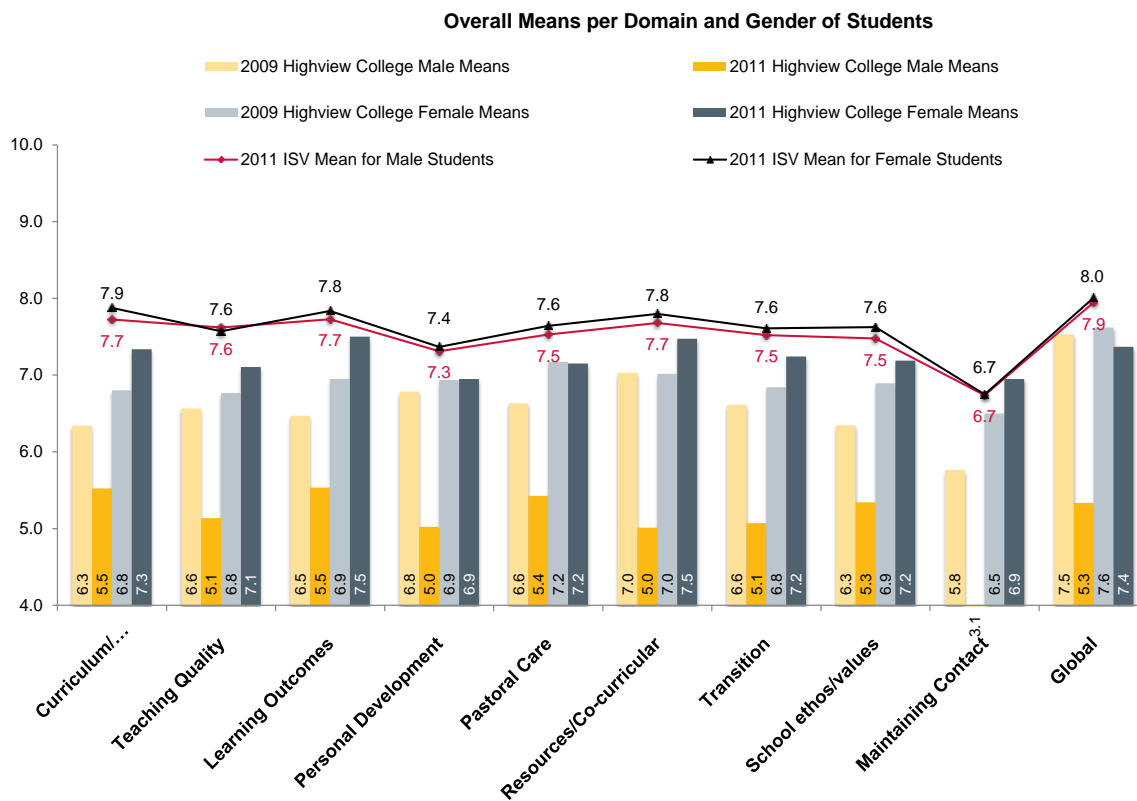
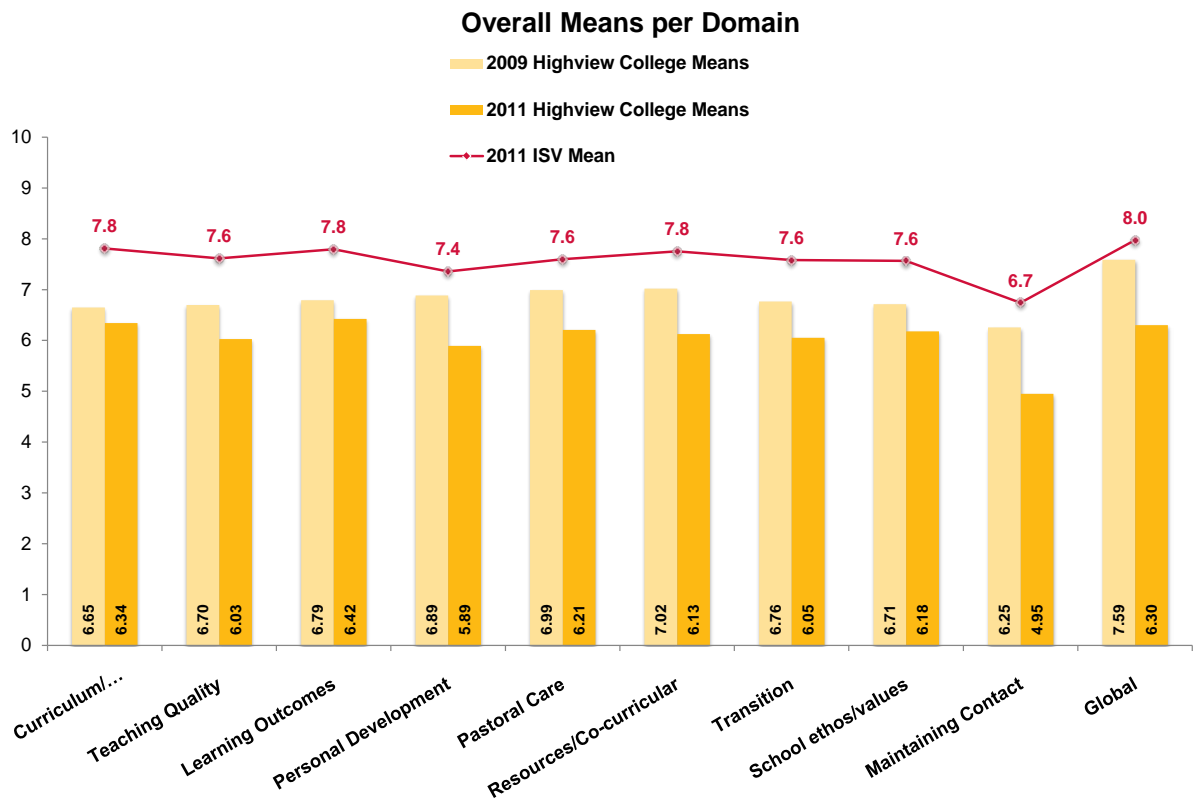


Chart 12: Overall Means per Domain



Averages per question for Highview College

Highview College sorted averages per question		
All questions averages for year 12 students (asked on a scale of 0 - 10). Data has been sorted according to 2011 averages. Top 3 averages presented in Green and bottom averages presented in red. Scale: 0 = no agreement, 10 = complete agreement	2009 averages	2011 averages
21. I find the school to be a safe place in which to learn	7.90	7.60
43. I have had positive relationships with other students	6.92	7.02
11. I have been encouraged to be responsible for my own learning	7.39	6.83
28. I have been able to make appropriate use of computers	6.94	6.83
29. I have had access to quality materials and resources in my learning	6.86	6.81
18. The school has provided me with opportunities to develop my leadership skills	7.04	6.71
23. I have been treated fairly at this school	6.75	6.69
25. The school has helped me to foster positive relationships with staff	7.04	6.68
24. I have been accepted for who I am	7.14	6.67
2. In relation to my expectations, my academic results have been good	6.37	6.60
34. The school has provided me with good info and advice about future career options	6.35	6.54
5. I have been encouraged to attain the best academic results possible	6.80	6.51
37. Students from different backgrounds and cultures are treated equally	6.61	6.50
3. The standard of schoolwork expected of me has been appropriate	6.94	6.49
4. I have enjoyed an excellent environment in which to learn	6.73	6.45
41. The school has provided good opportunity for me to learn a range of values	6.84	6.44
12. I have been motivated to learn at this school	6.47	6.40
15. The school has helped in the development of my social and personal skills	7.22	6.38
9. Teachers have provided help and support when I need it	6.98	6.37
33. The school has equipped me with skills and knowledge needed for the future	6.61	6.34
38. I have been encouraged to develop an appropriate set of life values	6.55	6.33
32. I think I have been well prepared for the future	6.69	6.31
45. Overall, I have been satisfied with my experience at this school	7.59	6.30
13. This school has done a good job developing my thinking and reasoning skills	6.84	6.24
8. I have found the teachers generally to be enthusiastic about their teaching	6.27	6.22
14. I have been challenged in my studies at this school	6.45	6.22
22. The school has ensured that I have received care and support outside the classroom	6.84	6.13
40. The school has encouraged students to respect individual differences	7.16	6.10
7. Teachers have understood my ability and have taught me accordingly	6.63	6.07
39. The school has encouraged an atmosphere of mutual support and concern	6.76	6.07
10. Teachers have been up-to-date in the things they teach	6.82	6.03
36. The school has prepared me well for taking an active role in society	7.59	6.03
30. I have enjoyed participating in the co-curricular activities	6.59	5.95
19. The school has acknowledged my achievements	6.82	5.83
6. The school has provided me with high quality teachers	6.78	5.71
20. The school has encouraged me to exercise self-discipline rather than depend on imposed discipline	7.20	5.68
1. The learning programs offered at this school have met my needs and interests	6.39	5.67
44. The school has given me the opportunity to explore my spiritual development	6.25	5.66
17. I have been encouraged to participate in community activities	6.96	5.62
42. The school has helped me to develop a commitment to improving others' social circumstances	6.59	5.49
16. My special interests and talents have been developed at this school	6.08	5.41
35. The school has helped me to develop good study habits	6.69	5.32
46. Maintaining contact with the school is important to me	6.25	4.95
31. The school has provided ample opportunities for all students to participate in co-curricular activities	7.59	4.88
27. The school has focused on me as a whole person and not just my intellect	6.25	4.88
26. I have not experienced any bullying and racism at this school	7.02	4.68

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